

# The Charles Redd Center for Western Studies



## 2021 Annual Report

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Personnel . . . . .	2
Director’s Report: Jay H. Buckley . . . . .	3
Associate Director’s Report: Brenden W. Rensink . . . . .	6
Plans for 2022 . . . . .	8
Lectures, Prizes, and Events . . . . .	10
2021 Redd Center Awardees . . . . .	12
Summary of Finances . . . . .	16
2021 Charles Redd Center Award Reports . . . . .	17
Annaley Naegle Redd Assistantships . . . . .	18
Annaley Naegle Redd Student Award in Women’s History . . . . .	22
Charles Redd Fellowship Award in Western American History . . . . .	28
Clarence Dixon Taylor Resarch Award . . . . .	32
Independent Research and Creative Works Award . . . . .	34
John Topham and Susan Redd Butler BYU Faculty Research Award . . . . .	42
John Topham and Susan Redd Butler Off-Campus Faculty Research Award . . . . .	47
Public Programming Award . . . . .	50
Research Award for BYU Upper Division and Graduate Students . . . . .	59
Research Award for Off-Campus Upper Division and Graduate Students . . . . .	66

# OUR MISSION

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

# PERSONNEL

## FACULTY

Jay H. Buckley, *Director*

Brenden W. Rensink, *Associate Director*

## STAFF

Amy M. Carlin, *Office Specialist*

## STUDENT EMPLOYEES AND INTERNS FOR 2021

Nathan Benavidez, Emily Felt, Ryan Hallstrom, Cassandra Holland, Preston Makoto Hunter, Emily Lambert, Aisha Lehmann, Angelica Mathis, Lindsey Meza, Emily Peterson, Deveney Reber, Emily White, Nicole Smith

## CURRENT BOARD MEMBERS

Thomas G. Alexander, *Lemuel Hardison Redd Jr. Professor Emeritus of Western American History, Brigham Young University*

James B. Allen, *Lemuel Hardison Redd Jr. Professor Emeritus of Western American History, Brigham Young University*

Tacey M. Atsitty-Gonzales, *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*

Brock McMillan, *Department of Plant and Wildlife Sciences, Brigham Young University*

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. García

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

Thomas G. Alexander, James B. Allen

The Charles Redd Center for Western Studies gradually returned to semi-normal operations in 2021 while the worldwide COVID-19 pandemic continued. Despite 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 **\$129,000** at its annual awards competition in March.

Our Karl and Mollie Butler Young Scholar Award recognizes outstanding academic promise in Western American Studies by junior faculty members at Brigham Young University. We congratulate this year's recipient: David-James Gonzales, history (2021–2024). Ongoing Butler Young Scholars include Mike Taylor, English (2020–23), and Scott Sanders, sociology (2019–22).

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 available via live feed to viewers elsewhere. In January, professor of English/folklore at Utah State University Jeannie Banks Thomas delivered the William A. "Bert" Wilson Folklore Archives Founder's Lecture, which the center co-sponsored. Her title was "Honing Your Legend and Conspiracy Theory Detector: Slap Testing Unverified Accounts."

In March, Pawnee author Walter Echo-Hawk presented the Annaley Naegle Redd Lecture via Zoom. His presentation, "The Sea of Grass: A Family Tale from the American Heartland," had the same title as his book, which discusses Pawnee family history and native culture. That same month, Professor Thomas G. Alexander delivered the Clarence Dixon Taylor Lecture, "Flight from Danger: The Utah War and the Move South." The center sponsored an American Indian Studies/American Indian Civil Rights Seminar screening of *Warrior Women*, a film featuring Madonna Thunder Hawk, a noted female civil rights leader of the American Indian Movement, who visited with BYU students and faculty and answered questions through Zoom.

In September, the center co-sponsored the inaugural Fernando R. Gomez Latino Lecture Series to commemorate Hispanic Heritage Month. Texas A&M History Professor Felipe Hinojosa presented "Apostles of Change: Religion, Radical Politics, and the Latino Freedom Movement." The center sponsored the Butler-Peters Lecture in November. Native historian Maurice Crandall from Dartmouth College delivered "Rocking the Vote Then and Now: Why Native American Enfranchisement Matters." In December, Rangeland Management Extension specialist at Utah State University professor Eric Thacker informed our campus-wide audience about "Wild Horses and Burros: A Wicked Ecological Problem for Rangeland Management."

During the summer of 2021 the center hosted visiting fellow Luca Criscione, a PhD candidate in history from the Universität Basel in Basel, Switzerland. He is researching Latter-day Saint settlements and other nineteenth-century settlements in the Intermountain West. During fall semester, the center hosted visiting fellow Sheila Nidimi, a professor of visual art from John Abbott College in Montreal, Canada. Her research project examines the Intermountain Indian School in Brigham City, Utah. She presented her research at our Western Studies Faculty Luncheon in December.

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. In 2020, we created an additional Clarence Dixon Taylor Research Grant to foster and encourage research on Utah, Carbon, and Wasatch County history and economic development. The 2021 awardee Kayla Reid recently published her research: "Provisioning Camp Floyd: An Analysis of Faunal Remains," *Utah Historical Quarterly* 89, no. 4 (2021).

We conducted our March 4, 2021, annual board meeting virtually through Zoom. Director Buckley shared information about new initiatives such as BYU's Indigenous and African Slavery Initiative and the new Native American Civil Rights Seminar. The board approved the co-sponsorship (with history) of a new Ignacio García Scholarship for Indigenous and Students of Color. Ignacio M. García remains the Lemuel Hardison Redd Jr. Professor in Western American History

(2006–present). García, 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.

The board approved Redd Center sponsorship of a half dozen student awards in history, including the Eugene E. Campbell Award in Utah History, the Fred R. Gowans Award in 19<sup>th</sup> C. American West History, the American Indian Studies Indigenous History Award, the William J. Snow Award in American West or Latter-day Saint History (co-sponsor), and the brand new Bertis L. and Anna E. C. Embry Award in Global Latter-day Saint History. The Bertis L. and Anna E. C. Embry endowment funded these. We express gratitude to Jessie Embry for her continued support of and contributions to the Redd Center.

The Redd Center award for the best article in *Utah Historical Quarterly* in 2020 went to Benjamin Kiser, “Bucking the White Elephant: Utah’s Fight for Federal Management of the Public Domain, 1923–1934,” *Utah Historical Quarterly* 88 (Spring 2020). The center also honored its Memorandum of Understanding with the *Journal of Mormon History* and the Mormon History Association for the duration of Jessie Embry’s term as editor.

Student outreach efforts continued in several ways. The College of Family, Home, and Social Sciences generously provided \$14,000 of experiential learning funds split between the Redd Center and the American Indian Studies/Indigenous Studies Minor that Buckley also directs.

Fifteen students received experiential learning funds in 2021: 1) Nathan Benadvidez, Emily Felt, Makoto Hunter, Emily Lambert, Deveney Reber, Andra Wells, and Emily White as Redd Center research assistants; 2) Ryan Hallstrom, Makoto Hunter, and Nicole (Nikki) Smith, as Redd Center interns; and 3) Indigenous students Sunni Begay, Cherie Gutierrez, Kristen Larcade, Cheryle Sky, and Crystal Stewart as AIS program coordinators/interns.

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. 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 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 *Writing Westward* podcast and the center’s newsletters.

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. Because of that seminar, the Redd Center has produced another anthology, *Pulling the American West into the 21<sup>st</sup> Century*, slated for publication by the University of Nebraska Press in 2022.

The center awarded two publication grants to aid in the price reduction for producing the following books, which included three BYU faculty authors: 1) Adele B. Westover, V. Robert Westover, and J. Morris Richards, *Unflinching Courage: A History of Joseph City, Arizona, and Its People*, 2<sup>nd</sup>. ed. (self-published, 2021); 2) Farina King, Michael Taylor and James Swensen, *Returning Home: Diné Creative Works from the Intermountain Indian School* (Tucson: University of Arizona Press, 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. During 2021, I taught three courses: History 387 (American Indian History since Removal); History 386 (American Indian History to 1830); and American Studies 490/History 490 (Senior Research and Writing Capstone with the theme: “The World of Lewis and Clark”). What a blessing it was to return to teaching students in the classroom rather than over Zoom.

I published several peer-reviewed articles and book chapters, including: 1) “Exploring the Louisiana Purchase and Its Borderlands: The Lewis and Clark, Hunter and Dunbar, Zebulon Pike, and Freeman and Custis Expeditions in Perspective [Part 2].” *We Proceeded On* 47, no. 1 (February 2021): 12–22; 2) “William Clark and the Missouri River Fur Trade,” *Old Forts Never Die: Proceedings from the 2018 National Fur Trade Symposium*, edited by Mike Cassler and Tracy Potter (Bismarck: Northern Plains National Heritage Foundation, 2021): 45–76, 327–32. I also published a book review of *Fort Union and Fort William: Letterbook and Journal, 1833–1835*, by W. Raymond Wood and Michael M. Casler, eds., in *South Dakota History*.

The COVID-19 crisis meant fewer professional and public conferences. Nevertheless, I presented “1825: An Important Year of Decision in the Rocky Mountain Fur Trade” at the Ogden Valley Historical Society and “Lewis and Clark at the Middle Missouri: Friends, Furs, and Forts” at the Kaneshville to Council Bluffs Conference (1846-2021) in Council Bluffs, Iowa.

I served as an ad hoc reviewer for a book manuscript for the University of Oklahoma Press and the University of Nebraska Press, and I reviewed journal articles for the *Rocky Mountain Fur Trade Journal* and the *Journal of Mormon History*. Meanwhile, I serve on the board and as president-elect of the Utah Valley Historical Society. I serve on the editorial board of *We Proceeded On*, the peer-reviewed journal of the Lewis and Clark Trail Heritage Foundation. I work

with Dr. Mike Taylor (English) in directing 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 2022 in the Dakotas.

Much of my past year was spent researching, writing, editing, and illustrating *A Golden Jubilee History: the Charles Redd Center for Western Studies at Brigham Young University, 1972–2022* (Provo, UT: Charles Redd Center for Western Studies, 2022; in press). I appreciate Jessie Embry's help getting this project started. I am grateful, especially, for BYU undergraduate research assistants Camilla Richardson (2020), Andra Lainhart (2021), and Emily White (2021), who worked tirelessly to help research and compile some of the center's history, biographies, tables, and information that will be included in that publication. I appreciate the willingness of Robert, Hardy, and members of the Redd family to contribute images. Past center directors read drafts and Amy Carlin performed her magic with the editing and layout. Copies have been ordered, but they may or may not arrive in time for the March 25, 2022, jubilee celebration of the Charles Redd Center for Western Studies!

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

# ASSOCIATE DIRECTOR'S REPORT: BRENDEN W. RENSINK

As with 2020, this year presented unprecedented challenges and required considerable flexibility and patience for all of us at the Redd Center. Please reference Director Jay H. Buckley's report for the various Redd Center activities he oversaw. This report offers a summary of the projects for which I serve as the primary administrator. I have also included details on my other professional activities.

## REDD CENTER AWARDS AND FUNDING

Administering our annual funding cycle continues to be an eye-opening experience, and I was again impressed with the quality and diversity of applications. Our endowment funds were put to very good use this year, even with the travel-related and other restrictions due to the pandemic. Our efforts in judging and coordinating are only possible with the aid of office specialist Amy Carlin, many Redd Center board members, and others. I am grateful for their consistent support and insights and extend my gratitude to them. We received applications from the scholars and students in the fields of anthropology, biology, communications, comparative arts and letters, ecology, environmental studies, forestry, geography, history, humanities, journalism, linguistics, plant and wildlife science, political science, religious studies, social justice studies, and social work, as well as proposals from independent scholars and public-facing institutions.

## REDD CENTER EVENTS AND MEDIA

I helped organize and oversee the following public events:

Walter Echo-Hawk, Annaley Naegle Redd Lecture

Thomas Alexander, Clarence Dixon Taylor Lecture

Hole-in-the-Rock Foundation, Settlement on the San Juan: Pioneers, Personalities and Persistence online conference

Maurice S. Crandall, William Howard and Hazel Butler Peters Lecture

Eric Thacker, Lecture on Wild Horses and Burros

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, as well as 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 history project continues to grow. During 2021 I edited and published approximately one hundred additional stories, bringing the total to over 500. The project received a flurry of publicity during the summer and fall with articles from Y News, KSL, ABC4, Deseret News, and Salt Lake Tribune. Site analytics recorded an average of 7,000 users and 11,500 page views per month in 2021. 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 thirty-six episodes. The guests have continued to be of excellent quality, feedback has been positive, and our audience grows. I paused the podcast for the four months of my fall 2021 sabbatical. 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)). Over the summer we employed three teams of student research assistants to collect sources on a number of race-related topics in BYU and broader Utah history. Committee members Matthew Mason and Christopher Jones directed another undergraduate research course in the fall semester. We are currently strategizing on where to take the project next.

I represented the Redd Center by serving on several professional committees, including as chair of the Western History Association Membership 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, member of the Biennial Conference on the Science and Management of the Colorado Plateau Organizing Committee, and fellow of the Center for Great Plains Studies.

