

# The Charles Redd Center for Western Studies



## 2020 Annual Report

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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.

## FACULTY

Jay H. Buckley, *Director*

Brenden W. Rensink, *Associate Director*

## STAFF

Amy Carlin, *Office Specialist*

## STUDENT EMPLOYEES AND INTERNS FOR 2020

Cindy Gonzalez, Ryan Hallstrom, Josie Manwill, Allie Patterson, Deveney Reber, Camilla Richardson, Nicole Smith, Taylor Tree

## CURRENT BOARD MEMBERS

Thomas G. Alexander, *Redd Center and Department of History Emeritus, Brigham Young University*

James B. Allen, *Redd Center and Department of History Emeritus, Brigham Young University*

Val J. Anderson, *Department of Plant and Wildlife Sciences, Brigham Young University*

Tacey M. Atsitty, *Diné, Indigenous Poet*

Adam Brown, *Department of Political Science, Brigham Young University*

Mark Brunson, *Department of Environment and Society, Utah State University*

John E. Butler, *Butler Family Representative*

Brian Q. Cannon, *Former Redd Center Director and Department of History, Brigham Young University*

Dennis Cutchins, *Department of English, Brigham Young University*

Jessie L. Embry, *Redd Center Emeritus, Brigham Young University*

Ed Geary, *Redd Center and Department of English Emeritus, Brigham Young University*

Holly George, *Utah Historical Quarterly, Utah State Historical Society*

Jason B. Jones, *Western Museums Association*

John M. Murphy, *L. Tom Perry Special Collections, Brigham Young University*

Jeff Nichols, *Department of History, Westminster College*

Samuel Otterstrom, *Department of Geography, Brigham Young University*

Erik Redd Rasmussen, *Redd Family Representative*

Carol Ward, *Department of Sociology, Brigham Young University*

## LEMUEL HARDISON REDD, JR., PROFESSOR OF WESTERN AMERICAN HISTORY

Ignacio M. Garcia

## LEMUEL HARDISON REDD, JR., PROFESSOR OF WESTERN AMERICAN HISTORY EMERITI

Thomas G. Alexander, James B. Allen

## DIRECTOR'S REPORT: JAY H. BUCKLEY

2020 marked a year like no other at the Charles Redd Center for Western Studies due to the worldwide COVID-19 pandemic. Despite the disruptions, the Redd Center continued to fulfill its mission 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.

The Center underwrote the scholarship of professors, students, and independent scholars; funded prizes for articles and State History Day projects; supported museum exhibits; and helped fund other public programs in western studies. The Center awarded \$105,000 in its annual awards competition in March.

Additional funds were awarded through the Karl and Mollie Butler Young Scholar Award. We congratulate this year's recipient, Mike Taylor, English (2020–23). Ongoing Butler Young Scholars include Scott Sanders, Sociology (2019–22), and Adam Brown, Political Science (2018–21).

The Redd Center continued its collaboration with the Utah Humanities Council, the Utah State Historical Society, and the University of Utah in sponsoring conferences and lectures elsewhere in Utah. We also sponsored prizes and events in conjunction with professional organizations including the Western History Association, the Western Literature Association, the Western Political Science Association, Phi Alpha Theta, the Western Museum Association, the Native American Literature Symposium, the Mormon History Association, the Utah State Historical Society, the Tanner Humanities Center, and the Buffalo Bill Historical Association.

During winter semester, the Redd Center contributed to western studies at BYU by sponsoring guest lectures and panel discussions, many of which were also made available via live feed to viewers elsewhere. In January, author and former University of Utah Press editor John R. Alley delivered the William A. "Bert" Wilson Folklore Archives Founder's Lecture, which the Center co-sponsored. Carol Madsen presented "Emmeline B. Wells and the Fight for Women's Suffrage in Utah," commemorating the 150-year anniversary of the 1869 passage of women's suffrage in Utah Territory. On February 27, at the conclusion of our annual board meeting, Megan Kate Nelson presented the Annaley Naegle Redd Lecture, "When the Civil War Came West." Thomas Alexander was scheduled to deliver the Clarence Dixon Taylor Lecture in April, which we postponed until 2021 due to COVID-19. The Redd Center had planned on hosting additional lectures during fall semester, but they were similarly put on hold due to the pandemic.

The Center hosted Paul Formisano as a visiting fellow during the Winter 2020 semester. An associate professor of English at the University of South Dakota, Formisano conducted research for his new monograph, *Tributary Voices: Literary and Rhetoric Explorations of the Colorado River*. The Center hosted a luncheon for him with BYU faculty whose research interests intersected his. He also presented his research by circulating a draft in lieu of our traditional Western Studies Faculty Luncheon for interested faculty and students on April 13.

At our annual meeting on February 27, the board approved a Memorandum of Understanding (MOU) for an Alexander-Murphy *Utah Historical Quarterly* award. Moreover, the 2020 Redd Center award for the best article in *Utah Historical Quarterly* went to Michael McLane, "Taking the Waters: Lost Leisure on Salt Lake City's Beck Street," (Winter 2019). The Center also signed an MOU with the *Journal of Mormon History* and the Mormon History Association for the duration of Jessie Embry's term as editor. The board also approved discontinuing the Western Studies Minor to better repurpose our student outreach efforts.

Student outreach efforts expanded in several ways. First, the College of Family, Home and Social Sciences generously provided \$14,000 of experiential learning funds to the Redd Center and the American Indian Studies/Indigenous Studies Minor that we oversee. During 2020, thirteen students received these experiential learning funds: 1) Ryan Hallstrom, Allison Patterson, Deveney Reber, and Nicole Smith as Redd Center research assistants; 2) Anna Bailey, Ryan Hallstrom, Josie Manwill, Nikki Smith, and Taylor Tree as Redd Center interns; and 3) Indigenous students Sunni Begay, Cherie Gutierrez, Crystal Stewart, and Dion Tapahe as AIS program coordinators/interns. AIS also sponsored Miss Navajo to speak at BYU. Taylor Tree's essay on the LDS "adoption" program of Native children and Indigenous servitude in Utah Territory won the 2020 Eugene E. Campbell Award in Utah History student prize from the history department.

Since 2012, the Redd Center has sponsored a Clarence Dixon Taylor Award recognizing significant publications related to Utah, Carbon, and Wasatch county history and economic development, including individuals, families, communities, and institutions. This year we created an additional Clarence Dixon Taylor Research Grant to foster and encourage research

on Utah, Carbon, and Wasatch county history and economic development. We are pleased to announce the winner was a Penn State University graduate student Heather Walser who is studying the Civil War era in Utah, with an emphasis on these counties.

In June we issued a statement publicly denouncing racism. We stand against racism in all forms and decry the blatant disregard for human life. We are deeply saddened when these assaults on human dignity have led to violence, vitriol, and division on our streets and on social media. The events of 2020 provided an opportunity for all to reflect upon and confront our own racial prejudices and personal moments of silence or inaction in combating the underlying issues of racial inequality. Each of us needs to do whatever we can within our spheres of influence to preserve the dignity and respect of every person. We must stand together to abandon attitudes of prejudice against any of God's children to ensure *all* are afforded the same privileges of life, liberty, and the pursuit of happiness. The complete statement is available at [reddcenter.byu.edu](http://reddcenter.byu.edu).

One initial response has been to study ways the Redd Center and our sponsoring institution have benefitted directly and indirectly from the practice of Indigenous and African slavery in Utah Territory before 1863. For example, Charles Redd's ancestors John Hardison and Elizabeth Redd emigrated to Utah Territory from North Carolina, bringing enslaved persons with them, which the Redds emancipated following the congressional law of June 19, 1862, which outlawed slavery in U.S. territories.

Another way we have begun to address racism is by co-sponsoring the BYU Slavery Project. The Redd Center joined with the History Department, Africana Studies, American Indian Studies, the Anti-Human-Trafficking Club, the BYU Black Alumni Association, and the Native American Alumni Association to seek ways to end racism in our community. Brenden Rensink also chairs the BYU Slavery Project Steering Committee. During fall semester, history professors Christopher Jones and Matt Mason taught History 390, "Slavery & Brigham Young University," a course designed to study the impact and legacies of slavery at BYU. Student researchers are busily engaged in coursework, research, and archival study in compiling the data. For more details see [byuslaveryproject.org](http://byuslaveryproject.org) and Rensink's Associate Director's Report for 2020.

The Redd Center supports the efforts of BYU's Committee on Race, Equity & Belonging. We advocated for the inclusion of an Indigenous representative, Professor Michaelyn Steele (Seneca), on this committee, which occurred. Rooting out racism, healing its wounds, and building bridges of understanding is the responsibility of every member of the BYU community. We will continue to review processes and actively address any issues of race and diversity we encounter. We have consistently funded students and scholars of color as well as those conducting research on racial topics in the Intermountain West. We are supporting a 2022 symposium on "Railroads in Native America." We welcome your recommendations of additional initiatives we might consider as well.

The Center increased its support of student awards and student scholarships. Next year's report will detail the four history department student awards now sponsored by the Redd Center as well as the new Bertis L. and Anna E. C. Embry Award in Global Latter-day Saint History, all sponsored through the Bertis L. and Anna E. C. Embry Endowment. We are grateful to Jessie Embry for her support of these endeavors in honor of her parents.

The Center recently signed a MOU with the BYU history department wherein we now co-sponsor the Ignacio Garcia Scholarship for Indigenous and Students of Color. Ignacio M. Garcia remains the Lemuel Hardison Redd, Jr., Professor in Western American History (2006–present). Garcia, a pioneer in Mexican American Studies, is a prolific historian. His work illuminates the Chicano, Hispanic, and Latina/o/x emergence as a major political and cultural force in the Intermountain region. His scholarly monographs have explored political power in the West, from the ways in which internal dynamics of local organizations interact with the external pressures of racialized power and privilege to the ways in which reclaimed ethnic and racial identities influence grassroots organizations. A tireless advocate of civil rights and liberties, Professor Garcia cares deeply about those who labor under the weight of prejudice and poverty. Garcia also served as the president of the Mormon History Association.

With the capable and talented assistance of Associate Director Brenden Rensink and office specialist Amy Carlin, the Redd Center continues to improve our outreach and contributions to western studies. In the spring we unveiled a new Redd Center logo for use on social media platforms and published an updated brochure. Rensink continues his excellent efforts to develop the Center's region-wide digital public history venture, *Intermountain Histories*. Faculty and students in history courses on several campuses, as well as Redd Center student interns under Rensink's supervision, contribute to the project, which has published more than 450 stories. See Rensink's report for updates on this public history venture as well as his excellent *Writing Westward* podcast and the Center's newsletters.

We are pleased to announce that one of the Center-produced anthologies, *Essays on American Indian and Mormon History* (Salt Lake City: University of Utah Press, 2019), won the Metcalfe Best Anthology Book Award from the John Whitmer Historical Association. We congratulate editors P. Jane Hafen and Brenden W. Rensink on this excellent volume. In June 2019 the Redd Center hosted a dozen authors at a summer seminar to workshop papers. Guest speaker Steven Pine presented a presentation on the history of fire in the American West. As a result of the seminar, another Redd Center-produced volume, *Pulling the American West into the 21<sup>st</sup> Century*, is proceeding at a rapid pace, thanks to the skills of editor Brenden W. Rensink. It is slated for publication by the University of Nebraska Press in 2021.

The Center awarded three publication grants to aid in the price reduction in producing the following books: 1) Eric A. Eliason and Carol Edison, eds., *This the Plate: Utah Food Traditions* (Salt Lake City: University of Utah Press, 2020); 2) Mikel R. Stevens, et. al., *The Heart of Penstemon Country: A Natural History of Penstemons in the Utah Region* (Helena, MT: Sweetgrass Books, 2020); 3) Christian S. Harrison, *All the Water the Law Allows: Las Vegas and Colorado River Politics* (Norman: University of Oklahoma Press, forthcoming, 2021).

Faculty in the history department typically teach five courses a year. I receive a course release during winter and fall semesters due to my director responsibilities at the Redd Center. Therefore, during 2020 I taught three courses: History 220 (US History through 1877); History 386 (American Indian History to 1830); and History 387 (American Indian History since Removal). As most of you have also endured countless Zoom meetings, you can imagine how much fun it was to learn how to teach students in class and on Zoom at the same time.

Despite the pandemic, I published four peer-reviewed articles, including

- 1) "Orem [Utah]: Pioneering on the Provo Bench." *Pioneer* 67, no. 3 (Fall 2020): 44-56;
- 2) "William Clark, the Fur Trade, and Indian Affairs," *We Proceeded On* 36, no. 4 (November 2020): 14-30;
- 3) "Exploring the Louisiana Purchase and Its Borderlands: The Lewis and Clark, Hunter and Dunbar, Zebulon Pike, and Freeman and Custis Expeditions in Perspective [Part 1]." *We Proceeded On* 46, no. 3 (August 2020): 10-21.
- 4) I co-authored an article with BYU undergraduate Ashley Anderson Webb: "Mormon Women Connected Suffrage Directly to Joseph Smith's First Vision and the Restoration of the Gospel: Reflections from the 1920 Relief Society Magazine," *Journal of Mormon History* 46, no. 4 (October 2020): 130-38.
- 5) I published a book review of *Dreams of El Dorado: A History of the American West*, by H. W. Brands, in *We Proceeded On* 46, no. 4 (November 2020): 46-48. The Gilder Lehrman Institute of American History contracted with me to write a teacher essay on Lewis and Clark. One of my BYU history classes about Lewis and Clark aired on C-Span TV in October.

The following have been accepted for publication: 1) Jay H. Buckley, "William Clark and the Missouri River Fur Trade," *Proceedings from the 2018 National Fur Trade Symposium*, edited by Mike Cassler and Tracy Potter; 2) John R. Alley, Jr., and Jay H. Buckley, "Edge of Empire, 1598-1846," in *Utah History*, edited by David Rich Lewis, Brian Q. Cannon, Jeffrey Nichols, and W. Paul Reeve (Logan: Utah State University Press). Meanwhile, I am co-authoring *Great Plains Forts* with history colleague Jeff Nokes, which will be published by the University of Nebraska Press and the Center for Great Plains Studies. I am in the early stages of researching another monograph, *A Fur Trade History of the Great Plains and Prairie Provinces*.

The COVID-19 crisis meant fewer professional and public conferences. Nevertheless, I presented "A Fur Trade Crossroads: Trailing the Mountain Men through Utah History" to the Mount Nebo Chapter of the Sons of the Utah Pioneers. I also gave a talk about "Utah's Outlaws" at the Springville Senior Center. I chaired and commented on a session at the virtual Western History Association. The topic was "Surveys and Maps: Imaging North American West's Landscapes, Conflicts, and Peoples." I rounded out the year with a presentation on "The Lewis and Clark Expedition: Visualizing their Journey through Art," to several chapters of the Lewis and Clark Trail Heritage Foundation.

I served as an ad hoc reviewer for a James Bridger book manuscript for the University of Oklahoma Press and reviewed a journal article on the Green, Sevier, and Colorado rivers for the *Utah Historical Quarterly*. I chaired the Gordon M. Bakken Committee of the Western History Association and am pleased to announce that the winner of the 2020 Gordon Bakken Award of Merit given for outstanding service to the field of western history and to the Western History Association went to former Redd Center director Brian Q. Cannon, currently serving as chair of the BYU history department. Congratulations, Brian! Meanwhile, I am on the board of the Utah Valley Historical Society and the editorial board of the peer-reviewed journal *We Proceeded On*. I continue to work with Dr. Mike Taylor (English) in directing the BYU's interdisciplinary

American Indian Studies Minor. You can review our activities at [native.byu.edu](http://native.byu.edu). We also launched and received approval for an Indigenous Field Study for Winter 2021.

One of my major projects in 2020 and in the coming year is writing and compiling a fifty-year administrative history of the Charles Redd Center for Western Studies. I appreciate Jessie Embry's help getting this project started. I am grateful, especially, for Camilla Richardson, who worked tirelessly through 2020 to help research and compile some of the Center's history, biographies, tables, and information that will be included in that publication. We anticipate having it ready for the spring of 2022 when the Center commemorates fifty years!

I am grateful to our Redd Center board members for their active participation, excellent suggestions, and service as judges in our annual awards competitions. I am grateful to BYU; the history department; the College of Family, Home, and Social Sciences; and Dean Ben Ogles for their continued support of me and the Redd Center. We appreciate the extended Redd, Butler, Peters, Embry, Dixon, and Taylor families for their continued support of the Center. Finally, I express my gratitude to Associate Director Brenden W. Rensink and office specialist Amy Carlin for their hard work, institutional memory, and professionalism. It is a pleasure to serve with you.

# ASSOCIATE DIRECTOR'S REPORT: BRENDEN W. RENSINK

This year did not turn out as any of us expected. 2020 saw events and plans cancelled or delayed at the Redd Center and in my own professional endeavors. Despite these challenges, several new tasks quickly filled newly-available time, and however strange, 2020 was productive. While the accompanying report from Director Jay H. Buckley details various Redd Center activities, I will focus the following summary on the activities and projects for which I serve as the primary administrator. I also include updates on my own professional activities.

## REDD CENTER AWARDS AND FUNDING

The exciting research and public programming being planned and conducted around our region continues to thrill me. I cannot overstate the impact of Redd Center endowment funds that support awards support across multiple fields, disciplines, and constituencies. I am the primary administrator of our awards, but Redd Center board members and others provide essential service in helping judge and evaluate proposals, and logistics are facilitated by our indispensable office specialist, Amy Carlin. I extend my gratitude to them. Our disciplinary diversity continued this year. We received applications from the fields of archeology, anthropology, biology, comparative arts and letters, ecology, ethnic studies, English, forest and rangeland stewardship, geography, history, international relations, law, library science, linguistics, literature, microbiology, museums and curatorial work, pedagogy, philosophy, plant and wildlife science, political science, religious studies, sociology, and theatre and media arts. We also fielded proposals from independent scholars and public institutions, as well as groups like municipal governments, museums, historical societies, and humanities councils. I also represented the Redd Center in judging and granting Center awards at the annual Mary Lou Fulton Mentored Student Research Conference, Utah State History Day competition, and various publication grants and subventions, albeit remotely.

## REDD CENTER EVENTS AND MEDIA

Due to the COVID-19 pandemic, we only held two of our planned events this year. They were excellent and well attended.

Carol Cornwall Madsen, Professor Emeritus of History, Brigham Young University

Megan Kate Nelson, Ph.D., historian and writer (2020 Annaley Naegle Redd Lecture)

I continue to manage Redd Center publicity and media. The semiannual newsletter I produce currently offers but a barebones update on events and happenings. Yet, it does notify thousands of subscribers of our activities, and the returned metrics so far indicate above-average engagement rates. I also manage the Redd Center website and blog, and the social media accounts for the Redd Center, Intermountain Histories, the *Writing Westward* podcast, and the BYU Slavery Project on Facebook and Twitter. Our digital footprint is not enormous, but it is essential in our modern world. The tedium of creating content, responding to inquiries, and dealing with occasional trolls is worth the effort as social media tools are proving effective in reaching new audiences and maintaining engagement with multiple constituencies.

## REDD CENTER PUBLIC HISTORY PROJECTS AND PROFESSIONAL ENGAGEMENT

The **Intermountain Histories** digital public project continues to grow. During 2020 I edited and published approximately one hundred additional stories, bringing the total to nearly 450, and thirty-five tours. Professors from seven universities have participated in the project, and I am currently initiating a new round of recruitment for new collaborators. Site analytics recorded an average of 3,500-5,250 users and 5,500-7,500 page views per month in 2020. I continue to host one or two interns a semester on the project as well as a research and editorial assistant.

By year's end, the *Writing Westward* podcast totaled twenty-eight episodes. The guests have continued to be of excellent quality, feedback has been positive, and our audience grows. In October I had the great surprise to see the podcast [positively reviewed on H-Podcast](#). Some of the critiques were well-deserved, but mainly focused on issues such as audio quality that I have worked to fix in more recent episodes. All episodes are available at [writingwestward.org](http://writingwestward.org) and via Apple Podcasts, Spotify, Stitcher, and various other podcast apps and distribution networks.