### PERSONAL RESEARCH, PUBLISHING, SPEAKING, AND HONORS

In the winter 2021 semester I again taught a remote section of the early America survey course for the history department. In June, I chaired a roundtable at the Mormon History Association conference featuring contributors from the Redd Center-supported *Essays on American Indian and Mormon History* anthology I co-edited with P. Jane Hafen. The roundtable was well attended and generated an article in the Salt Lake Tribune. I was fortunate to conduct my postponed sabbatical research in the fall of 2021. I travelled to eighteen archives in California, Colorado, Montana, Oregon, Utah, and Washington to research for my next book. It was incredibly powerful to have the semester off to focus on these activities. I am in debt to Jay and Amy for covering most of my Redd Center duties while I was away. During these trips I also managed to give book talks at the Montana State Historical Society and Ivan Doig Center at Montana State University, and participate on a panel on podcasting in the West at the Western History Association conference. This fall I published an article on Indigenous peoples in the North American Borderlands with the Oxford Research Encyclopedia. By year's end, I also ushered my Redd Center-supported anthology on the *North American West in the Twenty-First Century* through the reader report and copyediting processes. It is scheduled to be published in fall of 2022 by the University of Nebraska Press.

2021 was filled with many other professional and personal activities that kept me (and my family) busy. Thankfully, we have remained healthy. I continue to treasure my time at the Redd Center, am grateful for the opportunities to contribute to our mission here, and again acknowledge the aid and support I receive from the Redd Center's many friends and collaborators.

## PLANS FOR 2022

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 Butler 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 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 \$750 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 2022 meeting. The center will fund up to three \$750 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.

Associate Director Brenden 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 phone and Skype 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 approved discontinuing the Western Studies Minor to 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 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. Rensink chairs the BYU Slavery Project Steering Committee. The 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 signed a Memorandum of Understanding with the BYU history department to co-sponsor the Ignacio García 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 will support a 2022 symposium on “Railroads in Native America.”

The center 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 commemorate the fifty-year history of the Charles Redd Center for Western Studies on March 25, 2022, with a board meeting, symposium, banquet, and publication of a fifty-year administrative history.

# LECTURES, PRIZES, AND EVENTS

## LECTURES

March 4: Walter Echo-Hawk, Author, President of the Pawnee Nation Business Council  
Annaley Naegle Redd Lecture  
The Sea of Grass: A Family Tale from the American Heartland”

March 25: Thomas G. Alexander, Professor Emeritus, History, BYU  
Clarence Dixon Taylor Lecture  
“Flight From Danger: The Utah War and the Move South”

November 11: Maurice Crandall, Native American Studies, Dartmouth College  
William Howard and Hazel Butler Peters Lecture  
“Rocking the Vote Then and Now: Why Native American Enfranchisement Matters”

December 2: Eric Thacker, Wildland Resources, Utah State University  
“Wild Horses and Burros: A Wicked Ecological Problem for Rangeland Management”

## CO-SPONSORED LECTURES

January 29: Jeannie Banks Thomas, Professor of Englihs/Folklore, Utah State University  
William A. Wilson Folklore Archives Founder’s Lecture  
“Honing Your Legend and Conspiracy Theory Detector: Slap Testing Unverified Accounts”  
Co-sponsored with the William A. Wilson Folklore Archives

September 23: Fernando R. Gomez  
Latino Lecture Series: Inaugural Lecture  
“Apostles of Change: Religion, Radical Politics, and the Latino Freedom Movement”  
Co-sponsored with the BYU Department of History

## PRIZES

The center sponsored two Beatrice Medicine Awards in American Indian Studies at the Native American Literature Symposium. In 2021, the awards of \$250 went to Justin Gage for *We Do Not Want the Gates Closed Between Us: Native Networks and the Spread of the Ghost Dance* from the Oklahoma University Press and Laura De Vos for her article “Spirallic Time and Cultural Continuity for Indigenous Sovereignty: Idle No More and The Marrow Thieves,” which appeared in *Transmotion* 6.2.

The Arrington-Prucha Prize is awarded by the Western History Association for the best article of the year in Western American Religious History. In 2021, the award of \$500 went to Martin Rizzo-Martinez for “If They Do Not Fulfill What They Have Promised, I Will Accuse Them’: Locating Indigenous Women and their Influence in the California Missions,” *Western Historical Quarterly* (Fall 2020).

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. In 2021, the award of \$500 went to Celeste Menchaca for “Staging Crossings: Policing Intimacy and Performing Respectability at the US–Mexico Border, 1907–1917,” *Pacific Historical Review* (February 2020).

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 Colleen Bibeau (Bug-O-Nay-Ge-Shig, Leech Lake Band of Ojibwe), Collin Gortner (St. Charles Borromeo Catholic School), Sean James (Gesu Catholic School), and Taylor Still (St. Therese 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 Benjamin Kiser for “Bucking the White Elephant: Utah’s Fight for Federal Management of the Public Domain, 1923–1934,” published in the summer 2020 issue.

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 Casey McClellan Geslison (mentor: Sam Otterstrom), and second place was awarded to Nadia Gisselle Terron Ayala, Catalina Valdez, and Rachel Weaver (mentor: Jane Lopez).

Two \$500 Charles Redd Center Awards were given at the 2021 Plant and Wildlife Sciences Graduate Research Conclave to Morgan Hinton and Kaylee Draughon.

In 2021, the center partnered with the BYU Department of History to fund the Ignacio García Scholarship for Indigenous and Students of Color. In 2021, this scholarship was awarded to Paul Guajardo.

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

## EVENTS

March 11: American Indian Studies/American Indian Civil Rights Seminar screening of Warrior Women and guest Q&A with Madonna Thunderhawk

October 29: The Redd Center sponsored the public history reception at the annual WHA meeting

Lectures and events were limited due to the COVID-19 pandemic.

# 2021 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 2021, the Redd Center received ten applications and awarded the following individuals:

Phil S. Allen, Plant and Wildlife Sciences, Brigham Young University, “Sub-alpine Wildflower Meadows as a Template for Water-Conserving Landscape Design”

Richard A. Gill, Biology, Brigham Young University, “Biocrust Controls over Regional Carbon Cycling on the Colorado Plateau”

Randy Larsen, Plant and Wildlife Sciences, Brigham Young University, “Mountain Lions (*Puma concolor*), Human Recreation, and the Wildland-Urban Interface: Improving Conservation of an Iconic Species Native to the West”

Riley Nelson, Biology, Brigham Young University, “The Bee-Killers: Taxonomy and Phylogenetics of the Robber Fly Genus *Proctacanthus* (Insecta: Diptera: Asilidae) with Special Reference to Those of Western North America”

Sam St. Clair, Plant and Wildlife Sciences, Brigham Young University, “Wildfire and Drought Impacts on Plant Invasions in the Western United States”

**Total granted for 2021–2022: \$26,000**

## ***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 2021, the Redd Center received six applications and awarded the following individual:

Amy Griffin, Interdisciplinary (Communications), Brigham Young University, “The Impact of Female Role Models in Television Media on the Perceived Electability of Women”

Emily Larsen, History, University of Utah, “Artistic Frontiers: Women and the Making of the Utah Art Scene, 1880–1950”

**Total granted for 2021–2022: \$2,250**

## ***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 2021, the Redd Center received six applications and awarded the following individuals:

David R M Beck, Native American Studies, University of Montana, “Bribed with Our Own Money, Federal Misuse of Tribal Funds in the Termination Era”

Caroline Johnston, History, Vanderbilt University, “Land Rights and Anti-Statist Coalitions Developed in the West”

Gwendolyn Lockman, History, University of Texas at Austin, “Recreation and Reclamation: Parks, Mining, and Land Use in Butte, Montana”

Kelsey Jennings Roggensack, History, University of Exeter, “Migration and Tradition in the African American West, 1880–1930”

**Total granted for 2021–2022: \$6,500**

## ***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 2021, the Redd Center received four applications and awarded the following individuals:

Nancy Ford, “UW Wool Laboratory, 1907–2012”

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

Abraham Profit, “Overuse in the Uncompahgre: Recreation Impacts and Visitor Perception in the Uncompahgre National Forest”

**Total granted for 2021–2022: \$4,000**

## ***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 2021, the Redd Center received three Brigham Young University faculty applications and awarded the following individuals:

Richard Davis, Political Science, Brigham Young University, “Biography of Senator Harry Reid”

Jenny Hale Pulsipher, History, Brigham Young University, “Tracing and Contextualizing the African-American Ancestry of Capt. James Brown”

Joey Stanley, Linguistics, Brigham Young University, “The Development of Utah English in Heber City”

**Total Granted for 2021–2022: \$8,000**

In 2021, the Redd Center also received eight off-campus faculty applications and awarded the following individuals:

Katherine Benton-Cohen, History, Georgetown University, “Copper Money: The Phelps Dodge Family Empire”

Josh Clough, Native American Studies, University of Oklahoma, “Miss Indian America Contestants in Their Own Words”

John Hines, Social Justice Studies, Point Park University, “Rural Gentrification and the Persistence of Traditional Agriculture in the New West”

Sandra Mathews, History, Nebraska Wesleyan University, “Indigenous Land and Sovereignty: Confronting Settler-Colonialism of Spain, Mexico, and the US in New Mexico, 1680–1870”

Amanda Stasiewicz, Environmental Studies, San Jose State University, “Exploring Local Fire Department Capacity to Deal with Wildfire Events—Enhancing Rural Community’s Abilities to Adapt to Exacerbating Wildfire Risk”

Erin Stiles; Anthropology; University of Nevada, Reno; “The Devil Sat on My Bed: The Spirit World and Moral Worth in a Latter-day Saint Community in Utah”

**Total Granted for 2021–2022: \$12,000**

## ***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 2021, the Redd Center received fourteen applications and awarded the following organizations:

Boise Art Museum, “Many Wests: Artists Shape an American Idea”

High Desert Museum, “Leslie Marmon Silko Lecture and Discussion”

John Hardison Redd and Elizabeth Hancock Family Organization, “Spanish Fork Historical Road Tour—Highlighting the History of The John H. Redd Household”

Mormon History Association, Journal of Mormon History

Nevada Humanities, “Nevada Reads 2021: Cultivating Environmental Literacy”

Pathways For American Indians Through Higher Education, “Hopi Language Revitalization Lecture”

Rocky Mountain American Religion Seminar, “Teaching Hard Histories: Race, Religion, and Colonialism in Utah”

Springville Museum of Art, “Reinterpreting Cyrus Dallin’s ‘Massasoit’”

The Center for Public Lands, “The Co-Management of Ancestral, Public Lands Field School at Bears Ears National Monument”

This Is Her Place podcast, “This Is Her Place podcast—Season 2”

Utah Humanities Council, “The Charles Redd Center for Western Studies Author”

**Total granted for 2021–2022: \$26,100**

## ***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 2021, the Redd Center received seven Brigham Young University applications and awarded the following individuals:

Alyssa Joy Brown, Plant and Wildlife Sciences, Brigham Young University, “A New Native: Natural Hybrid Species of *Balsamorhiza sagittata* and *Balsamorhiza hookeri* var. *hispidula*”

Doreen Cabrera, Biology, Brigham Young University, “Linking Among-Individual Variation in Behavior to Consistent Variation in Physiology in a Non-Native Crayfish”

Otto De Groff, Wildlife and Wildland Conservation, Brigham Young University, “Post-Fire Competition in Mixed Bristlecone Pine Forests in Nevada and Utah”

Makoto Hunter, History, Brigham Young University, “The Other Dixie: Confederate Imagery in Southern Utah and the ‘Secessions’ of 1987 and 1988”

Cody Miller, Plant and Wildlife Sciences, Brigham Young University, “A Comprehensive Database of Bear–Human Conflicts in North America”

Naomi M Mortensen, Sociology, Brigham Young University, “Is Trauma-Informed Training for Frontline Workers a Solution to the Overuse of R&S in Utah Youth Residential Treatment Centers?” Peter Searle, Biology, Brigham Young University, “Comparative Analysis of Morphometric and Gene-Expression Patterns in larval June Sucker and Utah Sucker”

**Total granted for 2021–2022: \$5,000**

In 2021, the Redd Center also received twenty-eight off-campus applications and awarded the following individuals:

Jacey Anderson, History and Philosophy, Montana State University, “Water Over Gold: Grassroots Environmentalism in Rural Montana”

Rose Ashley, History and Philosophy, Montana State University, “Exploring Ideas of Disability and Wilderness: Yellowstone as America’s Best, Able-Bodied Idea”

Matthew Barnett; Sociology, Social Work, and Anthropology; Utah State University; “Uranium Development in the Four Corners Region of the United States: Highlighting Environmental and Economic Concerns”

Connor Crouch, School of Forestry, Northern Arizona University, “Aspen Decline in Arizona: What is Preventing Successful Regeneration and Recruitment?”

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

Christine Garnier, History of Art and Architecture, Harvard University, “Currency in Translation, Systems of Performance: Ben Wittick’s Portrait of Jake the Silversmith, 1881–1895”

Kyle Kittelberger, Biology, University of Utah, “Population Dynamics, Community Ecology, and Phenology of Migratory Birds in Southeastern Utah”

Amorina Lee-Martinez, Environmental Studies, University of Colorado–Boulder, “What’s Beneath the Surface Tension?: Watershed management and changing populations in Montezuma County, Colorado”

Kathryn McLain, History, Montana State University, “The Richest Hills and the Highest Highs: Breaking Down Boom Towns in the American West”

Casey Pallister, History, Montana State University, “‘This Class of Unfortunates’: A History of Eugenics in Montana”

Steve Petersen, History, Montana State University, “Mormon Geopietry: An Environmental History of the Mormon Trail”

Jeff Turner, History, University of Utah, “Polygamy and the Afterlives of the 1891 Immigration Act”

Jared Whear, Geography and the Environment, Syracuse University, “The Legal and Environmental Geographies of Logistics”

Leah White; Fish, Wildlife, and Conservation Ecology; New Mexico State University; “Influence of Wildfire and Forest Management on Large Mammal Distribution, Habitat Use, and Co-Occurrence in the Jemez Mountains of New Mexico”

**Total granted for 2021–2022: \$16,950**

### ***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 2021, the Redd Center received two nominations and awarded the following individual to serve his term as noted:

David-James Gonzales, History, 2021–2025

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 2021, the Redd Center awarded a publication grant to the following press:

The Montana Historical Society for *A Black Woman's West: The Life of Rose B. Gordon* by Michael K. Johnson

**Total granted for 2021–2022: \$3,000**

## ***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 2021, the Redd Center was unable to find a publication for this award.