The Redd Center agreed to join the BYU Department of History; the College of Family, Home, and Social Sciences; and the Neal A. Maxwell Institute for Religious Scholarship in supporting the new **BYU Slavery Project**, and I am currently serving as the Steering Committee chair. This project joins a growing community of universities studying the impact and legacies of slavery in their campus histories. The project has assembled an impressive steering committee and advisory



board to direct activities (view members at [byuslaveryproject.org](http://byuslaveryproject.org)). In Fall 2020, committee members Matthew Mason and Christopher Jones directed an undergraduate research course. The students produced phenomenal research on the histories of race at BYU. Future work will include continued student research; a Fall 2021 course; a public conference, museum exhibit, or other event in 2022; and article-length publications by the steering committee.

I represented the Redd Center by serving on several professional committees, including as chair of the Western History Association Membership Committee, chair of the Mormon History Association Book Awards Committee, member of the Western History Association Dwight L. Smith Award Committee, member of the National Council on Public History Local Arrangements Committee, member of the Journal of Arizona History Editorial Advisory Board, and fellow of the Center for Great Plains Studies.

## PERSONAL RESEARCH, PUBLISHING, SPEAKING, AND HONORS

I was scheduled to take sabbatical during the Fall 2020 semester but postponed it to Fall 2021 due to the pandemic. That was a great disappointment, but I was able to accept the request to teach the early America survey course for the history department, which I was not scheduled to do.

I was honored with two unexpected awards this year. First, *Essays on American Indian and Mormon History*, a Redd Center seminar anthology I co-edited with P. Jane Hafen won the Metcalfe Best Anthology Book Award from the John Whitmer Historical Association. Second, the BYU College of Family, Home, and Social Sciences selected me as the recipient of the three-year Marjorie Pay Hinckley Young Scholar award. This award provides funding that will allow me to conduct research for my next book project that I would likely be unable to consider otherwise. I am truly humbled and grateful!

Publishing was slow, but various projects are progressing. Over the summer, I published a short historiographical essay on Indigenous peoples and North American immigration history in the *Immigration and Ethnic History Society* newsletter. This was a fun way to engage with a community of scholars outside my primary fields. Two forthcoming publications progressed through review processes this year. First, in early 2020 I submitted a new anthology manuscript to the University of Nebraska Press for review. This anthology features essays on the 21<sup>st</sup> Century West and grew from a seminar I hosted at the Redd Center in 2019. The review process was slow, but by year's end I received reader reports, submitted a response to the press board, signed a contract for its publication (sometime in late 2021 or early 2022), and received all finalized essays from the contributors. Some modifications to the essays were made with the removal of some chapters and commissioning of new ones to improve thematic coverage. Second, I submitted a solicited article on Indigenous peoples in North American borderlands to the Oxford Research Encyclopedia, received feedback, and will submit the final manuscript for publication in early 2021.

Conference and speaking engagements were significantly impacted by the COVID-19 pandemic. Several invited speaking engagements on my *Native but Foreign* book were cancelled, but I hope to reschedule some of them in 2021. Thanks to remote technology, I was able to visit four university courses at Princeton, UCLA, BYU, and the University of Maryland to discuss my research and public history work. Before travel was restricted, I did present a paper on transnational Indigenous biographies at a well-attended panel at the American Historical Association annual conference in New York City in January. Later, however, the Mormon History Association roundtable I was set to chair in June was cancelled. It will be on the program for 2021. At the virtual October Western History Association annual conference, I represented the Redd Center on a roundtable about academic centers and multiculturalism, and I was honored to have my *Native but Foreign* book featured in the WHA Committee on Teaching and Public Education K-12 Workshop.

The new stresses that the COVID-19 pandemic brought to my personal and professional life this year were considerable, but at year's end I look back with gratitude for what I was able to still accomplish for the Redd Center and in my own work. I look forward to 2021 with optimism and excitement. We will resume hosting Redd Center lectures (initially virtually), and I am ready to administer the awards season with pandemic considerations in mind regarding what projects will be feasible. With my sabbatical rescheduled to Fall 2021, I will continue fulfilling Redd Center duties, publishing Intermountain Histories stories, and hosting and producing *Writing Westward* podcast episodes up through Summer 2021. My involvement in these and other activities will pause during my sabbatical. By year's end, I hope to write an annual report full of resumed Redd Center activities, new publications, new initiatives, and new personal research and writing completed on my next book project.

## PLANS FOR 2021

The Charles Redd Center for Western Studies at Brigham Young University will continue its role as an interdisciplinary research center that funds and promotes the study of the Intermountain West through grants, awards, fellowships, public programming events, and publications.

The Center will continue collaboration with the Utah Humanities Council, the Utah State Historical Society, and the University of Utah in sponsoring conferences and lectures elsewhere in Utah. We will also continue to sponsor prizes and events in conjunction with professional organizations including the Western History Association, the Western Literature Association, the Western Political Science Association, Phi Alpha Theta, the Western Museum Association, the Native American Literature Symposium, the Mormon History Association, the Utah State Historical Society, and the Buffalo Bill Historical Association. We will continue to support nearly a dozen National History Days in the eight affiliated Intermountain West states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming.

The Center will sponsor 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 student papers through the BYU English Symposium and the BYU history department.

The Center will continue to advertise and award research fellowships including Visiting Fellow appointments. The Center will continue to provide honoraria and travel funds for guest lecturers in western studies who visit BYU to speak to classes or deliver public lectures.

The Center will continue to fund Young Scholar Awards for BYU faculty. We will continue to fund the Lemuel Hardison Redd, Jr., Endowed Chair in Western History. The Center will sponsor a luncheon each semester for its BYU affiliates in western studies to promote collegiality and discussion of western studies topics. The winter semester luncheon will be virtual due to COVID-19.

The Center will continue its partnership with the Buffalo Bill Center of the West 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 2021 Western History Association meeting in Portland. 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 continue its tradition of promoting understanding of western American literature by cosponsoring a plenary session at the Western American Literature 2021 meeting. 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.

During Fall 2021 Associate Director Brenden Rensink will be on professional development leave. Dr. Rensink will continue editing a scholarly anthology stemming from our 2019 summer seminar "The Twenty-First Century American West." The University of Nebraska Press will be publishing the anthology *Pulling the Modern American West into the 21<sup>st</sup> Century*.

The Center will continue its *Writing Westward* podcast to extend our engagement with new scholarship beyond the select few authors we are able to bring to campus for public lectures. Dr. Rensink will conduct virtual interviews with authors about new books or scholarship for dissemination as a podcast. New social media pages will be created for the podcast as well.

We will reevaluate and reassess our three-year commitment to collaborate with the history department at the University of Utah and the Utah State Historical Society to support the Thomas G. Alexander Editorial Fellowship at the *Utah Historical Quarterly* in recognition of Tom's contributions to the Redd Center and to Utah and western history. The Center also signed an MOU with the *Journal of Mormon History* and the Mormon History Association for the duration of Jessie Embry's term as editor. The board also approved discontinuing the Western Studies Minor to better repurpose our student outreach efforts.

The Center will continue building its digital history project, thereby promoting civic engagement and student research and generating historical content. This work engages students in mentored scholarly projects that generate resources for the study of the West.

The Center will continue our student outreach efforts through experiential learning funds provided to the Redd Center and the American Indian Studies/Indigenous Studies Minor that I oversee. We will continue to provide a variety of learning opportunities such as research assistantships, internships, and mentored student learning.

The Redd Center supports the efforts of BYU's Committee on Race, Equity & Belonging. The Redd Center joined with the history department, Africana Studies, American Indian Studies, the Anti-Human-Trafficking Club, the BYU Black Alumni Association, and the Native American Alumni Association to seek ways to end racism in our community. Brenden Rensink chairs the BYU Slavery Project Steering Committee. The BYU Slavery Project involves student and faculty collaborators who study Indigenous and African American slavery connections in Utah Territory and possible benefits—direct and indirect—to the university, with recommendations on possible forms of acknowledgement and restitution. As a beginning step, the Center recently signed a Memorandum of Understanding with the BYU history department wherein we now co-sponsor the Ignacio Garcia Scholarship for Indigenous and Students of Color.

The publication grant program will continue to provide funding to presses publishing scholarly books pertaining to the study of the Intermountain West.

The Center has added a new Clarence Dixon Taylor Research Grant of up to \$1,500 to encourage and facilitate research about Central Utah (Utah, Carbon, and Wasatch Counties). The grant is named for a representative of the Taylor and Dixon families who established an endowment in memory of these families' contribution to the economic development of Provo and central Utah.

The Center will initiate endeavors to commemorate the 50-year history of the Charles Redd Center for Western Studies in 2022.

# LECTURES, PRIZES, AND EVENTS

## LECTURES

January 30: Carol Cornwall Madsen, professor emerita, History, BYU  
“The Third Star: Emmeline B. Wells and the Winning of Women’s Suffrage in Utah”

February 27: Megan Kate Nelson, historian and writer  
Annalee Naegle Redd Lecture  
“When the Civil War Came West”

## CO-SPONSORED LECTURES

January 23: John R. Alley, former executive editor of Utah State University Press and retired editor in chief of University of Utah Press  
William A. Wilson Folklore Archives Founder’s Lecture  
“Maps and Guides to the Marrow of Human Experience: A Book Editor’s Folklore Education”  
Co-sponsored with the William A. Wilson Folklore Archives

## 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 Matto Mildenerger, University of California Santa Barbara; Mark Lubell, University of California, Davis; and Michelle Hummel, University of Texas at Arlington, for their paper, “Personalized Risk Messaging Can Reduce Climate Concerns.”

The Center sponsored two Beatrice Medicine Awards in American Indian Studies at the Native American Literature Symposium. The awards of \$250 went to Laura Harjo for her book *Spiral to the Stars: Mvskoke Tools of Futurity* from the University of Arizona Press and Jeremiah Garsha for his essay “Red Paint: Transnational Movements of Deconstructing, Decolonizing, and Defacing Colonial Structures” published in the online, open-access journal *Transmotion*.

The Arrington-Prucha Prize is awarded by the Western History Association for the best article of the year in Western American Religious History. The award of \$500 went to Angela Pulley Hudson for “There is no Mormon Trail of Tears: Roots, Removals, and Reconstructions,” published in the edited volume *Reconstruction and Mormon America* (University of Oklahoma Press).

The Jensen-Miller Award is awarded by the Western History Association for the best article in the field of women and gender in the North American West. The award of \$500 went to Jordan Biro Walters for “‘So Let Me Paint’: Navajo Artist R.C. Gorman and the Artistic, Native, and Queer Subcultures of San Francisco, California,” published in the *Pacific Historical Review*.

Four Charles Redd Teaching Excellence Award were given in 2020, enabling schoolteachers to attend the Western History Association’s annual convention. The \$500 prizes were awarded to Katie Ward (St. John Paul II Catholic School), Sandra Garcia (Theodore Roosevelt Middle School), Alexander Hernandez (Cristo Rey High School), and Katherine Wiedenhoft (Annunciation Catholic School).

The Charles Redd Center for Western Studies Award for the best general interest article of the year appearing in the *Utah Historical Quarterly* was awarded to Michael McLane for “Taking the Waters: Lost Leisure on Beck Street,” published in the Winter 2019 issue.

One Clarence Dixon Taylor Award of \$3,000 was given this year to the National Society of the Sons of Utah Pioneers *Pioneer* magazine, acknowledging their efforts in publishing two issues on Utah County in 2020. Another \$3,000 will be distributed among the fifteen authors (approximately \$200 apiece) to recognize their scholarship on Utah County.

The Center sponsors 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). This year, first place was awarded to Samuel Jensen for “A Source Study of Ancestral Puebloan Obsidian in San Juan County, Utah,” and second place was awarded to Jordan Elizabeth Jackson for “Privilege and Place: An Exploratory Study about Healthcare Bypass Behavior.”

Due to the unique nature of 2020, ten \$100 Charles Redd Center Awards were given at the 2020 Plant and Wildlife Sciences Graduate Research Conclave in place of two \$500 awards. The ten awardees and their poster titles are as follows:

Devri Adams, “Effect of Megafire on Herbivory & Regeneration of Temperate Montane Forest”

Alyssa Brown, “Elevation impact on seed germination requirements for two Asteraceae species”

Mikiah Carver, “Is Sagebrush for the Birds?”

Ryan Howell, “A Comparison of VHF Telemetry in Greater- Sage-Grouse Habitat Selection: Do GPS Transmitters Provide more Insight than VHF?”

Sydney Lamb, “Maternal Effects on Mule Deer Fawns”

Madeleine Malmfeldt, “Monitoring Cyanobacteria in the Middle Provo River”

Daniel Sallee, “Do Ungulates Compete for Birthing Sites?”

Sara Sayedi, “Global Assessment of the Risk if Abrupt Fire Regime Change in relation to the Societal Good, Carbon Stocks, and Biodiversity”

Travis Sowards, “Improving Rangeland Restoration Using Targeted Fungicide and Seed Coatings;”

Mitch Thacker, “Use of Flash Flaming to Improve Handling and Delivery of Winterfat Seeds.”

The Center also sponsored awards for state National History Day competitions in Arizona, Colorado, Idaho, New Mexico, and Utah.

## EVENTS

October 14: The Redd Center sponsored the public history reception at the annual WHA meeting

Additional lectures and events were cancelled due to the COVID-19 pandemic.

# 2020 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 2020, the Redd Center received eight applications and awarded the following individuals:

John Bennion, English, Brigham Young University, “The Chimerical Desert (The Communitarian Poetry of Esther Ann Birch Bennion; Education in Rural Utah: Jeanette Sharp Bennion and Home School; Adaptation of an Easterner: Sergene Benson Bennion)”

David B. Magleby, Political Science, Brigham Young University, “Utah Public Opinion and Voting Behavior Over 60 Years”

**Total granted for 2020–2021: \$13,000**

## ***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 2020, the Redd Center received three applications and awarded the following individual:

Allison Foster, Comparative Arts and Letters, Brigham Young University, “Cultural Appreciation and Appropriation in the Grand Canyon: Mary Colter’s Desertview Watchtower”

**Total granted for 2020–2021: \$1,500**

## ***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 2020, the Redd Center received nine applications and awarded the following individuals:

Erik J. Freeman, History, University of Connecticut, “The Mormon International: Communitarian Politics and the Church of Jesus Christ of Latter-Day Saints, 1830–1890”

Allison Kelley, History, University of Virginia, “High on the Mountaintop a Banner is Unfurled: Capitalism, Community, and Latter-day Saints’ Twentieth-Century Economic Vision”

Farina King, History, Northeastern State University, “Miss Indian BYU Through Generations”

Samuel Lopez-Alcala, World Languages and Literature, University of Nevada–Reno, “Interpreters of the Intermountain West: An Essential Piece of American Western History”

Lauren Perry, English Languages and Literature, University of New Mexico, “Animal Texts: American Environmental Literature’s Intervention into Understanding Animals”

**Total granted for 2020–2021: \$7,400**

## ***Clarence Dixon Taylor Research Grant***

The Clarence Dixon Taylor Research Grant was created in 2020 to encourage and facilitate research about central Utah (Utah, Carbon, and Wasatch Counties).

In 2020, the Redd Center received 5 applications and awarded the following individual:

Heather C. Walser, History, Pennsylvania State University, “Amnesty’s Origins: Peace, Federal Power, and the Public Good in the Long Civil War Era”

**Total granted for 2020–2021: \$1,350**

## ***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 2020, the Redd Center received six applications and awarded the following individuals:

Tim B. Graham, “La Sal Mountain Alpine Arthropod Communities: Establishing Baseline Conditions”

Amy Horn, “Identify Archaeological Sites Excavated by 1929 Seventh Bernheimer Expedition”

George R. Matthews, “Billy the Kid, Thomas Catron, and the Santa Fe Ring”

**Total granted for 2020–2021: \$3,350**

### ***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 2020, the Redd Center received six Brigham Young University faculty applications and awarded the following individuals:

Heather Belnap, Comparative Arts & Letters, Brigham Young University, “Artistic Frontiers: Women and the Making of the Utah Art Scene, 1880–1950”

Christopher F. Karpowitz, Political Science, Brigham Young University, “Western States 2020 Survey”

Michael Searcy, Anthropology, Brigham Young University, “Archaeological Testing at the Hinckley Mounds: A Fremont Indian Site in West Provo, Utah”

Fred Woods, Church History and Doctrine, Brigham Young University, “Saints of Las Vegas”

**Total Granted for 2020–2021: \$7,500**

In 2020, the Redd Center also received eleven off-campus faculty applications and awarded the following individuals:

Dylan McDonald, Library Archives and Special Collections, New Mexico State University, “The Teton Dam, Forty Years in the Making”

Laurie Mercier, History, Washington State University—Vancouver, “Remembering the Northern West: Women’s Oral History Narratives about Place, Work, and Family”

Bob H. Reinhardt, History, Boise State University, “The Atlas of Drowned Towns: The Snake River”

**Total Granted for 2020–2021: \$5,650**

### ***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 2020, the Redd Center received twenty-five applications and awarded the following organizations:

Better Days 2020, “Hard Won, Not Done Public Program”

Mormon History Association, “Journal of Mormon History Initiative”

Northern Arizona University, “Biennial Conference: Voices for the American Southwest”

Sites Set for Knowledge, “Art History Tour of BYU and Provo”

Springville Museum of Art, “Grand Ambitions in Utah Art Exhibition”

Utah Museum of Fine Arts at the University of Utah, “2020 Spiral Jetty 50th Anniversary Celebration”

Western History Association, “2020 Annual Public History Reception”

Western Literature Association, “2020 Western Literature Association Conference, San Diego, CA”

**Total granted for 2020–2021: \$17,050**

### ***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 2020, the Redd Center received six Brigham Young University applications and awarded the following individuals:

Stephanie Lambert, Anthropology, Brigham Young University, “Defining Utah Valley Fremont Rituals for the Closing of Houses and Communal Buildings”

Adam Norris, Plant and Wildlife Sciences, Brigham Young University, “Megafire Effects on Stream Nutrient Dynamics”

## 2020 REDD CENTER AWARDEES

Peter Searle, Biology, Brigham Young University, “Comparative Analysis of Morphometric and Gene-Expression Patterns in larval June Sucker and Utah Sucker”

Travis Sowards, Wildlife and Wildlands Conservation, Brigham Young University, “Increasing Rangeland Restoration Success Using Target Fungicide Seed Coatings”

**Total granted for 2020–2021: \$4,750**

In 2020, the Redd Center also received thirty-five off-campus applications and awarded the following individuals:

Kerri Keller Clement, History, University of Colorado–Boulder, “Wonderland’s Festering Wound: Indigenous Peoples, Animals, and Brucellosis in Twentieth-Century Yellowstone and Montana Borderlands”

Katryn Davis, Anthropology, University of Nevada–Reno, “Piety and Power in America’s Zion: Mormon Fundamentalism, Separatism, and Integration”

Neil Dodge, History, University of Nevada–Las Vegas, “Reimagined People: Captives as Beloved Kin, 1846–1868”

Alexander Finkelstein, History, University of Oklahoma, “Prison Valley, USA: The Making of a Carceral Capital”

Riley Finnegan, Geology and Geophysics, University of Utah, “Spectral Amplification and the Seismic Response of Rock Arches”

Dana A. Freiburger, History, University of Wisconsin–Madison, “Early Science Education at St. Mary’s Academy in Salt Lake City, 1875–1900”

Korina Ike, History, University of Wyoming, “Brucellosis in the Greater Yellowstone Area, 1872–1997”

Mark Kreider, Wildland Resources, Utah State University, “A Systematic Test of the Prevalence of Quaking Aspen Seedling Regeneration”

Spencer Lambert, Anthropology, Southern Methodist University, “The Evidence for Communal Feasting by the Fremont of Wolf Village”

Megan Plummer, Anthropology, Washington State University, “Turquoise: Trade, Procurement, and Value in the Fremont and Puebloan Southwest”

Katie Richards, Anthropology, Washington State University, “A Multi-Scalar Approach to Understanding Fremont through Painted Ceramic Production and Exchange from A.D. 1000–1350”

Jacob Swisher, History, Colorado State University, “A Climate of Crisis and Opportunity: Violence, Native Sovereignty, and the Mid-Nineteenth-Century Dry Period in the New Mexico Borderlands”

Matthew Swoboda, History, University of Wyoming, “Beyond Furs and Guns: The Material Culture of Native American Trade on the Northern Plains, 1730–1890”

Charlotte Hansen Terry, History, University of California–Davis, “Becoming American: Mormons and Religious Imperialism in the American West and Pacific”

Jamela Thompson, Natural Resources, Utah State University, “Fuel Treatment Effects on Wildfire Outcomes in Utah”

Derek Uhey; Engineering, Forestry, and Natural Sciences; Northern Arizona University; “Grazing Effects on Harvester Ant Nest Vegetation”

**Total granted for 2020–2021: \$17,250**

### ***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 2019, the Redd Center received eight nominations and awarded two individuals. Consequently, the Redd Center did not call for applications or award Young Scholars in 2020.

### Continuing Young Scholars:

Adam Brown, Political Science, 2018–2021

Scott Sanders, Sociology, 2019–2022

Michael Taylor, English, 2020–2023



## ***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 2020, the Redd Center awarded publication grants to the following presses:

University of Utah Press for *This is the Plate* by Carol Edison, Eric Eliason, and Lynne McNeill

University of Oklahoma Press for *All the Water the Law Allows: Las Vegas and Colorado River Politics* by Christian S. Harrison

Farcountry Press for *The Heart of Penstemon Country: A Natural History of Penstemons in the Utah Region* by Mikel R. Stevens, Steven L. Love, and Tony McCammon

**Total granted for 2020–2021: \$9,000**

## ***Clarence Dixon Taylor Award***

The Clarence Dixon Taylor Award recognizes outstanding scholarship on Central Utah (Utah, Carbon, and Wasatch Counties). Nominations may include theses, books, papers, monographs, articles, symposiums, dramatic presentations, lectures, etc. from students and faculty of Brigham Young University, other institutions, or independent scholars. Significant scholarship will be recognized with a maximum of \$5,000 awarded for major achievements.

In 2020, the Redd Center awarded the following publication:

The National Society of the Sons of Utah Pioneers *Pioneer* magazine publisher William W. Tanner was awarded \$3,000 for efforts in publishing two issues on Utah County in 2020. We will award another \$3,000 to the fifteen authors (approximately \$200 apiece) to recognize their scholarship on Utah County.

**Total granted for 2020–2021: \$6,000**

## ***Clarence Dixon Taylor Research Grant***

The Clarence Dixon Taylor Research Grant is named for a representative of the Taylor and Dixon families who established an endowment in memory of these families' contribution to the economic development of Provo and central Utah. The grant provides up to \$1,500 to encourage and facilitate research about central Utah (Utah, Carbon, and Wasatch Counties).

In 2020, the Redd Center awarded the following individual:

Heather C. Walser, History, Pennsylvania State University, "Amnesty's Origins: Peace, Federal Power, and the Public Good in the Long Civil War Era"

**Total granted for 2020–2021: \$1,350**

## ***Interdisciplinary Studies Grants***

The Redd Center offers interdisciplinary studies grants of up to \$10,000 to groups of three or more scholars collaborating from three or more fields on a topic regarding the Intermountain West.

In 2020, the Redd Center awarded one \$10,000 interdisciplinary studies grant for the following proposal:

John Murphy, L. Tom Perry Special Collections, Brigham Young University; Christine Blythe, William A. Wilson Folklore Archives, Brigham Young University; and Ignacio Garcia, History, Brigham Young University; "Utah County Ethnic Restaurants and Histories Project"

**Total granted for 2020–2021: \$10,000**

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***Note: some research was delayed by COVID-19. These reports will be included in the 2021 annual report.***

## ANNALEY NAEGLE REDD ASSISTANTSHIPS

JAMES JOHNSTON, PUBLIC HEALTH. "CHARACTERIZATION OF BACTERIAL AND FUNGAL SPECIES IN UTAH HOMES WITH EVAPORATIVE COOLERS AND CENTRAL AIR CONDITIONERS"

DARREN HAWKINS, POLITICAL SCIENCE. "ENVIRONMENTAL MESSAGING AND PUBLIC LANDS ATTITUDES"

STEVEN PETERSON, PLANT AND WILDLIFE SCIENCES. "WESTERN SUBALPINE FOREST INVENTORY USING FIELD-BASED MEASUREMENTS AND SUAS TECHNOLOGY"

“Characterization of Bacterial and Fungal Species in Utah Homes with Evaporative Coolers and Central Air Conditioners”

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

The purpose of this study is to characterize the genus and species of fungi and bacteria found in house dust in low-income Utah homes, and to determine if there are significant differences in dust microbiota based on the type of air conditioning used in the home (evaporative cooler vs. central air conditioning). We began study recruitment and data collection in February, 2020 after receiving IRB approval. Our goal was to enroll 48 homes into the study, and to sample each home during spring (before air conditioning season), and again during summer months when air conditioning units are in use. Due to the Covid-19 pandemic, we were obliged to stop our recruiting efforts in mid-March at the Women, Infants, and Children (WIC) office at the Utah County Health Department (UCHD). At that time we had complete data sets for 12 homes (six evaporative cooler and six central air conditioning). We were unable to enroll more homes in the study, but we were able to collect the summer samples from seven of the homes that were already recruited. We completed summer sample collection on September 15th, 2020. In total, we collected 76 house dust samples (4 samples from each home during both spring and summer data collection events). These samples are currently being analyzed for fungal and bacterial species in our lab (LSB 3006). In addition, we collected temperature, relative humidity, and airborne particulate levels in each home across both seasons. Home occupants also completed a 52-item housing survey that will be used in data analysis. Although we ended up with a smaller sample size than we had hoped for due to Covid-19, this funding from the Charles Redd Center was greatly appreciated, and will hopefully result in at least one published paper from this work.

*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?*

Thank you for the generous grant for this research! Indoor environmental quality studies such as this are labor intensive, and I could not have performed this work without this generous gift from the Charles Redd Center. For this study, I hired seven BYU undergraduates, and had two other students working on the project for mentored research credit (9 students total). Seven of the nine students were involved in recruiting participants at the WIC office at UCHD. Students also had other research responsibilities such as scheduling appointments with study participants, and preparing sample collection equipment in the lab prior to each field visit. All sample collections were performed by student research assistants. Two students are currently working on data analysis in the laboratory, and six students have writing assignments for the paper that will be submitted in 2021. Funds from the Charles Redd Center helped to cover student wages for these activities. In addition, funds from the Charles Redd Center were used to reimburse students for mileage for driving their personal vehicles to and from study homes for data collection. We also provided participants with compensation (\$50 per visit) for their time and inconvenience related to the study. Specifically, the air samples collected in this study had to run in the home for 24 hours, during which time the home occupants could not cook. They were instructed that the \$50 Visa gift card was to partially offset the cost of purchasing food that did not need to be cooked in the home. Finally, funds from the Charles Redd Center were used to purchase laboratory test kits to identify fungal and bacterial species in the dust samples.

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

We are currently analyzing data from this study, and will submit a paper for peer-reviewed publication in 2021. Students working on this project will also present at local and national conferences in 2021 (either in-person or remotely).

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

We are currently in the process of analyzing the 76 dust samples from participant homes to identify fungal and bacterial species. Once these species are identified, we need to conduct statistical analyses to determine if there are differences in species between homes (evaporative cooler vs. central air conditioning). Data from the 52-item survey

of each home still needs to be entered into a spreadsheet for data analysis. Students are currently working on writing sections of the manuscript, such as the introduction and methods.

*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 having a manuscript ready for submission by the end of May, which we are hoping will be published during 2021. We also plan to have student co-authors submit a poster presentation to the July 2021 National Environmental Health Association (NEHA) conference in Spokane, WA, and to the May 2021 Utah Environmental Health Association (UEHA) conference in Kanab, UT.

#### *Comments*

Thank you again for the generous grant to fund this research. I am truly grateful to the Charles Redd Center for seeing the importance of this work, and for providing funds to help our students to gain valuable experience in the field of environmental health.

*Darren’s fund usage changed due to COVID-19, and this request was approved by the director and associate director. His change request is below:*

I originally received a Redd Center award for \$2400 in 2019 for environmental messaging among rural Utahns. I was not able to use the money as I originally intended, on a survey of environmental attitudes in Utah. The main reason is that my hypothesis for how to influence such attitudes turned out in a different study to not work, once we analyzed the data. Hence, spending more money on that particular hypothesis seemed problematic. I was planning to identify a new hypothesis that would be consistent with the original proposal, but it took some time. I hit on one in January 2020. That project then unraveled with COVID.

I would like to slightly repurpose the funds for a survey of National Park visitors from the state of Utah. We are working with the superintendent of Zion National Park and local community leaders to assess their needs with respect to visitor demographics and experience. They inform us that they do not know much about visitor experiences, information sources or plans. They especially do not know whether and how visitors may have changed as a result of COVID. We plan on implementing a survey of Utahns and other nearby locations to provide helpful answers to these questions. We have received some money from the Rural Institute for Policy and Public Lands at Dixie State for this survey, but would be able to survey more people in more locations and thus collect higher quality information if we could supplement it with the Redd grant.

Please let me know if you need further information. I appreciate your consideration of this request. We plan to implement the first wave of our survey in November 2020 with subsequent waves in early 2021.

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

We aim to test which messages about air quality will influence people to go to [tier3gas.org](http://tier3gas.org), a website we created with more information on how to use gasoline for cars that will result in cleaner air. We are on the verge of implementing this experiment. We will do so by sending emails to 75,000 residents of Utah’s four counties along the Wasatch Front.

*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 allowed us to purchase more email addresses for recipients of our email, thus increasing our reach and increasing the possibility that we will be able to identify a true causal effect.

*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?*

We plan to send the emails in the next week or two. This will result in website visits. We will then analyze those visits and associated website activity to detect patterns related to the different versions of the emails we send.

*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 to present the results at a national conference and to submit an article for publication in a major research journal. I expect that process to take place later this year.

Plant and Wildlife Sciences

“Western Subalpine Forest Inventory Using Field-Based Measurements and sUAS Technology”

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

For this research, we traveled to populations of Great Basin bristlecone pine, an enigmatic subalpine forest species in Utah, Nevada, and California, to quantify its distribution and ecology. We photographically documented each population using ground-level and aerial (drone-based) photography. Data were compiled into a web-based map that is publicly available on our lab website. This work was performed by graduate and undergraduate students in the summers of 2019 and 2020.

Based on the results of this field-work, we developed a computerized distribution model to identify the environmental variables (soils, moisture, temperature, elevation, etc.) that govern where bristlecone pine is likely to occur. This model led to the discovery of additional populations that were previously undocumented. Graduate and undergraduate student salaries for this project was funded in part by our Redd Center grant. These funds have assisted in the production of 3 journal articles and a dissertation.

*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 our research we learned

1. Habitat for bristlecone pine can be accurately modelled using computer systems, generating a current distribution of locations, but also areas where trees are expected. We used these data to confirm the presence of trees in areas previously unmapped.
2. We were able to develop methods for effectively using drones to quantify forest structure and distribution across mountainous environments. We were able to publish these findings in the journal of Applied Geography.

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

### **Publications:**

Redd Center funds were used to support the production of 3 research papers. One manuscript was published and the other two are in preparation.

1. In early 2020, David Burchfield, Steven Petersen, Stanley Kitchen, and Ryan Jensen published an article titled “sUAS-based remote sensing in mountainous areas: benefits, challenges, and best practices” in *Papers in Applied Geography*, a peer-reviewed geography journal. This publication also serves as a chapter in David’s doctoral dissertation. The student wages that enabled data collection and manuscript preparation were funded by the Redd Center.
2. In October 2019, we used Redd Center funds to collect ecological and dendrochronological data at a unique, ancient subalpine forest in the White Pine Range west of Ely, Nevada. The purpose of the study is to relate the ages of trees to their topographic position (elevation, slope, and aspect). These data are currently being analyzed in advance of manuscript preparation.
3. An additional study that has been partially funded by the Redd Center grant has been a project to document a disjunct population of Great Basin bristlecone pine in the Stansbury Mountains in Tooele County, Utah. We are preparing a manuscript for this project that we will soon submit to *Western North American Naturalist*.

### **Presentations:**

1. David Burchfield (PhD student) traveled to San Diego, California in July 2019 to give an oral presentation at Esri User’s Conference, the world’s largest gathering of GIS professionals. He presented on our bristlecone pine distribution mapping work and the research we have accomplished using small unmanned aircraft systems (sUAS or

drones) to map subalpine forest communities. The session in which he presented drew an overflow audience of GIS and forestry professionals. Travel to this conference was funded in part by our Redd Center grant.

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

Our field-work is complete. David is currently finishing his data analysis and will complete the writing of his dissertation within 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 will published the remaining two chapters of David's dissertation in 2021. We will also present these findings at a minimum of 2 symposia or conferences, and the data will be incorporated into lectures and closely related presentations where drones and bristlecone pine are an element of the research.

*Comments*

Thank you so much for helping us with this research by supporting us with these funds. The Charles Redd center funds have been very critical to our ability to conduct and complete this research. We greatly appreciate what the center has done for us and this research effort.



## CHARLES REDD FELLOWSHIP AWARD IN WESTERN AMERICAN HISTORY

LAWRENCE CULVER, HISTORY, UTAH STATE UNIVERSITY. "MANIFEST DISASTER: CLIMATE AND THE MAKING OF AMERICA"

ALYSSA KREIKEMEIER, AMERICAN STUDIES, BOSTON UNIVERSITY. "BENEATH BIG SKIES: AIR IN THE MAKING OF THE U.S. WEST"

CHRISTOPHER MACMAHON, HISTORY, UNIVERSITY OF CALIFORNIA SANTA BARBARA. "ALL THE GOOD LAND: EARLY NEVADA'S CONTESTED ENVIRONMENT"

RANDY POWELL, HISTORY, WASHINGTON STATE UNIVERSITY. "THE DAY SOON COMETH": MORMONS, THE APOCALYPSE, AND THE SHAPING OF A NATION

STEPHANIE SETTLE, ENGLISH AND THEATRE STUDIES, UNIVERSITY OF GUELPH. "CROSS-CULTURAL COLLABORATION AND STORIES OF SURVIVANCE: THE WORK AND LEGACY OF ZITKALA-ŠA/GERTRUDE BONNIN"

History, Utah State University

“Manifest Disaster: Climate and the Making of America”

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

I utilized archival materials at L. Tom Perry Special Collections at BYU, focusing on primary source materials documenting climatic and environmental perceptions of members of the Church of Jesus Christ of Latter-day Saints while still in the Midwest, and after their settlement in Utah, as well as the development of irrigation agriculture after settlement. I also examined federal survey reports and documents, and utilized some secondary scholarly sources, including some dissertations and theses completed at BYU that were particularly useful.

*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 utilized archival resources at BYU to learn more about the climatic and environmental perceptions of Latter-day Saints while still in the Midwest, and after their settlement in Utah. I explored the history of irrigation agriculture and water management after settlement in the region. Further, I also learned much more about federal and scientific views of Utah’s environment and climate, outsiders’ opinions about the success of the Utah settlement, and its influence on western development and perceptions of climate.

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

See items in progress listed below.

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

I have incorporated much of the research I conducted at BYU into a book manuscript in progress, two anthology chapters (also in progress) and an upcoming conference presentation. I will continue work on the book manuscript. The anthology chapters will both be submitted for peer review this fall.

*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.*

***Works in Progress:***

“Manifest Disaster: Climate and the Making of America.” Book manuscript to be submitted to Oxford University Press, which has the right of first review.

“The Paleohistory of Transatlantic Climate Cultures.” Chapter in *\_Climate Cultures in Europe and North America\_*. Thorsten Heimann, Jamie Sommer, Margarethe Kusenbach, and Gabriela Christmann, Eds. Under contract with Routledge; all chapters in the draft volume will be going out for peer review later in 2020.

“The Significance of Climate in American History: Inventing, Erasing, and Transforming Regions.” Chapter in *\_One Nation Divisible: Region and Country in U.S. History\_* (Working Title). Anne Hyde and Alex Finkelstein, Eds. Under contract with University of Nebraska Press; all chapters in the draft volume will be going out for peer review by the end of 2020.

***Upcoming Presentation:***

“The Federal Surveys and Western Climate,” a presentation in a conference session, “Weathering the West.” Western History Association, October 15, 2020. (A virtual conference has replaced the planned in-person one in Albuquerque.)

***Comments***

I greatly appreciate the Redd Center’s continuing support of my work. It has been exceptionally helpful.

American Studies, Boston University

“Beneath Big Skies: Air in the Making of the U.S. West”

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

I consulted the folklore collection, gaining useful narratives about wind and weather, as well as a variety of diaries including William Wallace Billings and various from Benjamin Ross Cuthorn. George Marler, Hyrum Smith, and William Gregg had useful papers on Yellowstone National Park and I consulted a variety of oral histories. The funding enabled almost three weeks of archival work, and in addition to researching the collections I gained invaluable insights from faculty including Brian Cannon and James Swenson.

*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 days immersed in nineteenth century journals which elucidated the ever present knowledge of and engagement with weather, air, and sky. In addition to affirming my hunch that settlers experienced Western airs differently than eastern, I gained valuable quotes and examples for my research. I found evidence of the impact of chinook winds on settlers in the north and the promotion of airs in New Mexico, providing evidence for different chapters and themes. The papers on Yellowstone National Park from Hyrum Smith to George Marler enabled me to begin to chart the evolution of scientific understanding from both a vernacular and state-sanctioned perspective which speaks to the atmospheric science thread of my research. Of particular interest was the detailed diaries kept by Mormon settlers which thoroughly recorded landscape, weather, and passing engagements with Native peoples.

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

I drew upon the meteorology I found for a presentation at the American Historical Association in New York City 2020. Unfortunately the unforeseeable impact of COVID-19 resulted in the cancellation of subsequent presentations this year. I will be sure to let the Redd Center know if I present or publish material that engages the research done under this grant in the future!

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

I have further research to do, using online sources, to finish my dissertation. I anticipate completing the research this year, 2020/2021, and defending my dissertation in 2022.

*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 present in an online conference for the Western History Association, but the focus is on more modern chapters which don't engage with my research at the Redd Center. Truthfully, the impact of COVID on closing archives has caused me to shift to a 20th century focus, while most of what I looked at while at BYU was for my original 19th century plan. I trust some of this will make its way into a portion of the dissertation, and will be sure to acknowledge the Redd Center and notify you when that is complete.

*Comments*

I had a wonderful time visiting the Redd Center. The materials I was able to access helped me to clarify and focus my research and provided important evidence. I am sincerely grateful for the support and opportunity to further my research on the history of Western Skies thanks to the Redd Center's generous funding. Thank you!

History, University of California Santa Barbara

“All the Good Land: Early Nevada’s Contested Environment”

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

During my trip I was able to view all the collections I had identified at the L. Tom Perry Special Collections at BYU as well as additional collections I had hoped to follow-up with at the Utah Division of History and the LDS Church Library. In total, I viewed 12 collections at BYU and an additional 6 collections in Salt Lake City. The funds for this trip made it possible to take the time necessary to stay in the area for the time needed to review these collections and make the determination what was useful and what was not rather than just trying to rapidly scan as many documents as possible for a later determination. Having the time allowed me to actually think about my project and connect to the documents as I progressed through each 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?*

There were two main takeaways from this research. First, when writing home to friends and family in Utah, many of the Euro-American settlers of the Carson Valley rarely reflected on the enterprises that brought them to the valley in the first place. These individuals wrote of climate and weather, reflections on national or regional news events, and frequent discussions of matters concerning faith, yet no letter I reviewed during my research discussed the farming or ranching that brought these people to the region. It struck me how very little discussion of work in general there was in the correspondence I reviewed. While this was not helpful in establishing how these individuals were perceiving issues concerning water, it did help me better understand their world view and what issues were important to them.

The second takeaway from this research is that individuals who settled present-day northwestern Nevada rarely wrote about the local Indigenous communities except in passing and modern scholarship concerning the Washoe and Paiute communities remains sparse. I was able to obtain summaries of creation myths and some rough Paiute to English translations, but overall the information available was much more limited than originally anticipated.