## ***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 2021, the Redd Center received two applications and awarded the following individual:

Makayla Reid, Humanities, Pennsylvania State University, "The Faunal Remains of Camp Floyd, Fairfield Utah an Archaeological View into Historical Military Provisioning"

**Total granted for 2021–2022: \$2,500**

## ***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 2021, the Redd Center awarded interdisciplinary studies grant for the following proposals:

Richard Davis, Political Sciences, Brigham Young University; Leslie Hadfield, History, Brigham Young University; Dainan Skeem, Special Collections, Brigham Young University; "Latter Day Saint Faith and Politics Oral Interview Project"

Bryan G. Hopkins, Plant and Wildlife Sciences, Brigham Young University; Ruth Kerry, Geography, Brigham Young University; Philip Lundgren, Electrical and Computer Engineering, Brigham Young University; "Water Conservation: Spatio-Temporal Analysis and Variable Rate Irrigation in the Urban Environment"

**Total granted for 2021–2022: \$13,000**

## ***Visiting Fellow Program***

The Visiting Fellow program is open to university faculty of all ranks, independent scholars, freelance authors, and other public intellectuals who are working on a significant article- or book-length study. The visiting fellow may be in residence for two to four months during either the fall semester (September–December) or the winter semester (January–April). The center provides a stipend of \$2,500 per month of residency, office space, a networked computer, campus library and activity privileges, and limited photocopying and printing.

In 2021, the Redd Center received three applications and awarded the following individual:

Sheila Nadimi, Visual Arts, John Abbott College

**Total granted for 2021–2022: \$7,500**

# 2021 CHARLES REDD CENTER AWARD REPORTS

Annaley Naegle Redd Assistantships . . . . .	18
Annaley Naegle Redd Student Award in Women’s History . . . . .	22
Charles Redd Fellowship Award in Western American History . . . . .	28
Clarence Dixon Taylor Research Award . . . . .	32
Independent Research and Creative Works Award . . . . .	42
John Topham and Susan Redd Butler BYU Faculty Research Award . . . . .	47
John Topham and Susan Redd Butler Off-Campus Faculty Research Award . . . . .	50
Public Programming Award . . . . .	50
Research Award for BYU Upper Division and Graduate Students . . . . .	59
Research Award for Off-Campus Upper Division and Graduate Students . . . . .	66

*Note: some research was delayed by COVID-19. These reports will be included in the 2022 annual report.*

## ANNALEY NAEGLE REDD ASSISTANTSHIPS

JOHN BENNION, ENGLISH, BRIGHAM YOUNG UNIVERSITY, "THE CHEMICAL 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"

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)”

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

I asked for funding to do research for a collection of historical essays about my family’s ranching experience in the eastern Great Basin. The working title is “A Ranching Family of the Great Basin: Landscape, Family and Faith.” I had published seven of these essays and planned to research and write three more. I hired three students: Molly Perez and Leah Brown to research for me, and Sabrina Gale to transcribe digital versions of documents. Perez was the more experienced researcher and I gave her free rein; she performed 260 searches for me, recorded them on a Google sheet, along with links and brief descriptions. Brown, who didn’t work as long for me, researched the Taylor Grazing Act. Gale transcribed about 50 multi-page documents. Using this research (and previously researched material). One of the essays I worked on is published; another is forthcoming (see below). I drafted three other essays that will be a part of my collection (see below).

*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?*

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

“Polygamous Family Life and Geographic Isolation: the Poetry of Esther Ann Birch Bennion,” forthcoming in The Journal of Mormon History.

“The Arid Archipelago: Flow of Water, Flow of People.” Blossom as the Cliffrose: Mormon Legacies and the Beckoning Wild” (Torrey House Press, 2021).

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

Using this research I have pushed essays on ecology and theology, adaptation of women to their husband’s lifestyles, and pioneer education through several drafts. I will finish these essays and include them in the collection described below.

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

I’ve submitted a book proposal to Torrey House Press, a publisher of books about environmentalism in the West. The title is A Ranching Family of the Great Basin: Landscape, Family and Faith.” If Torrey House Press rejects my current book proposal, I’ll send it to the University of Utah Press.

*Comments*

*With this grant I made tremendous progress on this collection of essays.*

Political Science, Brigham Young University

“Utah Public Opinion and Voting Behavior Over 60 Years”

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

We have made substantial progress on our book on Utah public opinion and voting behavior. We have added a third coauthor, Joseph Olsen, Assistant Dean in the College of Family Home and Social Sciences at BYU. The book is fully outlined and four chapters are in draft form. While the COVID-19 pandemic slowed our ability to access the special collections at the University of Utah and Brigham Young University we have secured polling and campaign related materials from the collections of several prominent Utah candidates and elected officials housed at these archives. Working with the Hinckley Institute of Politics at the University of Utah we have gained access to the full collection of documents and polling reports given to the Institute by the late Utah pollster, Dr. Dan Jones. Building on the earlier work of Professor Mayfield, we have created a data set of county-level voting returns for Utah from statehood in 1896 through the 2020 election.

We have now been able to access polling reports dating back to the 1960s, some by major national polling firms. These archival materials provide a rich contextual and historical framework for the book. Among the archives we have searched are the papers of Earnest Wilkinson, Wallace Bennett, Frank E. Moss, Sherman Lloyd, Scott Matheson, Jr., Ted Wilson, Wayne Owens, David Monson. Our having been given complete access to the Dan Jones collection substantially expands our ability to integrate data from the 1970s and to provide additional data to compliment the data we have from the KBYU-Utah Colleges Exit Poll and from Professor Mayfield’s polling firm, Wasatch Opinion 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?*

Professor Mayfield had previously collected from county election officials a complete data set of voting, voter registration and population data from statehood in 1896 through the early 1970s. Unfortunately he did not have a digital copy of these data so we have recreated that data set and where possible verified it with data from the America Votes data base heled by Congressional Quarterly and by the more limited digital data available from the Utah Lieutenant Governor’s Office. We now have the only digitized county level data on voting in existence. Once our book is complete we plan to make this publicly available.

A central component of the book will be use of the KBYU-Utah Colleges Exit Poll data which is now archived at the Harvard University Dataverse. To facilitate the use of this data, a research assistant has created a master variable list which will facilitate our using the data over the full time span of the survey, 1982-2016.

Funding from the Redd Center has been essential to our ability to have undergraduate research assistants do the work of examining special collections holdings and building the verified and digitized aggregate data set. They continue to be essential to the current work of data analysis and literature reviews.

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

None to date.

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

We are now involved in writing the manuscript, having largely completed the extensive data collection process.

Once the manuscript is complete we plan to circulate it for peer comments which will then lead to a revision. Only then will we submit it to a press.

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

As noted in our application we are writing a book length manuscript. Our current outline calls for a book of 10 chapters. We have had some preliminary conversations with editors at the University of Utah Press about possibly publishing this book at their press. We have not yet presented any papers or made any presentations.

*Comments*

We greatly appreciate the support of the Redd Center in this project.

## ANNALEY NAEGLE REDD STUDENT AWARD IN WOMEN'S HISTORY

ALLISON FOSTER, COMPARATIVE ARTS AND LETTERS, BRIGHAM YOUNG UNIVERSITY, "CULTURAL APPRECIATION AND APPROPRIATION IN THE GRAND CANYON: MARY COLTER'S DESERTVIEW WATCHTOWER"

AMY GRIFFIN, INTERDISCIPLINARY (COMMUNICATIONS), BRIGHAM YOUNG UNIVERSITY, "THE IMPACT OF FEMALE ROLE MODELS IN TELEVISION MEDIA ON THE PERCEIVED ELECTABILITY OF WOMEN"

EMILY LARSEN, HISTORY, UNIVERSITY OF UTAH, "ARTISTIC FRONTIERS: WOMEN AND THE MAKING OF THE UTAH ART SCENE, 1880-1950"

Comparative Arts and Letters, Brigham Young University

“Cultural Appreciation and Appropriation in the Grand Canyon: Mary Colter’s Desertview Watchtower”

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

The funding I received from the Charles Redd Center allowed me to travel to, and stay at, the Grand Canyon for multiple days as I researched the history of Mary Colter and the structures she built along the southeast rim of the canyon. It also enabled me to travel to several sites of Indigenous American dwellings in Arizona and Utah, including Wupatki and Hovenweep, which inspired Colter’s structures in terms of aesthetics and building practice. Being able to visit these locations in person was imperative as it allowed me to investigate the construction techniques used in antiquity and in Colter’s era. At the canyon I spent significant time in the park archives reviewing Colter’s photo albums that document her inspirations for Desert View Watchtower as well as some of her own writing on the iconography included in the tower decoration. Additionally, the funding provided by the Redd Center enabled me to include a day in Pheonix, AZ, where I visited the Heard Museum’s excellent exhibition “Remembering Our Indian School Days: The Boarding School Experience.” This exhibit is dedicated to documenting the experiences of children forced into indigenous residential schools--one notable survivor of which was Fred Kabotie, Colter’s primary artist.

*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 funding I received from the Redd Center to take this trip allowed me to progress my research in several key ways.

First, it let me access Colter’s personal documents which reveal some of her motivations and processes in constructing Desert View Watchtower. I learned that she completed extensive travel throughout the area and defied gendered and ageist stereotypes by physically and intellectually engaging with the spaces she visited: wearing pants, hiking, climbing, keeping meticulous notes, taking detailed photographs, and expecting everyone involved in her projects to live up to her strict standards of historical accuracy. These documents gave me access to Colter’s own voice which will let me build a more accurate representation of her in my writing.

Second, it provided more information on the indigenous cultures local to the region--both ancient and modern. In examining the ancient spaces I was able to see first-hand the building techniques that Colter was copying and learn about how the structures that inspired Colter’s tower had been used and decorated. In terms of more modern contexts, I learned about the social and political structures in place between white Americans and indigenous Americans in the 1930s from the voices of indigenous people (via the Heard museum) rather than just the dominantly white perspective provided in history books and National Parks info panels. I suspected but did not know that Kabotie had attended one of these schools until I found a quote from him in the Heard exhibit regarding his personal experience.

Third, it gave me the experience and additional information needed to turn an interesting idea into my actual masters graduate thesis. This trip taught me that it is imperative to visit the subjects of research in person because prose and photographs can’t replace the hands-on learning that actually experiencing the object(s) provides.

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

None yet as this project has become my MA Thesis, which I expect to complete by December 2022.

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

Complete additional readings and finish writing my thesis.

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

I have been invited by both the Xanterra company (which directs many of the hotels and tourist activities at the Grand Canyon) and the Grand Canyon archivists to return and present my thesis there when it is completed. I will let the Redd Center know when each of those events (along with any other publications or presentations) occur.

*Comments*

Thank you very much for funding this research trip; it was an invaluable experience for me as a scholar and student.

Interdisciplinary (Communications), Brigham Young University

“The Impact of Female Role Models in Television Media on the Perceived Electability of Women”

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

It's no secret that women are extraordinarily underrepresented in government and misrepresented in media. To better understand the impact of fictional television media featuring a positive female leader on the public's perception of the electability of women and on their willingness to support women's campaigns, this study aimed to measure participants' voting choices after viewing a positive fictional female leader. 104 college-age participants viewed fifteen-minute segments taken from episodes of CBS's political drama *Madam Secretary* featuring either a male president or the female Secretary of State as each navigated political challenges. The participants completed vignette election experiences between nonpartisan Utah municipal candidates, a male and a female, to determine how participants would vote following the stimulus. They additionally rated each candidate on their “likability” and “competence” and were shown the profile of a Utah female candidate with the option to donate a portion of their compensation to the candidate's campaign, though the candidate was neither real nor collected any percentage of the compensation. The present study found no significant change in the electing of or in the positive rating of female municipal candidates following the women-lead stimulus, nor did it find any significant change in donation to a woman's campaign. The findings of this thesis encourage additional study under different conditions, especially with longer and more consistent exposure to the media, in order to investigate the potential prosocial impacts of television media portraying strong female characters in Utah municipal elections.

*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 Charles Redd Center's generous funding allowed me to purchase a copy of the *Madam Secretary* television program for use in the study in order to create the most similar stimulus and control videos possible. The remainder of the funding allowed me to compensate research participants for their time, as they had to come into a BYU lab for about thirty minutes to complete the task. The Redd Center's funds allowed me to test my hypothesis that watching a competent, intelligent, kind woman leader on TV would lead to better results for Utah municipal candidates. While this study didn't entirely answer that question, it provided me with a direction to go in the future--namely, looking into whether season-long or series-long engagement with the media would lead to such prosocial effects.