One of the most helpful items I discovered during my research were hand drawn maps of the region that noted where some key waterways were.

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

I currently have an article under review with the Western History Quarterly entitled Riparian Revolt for which proper attribution was made in the acknowledgements should the article be accepted for publication. The Redd Center will be notified of any changes to publication status.

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

For my larger dissertation project, I need to view a collection housed at UNLV pertaining to the Northern Paiute. This collection is the largest volume collection pertaining to the Paiute community and I hope will provide missing information pertaining to the history and activities of this community. Some of this information will likely overlap with some of the research questions I sought to answer for the dissertation chapter this award focused on.

I will also be examining correspondence of influential individuals from the Comstock mining boom at the Bancroft Library at U.C. Berkley. This material addresses events of later chronology that would not overlap with the chapter this fellowship was utilized to 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 will be presenting my larger dissertation topic at the graduate student lightning panel for the Western History Association’s annual conference on October 16. I will also presenting a paper there relating to my dissertation but not based on the research conducted as part of this fellowship.

It is my hope that my dissertation will be selected for publication in the future and I will notify the Redd Center should this happen.

*Comments*

I want to thank the faculty, staff, and everyone at the Charles Redd Center and Brigham Young University who made this possible. Everyone was extremely courteous and helpful during my stay making it a very pleasant experience. I regularly share with my colleagues the positive experience I had working with each of you, and encourage my peers who study the American West to work with the center as well.

History, Washington State University

“The Day Soon Cometh”: Mormons, the Apocalypse, and the Shaping of a Nation

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

Entering the final year of my Ph.D. program, I was nearing the completion of my dissertation research. However, there was still a substantial amount of primary source material at the L. Tom Perry Special Collections I needed to sift through before I could consider my research complete. The Charles Redd Center provided generous funding to help me complete this task. With the Redd Center’s support, I spent a full two weeks at the L. Tom Perry Special Collections pouring over letters, books, periodicals, and memoirs. I searched through the papers of well-known figures in the Church of Jesus Christ of Latter-day Saints such as J. Reuben Clark, and more obscure individuals like Earl Vanfleet and Jaynan Payne. I found numerous pieces of evidence that bolstered my argument and analysis.

The resources provided by the Redd Center allowed me to complete my dissertation chapters, submit the manuscript to my advisor for review, and then present it to my committee for defense. Without the generous funding provided by the Redd Center, it would have taken me another year at least to finish my degree.

*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?*

Currently, American members of The Church of Jesus Christ of Latter-day Saints, mostly located in the American West, align with the Republican Party more than any other religious group. My research questions revolve around explaining how and why this happened. How did Latter-day Saints become so ingrained in the GOP? When did this occur? What role did theology play?

Thanks to the Redd Center’s generous funding, I was able to uncover answers to these questions. I found that as the US West became more critical to the nation culturally, politically, and economically in the twentieth century, leaders and members of The Church of Jesus Christ of Latter-day Saints transformed into a religious “model minority” that exemplified classic American traits. Concurrently, Church members and leaders grew increasingly suspicious of the active federal government inaugurated by Franklin Delano Roosevelt during the Great Depression. They believed that FDR’s New Deal state threatened to obliterate the US Constitution, a fulfillment of Church-founder Joseph Smith’s prophecy that the national charter would be in danger in the last days only to be saved by the Latter-day Saints.

Thus, Church authorities and members acted boldly to battle modern liberalism. They established a private welfare system to battle federal influence in Latter-day Saint communities, attacked the New Deal while in prominent government positions (Ezra Taft Benson as secretary of agriculture), promoted and sold food storage as a way to escape an efficient welfare state, and established organizations like the Freeman Institute to build connections with other conservatives, all in hopes of rescuing the Constitution as predicted. As a religious “model minority”, conservatives across the US not only allied with Latter-day Saints, but also analyzed their ideas and practices to critique liberalism. Therefore, Church members and leaders not only joined conservatives, they served as key architects for the movement.

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

“Surviving the 1970s: Mormon Food Storage in American Culture.” 2019 American Academy of Religion Annual Meeting. San Diego, California.

Randy Powell, “The Day Soon Cometh’: Mormons, the Apocalypse, and the Shaping of a Nation,” PhD diss., (Washington State University, 2020).

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

My research is complete. I am now in the process of fine-tuning my dissertation manuscript in preparation for publication.

*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.*

Now that I have a complete manuscript, I plan to publish it through a prestigious university press (Oxford, Yale, Harvard). I hope to have a book contract in a year or two.

*Comments*

Thank you so much. I could not have done this without the help of the Redd Center.

English and Theatre Studies, University of Guelph

“Cross-Cultural Collaboration and Stories of Survivance: The Work and Legacy of Zitkala-Ša/Gertrude Bonnin”

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

In July of 2019, I traveled to Brigham Young University and spent several days in the archives exploring the contents of the William F. Hanson Collection and the Gertrude and Raymond Bonnin 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?*

Without the funds awarded to me by the Redd Center, I would not have been able to afford to travel to Utah from Ontario, Canada. In the archives, I was able to access a variety of documents that assisted me in answering several research questions I had about the collaboration between William F. Hanson and Gertrude Bonnin on *The Sun Dance Opera*. One particularly useful document was Hanson’s manuscript *Sun Dance Land*, which provides a great amount of detail about the creative process behind that production.

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

My research has not yet led to any publications or presentations, as I am still working on writing my PhD dissertation.

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

I am currently nearing the final stages of writing my dissertation on the work and legacy of Gertrude Bonnin, including a chapter on her work with Hanson on *The Sun Dance Opera*. My next steps mostly consist of revising the drafts I have written, and defending my dissertation before the end of 2021.

*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 currently focused on the more short-term goal of completing my dissertation, so I do not yet have any specific plans about seeking publication or making presentations based on my work after graduating. However, if I choose to do so, I will keep the Redd Center informed.

*Comments*

Thank you!



## INDEPENDENT RESEARCH AND CREATIVE WORKS AWARD

CARLYLE CONSTANTINO. "HELEN POST AND THE BUREAU OF INDIAN AFFAIRS: PHOTOGRAPHS FROM 1938 TO 1942"

CARLIE IDEKER. "THE TORREY CREEK ARCHAEOLOGY SITE, WYOMING"

EMMA PENROD. "LOST PARKS OF GREAT SALT LAKE"

## “The Torrey Creek Archaeology Site, Wyoming”

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

With assistance from the Charles Redd Center for Western Studies, I was able to travel and document the recently discovered Torrey Creek site in northwest Wyoming, in addition to collecting two optically stimulated luminescence (OSL) samples from fluvial deposits associated with the site. Those two samples provide chronological control and geomorphological context for the cultural resources, as well as insight into the potential for intact buried cultural deposits in the area.

The Torrey Creek site is situated in the foothills of the eastern Wind River Range, in an archaeologically dense and culturally significant area. The site is composed of a possible buried hearth feature and an extensive lithic component, including multiple bifaces and expedient tools. In its immediate vicinity is the Torrey Lake Archaeological District, notably composed of Dinwoody tradition petroglyphs, associated stone rings, and lithic scatters. A few miles farther away is the well-known High Rise Village, a large prehistoric residential site located at over 10,000 ft in elevation. In an extensive archaeological landscape like this, reliable chronological controls are critical to understand how past peoples moved through these environments, starting with how individual sites correlate to the larger whole. This is especially true in regards to the Dinwoody petroglyphs as dating their formation is notoriously difficult. However, in expanding our knowledge of nearby sites such as Torrey Creek, we provide greater context to their evolving story. From this perspective, the resulting OSL ages from the Torrey Creek site add to decades of regional high-altitude cultural research and data needed to understand the expansive archaeological imprint preserved on this landscape.

The resulting OSL ages from Torrey Creek indicate occupations likely occurred within the past 7,000 years. While these results need further refinement and supplementary age control, they also suggest sustained prehistoric use by small logistical groups over thousands of

*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?*

In order to answer questions regarding site occupation at Torrey Creek, I collected two optically stimulated luminescence (OSL) samples from associated fluvial deposits. One sample came from bedded sands underlying the buried hearth feature and the other from finer sediments adjacent to the feature and higher in the site profile. A historic gravel pit impacted a portion of the site and a younger inset terrace was preserved as a thin peninsula between a road cut and the gravel pit. This terrace remnant forms an island preserving the buried hearth and provides an exposure to view the site's geologic profile.

Resulting OSL ages came from the Utah State University Luminescence Laboratory and provide a maximum for site occupation, as the sediments had to be deposited prior to residence and hearth formation. The underlying bedded fluvial unit yielded an OSL age of  $7.12 \pm 1.22$  ka years (presented in two-sigma standard error), while the deposit with the associated feature produced an age of  $6.83 \pm 1.38$  ka years. The results are in stratigraphic agreement and indicate site occupation likely occurred within the past 7,000 years. Additionally, these ages coupled with the low-energy depositional environment represented in the inset terrace suggest a high likelihood of intact buried cultural deposits in the vicinity. These findings have significant implications for future resource management.

The Torrey Creek site likely represents a palimpsest of sustained prehistoric use by small logistical groups over hundreds, if not thousands, of years. This interpretation is based on OSL results and the presence of a diverse lithic assemblage without signs of intensive or residential occupation. Interestingly, this preliminary interpretation aligns with Shoshone ethnographic accounts of shamanistic vision quests commonly carried out by individuals near bodies of water. The resulting encounter was memorialized as a petroglyph, such as the nearby Dinwoody tradition.

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

Currently, the research is slow but ongoing. As a result, I have not published or given any presentations featuring it yet.

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

My next step in researching the Torrey Creek site will include submitting collected radiocarbon samples from the buried hearth feature. The results will further constrain site occupations and help tease apart the palimpsest responsible for the extensive lithic assemblage. Beyond that, if funding and resources permit, I will pursue geochemical sourcing of a few obsidian flakes to determine if they represent a single source and how that data compares to larger obsidian sourcing studies performed at nearby sites, such as High Rise Village.

*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.*

Results from this project will be primarily used for public outreach and professional presentations in Wyoming to interpret the Torrey Creek site within the context of the larger archaeological landscape of the eastern Wind River Range. The luminescence ages are available for other researchers to utilize and expand upon. Additionally, a small report and site form for the Torrey Creek site, including site interpretations and OSL ages, will be sent to the Lander Regional Office of the Wyoming Game and Fish and the Wyoming State Historic Preservation Office to formally record the site.

*Comments*

I greatly appreciate the mission of the Charles Redd Center for Western Studies and their willingness to offer financial assistance to independent researchers like myself.

ELIZABETH CUTRER, COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION. "LITERACY DEVELOPMENT OF SPECIAL EDUCATION TEACHERS IN ELEMENTARY SCHOOLS IN RURAL UTAH"

MARK GRAHAM, ART. "A CULTURAL, ART, AND HISTORICAL COMMUNITY ART STUDY IN GREEN RIVER UTAH"

Counseling Psychology and Special Education

“Literacy Development of Special Education Teachers in Elementary Schools in Rural Utah”

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

The purpose of the Redd grant was to provide TRI literacy kits for 10 special education teachers in South Sanpete School district. The grant also provided transportation from Utah County to South Sanpete School District for multiple literacy trainings, including how to intensify instruction for struggling readers. The REDD grant provided funds to prepare for and present information about how to intensify instruction for struggling readers at a rural conference.

The funds from the Redd grant were used to purchase materials and create all 10 TRI literacy kits. The TRI kits were provided to the special education teachers in South Sanpete School District at TRI, intensifying instruction professional development trainings in the Fall of 2019. In addition, the funds from the Redd grant provided transportation to and from South Sanpete School District to allow for multiple all day professional development literacy trainings. During these trainings, the special education teachers were taught how to intensify instruction and use their TRI kits with struggling readers. The funds from the Redd grant also allowed for preparation for a presentation about intensifying instruction to the Utah Rural School Association.

*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 grant allowed kits to be made for Special Education teachers from this rural district. The funds also paid for transportation to and from the rural district to provide professional development in how to use the reading kits when intensifying instruction for struggling readers.

Special Educators who received the kits made the following remarks:

“So for me, I actually am surprised how well teaching reading like this has worked. Um, cause I thought, ‘Ohhh yeah, we’ll see.’ But now [the students] are so excited to take [reading materials] home and read.”

“Now I can give my students more opportunities to respond (OTRs). So they’re reading the whole time, it’s not teacher talking. It’s those students reading, answering, reading and so on.”

“This way of teaching reading is much more motivating for kids. I am seeing that I am accomplishing what used to take an hour in 20 mins or so. That’s what I know now is I have a better way to help the students to improve their reading that’s more motivating and takes shorter amounts of time.”

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

Vernon, S.; Cutrer-Parraga, E. (July, 2020) Reading in Rural Schools: Intensifying instruction for readers who struggle. Invited presentation Utah Rural Schools Association.

Vernon, S., Cutrer-Parraga, E., Heath, M., and Young, E. (2021) Rural special educators intensifying reading instruction: A case study. Completed Thesis

Beth also submitted a presentation through our website that is available upon request.

*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 will submit the thesis for publication in Rural Special Education Quarterly. We are currently preparing the manuscript.

*Comments*

Thank you for the funds from the Redd grant. These funds purchased literacy kits which have made a big difference in the lives of special educators and students who struggle to learn to read.

## Art

### “A Cultural, Art, and Historical Community Art Study in Green River Utah”

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

I received a Frontier Fellowship from the Epicenter Foundation to do a project in Green River. The Epicenter Foundation is a Green River based foundation dedicated to local arts and culture.

The Fellowship provided me with access to local arts community members and information about their ongoing projects. The Redd Grant provided funding for gathering stories about places from residents of Green River and documenting these places primarily through painting and photography. The aim was to compile a compelling art, cultural history of the area and to engage the community with stories and place. Because I work with art educators at BYU, the project focused on working with students in the Green River High School through painting and photography workshops. The plan was to engage with the community primarily through the school. The art and cultural tradition are the ancient rock art sites around Green River and the San Rafael Swell were additional areas of great interest. These are primarily Fremont Culture artifacts, however there is also evidence of later residents in the area, including ancestors of current Green River residents. This project was designed to approach distinctive local cultures and their art from the perspective of active artists and art educators. Consequently, the entire project was focused on providing relevant artistic and educational materials to be used by students in Utah. Although the materials will have interest to art educators throughout the country, a primary aim of the project is to focus on art education and art within the local area. It emphasized the importance of local human and ecological communities and their history as an essential part of the K-12 school curriculum. The details of what was accomplished are included in the following section.

*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?*

1. Initial expedition to Green River to meet with Epicenter staff. During this visit we were provided with extensive background history and some of the existing literature about the geology, arts, and history of the area. We were also given a guided tour of the area. During this visit we took photographs and did drawings of various sites.
2. The 2nd visit to Green River included meetings other members of the Epicenter staff and with the high school principal and teachers to plan our work with students. We also visited the Green River Museum, talked with the curator, and gathered additional literature about ancient rock art sites.
3. The 3rd visit included visits to various rock art sites, documentation of these sites using plein air painting and photography. Sites in Sego Canyon (near Thompson Springs) and sites within the San Rafael Swell were also visited and documented (all of these visits included undergraduate and graduate students).
4. The 4th visit focused on finding suitable plein air sites primarily along the Green River north of the town of Green River. We created plein air sketches at various sites preliminary to doing more substantial paintings as part of our workshops. During this visit we also did interviews with some of the local residents.
5. In collaboration with the high school art teacher, we developed a curricular plan to work with student in series of workshops, including plein air workshops scheduled to take place in March, April, and May of 2020. This was planned to be the culmination of our background research and curricular planning. However, due to the Covid 19 restrictions, we had to postpone this part of the project to 2021.

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

The process and results of this project were accepted for presentation at the Utah Art Education Association annual conference and the National Art Education Association annual conference, both scheduled for spring of 2021. Both of these conferences have determined to be completely digital. How we will be presenting has yet to be determined.

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

This project turned out to be more challenging than anticipated. Although the Epicenter staff were extremely helpful in connecting us with local residents, it was difficult to collaborate with educators because of the distance between Provo and Green River and the juggling of schedules. However, we did lay the groundwork for our planned art/educational inquires, which were unfortunately interrupted by Covid restrictions. However, we plan to continue our work as soon as it is feasible and create a model of a local, place-based approach to art education that appeals to the diverse population of Green River and which might have application to arts educators in other communities. Once we complete this final phase, our work will be prepared for publication in art, education and or curriculum studies journals.

*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.*

This project turned out to be more challenging than anticipated. Although the Epicenter staff were extremely helpful in connecting us with local residents, it was difficult to collaborate with educators because of the distance between Provo and Green River and the juggling of schedules. However, we did lay the groundwork for our planned art/educational inquires, which were unfortunately interrupted by Covid restrictions. However, we plan to continue our work as soon as it is feasible and create a model of a local, place-based approach to art education that appeals to the diverse population of Green River and which might have application to arts educators in other communities. Once we complete this final phase, our work will be prepared for publication in art, education and or curriculum studies journals.

#### *Comments*

Once again, we express our appreciation for the work and support of the Redd Center. Without this support, these kinds of extended projects would be much more difficult. Although this project is ongoing, the support of the Redd Center was an important source of motivation to keep going in spite of the various challenges we faced with this project.



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

CHRISTOPHER ELIAS, HISTORY, ST. OLAF COLLEGE. "THE BALLAD OF JOE ARRIDY: VIOLENCE, INSTITUTIONALIZATION, AND XENOPHOBIA IN DEPRESSION-ERA AMERICA"

ANDREW GULLIFORD, HISTORY, FORT LEWIS COLLEGE. "BEARS EARS AND THE BACK OF BEYOND: A CANYON COUNTRY HISTORY"

MICHAEL HOLLERAN, ARCHITECTURE, UNIVERSITY OF TEXAS AT AUSTIN, "THE URBAN DITCH: LANDSCAPE, LIFE, AND AFTERLIVES"

VICTORIA LAMONT, ENGLISH, UNIVERSITY OF WATERLOO. "A BIOGRAPHY OF BERTHA MUZZY BOWER"

MAX MUELLER, CLASSICS AND RELIGIOUS STUDIES, UNIVERSITY OF NEBRASKA—LINCOLN. "WAKARA'S AMERICA: A NATIVE AND AMERICAN HISTORY OF THE WEST"

History, St. Olaf College

“The Ballad of Joe Arridy: Violence, Institutionalization, and Xenophobia in Depression-era America”

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

In the fall of 2019 I was able to use Redd Center funds to make a research trip to Colorado, visiting archives in three cities: Pueblo, Grand Junction, and Denver. I am at the outset of this project and was creating for myself a “map” of the different archives, tracking what materials are available where and how helpful they will be to constructing my narrative.

*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 discovered that the book will be much more place-centered than I had initially imagined, and that I will need to dig deeply into the history of Pueblo and Colorado in order to tell the story well. I am planning on spending the upcoming summer, and longer if possible, in Colorado to perform that research.

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

Forthcoming—book in progress.

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

Returning to archives in Colorado and Wyoming to continue research on topic; drafting book proposal. Potentially going to Lebanon for a research trip depending on Covid and political/economic situation there.

*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.*

Returning to archives in Colorado and Wyoming to continue research on topic; drafting book proposal. Potentially going to Lebanon for a research trip depending on Covid and political/economic situation there.

*Comments*

The Redd Center has been good to me during my young career—I’m deeply indebted to it as an institution and the kind people who work there.

History, Fort Lewis College

“Bears Ears and the Back of Beyond: A Canyon Country History”

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

My goal has been to understand human and environmental history in the Bears Ears region of San Juan County, Utah from 13,000 years ago to the present. With Redd Center funds I was able to do research in Special Collections at the Lee Library at Brigham Young University, at the Utah State Historical Society in Salt Lake City on Rio Grande Avenue, in Moab at the Canyonlands Archives of the Southeast Utah Monument Group (SEMUG), and at Special Collections at the University of Utah’s Marriott Library. My interest in San Juan County began over 20 years ago but has now focused on the 1.35 million acre Bears Ears National Monument as designated by President Barack Obama in 2016. Because of fierce opposition from local and state elected officials President Donald Trump shrunk the monument by 85% in 2017. Thus Utah has made a major challenge to the 1906 Antiquities Act and my research also includes legal histories of the act, how the law has been interpreted, and what the results might be of four federal lawsuits now going forward. Because I focused on San Juan County, Utah I also researched the history of pothunting in the Bears Ears region and its subsequent effect not only on public lands administered by the Bureau of Land Management but also on school lands held in state trust by the State Institutional Trust Land Administration (SITLA). San Juan County has had two major federal pothunting raids and it was the latest raid in 2009, which spurred Native American groups to seek protection of the Bears Ears area under the Antiquities Act because a compromise legislative solution had failed in Congressional committees. Redd Center funds have helped me to understand all these issues, and to photocopy and to print valuable documents.