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

“The Streamed Ceiling”: Presentation at the 4th Annual Diversifying Scholarship Research Conference at the University of Virginia, Charlottesville, Virginia; Presentation at the Western Regional Honors Council Conference at Southern Utah University, Cedar City, Utah; Preliminary data presented at the Honors College Conference, Brigham Young University, Provo, Utah.

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

I am in the final stages of writing, defending, and publishing my paper, which serves as my honors thesis. I also plan to present at the Utah Conference on Undergraduate Research, which will be held in St. George in early 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.*

Beyond UCUR, I plan to submit to other national conferences for undergraduate and wider research. I will publish in BYU's ScholarsArchive and submit to other journals within the fields of Communications, Media Studies, Political Science, Women's and Gender Studies, and Western Studies.

*Comments*

I'm so grateful to the Charles Redd Center for its support of my research. The Center's funding allowed me to pursue a project that I am passionate about, and has provided a starting place and hopefully a launchpad for my future career in academia.

History, University of Utah

“Artistic Frontiers: Women and the Making of the Utah Art Scene, 1880–1950”

*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 have been able to conduct important and meaningful research for my project, Artistic Frontiers: Women and the Making of the Utah Art Scene, 1880-1950. In particular this funding allowed me to make several research trips, including one to Cedar City Utah to conduct research at Southern Utah University and a trip to Manti and Ephraim, Utah where I was able to meet with representatives from the Daughters of the Utah Pioneers and conduct further research in their records. At SUU I was able to look extensively through the papers and photographs of Caroline Parry. Parry is a significant Utah women artist who has not had a lot of scholarly treatment. Not very many women were sculptors at the beginning of the 20th century and Parry was an influential sculptor, teacher, researcher, and writer. Her papers reveal much about her methods as both a scholar and artist, and show the big questions she was interested in during this time. Photographs of her in her studio reveal much about her process and the physical realities of being a woman artist at this time. These records together will be a huge help to our book and in fleshing out the stories of Utah women artists and their contributions to the Utah Art Scene. It is especially helpful to get the perspective of the art scene in Southern Utah, since until now, most of our research has focused on Salt Lake and Utah counties. In the next few months I will also be making trips to Logan and Ogden, Utah, to conduct further research for this project.

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

The biggest contribution the Redd Center funding has made to answering my research questions is allowing me to understand the contributions of Utah women outside of Salt Lake City and the surrounding areas. Until this point most of my research has focused on Utah artists in the Salt Lake Art scene and how they navigated the art world. This funding has allowed me to access records that reveal the lives, practices, and methods of women outside the Wasatch Front. It has allowed me to better see their connections to the Salt Lake Art Scene but also how their lives and careers were different when they lived in more rural areas.

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

With Dr. Heather Belnap I currently have an article under review titled ““Sure A Strong Devil”: A.B. Wright, Mabel Frazer, and the Making of the 1937 Sexual Misconduct Case at the University of Utah.” We are also working on a larger book project that will be the main benefit of the research funded by the Redd Center. At the Mormon History Association in June 2021 I presented two papers that benefited from Redd Center funding. One was on the aforementioned article “Sure a Strong Devil.” I also presented on the contributions of Verla Birrell in a paper titled “Negotiating Postwar Mormon Femininity: Verla Birrell, the ‘Globe-trotter’ of Utah Art.”

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

I will soon make research trips to Ogden and Logan Utah to continue my research funded by the Redd Center. These trips will give greater context to the art scene in Northern Utah and the way it intersects with the larger Utah Art Scene. Dr. Heather Belnap and I are completing further research this fall and plan to finish a formal book proposal by Spring.

*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 present on Utah women artists at the 2022 Mormon History Association and other applicable conferences as they come up. The biggest plan is to finish and publish our book, Artistic Frontiers: Women and the Making of the Utah Art Scene, 1880–1950. I have also been researching and writing a lot about the intersections of Utah women artists and whiteness which I hope will lead to some smaller publications. This research, writing, and thinking has

also benefited from the research I've conducted through Redd Center funding. I will make sure to notify the Center of any future publications that come to fruition.

*Comments*

Thank you for the generous funding and support. It has made a huge difference for my research and career.

## CHARLES REDD FELLOWSHIP AWARD IN WESTERN AMERICAN HISTORY

ERIK J. FREEMAN, HISTORY, UNIVERSITY OF CONNECTICUT, "THE MORMON INTERNATIONAL: COMMUNITARIAN POLITICS AND THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS, 1830-1890"

FARINA KING, HISTORY, NORTHEASTERN STATE UNIVERSITY, "MISS INDIAN BYU THROUGH GENERATIONS"

History, University of Connecticut

“The Mormon International: Communitarian Politics and the Church of Jesus Christ of Latter-Day Saints, 1830–1890”

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

With the funds I received from the Redd Center, I was able to spend two weeks in the L. Tom Perry Special Collections where I consulted numerous sources related to my research project on nineteenth-century Mormon communitarian socialist converts from various parts of Europe and North America. I found the John Lyon collection specifically interesting and helpful. I also found the J. F. C. Harrison collection helpful with its numerous sources relating to 19th century European social history. I was able to collect and document hundreds of sources that will provide key information for my project. Thanks again for the opportunity.

*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 specifically enabled me to read through the writings of numerous 19th century working-class European converts to Mormonism. I learned that many of these stories have not been used by historians of the American West, even though they are available through the L. Tom Perry Special Collections. I think that these sources will help me contribute to scholarly literature on the social make-up of Utah.

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

I have not yet published my research from this fellowship. But I will let the Redd Center know once I do.

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

I am finished collecting archival sources from this project. I will be writing and revising my research over the next few 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.*

After I defend my dissertation at the University of Connecticut next year, I plan to turn my dissertation into a book manuscript and will inform the Redd Center, when the book is published and when I publish articles based on my research along the way.

#### *Comments*

Thank you so much for the fellowship (and the pizza Brendan and Amy)! I really enjoyed my time in the special collections and feel that it was most productive.

I, however, had some difficulty getting in contact with John Murphy, the archivist who was assigned to my project. I believe he was on campus when I was there but I never had a chance to meet him. I was told to contact him before scheduling a visit, but he was very slow to respond to emails. I honestly feel bad writing this, but I think it might be helpful information for the center.

History, Northeastern State University

“Miss Indian BYU Through Generations”

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

I was able to travel to the BYU Special Collections and Archives to examine and make copies of BYU University archival files relating to Native American student experiences at BYU in the twentieth century. In particular, I looked for sources relating to Native American women student experiences at BYU and the Miss Indian BYU pageant. I could spend about a couple of days in the archives between June 7-10, 2021, since the funding covered my travel to the archives. I listened to tapes of the BYU Indian Program, and I had to request assistance and seek more funding that the Redd Center thankfully provided to digitize some of the media that would have otherwise been inaccessible. Some of the various sources that I could study and make copies of for further analysis to include in my research and writing of a book about Native American women experiences at BYU and through the Miss Indian BYU pageant and program, which I started with oral histories, consist of yearbook images, material sources of the Native American student club called the Tribe of Many Feathers, club folders, university communications, university publications for “Lamanite” and multicultural student programs, Program Bureau and Lamanite Generation records of the dance and performance group, and the American Indian Studies and research center files. A key primary source of a recorded Miss Indian BYU pageant from 1985 is invaluable for my research, providing a direct window into the Miss Indian BYU program and students’ experiences at the time.

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

The Redd Center funds enabled me to explore archival sources that are vital to my research about Native American women students at BYU, specifically women who participated in the Miss Indian BYU pageant. I realized that BYU’s Native American student programs were more expansive than I expected with a radio program, regular meetings and types of devotionals, and performances and activities that extended beyond the Miss Indian BYU program. I also found that there are many forms of media such as photos, audio, and video sources that need their own unique approaches to understand and connect to the historical experiences and contexts of diverse Native American women who attended BYU and became involved in the Miss Indian BYU pageant and affiliated Native American student programs and community. The funding allowed me to launch and expand on my research to access a plethora of sources, which I am still working on analyzing and relating to the overall project on historicizing the Miss Indian BYU pageant and understanding individual Native American women and student experiences. I am indebted to the Redd Center for providing this access to foundational sources that I will use to contextualize the oral histories of former Miss Indian BYU participants and Native American women who attended BYU between the late twentieth century and early twenty-first century.

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

I am working on a book manuscript tentatively titled, “Miss Indian BYU Through Generations,” which I am preparing to submit for review to be published. I have presented before about the oral histories that I conducted with former Miss Indian BYU pageant participants, but I have not recently presented on this research. In the near future, I will plan to present about this research at different conferences and public forums focused on Native American studies.

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

My next steps with the research is to review and examine more closely the many sources that I gathered at the BYU Special Collections and Archives. I am drawing connections between the different sources, and the oral histories that I have conducted with several former Miss Indian BYU participants. I am also working on the framework and draft of the manuscript featuring the Miss Indian BYU pageant and individual lives of diverse Native American women who were involved in the program.

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

As noted before, I plan to complete a book manuscript for publication and to make several presentations based on this research in the near future. I will certainly inform the Redd Center of these developments. My goal is to finish a book manuscript for this project in three years.

*Comments*

Thank you very much for all the support. I could not do this research without these funding opportunities.

## CLARENCE DIXON TAYLOR RESEARCH AWARD

HEATHER WALSER, HISTORY, PENNSYLVANIA STATE UNIVERSITY, "AMNESTY'S ORIGINS: PEACE, FEDERAL POWER, AND THE PUBLIC GOOD IN THE LONG CIVIL WAR ERA"

History, Pennsylvania State University,

“Amnesty’s Origins: Peace, Federal Power, and the Public Good in the Long Civil War Era“

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

I traveled to Provo to conduct research in the L. Tom Perry Special Collections. In my six days of research in the archive, I was able to look at nearly 20 collections with materials related to the Utah Expedition in 1857-1858, including the Thomas L. and Elizabeth W. Kane Family 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?*

While I am still in the very early stages of my research, the materials I was able to look at in the L. Tom Perry Special Collections provided important information about the peace negotiation process between the officials of the federal government and Brigham Young and other members of the Church of Jesus Christ of Latter-day Saints during the conflict in Utah from 1857-1858. I learned about key actors and their involvement in this process, as well as how differently members of the general public responded to the events of the Utah Expedition based on their location, religion, and previous experiences with the federal government. The materials also provided important context for how settlers in Utah interacted with the courts and judicial officials and its implications for the establishment of peace.

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

None at the moment

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

I will continue to do research for my dissertation at various archives across the country. Following the conclusion of my research, hopefully by this spring (assuming archives remain open and available), I will then finish writing my dissertation.

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

I plan on defending my dissertation in Spring 2023 and eventually, turning it into a book for publication. I also hope to use the research I conducted at the L. Tom Perry Special Collections in a conference presentation based on the Utah Expedition at the Western Historical Association in the coming year.

*Comments*

I am so grateful for the support of the Redd Center and the opportunity it provided to conduct research that is essential to the development and completion of my dissertation.

## INDEPENDENT RESEARCH AND CREATIVE WORKS AWARD

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

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"

EMMA PENROD. "LOST PARKS OF GREAT SALT LAKE"

“Helen Post and the Bureau of Indian Affairs: Photographs from 1938 to 1942”

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

Originally, I had intended to travel to the National Archives to perform in-person research for my project. However, due to the pandemic and the serious challenges it brought to scholars, I was not able to visit the archives. That being said, I was able to research at other libraries as well as purchase copies of records from NARA. This allowed me to further my progress on an eventual book project about the BIA and photography. I would not have been able to purchase copies without the funds provided by the Charles Redd Center. Most importantly, however, due to the nature of the pandemic, I have had to evolve and transform my project. Over the last couple of years, my project has changed into a comparison of the visual culture of Japanese American internment camps and Native American reservations during WWII. I was able to investigate dozens of articles, books, and other texts on the subject, which has been an enriching and powerful experience.

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

Through this, I learned the importance of embracing ebbs and flows in research. I also realized the significance of embracing research tangents and new paths of interests. The funds I received from the Redd Center have afforded me the opportunity to find new research avenues that I hope to pursue in a doctoral program.

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

“Race, Reform, and Regulation: Examining the Cultural Intersections among Japanese Americans and Indigenous Peoples during WWII.” 61st Annual WHA Conference, Western History Association, Portland, Oregon.

*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.*

Besides my presentation, I also hope to publish an article on my research in an academic journal.

“La Sal Mountain Alpine Arthropod Communities: Establishing Baseline Conditions”

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

Some of the funds from the Charles Redd Center were used to purchase supplies needed for processing pitfall and pollinator cup trap contents. These included thousands of vials to hold individual arthropods that were captured in the traps, isopropyl alcohol to preserve specimens until they could be donated to one of the regional natural history museums and incorporated into their collections. I also used funds from this grant to pay for travel to some of those museums to compare specimens, discuss donation procedures, and retrieve specimens that had been identified by museum experts. Museums visited included the Natural History Museum of Utah, the Denver Museum of Nature and Science, and the Colorado Plateau Museum of Arthropod Diversity at Northern Arizona University. I also used some funds from the Charles Redd Center for fuel for, and maintenance of, my “research vehicle,” a 1993 Toyota 4Runner. Round trips to my field sites range from 75-100 miles, depending on the site; all require at least a half mile or more of very rough 4WD road. I made twelve trips to my study sites in 2020, mostly looking for additional *Bombus occidentalis* (western bumble bee). We found one in 2018 at the northernmost site, and one each at the middle and southern sites in 2019. The western bumble bee has declined dramatically in abundance in recent years and there have been efforts recently to declare this species threatened or endangered. The last known records of *B. occidentalis* in the La Sals is from 1968, so our finding three individuals, spread across the length of the range is significant. Unfortunately, the extremely dry conditions of 2020 and 2021 have severely limited flowering of alpine plants and we have not found any more individuals.