*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?*

In my Bears Ears research I sought to weave together a variety of Native American prehistoric and historic threads to understand the prehistory and history of the area encompassed by the original President Barack Obama national monument boundaries, which includes seven wilderness study area, a variety of ecological habitats and some of the most remote canyon landscapes on the continent. As a public historian I brought the research up to date with legal findings and opinions related to the Antiquities Act and its use by presidents since its passage in 1906. As originally envisioned, Bears Ears National Monument would be the first national monument with Native American co-management shared with representatives from the Bureau of Land Management, the National Park Service, and the U.S. Forest Service. Now however, all that is in question because of federal lawsuits. I learned about the complexities of the Antiquities Act and how Utah politicians had fought against a similar monument in the 1930s. I also benefited from long discussions with Dr. Jedediah Rogers at the Utah Historical Quarterly who helped me to understand 19th century settlement patterns for members of the Church of Jesus Christ of Latter-Day Saints and the Bluff Mission in particular. I learned how in the 1980s San Juan County commissioners sought a nuclear waste repository adjacent to Canyonlands on land that is now protected as the Indian Creek Unit of Bears Ears. Most importantly my research led me to conclude that for centuries of Native American occupation by Ancestral Puebloans and later Utes, Paiutes and Navajos, as well as LDS members after 1880, the Cedar Mesa/Bears Ears area became a landscape of refuge and resistance. Those are powerful themes which emerged and which my book research validates.

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

Because I am a public historian and believe in sharing my research and findings, as I worked through historic themes on Bears Ears I published a number of short essays in the San Juan Record newspaper from Monticello, Utah. Those themes included: pioneer botanist Alice Eastwood; the proposed 1895 Ute Indian Reservation in San Juan County, Utah; Marie Ogden and her 1930s commune “The Home of Truth;” modern Bluff, Utah; the prehistoric Four Corners potato; reverse archaeology and the study of pot-hunted collections; different stories on Native American rock art; and Bluff’s Silver Dollar Bar evolving into the Bears Ears Research Center administered by the Friends of Cedar Mesa. My research will result in a book chapter in a new book on the modern 21st century American West being edited by Professor Brenden Rensink at BYU. The book will be published by the University of Nebraska Press. My research on Bears Ears and the Antiquities Act will be published this fall in Natural Resources Journal which is

produced by the University of New Mexico Law School. The big accomplishment is finishing a complete Bears Ears book manuscript of 14 chapters which is now under review by the University of Utah Press. Without the forced isolation required by Covid, I might not have gotten the manuscript done in such a timely fashion.

*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.*

My main goal now is to meet Professor Rensink's editorial goals for his edited anthology, to answer all the editing questions and clarifications for the University of New Mexico's law school and my essay in their Natural Resources Journal, and to work with the University of Utah Press on my book manuscript. That will include an extensive search for photographs, maps, drawings, political cartoons, etc. that will help create a comprehensive illustrated collection for a Bears Ears book that will be both scholarly and readable for a public audience. The Redd Center's contributions to my research will be clearly stated in each and every publication and in any publications or presentations to come. I have gotten used to Zoom conferences and I know there will be many more opportunities to talk about Bears Ears into the future. Hopefully, those opportunities will be face to face. I have an excellent set of slides/scans on the Bears Ears region and I did include those in a Zoom talk at the Bayfield, Colorado Public Library for a Colorado Humanities session titled "History Live!" My theme was Native American Sacred Places using Bears Ears as a special case study. That talk was September 23, 2020 and it was not recorded. I also hope to continue Bears Ears tours like the rock art tour I gave to the BYU team taught field study class "Integrated Natural History of Utah." I led the class to examine an 11,000-year-old mammoth rock art site at Sand Island Campground, Bluff, Utah in May 2016. When Covid is diminished I will continue to lead tours in San Juan County that will have been informed by Redd Center support for my research. Thank you so much.

*Comments*

For faculty to receive research funds from the Charles Redd Center, specifically the John Topham and Susan Redd Butler Faculty Research Awards, is vital for ongoing research on the American West. I feel honored to have received my award in 2019. I look forward to working with the Redd Center in the future and to sharing my current research with a wide audience.

Architecture, University of Texas at Austin

“The Urban Ditch: Landscape, Life, and Afterlives”

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

The Redd Center award was to fund travel to archives in Salt Lake City, Denver and Phoenix. The covid pandemic shut down travel as I was preparing for the first of these trips (to Phoenix). I respectfully request an extension to the grant period. It is my intention to complete the three trips as originally proposed, as soon as that is feasible. I hope at least to begin during this coming summer 2021, but as we have all learned we do not control these schedules.

The rest of this form I've completed as a progress report on the larger project that the Redd Center award supports. I have continued working remotely, using online sources that will make my on-site research more efficient when I'm able to resume it. Archivists have been most helpful at making materials available digitally when they can.

*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 above, the Redd Center funds unfortunately remain untouched. I would propose to count as a Redd Center expense a NewspaperArchive subscription (\$75) that gave me access to states not included in my UTexas library account.

Despite these limitations, the time has been productive. I've been able to assemble the framework of chronology and sources for upcoming archival work.

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

I did complete the presentations listed in my proposal, at the American Society for Environmental History in Columbus and the Vernacular Architecture Forum in Philadelphia. I also presented in October 2019 at the Society for the History of Technology in Milan. That talk, “\_Redundant networks and the persistence of legacy infrastructure: Los Angeles zanjias, 1781-1904\_”, was mainly based on work already completed and funded separately; the comparative perspective from Utah, Colorado and Arizona was already proving helpful, and I credited the Redd Center.

One small publication in Fall 2019: Michael Holleran, “Digging Ditches,” “\_Platform: Preservation in the Americas\_” (UT School of Architecture, pages 16-17 (the Redd Center acknowledgement appears on page 4): [issuu.com/utsoa/docs/2019-20\\_utsoa-platform\\_v4\\_1028](https://issuu.com/utsoa/docs/2019-20_utsoa-platform_v4_1028)

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

See above; my archival research trips to Salt Lake City, Denver, and Phoenix remain to be done. Until then, I will prepare remotely.

*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 final product of this work is a book. My schedule never anticipated completing it during this year, but clearly that schedule will now take a little longer. I will most certainly keep the Redd Center updated on my progress and the final product.

*Comments*

As I indicated in my Redd Center application, I would be very happy to make a presentation on my work. In order to include original research on Salt Lake City that will need to wait until an archive visit is possible. When the time comes I would welcome the opportunity to present, and to hear from a Utah audience.

English, University of Waterloo

“A Biography of Bertha Muzzy Bower”

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

Redd Center funding has enabled me to fill in many of the blanks regarding the life professional career of B.M. Bower, who became famous in the early 20th century for her stories about the cowboys she knew while living on a ranch in Montana. B.M. Bower moved often throughout her career, and was known for purging her belongings during each move. As a result, her archive is fragmented. Access to the archives of cities and towns where Bower lived has helped me to flesh out key periods in Bower’s life. Bower was an avid letter-writer and active participant in every community where she lived, from Quincy, California; to Depot Bay, Oregon. The archives of local historical societies, much of which (contrary to popular belief) is not available digitally or even catalogued, contain valuable information about Bower’s relationships, interests, and activities. Access to locations where Bower lived, like the site of her old ranch in Quincy, California; or the family compound she built in Depot Bay, Oregon; help to locate Bower through analysis of the spaces and places where she lived her life. Funding for this kind of research is becoming harder and harder to come by, making the Redd Center all the more important as an investor in the future of Western American Studies.

*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 help of Redd Center funding I have been able to shed light not only on the remarkable life of a prolific Montana author, but also on important networks that supported cultural production in the American West. Western authors like B.M. Bower used their locations in relatively isolated western communities to claim authenticity as western writers, but were also attracted to the social and professional opportunities offered by a growing California. Bower was among many cultural emigrants to the state who enjoyed the conveniences and social life of its cities and the opportunities presented by its film industry. California’s western location enabled these emigres to cultivate their “western” identities while enjoying access to urban conveniences and proximity to an emerging American cultural center. By more thoroughly documenting Bower’s professional and private life in California, I have been able not only to dispel the myth of Bower as an isolated Montana author, but also shed light on how California shaped the cultural production of Western representation.

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

My biography of B.M. Bower will be completed in 2021.

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

I have completed about 75% of the book manuscript and am working on its completion.

*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 complete the biography on my next sabbatical in the first half of 2021, and submit it to publishers shortly thereafter.

*Comments*

I am truly grateful for Redd Center support.

Classics and Religious Studies, University of Nebraska—Lincoln.

“Wakara’s America: A Native and American History of the West”

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

During May-June, 2019, with Redd Center support, I was able to travel to Utah to conduct significant research on my new book, *Wakara’s America: A Native and American History of the West*. As I planned in my proposal for the award, I spent a week at Uintah and Ouray Ute Reservation, observing and participating in the spring Bear Dance. I also met with Ute elders to discuss Wakara’s legacy among contemporary Utes. I also visited the Ute fish hatchery at Big Springs, which is working to preserve and reintroduce native fish species in Utah’s waters.

I also spent a week in Provo in BYU’s special collections as well as at the Church History Library, to gather more archival materials on Wakara.

Due to scheduling conflicts, I was not able to travel to Washington, D.C., to examine Wakara’s remains. But I was able to make contact with the Ute and Paiute representatives who are involved in the cultural affiliation study of his remains, and the other six skeletons associated with him, in possession of the Smithsonian. I had planned on completing that visit this summer. But alas, COVID prevented any such travel. I do hope to complete this visit next summer.

*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 Redd Center funded research trip to Utah helped me answer: Where did “Wakara’s America” go? Was the land he helped shape in the 1840s completely destroyed by the arrival of American (specifically, but not exclusively Mormon) settlers to Utah? What I found was that the America that Wakara helped create is America itself. Wakara provided the horse and human power—in the form of the horses he stole from California and in the form of Paiute Indians he enslaved—that facilitated the American colonization of the Southwest. Wakara also helped create the major routes of travel—most notably what today is I-15—that connects the American Southwest (from the Great Basin to the California Coast) in terms of culture, commerce, and politics.

I expected to find Wakara missing from Utah. But the more I looked, the more I found his legacy. That said, this legacy has been purposefully buried, or “covered up.” To fulfill the myth of Manifest Destiny—that the West was won by fearless cowboys, cavalries, and pioneers—Wakara and other Native American leaders like him had to be removed not only from the land, but from the history books. Wakara’s America is also in diaspora—the fish that fed his body and soul, the horses stole and traded, the Paiutes he enslaved, even his own bones—have been displaced, but not destroyed.

Telling Wakara’s story, I hope, will erase the long-established line between the Indian and American, between the colonized and colonizer. In doing so, Wakara’s America will become a “new history” of the American West, recentered on Native Americans’ contributions and experiences.

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

Plenary Speaker: Hearing Indigenous Voices: The Challenges and Rewards of Cultivating Relationships with Utah’s Native American Communities. Oral History Association, Salt Lake City, October 19, 2020.

“We Would Never Sell Our Children!”: The Limits of Decolonizing Slavery and Missions Histories in the American Southwest.” American Society of Church History, New York, NY, January 3-6, 2020.

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

I have been awarded a fellowship at the Maxwell Institute at BYU. And I’ve been awarded a Layman Seed grant at UNL to continue the research and writing of the book. I will complete the BYU residential fellowship this summer (COVID willing) where I plan on completing the research and a big chunk of the writing for *Wakara’s America*.

*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 applying for sabbatical funding for 2021-2022 (Warren Center at Harvard; Clements Center at SMU) so I can finish the book by spring 2022.

My goal is to publish the book with a trade wing of a university press (Harvard University Press has expressed interest and I hope to submit a draft proposal by January 2021).

*Comments*

I can't thank you all enough for your ongoing support! This book is gonna be worth it, I promise. Much affection to all at the Redd Center.



## PUBLIC PROGRAMMING AWARD

AFRO-AMERICAN HISTORICAL AND GENEALOGICAL SOCIETY, "UTAH'S RACIAL LYNCHINGS AND THE EQUAL JUSTICE INITIATIVE"

BYU'S MUSEUM OF PEOPLES AND CULTURES. "UTAH VALLEY ARCHAEOLOGY EXHIBITION"

JACKSON HOLE HISTORICAL SOCIETY AND MUSEUM. "HISTORY JACKSON: TALK & ROUNDTABLE"

MORMON HISTORY ASSOCIATION. "FUNDING FOR JOURNAL OF MORMON HISTORY ASSOCIATE EDITOR"

NORTHERN ARIZONA UNIVERSITY SCHOOL OF FORESTRY. "INCREASING STUDENT PARTICIPATION AT THE 12TH NORTH AMERICAN FOREST ECOLOGY WORKSHOP"

SCIENCE MOAB ENGAGEMENT INITIATIVE. "SCIENCE MOAB"

SOUTHERN UTAH MUSEUM OF ART (SUU). "FIELDWORKS: A COLLABORATION BETWEEN SOUTHERN UTAH UNIVERSITY AND THE UNIVERSITY OF OKLAHOMA"

UTAH HUMANITIES. "THE CHARLES REDD CENTER FOR WESTERN STUDIES AUTHOR"

UTAH STATE DIVISION OF HISTORY. "67TH ANNUAL UTAH STATE HISTORICAL SOCIETY CONFERENCE 'LONG VIEW OF HISTORY'"

UTAH STATE UNIVERSITY. "THE DEVELOPMENT OF RESILIENT AGRICULTURAL ECOSYSTEMS IN WESTERN NORTH AMERICAN AND BEYOND: AN INTERNATIONAL, INTERDISCIPLINARY EVENT"

WESTERN LITERATURE ASSOCIATION. "NOT CLOUDY ALL DAY: CLIMATES OF CHANGE IN THE AMERICAN WEST"

WILD UTAH PROJECT. "WASATCH WILDLIFE WATCH: MONITORING CONNECTED WILDLIFE CORRIDORS IN THE WASATCH"

## “Utah’s Racial Lynchings and the Equal Justice Initiative”

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

Dear Redd Center: I (Paul Reeve) am writing this report without the benefit of full knowledge of all of the research that has been done. I am a member of AAHGS and agreed to help the leadership write this Redd Center grant. The AAHGS leadership was thrilled to receive the grant and dove into the documentation phase of the project in order to meet the criteria established by the Equal Justice Initiative for inclusion of Utah’s lynching victims in the National Memorial for Peace and Justice. COVID19 brought the research phase to a halt and then Utah AAHGS president Robert Burch declared his candidacy for the Utah House of Representatives. As a result, I have not been able to get an update from the AAHGS leadership on the current status of the project. Rather than delay any longer, let me share what I know: Utah AAHGS has completed a significant amount of the research for the lynching of Robert Marshall in Price, Utah and had a good start on the research and documentation for the lynching of Sam Joe Harvey in Salt Lake City. AAHGS was in the process of collective newspaper accounts of the Harvey lynching and other public documents when COVID 19 hit. The newspaper accounts, I believe are largely gathered. Other public records such as death certificates and police reports have not been collected. I do not know the status of the research on the potential third lynching victim or even if that third victim has been verified. The final phase was to collect dirt from each location and that has not yet taken place.

*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?*

To date, Redd Center funds have largely been saved to cover the expenses of soil collection and round trip airfare to Montgomery, Alabama and lodging expenses. That phase of the project is on indefinite hold until Covid related travel and research restrictions are lifted. The Redd Center grant offered the means whereby the AAGHS dream of including Utah’s lynching victims in the national memorial could become a reality. AAGHS is grateful for the confidence which the Redd Center placed in the organization and is committed to seeing the project to completion.

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

At the 2019 Utah AAGHS conference one AAGHS member gave a paper on the Harvey lynching.

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

Finish necessary documentation for the Harvey lynching and do the research and documentation for the potential third lynching. Then simply do the soil collection and take the soil and documentation to Alabama.

*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 plans for publication. The plan is to complete the soil delivery and source documentation to Alabama.

#### *Comments*

Thank you to the Redd Center for helping AAGHS with this project. Your support made the project possible. AAGHS leadership is committed to seeing the project to completion. I’m sorry this report isn’t as detailed as I would like it to be.

### “Utah Valley Archaeology Exhibition”

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

The Museum of Peoples and Cultures at BYU used funds from the Redd Center to perform research to create a long-term exhibition which will highlight the archaeological cultures of Utah Valley. Due to changes in key staff and impacts to operations as a result of the pandemic, the exhibition which was originally scheduled to open in 2020 will now open in 2021. We will hold a soft opening in summer with a more formal opening event at the beginning of Fall semester, regulations permitting.

During this extended development phase, student researchers from the Museum met with BYU archaeology faculty to understand better how the archaeological resources of Utah Valley are being negatively impacted by development. This impact will now receive more emphasis than originally envisioned in the grant proposal.

Additionally, students were able to compile hard to find resources related to the four cultures the exhibition will cover: the Archaic culture, the Fremont Culture, the Ute peoples, and 19th century Settlers.

The layout and design of the exhibition was developed by students using an iterative approach. Multiple design concepts were presented to a series of reviews by groups of university students (the museum's primary audience) for feedback. As a result, the museum feels that the exhibition will be effective in grounding visitors to the physicality of the valley as well and connecting them with the cultures.

*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 assisted with the research costs of the exhibition by providing support for 2 student research assistants. While this deviates from how funds were presented in the grant proposal, the funds were critical in helping keep students employed while restrictions kept employees away from the building. (Originally Redd Center funds would have paid for supplies for exhibition labels and panels.) Of particular note, while working remotely, students were able to focus on research on interactive design elements as well as examining academic literature. One of the key mission points of the Museum is to provide hands-on experiences to students in museum skill sets. Without the Redd Center funds, students would not have been able to continue to acquire these skills during the shutdown.

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

As previously indicated, the exhibition has not yet opened to the public. Covid-19 has significantly impacted the museum field and attendance has dropped dramatically. As we ponder possible continued impacts of Covid-19 on visitation to the museum, we are exploring additional methods to share this exhibition with the surrounding community.

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

With a new opening target date, we are actively moving toward finalizing exhibitions details. Deinstallation of the previous exhibition and remodeling of exhibition space will occur in April 2021. Installation will continue through spring. A formal opening event will be held at the beginning of Fall Semester 2021.

“History Jackson: Talk & Roundtable”

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

During summer 2019, the Jackson Hole Historical Society and Museum hosted a summer presentation series focused on environmental history, specifically looking at the historical record to understand how human-wildlife relationships have developed and evolved throughout time and space. Dr. Timothy Lehman kicked off the series on June 12 with an introduction to environmental history and a deeper look into his research on wolves in southeastern Montana and northeastern Wyoming and changing human perceptions on this species over time. Dr. Thomas Andrews continued the series on July 31 with a presentation on equine culture and indigenous peoples, looking specifically at his work-in-progress entitled “How Did Equines Experience Pervasive Raiding in Indigenous America?” Finally, Dr. Dan Flores wrapped up the series on August 14 with a focus on his book, *Coyote America: A Natural & Supernatural History*. All three sessions included a public question and answer portion between the scholar and moderator, Dr. Sherry Smith. The public presentation was then followed by a roundtable discussion accompanied by assigned readings. Overall, the series included 175 program participants and was predominately attended by local residents, however some visitors also took part.

Overall, the series successfully engaged the Jackson Hole community with well-researched historical topics from experienced scholars.