*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 the primary goal of this project is to establish what arthropods are present in La Sal alpine ecosystems, any support that allows more specimens to be collected, preserved and eventually identified helps to reach that goal. To that end, the supplies and field excursions provided by Redd Center funds have enabled me to move closer toward the goal of categorizing and cataloging the arthropods collected over the past 7 years so we have a good understanding of what arthropods are in the La Sal alpine zone, some idea of relative abundance, and in the case of the pollinator communities, floral host use by different taxa. I am in the middle of this, so the answer to “what did I learn?” at this point is that the alpine ecosystems are very complex and diverse, there is a lot to learn, and it will take time to work through all the specimens collected thus far. These data can be used to assess which arthropods might be at greater risk from the new and increasing threats facing them from climate change, introduced mountain goats, increased non-motorized recreation, and the potential threats of energy and mineral exploration and extraction, and the introduction of non-native insects (e.g. honeybees).

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

I presented a poster remotely for the 2020 Ecological Society of America annual meeting on some of the pollinator data from this study, with support from the Redd Center. I have given presentations to the Canyonlands Natural History Association (also funding this project) board, and to a University of Utah Environmental Studies class that broadly describe the problem this study addresses (nothing is known about the La Sal alpine arthropods) in the face of new and increasing threats (e.g., mountain goats, climate change, non-motorized recreation). I have attached files of the pollinator poster and the general talk. I will provide you with copies of any publications that come out of this study.

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

I need to continue to work on identifying specimens to order and family, and where possible to genus and species, or at least to designated morphospecies categories. I still have a large number of samples, from both pitfall traps and pollinator cup traps, that need to be sorted, which adds to the identification work load. One goal for 2020 was to get most of the pitfall trap samples sorted; all but about 90 (out of about 750) were sorted by the end of 2020. Another was to have all of the 2016 and 2017 pollinator cup samples sorted, and to have started on 2018 samples. This goal was accomplished, although there are still a lot of pollinator cup samples to be sorted.

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

I hope to present results of parts of this project at future Ecological Society of America and Entomological Society of America annual meetings, and if the Colorado Plateau Biennial Conference on Research is held again I will present results there as well. If the community analyses warrant, I will try to publish papers in scientific journals reporting these results. I will be sure to notify the Redd Center of any presentations I make and of any manuscripts I write and submit for publication.

*Comments*

I appreciate the support you the Charles Redd Center has provided over the past two years. My primary funding has come from the Canyonlands Natural History Association (CHNA), and their funds are generated by sales at the National Park Visitor Centers at the National Parks and Monuments in southeastern Utah, and because the parks were closed for much of 2020, CHNA did not fund any projects, on-going or new, in 2020 or 2021, so your contributions have been the only funds I've had beyond my savings to continue the work. Thank you for your generosity.

“Identify Archaeological Sites Excavated by 1929 Seventh Bernheimer Expedition”

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

With the funding provided by the Charles Redd Center grant, I was able to travel to Salt Lake City in July 2021. I photographed and/or scanned the entire Charles L. Bernheimer Photograph Collection at the J. Willard Marriott Library at the University of Utah. This collection consists of a photograph album of 264 photos from the Seventh Bernheimer Expedition of 1929. Thirty-nine of the photographs are in Slick Rock Canyon, within Glen Canyon National Recreation Area, where the Museum of Northern Arizona has worked and which is the focus of my research. I also accessed related archives from the C. Gregory Crampton Photograph Collection. Associated archives at the Utah Natural History Museum were accessed digitally.

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

One of Bernheimer’s goals was to determine the extent of the Basketmaker culture in southeastern Utah. To accomplish this, Bernheimer included archaeologist Earl Morris. My interest is in reconciling modern site records with sites Morris excavated in Slick Rock Canyon, where MNA has worked. I had received Bernheimer’s diary and reports from the American Museum of Natural History and knew that Morris excavated at least four alcoves. With the addition of photographs, I was able to identify three of the sites. One of these is an alcove where Morris excavated the burials of three children.

My next steps will be to share what I’ve learned. I will share this information with NPS managers to help them understand which sites were excavated by Bernheimer versus which were looted in the more recent past. For example, the site where three children were excavated by Earl Morris has depressions that were thought to be more recent pothunting. I now know these depressions date to the 1929 Bernheimer Expedition. This site was an attraction for visitors when the level of Lake Powell was higher; graffiti covers alcove walls and boulders. Knowing that human remains were found at this site in the past will affect how the NPS manages the site. Regular monitoring may identify additional individuals that might still be buried at the site.

This information will also aid in our understanding of the prehistory of the Glen Canyon by precisely identifying where artifacts that are now in museums were obtained. I will provide updated information for finding aids and am currently working with other scholars to update catalog records at the University of Utah and the American Museum of Natural History. Finally, this information will help tribes better understand where their ancestors were originally removed and where they are currently housed.

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

“Looking Back: Reverse Archaeology in Glen Canyon”. Paper presented at the Colorado River Basin History Symposium, Oct 13-16, 2021, Kanab, Utah. This presentation will also be included as a paper in the published proceedings.

I am in the process of finishing the paper and will submit a copy upon its completion.

*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.*

I also plan to present my results to other history groups and to MNA staff, as opportunities arise. MNA also publishes Museum Notes newsletter, hosts lecture series, and supports a Science Saturday newspaper column where I may be able to share my results.

## “Billy the Kid, Thomas Catron, and the Santa Fe Ring”

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

I completed research in the four collections that follow at the Center for Southwest Research at the University of New Mexico: First National Bank of Santa Fe Collection; Miguel A. Otero Papers; Charles Ilfed Company Records, 1865-1934; and John W. Poe Papers, 1881-1934. I also completed research at the Silver City Museum Library and Grant County Courthouse in Silver City, New Mexico, where I examined the Miner’s Life and Grant County Herald newspapers on microfilm, 1873-1877; five Silver City family biographical files; the John Harlan Collection of photographs; and property deed books at the courthouse.

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

My research revealed the extensive involvement of Santa Fe Ring politicians, especially Ring boss Tom Catron, in the Lincoln County War and the vendetta the Ring waged against Billy the Kid after the war.

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

The research will be used for several chapters in a scholarly biography titled *Billy the Kid: New Territory*. Some of the research will also be posted on Facebook, including on a Billy the Kid group site.

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

I have one final research step before *Billy the Kid: New Territory* can be published. If I am eligible, I will apply for a 2022 Charles Redd Center for Western Studies Research Grant.

*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.*

When the final research phase is completed, *Billy the Kid: New Territory* will be published.

“Lost Parks of Great Salt Lake”

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

The central focus of Lost Parks of Great Salt Lake is the history of eight early amusement parks built on the shores of the lake before Saltair: Wandamere, Black Rock, Lake Side, Lake Point, Garfield Beach, Lake Shore, Syracuse, and Lake Park. Very little is known about the history of these early parks, and to date their history has not been compiled in a comprehensive way for lay readers because the later, larger park Saltair, has been the primary focus of public attention. The goal of the book is to demonstrate the significance of recreation on the Great Salt Lake to Utah at the turn-of-the-century, and to show how environmental degradation on the lake ultimately led to the collapse of the once-booming lakeside recreation industry. Over the past two years I have compiled extensive research on Utah’s earliest successful amusement park, Wandamere, and on the three resorts that grew into a loosely affiliated recreation complex centered on the southwestern shore of the lake: Black Rock, Lake Side, and Lake Point. In the late 1800s a new park, Garfield Beach, was constructed adjacent to Black Rock. Garfield achieved rapid success and eventually merged with the Black Rock-Lake Side-Lake Park complex, becoming what was to that point the largest and most sophisticated resort on the lake. Garfield Beach would later succumb to competition from Saltair and to rapidly receding lake levels. I am now researching the northeast complex of resorts that sprung up on the lake, including Lake Shore, Syracuse and Lake Park. As on the southwestern shore, this group of resorts eventually merged, with Lake Park becoming the focal point. Lake Park relocated after being destroyed by changes to the lake’s shoreline, eventually becoming today’s Lagoon amusement park.

*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 objective with the grant funding was to acquire photos of the historic amusement parks to be featured in the finished book. To date I have selected 64 photos for inclusion; the use rights to 23 of those photos (mostly of early Wandamere park) were selected before the creative works award was granted. Use rights to the 41 new photos acquired with the grant cost \$820. The new photos include 11 images of Black Rock resort, 2 images of Lake Point resort, 19 photos of Garfield Beach, 1 photo of Lake Shore resort, 2 photos of Syracuse resort, and 6 photos of Lake Park resort. These images will give readers visual insight into the surprising scale, sophistication and popularity of a recreational industry now lost to history.

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

This is a long-term, multi-year effort to research and narrate the history of eight historic amusement parks built on the Great Salt Lake as predecessors to the better-known Saltair resort, which will also be mentioned but is not the focus of the book. Research into the parks built on the lake’s northeastern shore, including Lake Shore, Syracuse, and Lake Park, is ongoing and the manuscript is still in progress. As such, I haven’t released any publications or presentations based on this work just yet, but anticipate that there will be many opportunities to disseminate the research highlighted in the book after its publication. The Redd Center will of course be credited in the final publication and I’ll be sure to notify the center of its release and any corresponding events when the time comes.

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

I continue to complete the bulk of my research using historic accounts, primarily newspapers, from the time when the parks were active. I will likely continue this process over the coming winter. Once I’ve compiled the documents into timelines for each of the eight parks, my plan is to approach the Freed family from Lagoon to see if they can help complete the narrative arc from Lake Park’s early years to modernity. I’ve saved this portion of my research for last out of concern of spreading COVID; I can access the majority of materials on the other parks online so I’ve prioritized finishing the work that doesn’t require travel or meeting people in person. Once I’ve assembled the materials on all eight early parks, the plan is to round out the manuscript with a brief history of Saltair, a prologue about elements of early Latter-day Saint culture that led to the development of the resorts, and an epilogue about the loss of water and growing water pollution that led to the eventual demise of the entire industry. Because there are

hundreds of photos of Saltair, I've held off selecting photos of that park until the manuscript for the book is complete. It is my intent to put the \$180 from the grant that is not yet spent toward the purchase of those Saltair photos.

*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.*

Lost Parks of Great Salt Lake is a book-length project, intended for a lay readership, that is under contract with The History Press. Publication schedules are unfortunately up in the air due to COVID, but the publisher and I remain committed to completing the book once everything gets straightened out. Based on my previous work with titles for The History Press, it is likely that portions of the book, or articles based on excerpts from it, will be published in local, regional and topical media prior to the book's release for promotional and of course educational purposes. It is also likely that I will give presentations on the book's contents prior to, and immediately following, the book's release. The Redd Center will be credited for supporting the project in the final manuscript, and I'll be sure to notify the center both of the book's release, and any additional publications or presentations to be made in concert with the release.

## JOHN TOPHAM AND SUSAN REDD BUTLER BYU FACULTY RESEARCH AWARD

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"

Comparative Arts & Letters, Brigham Young University

“Artistic Frontiers: Women and the Making of the Utah Art Scene, 1880–1950”

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

The Charles Redd Center award for this project enabled me to hire an additional student research assistant for this project. From May-December 2021, this student was part of a team that worked on establishing research files for some 70+ women artists who were active in Utah between 1880 and 1940, as well as an annotated timeline of key events and developments related to the subject (and which will be an appendix in the publication). My research team met every week for training, discussion, and project assessment. Student assistants will be invited to share their work at a symposium on Utah women artists to be held in the fall of 2022.

*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?*

Not only were student assistants able to expand our research files significantly—their work is also helping us to identify broader patterns, i.e. periods of time where women artist initiatives and collectives flourished; artistic modes these artists favored; perennial issues facing women in the Utah visual arts scene, etc. Research assistants have also helped us to expand our database of women art professionals active between 1880-1940. Thanks in part to their work, it is becoming even more apparent that there are many women’s narratives and artworks that have been lost to history and need to be recovered.

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

“Women and the Ogden Art Scene (1880 to the present),” Curators from the Couch program, Union Station [art museum], Ogden, Utah, March 31, 2021.

“Women and the Establishment of Art in Zion, 1880-1950.” Church History Department of the Church of Jesus Christ of Latter-day Saints, Salt Lake City, Utah, March 24, 2021.

“Bathsheba W. Smith, Alice Merrill Horne, and the Establishment of a Zion Art Dynasty,” Annual Mormon History Association conference, Rochester, New York, June 10-11, 2021.

“‘Sure A Strong Devil’: A. B. Wright, Mabel Frazer, and the Making of the 1937 Sexual Misconduct Case at the University of Utah” (with Emily Larsen), Annual Mormon History Association conference, Park City, Utah, June 10-11, 2021. [Based on article set to appear in the Summer 2022 issue of Utah Historical Quarterly]

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

My co-author, Emily Larsen, and I will be continuing our research through the spring of 2022 and working on the book manuscript in earnest for the remainder of 2022, with plans to have it completed and out for publication review by the fall of 2023.

*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.*

See above

*Comments*

Thank you for your continued support of this project! We have and will continue to acknowledge the Redd Center’s support in all presentations and publications.

Political Science, Brigham Young University

“Western States 2020 Survey”

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

The Redd Center funds contributed to the cost of the Western States 2020 Survey, a collaborative effort from scholars in Arizona, Colorado, Nevada, New Mexico, and Utah. We fielded the survey online via YouGov (our survey vendor) to 3,600 respondents between October 25 and November 9, 2020. The sample included at least 450 respondents from each of the five states as well as an oversample of 600 Latinos. The research team was led by Professors Karpowitz and Pope at BYU but includes scholars at the University of Utah, Utah State University, the University of Arizona, Arizona State University, the University of Denver, and UNLV. Collaboratively, we developed a survey questionnaire that included questions on topics of common interest across the states, including land use, water rights, immigration, and the needs of unique populations in the West (including ethnic minorities, Native tribes, and religious groups). We also measured identification with the state and region. In addition, scholars from each state developed brief batteries of questions on topics unique to the political context of those states. The survey was not only a unique collaborative effort across institutions based in the West, it also represents a unique opportunity to focus scholarly and public attention on the American West. Opinion in the West can be distinct from other regions of the country, and because the specific political context in each state is unique, we are able to better understand both what residents of the West have in common and what divides them across state boundaries.

*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 key to being able to field the survey, which covers a wide range of topics and issues. Multiple teams of scholars at different institutions will be using the data. Already, though, we have learned that across the five states, patterns of identification with the state vary by state. In addition, greater identification with the state are also related to increased concern about environmental issues.

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

The Western States Survey formed the basis for a full panel of research presentations at the 2021 annual meeting of the American Political Science Association.

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

The survey has been fielded, and multiple teams of scholars are currently at work analyzing various aspects of the survey results. We expect that several published journal articles are still to come from these data.

*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.*

While no publications have yet occurred, we are still in the early stages of the process of producing manuscripts, and we will report publications as the research appears in print.

*Comments*

Thank you very much for the research funding, which contributed meaningfully to the successful funding and fielding of the 2020 Western States Survey.

Anthropology, Brigham Young University,

Archaeological Testing at the Hinckley Mounds: A Fremont Indian Site in West Provo, Utah”

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

Research was carried out at the Hinckley Mounds site in west Provo from August 4-7, 2021. The purpose of the research was to test areas of the Hinckley Mounds archaeological site to find additional areas that could be excavated as part of the 2023 Department of Anthropology Archaeological Field School. Funds from the award were used to rent a small tractor with a backhoe attachment from Ace Rents, which was hauled with a truck rented from BYU Vehicle Rental. Six east-west trenches were strategically dug along the southeastern side of the site and excavated at a depth of approximately 3 feet. Using additional equipment housed at the Museum of Peoples and Cultures, trench walls were explored with the help of two students and two volunteers. We identified cultural deposits in one of the trenches that included burned materials, ceramics, worked bone artifacts, and remnants of two structures. These discoveries mark the successful completion of this research, with the plan to excavate these features in more depth during the upcoming 2022 field school.

*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 covered the costs of renting the tractor, the BYU truck, and paid for the lunches of the students and volunteers. As mentioned above, the trenches we dug using the backhoe uncovered the remnants of additional areas of the Fremont archaeological site that will be fully excavated in 2023.

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

N/A

*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.*

A technical report is forthcoming (Museum of Peoples and Cultures Technical Series) and will be used to design my research at the Hinckley Mounds site in 2023. I also anticipate presenting the results from this larger study at the 2023 Great Basin Conference, which will result in an edited volume with my co-editor, David Yoder, from Weber State University.

*Comments*

While the award amount was small, it helped us achieve the exact goals set out in the proposal. I am forever grateful for the support of the Redd Center and its mission to expand our knowledge of the U.S. West, even the history of those preceding European expansion.

Church History and Doctrine, Brigham Young University

“Saints of Las Vegas”

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

I did extensive research at UNLV and in the Las Vegas area for two full months on my topic noted above and also conducted oral history interviews.

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

I was able to gain access and use primary sources and to complete my book titled, Bright Lights in the Desert: The Latter-day Saints of Las Vegas which is now being reviewed by the University of Nevada Press.

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

I was selected to give a UNLV Eadington Fellow 2021 lecture (Feb. 2, 2021) based on the research of my book. Here is a link to my lecture: <https://www.youtube.com/watch?v=5jd6efoEURM>

I also have an article coming out this month on the Nevada Historical Quarterly which is a portion of one of the chapters of my book.

*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.*

I have planned with Jay Buckley to give a lecture on my research in January.

*Comments*

I wanted to again thank the Redd Center for all their support. I really appreciate it.

BOB H. REINHARDT, HISTORY, BOISE STATE UNIVERSITY, "THE ATLAS OF DROWNED TOWNS: THE SNAKE RIVER"

History, Boise State University

“The Atlas of Drowned Towns: The Snake River”

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

I travelled up and down the Snake River basin (twice!) to visit (a) dams and reservoirs large enough to displace/disappear communities; (b) the former locations of those displaced and disappeared communities; and (c) historical societies and archives to survey and explore research material related to those communities. I also met virtually (given COVID restrictions) with the archaeological and historical staffs of the Bureau of Reclamation, the US Army Corps of Engineers, and Idaho Power (the agencies responsible for the large dams on the Snake River). I began creating the database and frontend of The Atlas of Drowned Towns, and started a website where people can (and have) contributed information about places that were displaced.

*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 Atlas of Drowned Towns seeks to recover and interpret the histories of communities who were displaced or disappeared by river development projects in the twentieth century. This grant helped to reveal just how many and diverse were these “communities” — not just incorporated towns and villages, but also scattered families, individuals, and, more broadly, places that were and remain valuable, even if no one “lived” there immediately prior to dam construction — for example, traditional gathering and hunting grounds of Native peoples. The grant helped me quantify the number of places displaced — 40, which is four times as many as I anticipated when I applied for the grant. This grant propelled my success in securing a “Digital Projects for the Public” Discovery Grant, which will further develop the planning of the website and other digital materials for The Atlas of Drowned Towns. Perhaps most importantly, the grant supported my exploration of existing archives and the development of relationships with stakeholders in this long-term project.

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

No publications yet -- I anticipate a scholarly monograph as well as handsome coffee table books for The Atlas of Drowned Towns in the future -- but there are a couple of websites that I would like to share:

<https://drownedtowns.com/about/> -- the initial (very basic) website for the entire project

<https://www.google.com/maps/d/edit?mid=1IB9nB-p1S1NmTApZIx7YDqE99aIE5WsY&usp=sharing> -- an evolving map of the Snake River that shows (a) river development projects on the river and its tributaries; (b) projects big enough -- reservoirs of 640+ acres -- to displace/disappear communities; (c) displaced/disappeared places; (d) historical research resources, such as historical societies.

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

With the NEH Digital Projects for the Public Discovery Grant (which I received in large part due, I’m sure, to the Redd Center’s support of the project), I am meeting with humanities and social science scholars, digital media experts, and community members (including tribal cultural resource officials and local historical society representatives) to plan the digital project(s) that will engage with the histories of displaced places. This scalable and interactive project will include maps, oral histories, virtual and augmented reality experiences, portals for user-contributed information, and more. I hope to have that plan ready by the end of Summer 2022, and then develop a prototype focused on one community by the end of Summer 2023.

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

In the short term, I am working with a local GIS and cartography company to produce a map of the Snake River and its tributaries showing dams, communities, and historical resources (much like the Google My Map linked above). I had planned to create this map by the end of the grant period, but that is slightly delayed due largely to the

unexpected bulk of information and material collected through this grant (COVID didn't help, either; many archives and sites were closed for most the grant period). I anticipate that map being ready by the end of 2021.

I will present some of my research at the Baker Heritage Museum (in Baker City, Oregon) in November 2021, and I anticipate more public presentations in Summer 2022. For example, I have been invited to present some of this work at the Sun Valley Museum of Art's opening of a 2022 exhibit on dams on the Snake River.

Longer term, The Atlas of Drowned Towns website will continue to add more towns and historical resources as I discover them and as users contribute information. I will also produce a full prototype of richer and more interactive website focused on a single displaced community; that prototype will serve as the basis for a digital project focused first on the Snake River and then other river systems in the American West. I also anticipate a popular book, heavy on images and oral histories, about displaced communities. Finally, I plan to write a scholarly monograph about this topic, probably centered around the paradox of placemaking and placelessness that characterizes not just these displaced places, but also the American West more generally.

And, of course, I will proudly state my gratitude to the Redd Center whenever I present or publish my work!

### *Comments*

I am so grateful for the Redd Center being the first supporter of this project. Not only did your support allow me to start research on this project, it was also crucial for getting the NEH's support, and it has propelled me on a path of research and public engagement that will continue for many years to come. Thank you.

## PUBLIC PROGRAMMING AWARD

BETTER DAYS 2020, "HARD WON, NOT DONE PUBLIC PROGRAM"

MORMON HISTORY ASSOCIATION, "JOURNAL OF MORMON HISTORY INITIATIVE"

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 LITERATURE ASSOCIATION, "2020 WESTERN LITERATURE ASSOCIATION CONFERENCE, SAN DIEGO, CA"

## “Hard Won, Not Done Public Program”

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

We used funds from the Charles Redd Center to support our public programming commemorating the 55th anniversary of the Voting Rights Act in early August, ahead of the 19th Amendment centennial. As a public history organization dedicated to sharing Utah women’s history, we especially wanted to help Utahns engage with the long history of voting rights work that extended past 1920 so they would not see the 19th Amendment as the end of the struggle for women’s voting rights.

Although we had to reimagine our Hard Won, Not Done programming due to COVID, we were still pleased with how things turned out. Redd Center funding enabled us to pay two different local artists to create interactive art installations honoring women of color who worked for voting rights and inviting Utahns who engaged with the art to reflect on the importance of voting. We put out a call for artists, and were excited to be able to choose two student artists for this project. Tamia Green created a colorful installation in Ogden, hosted by Ogden Contemporary Arts, where visitors wrote the changes they want to make in their community on cloth-covered pillars. Tawnie Richman created a mosaic of a ballot box, to which visitors could add rocks with reasons why they vote. The installation was in Centerville for 2 weeks and Farmington for another 2 weeks.

Redd Center funding also enabled us to convene a virtual conversation with 4 local historians and community leaders about Black women’s work for equality in Utah. Each of the speakers focused on a Black woman whom they had previously researched to write a biography for Better Days 2020. We discussed these historical women’s work to register voters, fight against discrimination, and open up opportunities for others in their communities. This conversation was posted on YouTube.

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

Redd Center funding was crucial in making this programming possible because Better Days 2020 would otherwise have lacked the funding to pay artists and compensate speakers for their time. Because we could pay artists, these community programs had a greater reach than we would have otherwise. And because we were able to put together the conversation on Black women’s work for equality virtually, participants were able to prepare answers to questions and communicate with each other to prepare for a meaningful discussion.

Because we had to scramble administratively to adjust our programming plans and find suitable locations for these art installations, we had to spend more staff time than we’d hoped on the projects and would have had to call them off without this outside funding.

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

We posted our virtual conversation on Black women’s work for political equality in Utah on our Better Days 2020 YouTube channel. The audio of this video was streamed on KRCL 90.1’s Radioactive show on August 18, the anniversary of the 19th Amendment ratification.

The two art installations were well attended and documented with photos on our social media and other locations, and the attached document is a Salt Lake Tribune article describing them. More photos can be found in Better Days 2020 social media posts and the online article at <https://www.sltrib.com/artsliving/2020/08/08/utah-artists-create/>.

The YouTube video Hard Won, Not Done: Celebrating Voting Rights in Utah is available at this link, or we can also share the video file (it was too large to attach):

[https://www.youtube.com/watch?reload=9&v=VpHMLe5ON\\_k&fbclid=IwAR3XpDsJWtSh2b8jTGaYpTXPFERGO9zVJAs5\\_iG1xxYuNBOLjTPddZk5ZHw](https://www.youtube.com/watch?reload=9&v=VpHMLe5ON_k&fbclid=IwAR3XpDsJWtSh2b8jTGaYpTXPFERGO9zVJAs5_iG1xxYuNBOLjTPddZk5ZHw)

## *Comments*

Better Days 2020 is very grateful for the Redd Center's generous support for this public programming. Although the final program was different than we had originally planned due to COVID restrictions, we were proud of what we were able to accomplish in sparking conversations about the history of voting rights for people of color here in Utah and reaching people through media coverage. Thank you for making this possible!

“Journal of Mormon History Initiative”

*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.

### “Art History Tour of BYU and Provo”

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

I was able to work with the BYU Art History program to create a walking tour of the public art on BYU campus and on Center Street in Provo. These videos are exhibited onsite through the Popwalk smartphone app. With these students, we were able to create sixteen videos about various public artworks. We developed the parameters, both technical and historical, for the videos that the students would create. The videos were then created by the students and uploaded to the smartphone application. The students then took the initiative to create public programming to make the community aware of this project. They canvassed the BYU community and had a booth on Center Street during first Friday downtown art stroll. We also used some of the funds to advertise the project to the project to the community via social media.

*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 were able to reimburse the students for the work that they did to create the videos and to pay for a designer to create the intro for all of the videos. The students were excited and willing to participate in this project. They probably would have done it without the financial incentive, but it was gratifying to validate their work with a small payment. This was the first project for our exhibition platform (Popwalk) that focuses only on history. We have received a lot of feedback, both from visitors and from historians, that this kind of spatial contextualization (you have to visit the site to see the video) of history was effective and unique. This project has led us to think about issues of heritage management. Since receiving this grant, our country has grappled with the role of monuments, and how they function within a public context. This project has allowed us to think about those important issues and about how we might be a positive voice in the way that communities present and understand their own heritage. We are currently starting a project that focuses on heritage management, allowing artists and historians to contextualize monuments and historic sites within a discourse of multiple voices and opinions.