*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 were critical in securing the visiting scholars for the series and providing high-quality continuing education opportunities for our community. The experience, knowledge, and geographic variety each scholar brought to their program created a cohesive series, yet each program was uniquely interesting. Because of this diversity and the multi-disciplinary nature of environmental history, the sessions brought in and connected people from different areas, backgrounds, and interests. For example, a number of program participants are regularly involved with local conservation organizations but rarely, if ever, come to the museum. This funding allowed us to broaden our reach and expand our content to new audiences. The history of Jackson Hole is diverse and long, however our current exhibits and collection predominately focus on the settlement era of homesteading, ranching, and tourism. Despite our limited collection, conservation and environmental history is still an important part of Jackson Hole’s story, so a speaker series allowed us to engage in topics we often do not have the resources to interpret and explore.

Additionally, the inclusion of a more casual, roundtable discussion was really well received by the community and gave participants the opportunity to dig deeper, have an authentic dialogue about the scholar’s work, and encouraged more back and forth engagement. Plus, participants went home with even more suggestions for additional readings to further their studies and interest in this topic. Overall, we learned the historical context of current environmental issues and were able to have informed and balanced dialogue about where we are today with human-wildlife relationships and how we got here, ultimately providing a deeper understanding and interest in the future of these relationships and issues.

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

1. Introduction to Environmental History + Wolves with Dr. Timothy Lehman, Rocky Mountain College

Readings—*Beyond Words: What Animals Think and Feel* by Carl Safina, *Vicious: Wolves and Men in America* by Jon T. Coleman, *A Sand County Almanac: With Essays on Conservation from Round River* by Aldo Leopold, and *Wolves without Borders: The Many Faces of the Wolf in the Powder River* by Tim Lehman

2. Equine Culture & Indigenous Peoples with Dr. Thomas Andrews, University of Colorado

Readings—*All My Relatives: Exploring Nineteenth-Century Lakota Ontology and Belief* by David C. Posthumus, and *How Did Equines Experience Pervasive Raiding in Indigenous America?* by Thomas G. Andrews

3. Coyotes, Humans, and the West with Dr. Dan Flores, University of Montana

Readings—*Coyote America: A Natural & Supernatural History* by Dan Flores

*Comments*

Jackson, Wyoming, is relatively remote and difficult to travel to, therefore it can be challenging to schedule speakers from outside our community. The Redd Center funding allowed the Jackson Hole Historical Society and Museum to look outside our regular circle and provide a new experience for our community. Thank you!

## “Funding for Journal of Mormon History Associate Editor”

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

The Mormon History Association used the funds from the Redd Center to pay the book review editor \$500 an issue (total \$2,000) and to help pay the copy editor \$400 an issue (\$1,200). With this assistance, the Journal of Mormon History editors produced a quality journal that highlights the history of important religions in 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?*

The Redd Center funds are used to publish the research of scholars who research The Church of Jesus Christ of Latter-day Saints and other churches who trace their origins to Joseph Smith, Jr. The Journal of Mormon enhances the understand of the impact of religion on the Intermountain West.

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

*Journal of Mormon History* quarterly issues in 2020.

*Comments*

Thank you.

“Increasing Student Participation at the 12th North American Forest Ecology Workshop”

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

We provided full registration to seven students and partial registration to one student to attend the twelfth North American Forest Ecology Workshop, held in June 2019, in Flagstaff, AZ. Over three hundred people attended the workshop, providing ample opportunities for students to network and learn about current research topics in forest ecology.

*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 organizing committee wished to increase the number of student attendees at the workshop and the Redd Center funds allowed us to do so. One student attendee attended talks by several academic researchers in his area of interest and ended up being advised by one of them in his MS program, which he started in Fall 2020. We learned that encouraging students to attend the workshop and providing opportunities for networking paid off and led to concrete career gains.

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

The final workshop program can be found here: [http://nafew.org/wp-content/uploads/2019/06/NAFEW\\_Program\\_Final\\_web.pdf](http://nafew.org/wp-content/uploads/2019/06/NAFEW_Program_Final_web.pdf); the Redd Center funding is acknowledged on page 3.

*Comments*

Thank you for supporting the workshop.

“Science Moab”

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

With the Public Programming Award from the Charles Redd Center, Science Moab was able to increase the reach of our podcasts, radio shows, and live events to further engage local community members and visitors with the incredible science occurring in Southeast Utah and the greater Colorado Plateau. Specifically, Redd Center funds were used to maintain the hosting platforms through which we disseminate science including a WordPress website and Soundcloud subscription, purchase graphic design software to make eye-catching flyers and graphics to advertise our free podcast and science events, and print stickers and merchandise to advertise our programming and raise money for the organization. In the past year, Science Moab episodes were listened to over 10,000 times on online platforms, with listeners from over 40 countries, while also being syndicated over multiple regional radio stations in the intermountain West. This past year, we were able to take our programming a step further through a partnership with the Moab Sun News to include excerpts from Science Moab interviews in the weekly paper. To date, there have been 17 interviews with regional scientists featured in the widely circulated paper. Finally, Science Moab was able to expand the live science events we offer to include a panel discussion featuring local dryland scientists discussing clips from Mad Max movies to demonstrate concepts of landscape erosion. The free event was attended by over 300 people and raised \$700 in donations for Science Moab. Much of the advertising for this event was made possible through the Public Programming Award.

*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 have been essential for our ability to disseminate the important science occurring on the Colorado Plateau. The Public Programming Award has ensured that Science Moab can maintain the subscriptions and advertising material necessary for engaging community members and visitors with the science happening here. Through the continued support of the Redd Center, Science Moab has grown and reached new audiences in exciting and unique ways. The community support that Science Moab programming has received is a clear indication we are meeting a need in our community. We are excited to continue to fill that need and provide engaging, place-based programming for the Southeast Utah community and beyond.

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

Below is a list of Science Moab episodes that were supported by the Redd Center. More information about each episode can be found at [sciencemoab.org/radio](http://sciencemoab.org/radio)

The Permian Extinction, Heat: The Silent Killer, Lake Powell 2002, Speaking Across Knowledges: A conversation about Indigenous ways of knowing, Wildfire and Wildlife, Utah Dinosaurs: Missing links in paleogeography, Pathways of Exposure: Uranium mining on the Navajo Nation, Really Big Water: A look at paleoflood hydrology, Ways of Knowing: Indigenous Knowledge and Western Science, Riparian Birds, The Science Behind Dark Skies, Dynamic Desert Ecosystems, Archaeology and Desert Springs, Paleoecology and Climate Change, Rivers, Extraction and Science in the Four Corners, Climbers Relationship with Place, Snow Science and the Avalanche Forecast.

Additionally, the live event “Mad Max meets Science Moab”, which had over 300 attendees, was made possible through the Public Programming Award.

#### *Comments*

We sincerely thank the BYU Charles Redd Center for Western Studies for seeing value in our programming and for providing us with the support necessary to expand our reach. We appreciate the Redd Center for all it does to support programming relevant to Western states and we feel fortunate to work with the Redd Center now and into the future.



“Fieldworks: A Collaboration Between Southern Utah University and the University of Oklahoma”

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

The Redd Center’s funding enabled a two-week field research trip by faculty, staff, and students from the University of Oklahoma, Southern Utah University, and Southern Utah Museum of Art. Research was conducted at sites throughout desert regions in Utah, Nevada, and California. Participants studied diverse ways in which human beings leave marks on the land, including artworks, concentration camps, railroads, reclamation projects, and more. Through the production of notes, photographs, audio recordings, and more as well as the collection of objects, material was gathered to populate an archive that will be the subject of a forthcoming exhibition at Southern Utah Museum of Art. We visited sites including Robert Smithson’s Spiral Jetty, Nancy Holt’s Sun Tunnels, Battle Mountain, exhibitions of art and history, national park sites, ghost towns, mines, Native American reservations, locations of geological, biological, or chemical significance, and more. At each, substantial amounts of data were gathered concerning the human impact on the natural environment and the transformative effects of different modes of human practice there. This data is currently being subject to interpretation preparatory to its configuration for exhibition in October 2019.

*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 entered the Great Basin seeking to better understand, in a large-scale sense and through a comparative framework, how people relate to and shape nature there. The research we completed highlighted the complex, layered, and interacting histories of settlement and resulting transformation characteristic of the Great Basin region, from indigenous inhabitants to various modes of colonialism that have arisen and remained palpable in the area. By attending to sites as diverse as the Parowan Gap petroglyphs, which measure cyclical time on a planetary and cosmic scale, and the effort to mitigate dust pollution at Owens Lake, which endeavors to heal a planet and people damaged by greed, we were able to compare and contrast the diverse ways in which human beings situate themselves with respect to nature, measuring and transforming it as they do so. One of the themes that repeatedly emerged from the research and that became a central insight to the larger project was the legibility of plural interconnections of both ways of thinking about something and actions taken with respect to it. In Death Valley, for instance, we learned about the maintenance of mesquite trees near springs by indigenous Shoshone as a food source, now no longer permitted by the National Parks Service because the practice violates its standards of conservation. By going to these springs to see how their original use was superseded by other uses, for instance, by those extracting resources, we saw how the land manifests a history of use. Mesquite trees now grow untended and ignored amongst slag piles of industry that get interpreted by signage indicating that they are heritage sites. Here, different attitudes about what nature is and how it is to be treated come into sharp relief, deepening our understanding of the complexities of our strained relationship to the environment.

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

This research will be presented through a publication and an exhibition titled *Compendium*, which will open at Southern Utah Museum of Art on October 14 and remain on display through December 28, 2019 before traveling to Oklahoma. As its title implies, *Compendium* is a collection or anthology of Fieldworks’ manifold practice as an artistic, scholarly, and pedagogical initiative. Both the exhibition itself and an accompanying publication draw from the Fieldworks archive to bring together selections of items that invite viewers and readers to deepen their understanding of the always complex, often troubling, and at times surprising ways that people find their place within the rest of nature.

### *Comments*

Thank you for making this research trip possible for faculty and students from both universities as we continue to study and understand the Great Basin. We will send you information for the opening preview in hopes that you can join us and meet with faculty and students that benefited from the experience.

“The Charles Redd Center for Western Studies Author”

*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, Utah Humanities was able to invite Brenden Rensink as the Charles Redd Center for Western Studies scholar for Utah Humanities’ 22nd annual Book Festival.

*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?*

Historian Brenden Rensink had the opportunity to discuss his book *Native But Foreign: Indigenous Immigrants and Refugees in the North American Borderlands*. In *Native but Foreign*, Brenden presents an innovative comparison of indigenous peoples who traversed North American borders in the nineteenth and twentieth centuries, examining Crees and Chippewas, who crossed the border from Canada into Montana, and Yaquis from Mexico who migrated into Arizona. The resulting history questions how opposing national borders affect and react differently to Native identity and offers new insights into what it has meant to be “indigenous” or an “immigrant.”

As always, it was a pleasure to collaborate with the Redd Center on an author event that benefits the community and beyond.

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

Brenden was able to sit down with students at Dixie State University to discuss his book entitled *Native But Foreign: Indigenous Immigrants and Refugees in the North American Borderlands*.

September 24, 2019, 5:30pm ~ Cottam Room in the Gardner Building of Dixie State University

“67th Annual Utah State Historical Society Conference “Long View of History”

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

The 67th Annual Utah State Historical Society conference was held on Sept. 27, 2019 at the Utah Cultural Celebration Center.

*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 generous contribution helped us to be able to offer this public history conference at no charge to attendees. allowing them to participate in the numerous history presentations and to network with their peers and partners to expand their efforts to preserve and share the history of our state.

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

From our call for papers, we selected forty speakers. Over five hundred people attended, including public members, historians, teachers, scholars, state and federal agencies.

*Comments*

The Division of State History appreciates The Redd Center’s sponsorship of our annual history conference.

“The Development of Resilient Agricultural Ecosystems in Western North American and Beyond: An International, Interdisciplinary Event”

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

Funds from this award were used to support an international workshop of archaeologists and paleoecologists in Vernal, Utah that focused on the sustainability of indigenous agricultural practices in archaeological records. The workshop culminated in a public forum hosted at the Uintah County Heritage Museum on May 23, 2019. The event was attended by approximately 60 community members and provided the opportunity for them to learn of the goals and outcomes of the project, as well as hear from researchers from France, Italy, the UK, and Chile. The event was co-sponsored by the Past Global Changes research consortium.

*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 primary outcome of the workshop was an understanding of the stake that archaeologists hold in scholarship related to global food security and the sustainability of human populations. One of the primary contributions archaeology can make lies in the application of radiocarbon records as a measure for changes through time in human population. The workshop compared case studies from northern Utah, southern New Mexico, Bolivia, and southern Argentina to determine the tipping points of societal resilience to environmental change. The workshop also resulted in the initial development of the “Global Archaeological Radiocarbon Database,” an aggregation of more than 40,000 radiocarbon ages into a single dataset. This application of archaeological “big data” is the first of its kind and is available for open access to scholars in a preliminary form.

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

Freeman, J. et al. (2019). Testing the Tenets of Climate Smart Agricultural Systems with Archaeological Records. Submitted to “Nature: Sustainability” December 2019. Not published.

*Comments*

As always, I am grateful for the support of the Redd Center. I will keep you updated on the status of submitted manuscripts and presentations.

“Not Cloudy All Day: Climates of Change in the American West”

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

The Redd Center awarded WLA \$2,000 toward honoraria of three Intermountain west scholars/authors: historian Dan Flores, novelist Paolo Bacigalupi, and poet Aaron Abetya.

The three all had “Plenary” positions on the program, and all events had an audience 73 to 150.

All presenters spoke on themes of social and/or environmental change in 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?*

The three presentations were diverse in their scope, from environmental history, to environmental justice poetry and sense of place, to climate change fiction. The talks were well attended and received, underlining our conference theme of change in the American West.

Thursday Plenary: Paolo Bacigalupi, “Storytelling for a Fragmented Future”

Friday Plenary: Aaron Abetya, “The Poem as Necessary Sacrifice: To Love a People, Place, & Home until It Breaks You”

Saturday Plenary: Dan Flores, “Adventures Writing about Animals”

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

The full program, which credits the Redd Center, can be viewed here: <http://www.westernlit.org/wp-content/uploads/2010/01/WLA-2019-Program-with-final-changes-ONLINE.pdf>

### *Comments*

As co-president of WLA for 2019, I wish to express my gratitude for the ongoing support that the Redd Center has provided WLA. Your funding enables us to produce high quality public programming that in turn leads to some of the most important Western American scholarship and creative writing being produced. Thank you.

“Wasatch Wildlife Watch: Monitoring Connected Wildlife Corridors in the Wasatch”

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

The Wasatch Wildlife Watch Project is designed to fill in data gaps regarding the interface of development and wildlife. By building greater understanding of the wildlife around our cities and roads, we can help inform decisions regarding wildlife under- and overpasses and other development that impacts wildlife. This data will help keep habitat corridors intact to help conserve wildlife and lands in the region. The third field season of our Wasatch Wildlife Watch project was successfully launched in May 2020. Our goal was to engage more than 100 volunteers who will manage trail cameras and/or analyze images. We hosted 49 volunteers on our live web training and we have 55 volunteers stewarding trail cameras. Every volunteer checked-in after the first week of camera rotations, and we are on track to exceed our goals. Currently we have 99 cameras being monitored, this is an increase of 23 cameras this year.

*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 played a key role in the expansion of our Wasatch Wildlife Watch project. The additional cameras your funding made possible enabled us to record more data over a wider area. Thanks to your support, we were able to increase the number of actively-monitored wildlife cameras by 23. This increased capacity helps us develop a more complete picture of wildlife populations and movement throughout the area and will better inform decisions regarding wildlife over- and under-passes.

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

Manuscripts:

Barnick KA, Green AM, Pendergast ME, Sekercioglu CH (2020) The effects of housing density and Interstate Highway 80 on mammalian community composition in the Wasatch Mountain Range. Submitted for publication in Conservation Biology.

Cove MV, Kays R, Green AM, Pendergast ME, Sekercioglu CH, Barnick KA, et al. (2020) SNAPSHOT USA: the first coordinated national camera trap survey of the United States — data from 2019. Manuscript in review for publication in Ecology.

Suraci JP, Gaynor KM, Allen ML, Green AM, Pendergast ME, Sekercioglu CH, Wilmers CC (2020) Disturbance type and species life history predict mammal responses to humans. Submitted for publication in Science.

*Comments*

Thank you very much! Your support helped us to significantly expand our project.

## SUMMER AWARD FOR BYU UPPER DIVISION AND GRADUATE STUDENTS

ADAM NORRIS, PLANT AND WILDLIFE SCIENCES, BRIGHAM YOUNG UNIVERSITY, "MEGAFIRE EFFECTS ON STREAM NUTRIENT DYNAMICS"

PETER SEARLE, BIOLOGY, BRIGHAM YOUNG UNIVERSITY, "COMPARATIVE ANALYSIS OF MORPHOMETRIC AND GENE-EXPRESSION PATTERNS IN LARVAL JUNE SUCKER AND UTAH SUCKER"

TRAVIS SOWARDS, WILDLIFE AND WILDLANDS CONSERVATION, BRIGHAM YOUNG UNIVERSITY, "INCREASING RANGELAND RESTORATION SUCCESS USING TARGET FUNGICIDE SEED COATINGS"

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

Through the Redd Center’s support, I have been able to identify key stream reaches where nutrient stability provides some context for the nutrient dynamics that are happening throughout the Nebo burn scar. Using GIS, I have taken spatial images of the burned areas, delineated watersheds, and examined aspects to determine paired catchments of burned and unburned areas to do nutrient injections. I have conducted preliminary sampling and Tracer Additions for Spiraling Curve Characterization (TASCC) to better understand the stream network’s critical reaches. Covid-19 has been a mixed bag with this experiment. Due to some related unforeseen circumstances, I have not been able to do as many of the TASCC experiments as I have wanted, leading to incomplete statistical analyses and additional work needed. However, it has also allowed me to better select and classify the sites where my research is being conducted. Some of our lab’s unrelated projects have been put on hold, which has given me better access to additional stream monitoring equipment and better high-frequency data. The funds from the Charles Redd Center have enabled me to capitalize on Covid-19 related changes in schedule and better understand the different sites that we are analyzing and working with.

*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 have been a great blessing in the time of Covid-19. I have been able to continue some of my research despite things getting shut down all around. The Redd Center funding enabled me to take advantage of new and existing equipment that has been deployed to measure critical characteristics of streams. With some of the field stations that I have been maintaining as part of this research, we have found that land use may impact water quality more than the burn. Additionally, weather events and its associated hydrological impacts have had extreme effects on sediment dynamics, which may be the controlling mechanism for the TASCC framework. Additionally, residence times in the streams have been of great interest leading us to pursue more research into classifying hydrological versus biological controls as an additional part of the TASCC framework. The Redd Center has enabled many of these things by providing support for this study.

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

Norris, A., Crandall, T., and Abbott, B., “Wildfire Effects on Stream Nutrient Dynamics.” Ecological Society of America, August 2020, Salt Lake City, Utah (online due to Covid-19- abstract and poster).

A digital presentation was also attached and is available by request from Amy Carlin.

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

Currently, we are collecting additional site classification data that provides background and context for the TASCC. With the upcoming winter, we will be putting many of the higher reach stations on hold, focusing our methods on some of the legacy effects of the wildfire on downstream nutrient dynamics and hydrological controls. We will also be conducting more of the TASCC experiments and statistical analyses that we have not had the chance to thoroughly analyze in the winter in lower reaches and during spring runoff in higher reaches. Our plans will also be looking closely at the TASCC results and how they relate to each other spatially and temporally, and how they relate to the high-frequency monitoring stations that I have been a part of maintaining.

*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 Redd Center has jumpstarted the research process that will merge into a chapter of my master’s thesis. This project will result in one publication at the completion of my degree and lead to at least one more presentation (later in November) and another paper. I appreciate the funding and the start that the Redd Center has given me.



### *Comments*

Thank you for funding this project. It has been transformational and has allowed us to continue research even with Covid-19. Though some things have still been delayed, we are doing our best to continue to reach the anticipated research goals.