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

This project was presented to multiple art history courses at BYU. I was also able to present the work of our organization at the Scandinavian Days Festival in Ephraim, Utah. This project was part of that presentation. As mentioned above, there was a public presentation of the project at the First Friday art stroll on Center Street in Provo. Online, our promotion reached about 2,000 people, with about 200 online interactions and (currently) 142 views of the art history videos onsite, through the Popwalk app.

### *Comments*

This project has been a success both in sharing history of the wonderful public art with the community and in helping us to develop new directions for our work. Thank you for this opportunity.

## “Grand Ambitions in Utah Art Exhibition”

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

With the generous support of the Charles Redd Center Public Programming grant, we were able to execute our “Grand Ambitions” exhibition that opened in August 2020 and will be on display until 2023. Through a variety of artworks by Utah artists from the 19th century to today, this exhibition explores the important role Utah played historically and continues to play in the cultural development of the inter-mountain West.

Our research for this exhibition included studying the artists of 56 different artworks selected for display, the period within which they worked spanning from the 19th century to today, and the overall climate of Utah arts during these periods. The research served to help us select which artists and artworks to include, write extended labels of history and context for each work, and develop and refine our overall thesis and interpretation for the exhibition.

Though the COVID-19 pandemic changed our plan for opening and celebrating the new exhibition, we knew we wanted to invest in sharing the ideas and works of this exhibition. We worked with a local virtual reality company to create a virtual tour that showcased the artworks and accompanying text. The exhibition virtual tour can be informally visited on one’s own, or visitors can have a full gallery tour experience with a guided discussion and close looking exercises with one of our docents via zoom. Since offering this virtual option about six months ago, “Grand Ambitions” has been shared virtually with over 5,000 students and 210 teachers across Utah. In addition, the Museum has had just under 20,000 in-person visitors since “Grand Ambitions” opened. We look forward to sharing this project and conversation with many more visitors in the months to come.

*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?*

Since the eve of Statehood, Utah artists were invested in and achieving grand goals to put Utah on the cultural and artistic map. That tradition of artistic ambition and excellence has continued through the decades to today. From the early Pioneer artists, to artists studying abroad and bringing back classical technique and traditions to others pushing boundaries into Modernism. From launching large scale artistic projects to tackling questions around belief, consumerism, and identity, Utah’s artists have been innovative, ambitious, and engaged in pushing physical and conceptual boundaries.

Through this process, we also learned that there are some ambitions, stories, and artists that are underrepresented in our Permanent Collection at SMA. This research helped us to define and push for further exploration of some of those holes in our Collection so that in the future we can better share the perspectives of Utah’s diverse artistic heritage.

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

Virtual Tour: <http://www.smofa.org/virtual-tours.php>

## “2020 Spiral Jetty 50th Anniversary Celebration”

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

Funds from the Charles Redd Center were used to support programming surrounding the 50th anniversary celebration of Robert Smithson’s Spiral Jetty in 2020. Built by Smithson in 1970, this iconic American artwork is located on the northeastern shore of the Great Salt Lake near Rozel Point. To celebrate the Jetty’s birthday, the UMFA hosted a series of activities throughout the 2020 calendar year, including presentation of two exhibitions, one in the spring and one in the fall of 2020.

Due to the COVID-19 pandemic and subsequent closure of the UMFA’s facility for five months beginning in March 2020, many of the events surrounding this celebration were moved online or rescheduled to support new protocols for visitor safety.

The spring exhibition, *50 years of Spiral Jetty | Smithson and Gorgoni*, on view at the UMFA February 15 to November 20, 2020 (<https://umfa.utah.edu/50-years-of-spiral-jetty>) featured recently acquired photographs of Spiral Jetty taken over fifty years by renowned land art photographer Gianfranco Gorgoni (Italian, 1941-2019).

The fall exhibition, *Time Trip: Spiral Jetty, Smithson, and Utah in the 1970s*, (<https://umfa.utah.edu/time-trip>) was redesigned as an “evergreen” digital resource and draws from archival materials in collaboration with the University of Utah’s Marriott Library to create a time capsule experience of Utah during the Jetty’s creation in 1970.

In addition to these two exhibitions, the UMFA provided numerous activities and resources to celebrate the Spiral Jetty’s 50th anniversary. Refer to report sections below for specific links to resources and programming related to this celebration.

We are deeply grateful to the BYU Charles Redd Center for their generous support of our public programming to celebrate the Spiral Jetty’s 50th anniversary. Thank you!

*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?*

Undoubtedly the most famous large-scale earthwork of the period, Robert Smithson’s Spiral Jetty has come to epitomize Land Art. Its exceptional art historical importance and its unique beauty have drawn visitors and media attention from across Utah and around the world.

The UMFA, in partnership with the Dia Art Foundation, the Great Salt Lake Institute, and the Holt/Smithson Foundation, have joined to collectively steward this important artwork through collaborative promotional efforts, management of historical resources and educational awareness. Through our extensive research on this project, the milestone of the 50th anniversary has highlighted the enormous historical, cultural and artistic influence that the Spiral Jetty has had on our community – and on Utahns young and old – over many decades.

Through our evergreen exhibition, *Time Trip* (<https://umfa.utah.edu/time-trip>), the UMFA offers a way to explore art and archival material related to Spiral Jetty from the University of Utah’s collections that reflect the years that Smithson most frequently visited the state, including the period he briefly served as a visiting professor on at the University in 1972. *Time Trip* draws from a half-century of hindsight to reconsider the Spiral Jetty through its human landscape and the countless ordinary Utahns who shared literal common ground with a world-famous work of art.

*Time Trip* asks visitors to lay aside whatever assumptions they might carry about Utah, circa 1970, and reflect upon how archives and artworks not only narrate a historical past but foreshadow our present and disclose our fears and longings for our collective future.

The UMFA is immensely proud to champion the Spiral Jetty within our local community. We remain committed stewards of the Jetty’s artistic legacy and will continue to promote the Jetty’s impact within on our community for generations to come.

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

Links to resources and programming related to the Spiral Jetty on the UMFA's website include:

Spiral Jetty, Robert Smithson's Land Art Masterwork (<https://umfa.utah.edu/spiral-jetty>): Main UMFA webpage for Spiral Jetty information and resources.

Spiral Jetty 50th Anniversary (<https://umfa.utah.edu/spiral-jetty-50>): Main webpage for 50th anniversary celebration programs and events.

Celebrating Spiral Jetty (<https://umfa.utah.edu/SJ-experience>): People from the community share their stories about the Spiral Jetty.

50 Years of Spiral Jetty | Smithson and Gorgoni (<https://umfa.utah.edu/50-years-of-spiral-jetty>): Exhibition of historical photographs on view at UMFA February 15 to November 20, 2020.

Time Trip: Utah, Spiral Jetty, and Robert Smithson in the 1970s (<https://umfa.utah.edu/time-trip>): A virtual exhibition of the Spiral Jetty's locale and the people who lived nearby at the time of the artwork's construction.

Third Saturday Online: Spiral Jetty Field Guide (<https://umfa.utah.edu/third-saturday-spiral-jetty-field-guide>): Make your own Spiral Jetty field guide through this family-friendly online event.

Third Saturday Online: Spiral Jetty Salt Dough Sculptures (<https://umfa.utah.edu/third-saturday-salt-dough>): Make your own sculptures from salt dough through this family-friendly online event.

Spiral Jetty as a Witness to Change (<https://umfa.utah.edu/gsli-essay>): Essay from Jaimi K Butler and Bonnie K. Baxter, Ph.D. from the Great Salt Lake Institute at Westminster College.

1970 – 2020: Fifty Years of Spiral Jetty, A virtual conversation with the UMFA and the Dia Art Foundation, Wednesday, April 29 | 5 pm MST / 7 pm EST (see attached invitation and post-event survey results)

### *Comments*

Even through a year that included a global pandemic, there are so many wonderful stories and memories of the 50th anniversary celebration of the Spiral Jetty. If, upon reviewing our report, you have additional questions for our team, please don't hesitate to reach out to us.

On behalf of everyone here the UMFA – thank you! We are deeply grateful to the BYU Charles Redd Center for Western Studies for your support of the 50th anniversary celebration of Robert Smithson's Spiral Jetty.

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

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

When we initially applied for the Public Programming Award, the pandemic had not yet begun to sweep across the country. As it became clear that we were on the verge of unprecedented events we faced an important choice. Rather than cancelling the conference, we opted to move to an online format. We had a couple of important goals: to provide continuity in that 2020 was our 55th annual conference, and to provide an environment for scholarly interaction that many were missing during a time that was chaotic and stressful for so many of us working in higher education.

As noted in our grant application last year, we used the funds from the Public Programming Award to help cover the costs of our featured speakers:

Juan Felipe Herrera (Distinguished Achievement Award recipient)  
Stephen Graham Jones (Distinguished Achievement Award recipient)  
Arigon Starr (plenary speaker)  
Natalie Diaz (plenary speaker)

The Public Programming Award, combined with institutional support from CSU San Marcos, provided us with financial stability as we shifted to a brand new format in an uncertain climate.

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

Our dynamic lineup of speakers, one of the most diverse we've hosted, spoke on an array of topics important to our conference. Herrera, the first Chicano Poet Laureate of the United States, and the child of migrant workers, gave an address based on a poem he composed for the occasion, “Thirteen Ways of Looking at the Graphic West.” His poem was a celebration of the often overlooked and erased Chicana presence in the historic and contemporary west. He ended his address with some q & a that included some pedagogical approaches and his declaration that “teachers are the pioneers of the mind.”

Comic artist, Arigon Starr (Kickapoo), invited us into her studio, and shared her creative process for the graphic novel series, Super Indian, which works to counter Indigenous stereotypes through its Native superhero.

Stephen Graham Jones (Blackfeet) gave a thoughtful and provocative address on authenticity and Native identity and participated in a lively q & a in which he discusses his most recent (at that time) novel (Simon & Schuster) *The Only Good Indians*, which brings together the genres of Native American Literature and horror. He also spoke about his most recent literary treatment of Custer.

Natalie Diaz (Mojave) read from her newly released collection, *Postcolonial Love Poem*, which had just been shortlisted for the National Book Award and went on to later win the Pulitzer Prize for Poetry. After the reading she spoke about the collection, teaching, and her evolution as an artist.

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

The above response best addresses this prompt. The four featured speakers anchored each day of the 4-day conference, and provided important touch points for the entire program. While we had a slightly smaller program than years past, our attendees overwhelmingly remarked that the format (Zoom breakout rooms) resulted in the best online conference they had attended, and noted that the format facilitated robust, engaging, and intimate panel sessions. Though an online conference cannot replace a face-to-face experience, attendees commented that the conference left them energized and intellectually engaged, no small feat during a time when so many were experiencing Zoom fatigue.

*Comments*

We could not have held this conference without your generous support. Thank you.

ALYSSA JOY BROWN, PLANT AND WILDLIFE SCIENCES, BRIGHAM YOUNG UNIVERSITY, "A NEW NATIVE: NATURAL HYBRID SPECIES OF BALSAMORHIZA SAGITTATA AND BALSAMORHIZA HOOKERI VAR. HISPIDULA"

DOREEN CABRERA, BIOLOGY, BRIGHAM YOUNG UNIVERSITY, "LINKING AMONG-INDIVIDUAL VARIATION IN BEHAVIOR TO CONSISTENT VARIATION IN PHYSIOLOGY IN A NON-NATIVE CRAYFISH"

OTTO DE GROFF, WILDLIFE AND WILDLAND CONSERVATION, BRIGHAM YOUNG UNIVERSITY, "POST-FIRE COMPETITION IN MIXED BRISTLECONE PINE FORESTS IN NEVADA AND UTAH"

MAKOTO HUNTER, HISTORY, BRIGHAM YOUNG UNIVERSITY, "THE OTHER DIXIE: CONFEDERATE IMAGERY IN SOUTHERN UTAH AND THE 'SECESSIONS' OF 1987 AND 1988"

CODY MILLER, PLANT AND WILDLIFE SCIENCES, BRIGHAM YOUNG UNIVERSITY, "A COMPREHENSIVE DATABASE OF BEAR-HUMAN CONFLICTS IN NORTH AMERICA"

Plant and Wildlife Sciences, Brigham Young University

“A New Native: Natural Hybrid Species of *Balsamorhiza sagittata* and *Balsamorhiza hookeri* var. *hispidula*”

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

Essentially, we intended to use these funds to validate population distribution models for the hybrid species. In the process, we found that there were inaccuracies in the model. We suspected that the historical datasets we were using to model *Balsamorhiza hookeri* var. *hispidula* populations was inaccurate. Therefore, we created a new study looking at the historical records of this plant in herbaria database to validate if the plants were still present. Accurately capturing the location of known populations is key to creating accurate population distribution models.

*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?*

Using Redd Center funds, we were able to validate the presence or absence of this parent species in 48 previously documented locations. We found that the plant was presently only growing in 4 locations. While there are other locations where the plant grows currently that were not historically documented, this finding represents a dramatic reduction of habitat for this species. Of the locations where the plant is currently not growing ~30% are now changed due to urban development. Other locations were frequently impacted by grazing and invasive species disturbance.