“Comparative Analysis of Morphometric and Gene-Expression Patterns in larval June Sucker and Utah Sucker”

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

My initial goal was to use geometric morphometrics to characterize shape change during larval development of June and Utah suckers over a 15-week period. I wanted to determine the critical developmental period when these sucker's mouths began to differentiate (i.e. adult June suckers have subterminal mouths, whereas adult Utah sucker have ventral mouths). Over the summer, I took photographs of the left lateral view of 398 fish, as well as photographs of the premaxilla of 213 fish. Prior to taking photos of the premaxilla, I cleared and stained the specimens using an Alcian Blue/Alizarin Red protocol which stained cartilage matrix and bone structure. After photography, specimens were landmarked using tpsDig (software that allows the user to generate X and Y coordinates for landmarks) and analyzed using tpsRelw (software that uses the landmark data to perform geometric morphometric analyses). I then used these analyses to determine the critical developmental period when mouth shape in Utah sucker shifts ventrally (see below for results of these analyses).

*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 were used to purchase materials used in the geometric morphometric analysis of the fish, specifically the materials used for the clearing and staining of fish. Geometric morphometric analysis of the left lateral view of the fish revealed that both Utah and June sucker undergo rapid shape change over the first 9 weeks of development. This common shape variation was expected because all fish undergo dramatic shape change as they develop from larvae into juveniles. However, around week 10, the fish began showing species specific shape change. Specifically, the ontogenetic trajectories of these sucker began to differentiate, with Utah sucker undergoing a longer developmental period than June sucker. Geometric morphometric analysis of the premaxilla revealed similar results, suggesting that the critical developmental period occurred between weeks 10 and 12.

Redd Center funds were also used to purchase materials for the preservation and storage of specimens. As a former research assistant, I catalogued specimens in the Ichthyological Collection at the Monte L. Bean Museum. From my work, I understand the importance of correctly cataloguing specimens. All specimens used for the geometric morphometric analysis were deposited and accessioned into the museum's Ichthyological collection for future use.

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

September 2020: American Fisheries Society, Virtual Meeting. Using Geometric Morphometrics and Transcriptomes to Characterize Differential Mouth Development in Larval June and Utah Sucker.

April 2020: Invited, June Sucker Recovery Implementation Program Annual Meeting, Salt Lake, UT. Introgression or Incipient Speciation? Using Morphometrics and Transcriptomes to Investigate the Origins of June Sucker.

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

The next step in my research is to generate RNAseq data for my specimens. Over the last two months, I have been generating quotes for the cost of sequencing, as well as determining the best parameters to use when sequencing the specimens (i.e. sequencing machine, read length, read depth). The fish will be submitted by the end of October for sequencing. Using these sequence data, I will assemble transcriptomes and then compare differential gene expression between these suckers during weeks 10 and 12. This analysis will allow me to identify candidate genes associated with the differential development of these fishes' mouths. Once candidate genes are identified, *in situ* hybridizations will be used to determine temporal, as well as spatial expression of these candidate genes.

*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 culmination my project will be the submission and hopeful, acceptance of my manuscript in Nature Communications. In addition, I will plan to present my results at the upcoming Western Division: American Fisheries Society meeting, as well as the Evolution meeting in 2021. Finally, I have been invited to return and present at the June Sucker Recovery Implementation Program's annual meeting, once my research is complete.

*Comments*

Thank you again for providing me with a generous grant. The Redd Center's funds have played an integral part in getting my research started this year. I look forward to working with the Redd Center again in the future.

## Wildlife and Wildlands Conservation

## “Increasing Rangeland Restoration Success Using Target Fungicide Seed Coatings”

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

Our laboratory formulated a fungicide mixture designed to suppress common soil-borne and six seed-borne fungal pathogens specifically detrimental to the Great Basin native perennial grass, bluebunch wheatgrass. Thanks to funding awarded by the Charles Redd Center for Western Studies I was able to continue a multi-year study of seed treated with our fungicide formula at six sites across the Great Basin. This grant provided a necessary funding supplement for the collection of site climate data, seedling germination rates, seedling emergence success, and second-year aboveground biomass accumulation at our most distant field site located in southern Oregon’s Catlow Valley.

*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?*

Funding from the Charles Redd Center provided the means to collect large amounts of data covering site climate, seedling germination rates, emergence success, and second-year aboveground biomass accumulation. Due to substantial amounts of data, statistical analysis is still ongoing; however, preliminary results elude to greater seedling emergence, higher aboveground biomass, and increased fecundity for treated seeds.

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

Prior Redd Center funded research has been presented as an oral technical presentation at the annual conference of the Society for Range Management in February 2019, as an invited oral presentation at the Society for Range Management Annual Utah Chapter meeting August 2019, as a virtual oral presentation at the Ecological Society of America Annual Meeting in August 2020, and during the BYU Plant and Wildlife Sciences Conclave as an oral presentation October 2020.

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

My research has concluded. The next steps are to analyze the data and develop climate models to determine the efficacy of fungicide treatments under varying climate and site conditions.

*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.*

This study results will be presented at the Society of Range Management annual meeting in February 2021. Additionally, this study will lead to a publication in a professional journal and as a dissertation chapter for my Ph.D.

#### *Comments*

I am greatly appreciative of the Charles Redd Center for Western Studies and for your gracious funding. Your generosity has provided me with the means to conduct my novel seed coating research over multiple years and across multiple sites through the Great Basin. I expect that the results of my research will provide land managers with opportunities to restore degraded western rangeland ecosystems. Thank you for your support.

## SUMMER AWARD FOR OFF-CAMPUS UPPER DIVISION AND GRADUATE STUDENTS

KATRYN DAVIS, ANTHROPOLOGY, UNIVERSITY OF NEVADA-RENO, "PIETY AND POWER IN AMERICA'S ZION: MORMON FUNDAMENTALISM, SEPARATISM, AND INTEGRATION"

NEIL DODGE, HISTORY, UNIVERSITY OF NEVADA-LAS VEGAS, "REIMAGINED PEOPLE: CAPTIVES AS BELOVED KIN, 1846-1868"

ALEXANDER FINKELSTEIN, HISTORY, UNIVERSITY OF OKLAHOMA, "PRISON VALLEY, USA: THE MAKING OF A CARCERAL CAPITAL"

RILEY FINNEGAN, GEOLOGY AND GEOPHYSICS, UNIVERSITY OF UTAH, "SPECTRAL AMPLIFICATION AND THE SEISMIC RESPONSE OF ROCK ARCHES"

MARK KREIDER, WILDLAND RESOURCES, UTAH STATE UNIVERSITY, "A SYSTEMATIC TEST OF THE PREVALENCE OF QUAKING ASPEN SEEDLING REGENERATION"

MEGAN PLUMMER, ANTHROPOLOGY, WASHINGTON STATE UNIVERSITY, "TURQUOISE: TRADE, PROCUREMENT, AND VALUE IN THE FREMONT AND PUEBLOAN SOUTHWEST"

MATTHEW SWOBODA, HISTORY, UNIVERSITY OF WYOMING, "BEYOND FURS AND GUNS: THE MATERIAL CULTURE OF NATIVE AMERICAN TRADE ON THE NORTHERN PLAINS, 1730-1890"

CHARLOTTE HANSEN TERRY, HISTORY, UNIVERSITY OF CALIFORNIA-DAVIS, "BECOMING AMERICAN: MORMONS AND RELIGIOUS IMPERIALISM IN THE AMERICAN WEST AND PACIFIC"

JAMELA THOMPSON, NATURAL RESOURCES, UTAH STATE UNIVERSITY, "FUEL TREATMENT EFFECTS ON WILDFIRE OUTCOMES IN UTAH"

DEREK UHEY; ENGINEERING, FORESTRY, AND NATURAL SCIENCES; NORTHERN ARIZONA UNIVERSITY; "GRAZING EFFECTS ON HARVESTER ANT NEST VEGETATION"

Anthropology, University of Nevada–Reno

“Piety and Power in America’s Zion: Mormon Fundamentalism, Separatism, and Integration”

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

The funds that I received from the Charles Redd Center have funded a three-month portion of an 18 month long ethnographic dissertation project. The project explores how members of a fundamentalist Mormon community in Sanpete county, Utah (called The Apostolic United Brethren) understand and grapple with the power structures within which it is situated and how its relationships with these structures affect its integration into the social and political contexts in which it is situated. Specifically, via ethnographic research, I have been exploring attitudes and actions within the Apostolic United Brethren (AUB) regarding state and federal laws that discipline polygynous familial arrangements, as well as their attitudes regarding the LDS church, which defines who and what counts as legitimate within the Later-day Saints religious movement.

The funds from the Center paid for my lodging, meals, transportation, and other living expenses necessary to carrying out three months of research in Mount Pleasant, Utah. Ethnographic research often involves a long process of building “rapport” with one’s research community, especially in relatively insular communities that are wary of outside attention like the AUB. The three months of research that the Charles Redd Center funded were foundational for gaining access to community events and building rapport with AUB members. During this time, I attended AUB sacrament meetings, attended community events and private gatherings when invited. I have been able to make friends and acquaintances in the AUB community, whom I’ve informed of my research.

*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?*

Because ethnographic research is a process that involves first gaining access and building rapport with one’s research community, the Redd Center funds have greatly assisted in this foundational step in the research process. Since the foundational summer months of research that the Redd Center funded, I have conducted participant observation and informal interviews with AUB community members, and though this have gained insights into the community’s relationship with various power structures and influences within which its embedded (e.g. state and federal laws regarding polygamy, policies and attitudes sanctioned through the Church of Jesus Christ of Latter-day Saints, and the surrounding social climate in Sanpete County). In particular, I have learned that AUB members share mixed opinions about the legalizing polygamy and the recent passage of the Utah senate bill 102 which effectively decriminalizes plural marriage. For example, many members feel that it is a “step in the right direction,” others feel that the bill does not go far enough because it still categorizes polygamy as an illegal practice, if only just an infraction. Other members believe that legalization of polygamy will reduce the sacrifice necessary to live by “the principle of plural marriage” and could thus potentially attract practitioners of plural marriage who do not hold appropriately rigorous religious commitments for which they are willing to take legal risks.

Thus far I have also discovered that most members of the UAB community in Mount Pleasant hold more respect for the Church of Jesus Christ of Latter-day Saints than is often asserted or assumed in the existing literature on contemporary polygamist communities in Utah. Indeed, members follow Church announcements, tune into General Conference meetings, and respect affiliated institutions like Brigham Young University.

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

Because this is an 18-month research project, and also due to the Covid 19 pandemic limiting academic conference opportunities, I have not yet produced publications with the data that the Redd Center has enabled me to collect.

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

The next steps in my project include continuing to engage in daily participant observation (masked due to the pandemic) and begin asking community members for formal interviews. I have also begun to write portions of my dissertation document, such as background and introductory materials, based on data collected so far.

Immediate and specific next steps include posing questions to participants that follow from the initial data collected during the fieldwork period that the Redd Center funded. These questions include, for example: how do AUB members feel the decriminalization of polygamy aligns them with (or not) the rest of the Utah mainstream LDS community, who strives for integration, who does not, and why? What perceptions do AUB members have about the LDS Church's response to the pandemic? What factors influence AUB members' attitudes toward the pandemic, what is the distribution of these attitudes throughout the community, and how might these attitudes be influenced by relationships with power structures that affect the AUB?

*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.*

Starting in August 2021 I will compile data into a dissertation, and I anticipate that I will also use data to write academic articles, produce conference presentations, and I will disseminate data and analysis in in such a way that will aid researchers, policy makers, and non-profits to better understand the social and political factors involved in separatism and isolation in rural America.

#### *Comments*

I am grateful for the support that the Redd Center has provided to advance this research project. It enabled both the foundational process of building rapport with my research community and the early months of data collection.

History, University of Nevada–Las Vegas

“Reimagined People: Captives as Beloved Kin, 1846–1868”

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

Despite the pandemic, I visited the Center for Southwest Research at the University of New Mexico. I was able to access the audio recordings in the American Indian Oral History collection. While there are digital copies of the transcripts available, at specific points in the transcript, “Navajo” or “speaker responds in Navajo” appears. Accessing the recordings allowed me to listen to the speaker and interpret what they were saying. Further, I was able to access several out of print magazines that provided oral histories of individuals previously overlooked in other published accounts of captives held by the Navajo. For example, the magazine *Tsa’azi* published several interviews from elder Navajos whose ancestors took captives or were captives. Though not tied to this chapter of my dissertation, I found a microfilm collection that is vital to later chapters of my dissertation. The specific collection is the Council Meetings of the Major American Indian Tribes. Within this collection are the meeting minutes of the early Navajo tribal council, formed in 1923. Now that I am aware this collection exists and is readily available; further work can continue on other chapters.

*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?*

Two primary research questions posed in this specific project and the overall dissertation; how did Diné (Navajo) define what I meant to belong to the group/tribe? And how the ‘new’ Diné understand what it meant to belong to the tribe? Before the research, I suspected that kinship relations informed much of the Diné’s understanding of incorporation/adoption. Lacking from this initial understanding was the perspective of the ‘new’ Diné or captives. In listening and reading the words of those captive’s descendants, most of them related a sentiment best described as, “you cannot make a horse run.” No amount of coercion or violence could forge a kinship bond between captor and captive. Despite the language and cultural differences, captives found a place among various Diné groups either as interpreters or close kin relations. Diné of the nineteenth century understood these captives to be from outside their group and different from other Indigenous groups. To encapsulate the captives ‘otherness’, Diné reimagined them as part of the already established web of kinship relations. For their part, the captives developed a reciprocal view that the Diné incorporated them into their kinship web. Still, they did not give up who they were before their captivity: Mexican, Pueblo, etc... Understanding the nature of this reimagination process and how it evolves across time is the hinge to my overall project.

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

Initial findings: “Diné Oral History in the Archive and Indigenous Methodologies,” Panel Discussion, Southwest Oral History Association Annual Conference, Las Vegas, September 12, 2020.

*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.*

Future presentations:

Recovering Our Memories: Oral Histories in the Archives, Panel Discussion, Navajo Studies Conference Annual Conference, Tsaile, AZ June 2021

Empire, Violence, and Identity in Nineteenth-Century Western Borderlands, Paper Presentation, Western History Association Annual Conference, Portland, OR October 2021

Potential Publications: *New Mexico Historical Review*, Dissertation



Regarding publications, my dissertation advisor suggests not publishing my work piecemeal. However the discussion is evolving and pending his suggestions, publication of this particular project is possible.

*Comments*

I wish to offer my sincere thanks to the Charles Redd Center for Western Studies. Their support was vital in conducting this research. In particular, I want to recognize Amy Carlin that understood the highly unusual situation the pandemic created and assured me that there was flexibility in completing research. With this assurance, I took steps to acquire the personal protective equipment necessary to visit the Center for Southwest Research safely. Research is still a challenge at this time but the funding provided by the Redd Center was essential to completing this project. Thank you again.

History, University of Oklahoma

“Prison Valley, USA: The Making of a Carceral Capital”

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

The Redd Center’s Summer Award allowed me to spend three weeks in Colorado researching at the Colorado State Archives and History Colorado Center.

My research at the Colorado State Archives provided insight into the administrative functions of the state’s criminal legal apparatus. The state archive allowed me to pursue in-depth research into the territorial period and how administrators and politicians built and legitimized state authority. The legislative and executive records revealed ways that the criminal legal system and prison supplanted extra-legal and ad hoc systems of “justice.” The Colorado State Archives also held the financial and investigative records concerning prison administration. The financial records, including ledgers, expense receipts, supply contracts, and convict labor receipts and contracts, allowed me to investigate and quantify relationships between the prison and its surroundings. The investigations into prison uprisings and abuse allegations included testimony from incarcerated people. These investigations showed how the prison responded to cases of growing political consciousness and discontent through repression. The records at the Colorado State Archives also included medical data. The reports of the prison physicians and complaints of inmates allowed me to reconstruct the way diseases spread throughout the prison ecosystem and to show how prisoners used the medical system to advance complaints as a form of resistance.

The records at the History Colorado Center allowed me to put the state history in its broader context of labor and race relations. The records of labor organizations revealed the way in which free laborers contested the prison labor’s competition and forced reforms in the institution’s governance. The Center’s records on the Ku Klux Klan in the 1920s allowed me to develop a more complete picture of how and why the Klan opposed the prison administration and gathered strength in Cañon City in the 1920s.

*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?*

First, the investigations into forms of prisoner activism 1960s and 1970s forced me to consider prison organizing in new ways. The prisoners in Colorado recognized and amplified their solidarity with incarcerated organizers across the country and world. The unique demographics of the prison in Colorado—with a higher proportion of incarcerated Chicano people—spurred a distinct form of Chicano radicalism that was in conversation with the Imprisoned Black Radical Tradition that developed across California and New York. In the 1970s, a Latin American group of prisoners organized a conference in the prison for Chicanos across Denver to promote unity between free world and incarcerated people struggling for freedom. The administrative records also revealed ways that prison officers used race and racial tensions to maintain control and order.

Second, this research has illustrated the ways in which the prison, as a public institution, is inseparable from its private contexts and relations. The financial and administrative records reveal a web of interdependent corporations and institutions that depend on the prison. The prison contributed to the development of the state’s economy, just as the development of the state’s economic power contributed to the prison and Fremont County’s dependence on the prison.

Third, this research revealed the ways that the criminal legal system worked in concert with other institutions and bureaucratic efforts to build and legitimize state control. This helps deepen our understanding of the process of establishing territories throughout the U.S. and forming functioning states out of those territories. The prison supplanted extra-legal justice and helped define the bounds of social behavior. It inculcated an industrial, breadwinner form of citizenship that complemented efforts of state militia and economic institutions.

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

I have not yet submitted any publications or presentations based on my research this summer. I have plans to submit various parts for publication – see below.

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

While I was able to complete my planned research in Denver, the COVID-19 pandemic and travel restrictions forced me to abandon my other research plans to look at the Royal Gorge Regional Museum and Canon City Public Library. I intend to take this trip to Fremont County in December 2020 to complete my archival research. The research this summer also led me to recognize the importance of Colorado and Western Chicano organizations throughout the 1960s and 1970s. I would like to pursue this research to better understand how this activism and organizing contrasts with the better-researched Black prison organizing in this area. To do so, I will need to visit various archives, especially looking at court documents, throughout Colorado, California, Arizona, and New Mexico.

*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.*

This research has advanced an article I plan to submit to Environmental History about the nature of convict laborers. I argue that the environment served as a tool for prisoners to resist their captivity, a system by which prison administrators could control prisoners, and a space of negotiation and mediation because of the lack of human control over climatic events and realities. This offers an analysis of space and environment in which it contributes to and is derivative of power structures.

My research on the Latin American Development Society (LADS), which was a Chicano activism organization that started in the penitentiary and spread throughout the West, will continue. I plan to develop my ideas to present at Western History Association. If successful, I will write an article about the nature of Chicano unity and pride in prison and free-world organizing in the era of the Civil Rights Movement.

*Comments*

Thank you for your support in my research project. This summer proved especially fruitful, and I'm grateful to the Redd Center's award committee for supporting my ideas. I will provide the Redd Center with any work that is published out of this. Thank you!

Geology and Geophysics, University of Utah

“Spectral Amplification and the Seismic Response of Rock Arches”

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

Due to travel restrictions set in place by the University of Utah, my research involving these funds has been hyper-local and has not yet included the planned fieldwork. However, over the summer I used past datasets to develop a data processing workflow and I established metrics to use in analyses of future data. As part of this work, I created streamlined code that will be easily utilized with new data. I additionally performed instrument tests locally, collecting data on ground amplification between reference bedrock and reference soil surfaces that will be used for understanding site-to-reference amplification ratios. While my study focuses on earthquake spectral amplification, for these preliminary ground tests, I used nearby trains as a proxy local energy source, as they were more predictable than earthquakes.

*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?*

In creating the data processing workflow and analyzing past datasets over the summer, I learned what helps make a dataset ideal, which is very helpful for planning our field set up and for collecting new data. For example, our original intention was to collect ~12-hour overnight vibration measurements of arches and a nearby reference surface, but learned that 24-hour recordings going from afternoon to afternoon are more optimal. I developed a metric that eliminates noisy portions of the data by testing many variables, and discovered that setting a power threshold using the reference station is most helpful across all sites. We also learned that sensor placement is of the utmost importance in gaining a clear picture of the arch's response. One past dataset I analyzed is nearly 15 months long, and while these data are abundant, the instrument is not placed where the arch experiences maximum displacement, rendering the dataset useless for my study. Additionally, we learned that our new nodal geophones perform well and can be used for spectral amplification studies. This is significant because while their noise level is much higher than that of traditional seismometers, their results were comparable and they are lighter and easier to deploy in the field, and last four times longer on their battery than the seismometers do.

*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?*

The University of Utah has only recently lifted some travel restrictions that have been in place since mid-March, and last week I was given clearance to perform fieldwork within the state. The next steps are to collect field data at multiple sites and process and analyze the data following the procedures I developed on other data. We have scoped some field sites and are planning a month-long ambient vibration study at a tower near The Ledge in Moab, beginning this weekend. While I did not originally include this site in my plan, the tower offers unusually exceptional access. One month of continuous data will capture multiple earthquakes, and will provide an excellent additional landform for this study. After we retrieve our instruments from the tower, we will deploy them for overnight measurements at previously-selected sites.

*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 presenting the results from fieldwork funded by this grant at the 2020 American Geophysical Union (AGU) Fall Meeting in the Environmental Seismology section. The presentation is titled: “Spectral Amplification and Seismic Response of Rock Arches”.

*Comments*

Thank you so much for supporting this work! I—along with many others, I assume—was super bummed about the field season being interrupted, but understand and appreciate the steps my institution took for the safety and protection of their students and employees. I'm excited to get back out in the field and look forward to diving into my new data!

Wildland Resources, Utah State University

“A Systematic Test of the Prevalence of Quaking Aspen Seedling Regeneration”

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

Utilizing a latitudinal gradient of recently burned fires, I conducted the first ever systematic search for aspen seedlings in the western United States, in order to understand the role of seedlings in post-disturbance aspen regeneration ecology. We traveled to 15 recently-burned areas from northern Arizona to western Wyoming, and installed 330 plots within these fire areas. In each plot, we measured the presence of aspen and conifer seedlings and recorded a number of covariates such as elevation, vegetative competition, and distance to nearest seed source. Redd Center funds allowed me to purchase necessary research equipment and food for extended research trips.

*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 learned that aspen seedling establishment is much more ubiquitous than previously thought. We found seedlings in 80% of fires, and in 12% of plots overall. I am currently working to build statistical models to show links between seedling occurrence and landscape covariates.

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

Presentation: Restoring the West virtual conference

<https://www.youtube.com/watch?v=FbJAHXxbnMA&feature=youtu.be&t=1581>

Publication: <https://academic.oup.com/jof/advance-article/doi/10.1093/jofore/fvaa030/5867753?guestAccessKey=961461c8-93ac-4715-9fba-2cf5ac4337bf>

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

I am currently completing data analysis, after which I plan to publish the results in a peer-reviewed journal.

*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 submit a manuscript based on this research to a peer-reviewed journal, hopefully sometime later this fall.

*Comments*

Thank you for your support! I really appreciate it, and it was invaluable in allowing me to conduct research. Thank you!

Anthropology, Washington State University

“Turquoise: Trade, Procurement, and Value in the Fremont and Puebloan Southwest”

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

I am working with the BYU Museum of Peoples and Cultures to gain destructive analysis permissions from the State of Utah School and Institutional Trust Lands Administration (SITLA) and the Utah Bureau of Land Management (BLM). Additionally, I am working with the Edge of the Cedars Curator of Collections, Jonathan Till, to receive permissions for destructive analysis through the museum and Bureau of Land Management. Due to Covid-19 closures I was unable to communicate with museums during periods of closure. This lack of communication has delayed the process of gaining access to samples, shipments and laboratory access.

As labs begin to open at Washington State University, I have worked with instructors, lab personnel and other graduate students to coordinate time in the lab to test various sampling methods to remove material from the sample. I have trained with fellow graduate students in the preparation and analysis of heavy isotope samples to analyze via ICP-MS in the Radiogenic Isotopes and Geochronology Laboratory here at WSU. I have received 3 grants which will fully cover the laboratory fees associated with heavy isotope processing and running the Inductively Coupled Plasma Mass Spectrometer (ICP-MS) instrument.

*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 have allowed me to be trained in the processing of heavy isotope samples, and work in the Radiogenic Isotope and Geochronology Laboratory HEPA Class 1000 Clean Lab at WSU. I have learned the laboratory sampling process. Additionally, these funds will allow me to train on the ICP-MS instrument to run my own samples, as opposed to sending the samples out for external analysis.

I have conducted detailed research through literature review of the sourcing methods applied to turquoise in the southwest from 1970-present. I have additionally worked to understand the full geological and chemical background of the Southwest and the advantages and disadvantages of different sourcing methods linked to the geological variability.

I have also learned about the effect a global pandemic has upon graduate research from networking to lab access. While I continue my master's thesis work I hope to move forward in a safe, appropriate, and efficient manner.

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

No publications at this time.

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

As Covid-19 regulations allow, I will continue to train in the preparation of samples and the instrument analysis. I will use modern turquoise samples to test sampling methods using a Dremel hand-held drill and hammer and small chisel to remove a portion of the sample. This will enable me to remove the smallest portion of the artifact while incurring the least amount of damage to the artifact.

Once I receive samples from the Museum of Peoples and Cultures and the Edge of the Cedars, I will photograph, measure, and weight the samples. After fully documenting the samples I will clean and remove a portion of the artifact for analysis. The sample will be powdered and prepared for strontium and lead extraction. Upon completion of the research artifacts will be returned to the appropriate museums and any findings or publications will be shared with the institutions.

I will further work to characterize turquoise trade networks among Fremont and Ancestral Puebloan sites across Utah. This research will help further elucidate our understanding of the disputed relationship of these two groups. This work will continue to explore the Fremont cultural region in concert with study of nearby Ancestral Puebloan region of the American Southwest.

*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.*

This study will be published in the form of a master's thesis through Washington State University. The Redd Center will receive a digital or hard copy of the thesis and thank you letter for the support of this research. Additionally, findings may be incorporated into museum flyers for institutions from which the artifacts are obtained. Preliminary results will be presented at professional conferences such as the Society for American Archaeology and Northwest Anthropological Conference.

History, University of Wyoming

“Beyond Furs and Guns: The Material Culture of Native American Trade on the Northern Plains, 1730–1890”

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

With the funds from the Redd Center, I have been able to pay for scans of documents useful for my thesis be sent to me from the American Heritage Center in Laramie, WY, as well as allowed me to do physical research at the archives. The collections I looked at included trade reports from both civilian and military forts in Wyoming; Euro-American traders and Native American leaders; and physical objects including beads and calumet (peace) pipes. As of writing this award report, I am also waiting for scans of territorial records from the current states of North and South Dakota, Nebraska, Wyoming, and Montana be sent to me from the National Archives branch in Washington, D.C., for which I will be using part of the Redd Center funds to help pay for. Additionally, I have been able to buy a few books relevant to my thesis, such as Pekka Hämäläinen “Lakota America: A New History of Indigenous Power” and David Wishart’s “The Fur Trade of the American West, 1807-1840,” to serve as secondary sources for my 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?*

The materials I was able to get using the Redd Center funds have and will assist me in looking at the material culture of and power dynamics behind the trade on the Northern Plains. An analysis of the pipes, especially those which were carved at the ends, gave me the ability to further understand some of the animals and things that were important to tribes spiritually, economically, and/or otherwise. The written material has allowed me to learn more about the power dynamics of Native American trade on the Northern Plains and determine that the tribes with more power were those tribes that controlled access to certain goods (i.e. corn, stones, and beads). I also was able to determine through the source material that, despite the wishes of many Euro-American traders and settlers, many Natives were able to retain at least some of their power and influence within the Northern Plains well into the late nineteenth century due to their contacts and continued trading with westward-bound settlers and other tribes.

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

Thus far, I have presented nothing, nor have I had anything published, using the research I did with funding from the Redd Center.

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

I am currently in the process of completing and compiling my research, and am in the beginning stages of writing my M.A. thesis. I still have a bit of research to do, primarily for my first chapter, which covers the years 1730 to 1804 and will discuss pre-contact inter-tribal trade on the Northern Plains. At the point of writing this award report, I have a very rough draft of my thesis’ second chapter and am getting ready to write my other two chapters, one of which will also serve as a paper for one of my classes in the Fall 2020 semester.

*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 defend my M.A. thesis some time in Spring 2021. At the point of writing this award report, I have no formal plans to present my thesis or any part of it, but am considering submitting an abstract to the National Association of African-American Scholars and Affiliates 2021 Conference in February 2021. When I complete my thesis, I hope to be able to turn at least one chapter into a publishable article for a scholarly journal.

*Comments*

Thank you so much for choosing me to be a recipient of the Redd Center’s 2020 Summer Award for Off-Campus Upper Division and Graduate Students. I truly appreciate this honor!



History, University of California–Davis

“Becoming American: Mormons and Religious Imperialism in the American West and Pacific”

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

Because of archival closures with the pandemic, I was not able to follow my original research plans. Originally, I planned to use the funds from the Charles Redd Center to support my research in various archives in Utah as I explore the relationship between Mormon missionary efforts in the nineteenth century and the expansion of US empire in the American West and Pacific. Despite these limitations, I was able to do research from my home. I researched into and compiled digitized materials from various archives, and began the process of looking through them for materials related to my larger research project. The funds from the Redd Center made it possible for me to devote time to this work. I was able to prioritize my research for a few weeks and jump-start my plans for my dissertation project. I also used the funds to purchase books related to my research topic, especially since library services have become more limited. This research helped me to develop more definitive ideas and questions for my dissertation 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?*

Some of my main research questions at this time are how did Mormon expansion coincide with expansion of US empire and US diplomatic efforts in the nineteenth century? How did Mormon missionaries come to view themselves as agents of US empire as they attempted to convert and Americanize the people they came in contact with? How did Mormon missionaries help support particular national, racial, and gender hierarchies? How did they participate in colonial discourses on civilization, religion, race, and gender? How did they attempt to incorporate different peoples into both the US and into the Mormon religious body, particularly children in the American West and Pacific? The Redd Center funds helped me find additional examples of Mormon missionaries bringing children, especially Indigenous children, back to their homes from their missions in the Pacific. This practice was more widespread, and started much earlier, than I expected. As a result of finding these additional records, I now have a better idea of locations I would like to focus on with my dissertation to track this practice. I also started analyzing additional mission records and missionary writings in various locations to understand the complex racial hierarchies that Mormon missionaries participated in articulating. Redd Center funds helped me narrow down the geographic locations I will pursue for my dissertation, helping me find more connections between various spaces in the American West and Pacific.

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

I have no current publications and/or presentations based on my Redd Center research, but plan on presenting in the future on this material.

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

The Redd Center funds helped me prioritize my research in order to finalize my dissertation proposal, which I will defend in Spring 2021. I plan on pursuing my research questions further as I start working on my dissertation this year. Since I used the Redd funds to do some of the preliminary work, have located digitized collections, and made a list of physical sources I need to look at, my next step is to continue reviewing digitized collections while archives are still closed. Once archives are open and travel is possible, I will then visit research libraries in Utah, as well as the National Archives, to track down more details on Mormon missionaries and their relationships to US diplomatic efforts, find more details on the creation of schools throughout the Pacific in the nineteenth century, and find additional examples of children who migrated with missionaries to the American 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 plan on presenting on some of this research in 2022 at the Western History Association. I hope to also publish an article on some of my findings in the next few years. This research will also be incorporated into my dissertation.

### *Comments*

I want to thank the Charles Redd Center for supporting my research. The pandemic this year has made graduate school and research a much more difficult process. All scholars are having to get more creative on how they do research in this particular moment, with the many limitations and distractions that exist. These Redd Center funds helped me to refocus on my work and helped me remember why I went to graduate school. My interest in historical questions, the excitement of finding materials in the archives, and the moments when connections and realizations are made are what make this work so worthwhile. Thank you for supporting graduate students as they pursue their passions.

Natural Resources, Utah State University

“Fuel Treatment Effects on Wildfire Outcomes in Utah”

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

The Summer Award for Upper Division and Graduate Students allowed me to conduct a short field season this past summer. My research is using multiple metrics of effectiveness to analyze the efficacy of fuel treatments in moderating wildfire behavior on public lands in Utah. This funding allowed me to complete 18 pairs of plots in six sites in central and northwestern Utah. My main focus was looking at native shrub regeneration, cheatgrass presence, and bare soil through line-point intercept surveys, herbaceous density surveys, and belt transects at juniper mastication sites that were intersected by wildfires. The funding allowed me to hire an undergraduate field assistant. This was a wonderful learning experience for both of us, as it was her first field experience. It introduced her to ecological fieldwork and further motivated her to pursue a graduate program. It also gave me the opportunity to practice mentorship and leading a team into the field.

*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?*

These funds made it possible to collect field data that will answer some of my research questions that cannot be answered purely from spatial data. It allowed me to collect ground-level ecological data to see how treatments affect native shrub regeneration and cheatgrass presence. It also allowed me to gain a better understanding of the nature of these sites, and what happens when wildfires interact with mastication treatments on the ground.

*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?*

This semester I am focusing on analysis and further forming my thesis chapters. I will also begin writing and plan to defend my master's thesis at the end of the spring semester.

*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 submit manuscripts for publication to the International Journal of Wildland Fire, present to a BLM Prescribed Fire Workshop, and present for my thesis defense.

Engineering, Forestry, and Natural Sciences; Northern Arizona University

“Grazing Effects on Harvester Ant Nest Vegetation”

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

With funds from the Charles Redd Center I was able to purchase field equipment such as flagging, ant-nest markers, and a PVC quadrat for measuring vegetation. With the cancelation of field work from COVID, we also directed some funds towards experiments on in-lab ant colonies, testing their preferences for different grass seeds. Most importantly, the majority of funds have been used for transportation to field sites across northern Arizona when travel restrictions were lifted. This has allowed me to sample harvester ants in a variety of habitats, thus far including four sites that have grazing exclosures: Black Point, Blue Chute, Picture Canyon, and S.P. Crater.

*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?*

These funds have and continue to be essential to continuing my dissertation research. Site sampling and data-processing is ongoing as COVID limited summer research, but measurements from several sites are complete showing that harvester ants are indeed altering plant communities. Importantly, these effects depend on grazing. I've found that at four sites thus far, vegetation along nest rims is only enhanced when grazing is excluded (i.e. there's no affect of harvester ants on vegetation under intense grazing). I am currently extending these measurements to three additional sites with grazing treatments. During times with travel restrictions, I tested seed-preference of harvester ants using 14 native grass-seeds common to restoration. Harvester ants have shown clear preferences for certain grass-species, suggesting these species should be avoided when restoring areas with harvester ants.

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

None as of yet, but I plan on publishing two papers and presenting work at the Entomology Society of America 2021. The first publication will focus on harvester ant nest effects on vegetation, the second on seed-preferences of ants. I hope to publish the former in *Oikos* and the latter in *Environmental Entomology*.

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

I must finish measurements of remaining sites. My analysis plan utilizing generalized linear models is ready once data is in place. I plan to finish my dissertation next semester or summer, and plan to submit publications by the end of 2021.

*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.*

Listed above, I will be sure to notify the Redd Center when work is published and with other updates as my research progresses.

*Comments*

I am so grateful to the Charles Redd Center, thank you for funding my dissertation. While COVID derailed many plans, I look forward to completing this project in 2021 and giving the Charles Redd Center the recognition it deserves in future publications/presentations.

## VISITING FELLOWS

PAUL FORMISANO, DEPARTMENT OF ENGLISH, UNIVERSITY OF SOUTH DAKOTA

Department of English, University of South Dakota

Tributary Voices: Literary and Rhetorical Explorations of the Colorado River

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

My time as a Visiting Fellow was spent primarily working toward the completion of my current book project Tributary Voices: Literature and Rhetorical Explorations of the Colorado River. Early in the fellowship I used my time researching Latter-day Saint water development, the literary responses addressing Utah's settlement, John A. Widtsoe's participation in Colorado River management negotiations, and his scholarly influence regarding irrigation and arid soils. Relying on archival materials gathered from the special collections at BYU, the University of Utah, the Church History Library and Utah Historical Society, I located the necessary resources to draft a new chapter for my book on Latter-day Saint water culture. Following this draft, I also completed research and drafted another new chapter for my manuscript on the Colorado River Basin's Indigenous water cultures. Research materials for this chapter were located online and through the BYU library, consisting primarily of literary texts, a recent government report, and an online campaign by a regional non-profit. With these chapter in various stages of completion, I spent a significant portion of my fellowship drafting the book's preface and epilogue, substantially revising the introduction to account for recent developments along the Colorado River regarding ongoing drought mitigation, along with two other chapters that outline the book's theoretical framework and examine the Latinx perspectives about the river. Along with these major revisions, I revised chapters 2 and 3 which address Colorado River exploration and nature writing and women's Grand Canyon boating narratives. Thus, significant progress was made during the fellowship to prepare the manuscript for final revisions during summer and fall 2020 for a submission to the University of Nevada Press. Finally, I also used the fellowship to revise two book chapters I had submitted for collections on Wallace Stegner and aridity in Western American Literature.

*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 time to write and research allowed me to expand my project in directions I hadn't initially anticipated when I began the fellowship. In January, I had planned to revise the manuscript's current chapters while drafting a new preface, epilogue, and a new chapter on Indigenous water cultures. As noted previously, I was able to complete these tasks. However, as I considered the development of the project and its focus on reclaiming historically marginalized perspectives from the watershed, I realized that a consideration of Latter-day Saint water history and the Church's unique doctrine on stewardship had an important contribution to make regarding how those reliant on Colorado River water imagine and ultimately use the river and its resources. While I was familiar with Utah's settlement history, I knew less about how early settlements used water aside from the references many western historians have made to the pioneers' early cooperative efforts. Thus, my research introduced me to John Bennion's novel Ezekiel's Third Wife and its representation of the challenges of irrigating the desert even within largely cohesive communities. I also discovered, with great delight, how influential John A. Widtsoe was on Utah's and the nation's water development. While I was already familiar with this participation with various state and federal representatives on Colorado River governance and a related trip down the Colorado, my time with this autobiography, letters, and other materials helped me better understand this unique man of faith and science who I argue embodies the sound approach to water management needed today. This information, coupled with time reading about the Church of Jesus of Christ of Latter-day Saint's teachings about provident living and earth stewardship opened up an entirely new angle to my project, which offers important insights on future water management.

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

No publications at this point. See below for forthcoming chapters and a book.

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

All the research is completed as of now. At this point, I am completing final revisions of each chapter, the works cited pages, and finalizing images that will accompany my study. These revisions are all on target for a December 2020 submission.

*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 following chapters are forthcoming:

Holly Richard and Paul Formisano. "It was the river': Indigenous Anti-Dam Literature of the Great American Desert." *Reading Aridity in Western American Literature*, edited by Jada Ach and Gary Reger, Lexington Press. Forthcoming Dec. 2020.

"The Geography of Hope in an Age of Uncertainty." To be included in collection from 2019 Wallace Stegner Symposium, edited by Mark Fiege and Susan Kollin. Revised and Submitted Jan. 2020.

My manuscript, *Tributary Voices: Literary and Rhetorical Explorations of the Colorado River*, will be submitted in Dec. 2020 to the University of Nevada Press's "Waterscapes: Histories, Cultures, and Controversies" series.

#### *Comments*

I am very grateful for the opportunity I had to spend a semester as a Redd Center Visiting Fellow. As a BYU undergraduate I took classes from Brian Cannon and Tom Alexander who reinforced my love of the American West's diverse cultures and landscapes. The Redd Center has been a great support to me (I received a Topham and Butler award in 2016) and my professional activities as I'm an active member of the Western Literature Association which the Center generously supports. It was a privilege to get to know Dr. Buckley, Dr. Rensink, and Amy Carlin who were all so helpful and to participate in various Center functions such as various lectures and the annual awards dinner. While the pandemic caused the cancellation of the March and April Center events as well as my scheduled presentation, my time at the Redd Center was nonetheless immensely helpful in completing and working toward the completion of numerous projects. Thank you to the Redd family and the Center's staff for making such research awards possible.