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

Oral Presentation: Commonplace or commonly replaced? Presence and population distribution of *Balsamorhiza hookeri* var. *hispidata* in Utah compared to historic records to be presented in December 2021 at the VIII International Conference on Landscape and Urban Horticulture hosted by the International Society of Horticultural Science

Publication: Commonplace or commonly replaced? Presence and population distribution of *Balsamorhiza hookeri* var. *hispidata* in Utah compared to historic records (intended for publication in *Acta Horticulturae*)

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

Based on these findings, we hope to create better models of the hybrid species which can be validated in the 2022 summer season. These findings make this research more relevant as we can investigate whether the hybrid is replacing the parent species.

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

In the future, we plan to finish the study that we had originally intended to conduct with this funding by creating and validating models of the new hybrid species. We plan to present this research at a conference such as the Botanical Society of America annual conference and publish it in a botany-related journal such as the *American Journal of Botany*.

#### *Comments*

We gave credit to the Redd Center for funding in the project that was completed, and we will give the Redd Center recognition for the hybrid study when it is completed although addition funding may be required to travel for model validation.

Biology, Brigham Young University

“Linking Among-Individual Variation in Behavior to Consistent Variation in Physiology in a Non-Native Crayfish”

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

An overarching goal of ecology is to use individual metrics to predict population and community persistence in fluctuating environments. My objective for this research was to do just that by accounting for individual variation in behavior and its link to physiological condition in an invasive species of crayfish here in Utah. With the help of Charles Redd Center funds, I accomplished this by collecting three groups of crayfish from Strawberry Reservoir across the summer and holding them in the laboratory for 7 weeks for subsequent data collection. Following a 1-week acclimation period, crayfish were assayed for boldness personality trait. Boldness assays were conducted by disturbing individual home tanks by moving them around slightly to ensure crayfish retreat to PVC refuges. A few pellets of food were dropped into the tank and time to emerge from shelter was recorded. This is an indication of how bold an individual is depending on how quick they are to emerge after disturbance from perceived predation. Weekly hemolymph samples were collected from each individual from the base of the third walking leg using hypodermic thin wall 20-gauge needles. Weekly mass measurements were also be taken using a digital scale as a measure of overall condition. Coming up, we will be dissecting every crayfish used in this project to obtain internal organ measurements.

*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?*

Though my research is still ongoing, Redd Center funds has allowed (and continues to allow) me to collect data well into the fall semester. I am still housing live crayfish in the laboratory which requires me to purchase food, water conditioner, and other equipment (e.g., needles) necessary for data collection. I have traveled to Strawberry Reservoir several times since June and Redd Center funds have also allowed me to go on these field trips. Because I am still in the data collecting phase, I have not conducted formal analyses, however, in looking at the raw data, it appears that crayfish are in general behaving consistently across the 7 weeks that they are being housed in the lab. Additionally, body conditions are also consistent within individuals across time, however, it is not immediately clear (without formal analyses) whether these two variables relate.

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

No publication and/or presentations yet, still collecting data!

*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.*

N/A

Wildlife and Wildland Conservation, Brigham Young University

“Post-Fire Competition in Mixed Bristlecone Pine Forests in Nevada and Utah”

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

During the summer of 2021, I collected about 400 plant specimens across Bristlecone Pine forests in the Great Basin. In addition to this, I cored numerous trees in high elevation bristlecone stands. The data obtained from tree cores will be used to work toward my master’s thesis, which (as of October 2021) will focus on Bristlecone Pine growth rate variation through time.

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

I’ve learned several things from field work this summer: First, my collections of plants in Bristlecone Pine forests showed me that the plant composition of these forests, especially in the understory, is not uniform across multiple aspects of a mountain summit. Together with researchers from Nevada, I helped document what species are present at particular aspects (for example, north vs. south sides of a mountain) of a Bristlecone forest.

Near the end of my summer field season, my research turned toward a tree-core centered approach. I’ve started gathering a growing dataset of tree cores from high and low elevations in Bristlecone Pine Forests in the Great Basin. My preliminary data shows that there is a large degree in variation of growth rates across multiple gradients. These variables include: elevation, latitude, aspect, and annual precipitation, to name a few. My future research will be aimed at identification of which of the above variables shows the greatest correlation to observed differences in Bristlecone Pine growth rates.

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

No publications or presentations have been given yet - however, I will be presenting my preliminary research findings at the PWS Graduate student conclave in November 2021.

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

Currently, I am working with a group of undergraduate students to accurately measure tree ring widths using a dendrochronology table. We are compiling this data using Measure J2X, a software system used by dendrochronologists. Once this data collection is complete, we will analyze variation in growth rates using a software system called COFECHA. Then we will work on writing and compiling our findings in one or more papers.

*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 publish at least 2 papers from my research on Bristlecone Pine growth rate variation through time. I’ll work toward presenting at conferences, too, both at BYU and elsewhere.

*Comments*

Thank you for your support of my research! I am starting my master’s degree this semester, and the funding I received this year helped me get a great start to my data collection process. I am truly grateful for your consideration and support.

History, Brigham Young University

“The Other Dixie: Confederate Imagery in Southern Utah and the ‘Secessions’ of 1987 and 1988”

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

In August 2021, I traveled to St. George, Utah, where I stayed for a week and conducted daily research for several hours (10:00 AM to 5:00 PM) in the Special Collections and Archives of Dixie State University (DSU) during the span of August 16–20. I had discussions with Kathleen Broeder, archivist at DSU, who had done some similar research and had accessioned the collection I was perusing (the Dixie Secessions and Spirit of Dixie Fundraisers collection). Finally, while I was in St. George I also met and discussed with Douglas D. Alder, a historian and former president of Dixie College in the late 1980s who had participated in the Dixie “Secessions.” Thanks to the Redd Center’s funding, I was able to make this trip and peruse the entire Dixie Secessions and Spirit of Dixie Fundraiser collection at DSU, which was only recently accessioned, as well as meet Dr. Alder in person.

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

My central questions were as follows: what is the story of the Dixie “Secessions”? Why did they start, why did they stop, and what does that reveal about public memory and race in southern Utah and America?

The archival research I was able to do thanks to the Redd Center significantly contributes to discovering answers. For example, this research revealed the Chamber of Commerce led in putting on the Dixie “Secessions.” Other institutions participated but were peripheral compared to the chamber, which led planning, financing, organizing, and more.

The Secessions drew substantial revenue, approximately \$40,000 each year. This included ticket sales, auctioning, and sponsorships from Utah businesses. Despite this high revenue, because putting on the Secession cost between \$30,000 and \$35,000 both years, net profits were relatively marginal. Limited profits may be part of why the Secessions stopped.

The research also revealed the extent of Secession advertising. For example, in 1988 John H. Morgan, president of Utah Resources International, donated approximately \$20,000 in television airtime to advertise the Secession in exchange for being able to include a jingle for his Hilton hotel in St. George. The most fascinating promotion scheme was a “storming of the legislature production” performed in February 1987: costumed St. George residents, led by “Rhett Butler” and “Scarlett O’Hara,” “stormed” the state capitol building, read an “official” Secession declaration, and sang “Dixie’s Land.”

The story of the “Secessions” also points to the prominence of the Confederacy in American public memory. The archival collection includes an order form to U.S. Toy Company asking for Confederate flags as listed in their catalog. Far from being isolated or aberrant, the Secessions tapped into broader national acceptance of Confederate nostalgia as patriotic and Confederate symbols as suitable to present alongside children’s toys.

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

“The Dixie ‘Secessions’ of 1987 and 1988,” Intermountain Histories (forthcoming).

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

Although I had planned to conduct an oral history interview with Douglas D. Alder in St. George, he remembered nothing about the “Secessions,” and his wife Elaine Alder remembered very little. However, I was able to arrange an oral history interview with Lon Henderson, who chaired the “Dixie Secession Committee” and organized the Secessions at the Chamber of Commerce’s behest. My next step in research will be conducting that interview in order to gain a more human perspective on the Secessions to complement the institutional perspective accessible through the Dixie Secessions papers collection.

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

A brief treatment of the Secessions titled “The Dixie ‘Secessions’ of 1987 and 1988,” will be published on the public history website Intermountain Histories in the near future.

I also am in the process of writing a paper using this research as my capstone in the BYU History undergraduate program. The paper will draw on this original research and situate it within the historiographies of the South in American popular culture, Confederate imagery in the United States, and the local histories of St. George and Washington County, Utah. I will submit a version of this paper to a peer-reviewed journal, whether the student-run *Thetean* at BYU or a professional journal such as the *Utah Historical Quarterly* (<https://history.utah.gov/utah-state-historical-society/utah-historical-quarterly/>) or *Southern Cultures* (<https://www.southerncultures.org/cfp-moral-economies/>). I also am considering submitting a version of this paper to the Williams P. Clements Center’s symposium on religion in the trans-Mississippi West, as the intersections between the Latter-day Saint pioneer “Dixie” identity and the creation of a Confederate “Dixie” aesthetic speak to opportunities to explore religion as experienced in the West (<https://juvenileinstructor.org/call-for-proposals-a-symposium-on-religion-in-the-north-american-west/>).

Finally, I will apply to the Utah Conference on Undergraduate Research. If accepted, I would present on some of the research made possible by the Redd Center’s grant (<https://academics.dixie.edu/ucur2022/apply/>).

#### *Comments*

I am deeply grateful to the Charles Redd Center for funding my research. The research the Redd Center made possible is informing a paper which I believe will be both timely in what it says about current events in St. George and southern Utah, yet also timeless for the light it sheds on the enduring presence of Confederate nostalgia and aesthetics in American culture outside the South. Thank you for selecting me for your 2021 Research Award for BYU Upper Division and Graduate Students.

Plant and Wildlife Sciences, Brigham Young University

“A Comprehensive Database of Bear–Human Conflicts in North America”

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

I am almost finished compiling a database of human-bear conflict incidents from 1880 to 2020. The database consists of over 2,000 incidents, with more than 200 variables and 40,000 individual data entries. Once complete, I will be able to assemble a summary of the results for each variable, and perform statistical analysis to determine the most significant variables involved in human-bear conflict, and how they contribute to its occurrence.

*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?*

Since I am still in the process of assembling the database, we have not learned anything concrete yet, but the funding allowed me to continue working on the database. Once completed, I will be able to answer such questions as: “Does the presence of dogs encourage or discourage aggressive behavior or bears?”, “How do specific actions by humans before and during an encounter contribute to whether or not an aggressive encounter occurs?”, and “What are the most common triggers of human-bear conflict.”

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

I presented my research thus far at the International Bear Conference in September.

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

I intend to complete the database compilation by the end of this year, then complete the analysis and write-up of my findings by May.

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

I intend to publish my findings in the Journal of Wildlife Management and defend it as my thesis research once completed.

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

JACEY ANDERSON, HISTORY AND PHILOSOPHY, MONTANA STATE UNIVERSITY, "WATER OVER GOLD: GRASSROOTS ENVIRONMENTALISM IN RURAL MONTANA"

ROSE ASHLEY, HISTORY AND PHILOSOPHY, MONTANA STATE UNIVERSITY, "EXPLORING IDEAS OF DISABILITY AND WILDERNESS: YELLOWSTONE AS AMERICA'S BEST, ABLE-BODIED IDEA"

MATTHEW BARNETT; SOCIOLOGY, SOCIAL WORK, AND ANTHROPOLOGY; UTAH STATE UNIVERSITY; "URANIUM DEVELOPMENT IN THE FOUR CORNERS REGION OF THE UNITED STATES: HIGHLIGHTING ENVIRONMENTAL AND ECONOMIC CONCERNS"

KERRI KELLER CLEMENT, HISTORY, UNIVERSITY OF COLORADO–BOULDER, "WONDERLAND'S FESTERING WOUND: INDIGENOUS PEOPLES, ANIMALS, AND BRUCELLOSIS IN TWENTIETH-CENTURY YELLOWSTONE AND MONTANA BORDERLANDS" (2020)

CONNOR CROUCH, SCHOOL OF FORESTRY, NORTHER ARIZONA UNIVERSITY, "ASPEN DECLINE IN ARIZONA: WHAT IS PREVENTING SUCCESSFUL REGENERATION AND RECRUITMENT?"

ERIK J FREEMAN, HISTORY, UNIVERSITY OF CONNECTICUT, "THE MORMON INTERNATIONAL: COMMUNITARIAN POLITICS AND THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS, 1830–1890"

DANA A. FREIBURGER, HISTORY, UNIVERSITY OF WISCONSIN–MADISON, "EARLY SCIENCE EDUCATION AT ST. MARY'S ACADEMY IN SALT LAKE CITY, 1875–1900" (2020)

CHRISTINE GARNIER, HISTORY OF ART AND ARCHITECTURE, HARVARD UNIVERSITY, "CURRENCY IN TRANSLATION, SYSTEMS OF PERFORMANCE: BEN WITTICK'S PORTRAIT OF JAKE THE SILVERSMITH, 1881–1895"

KYLE KITTELBERGER, BIOLOGY, UNIVERSITY OF UTAH, "POPULATION DYNAMICS, COMMUNITY ECOLOGY, AND PHENOLOGY OF MIGRATORY BIRDS IN SOUTHEASTERN UTAH"

AMORINA LEE-MARTINEZ, ENVIRONMENTAL STUDIES, UNIVERSITY OF COLORADO–BOULDER, "WHAT'S BENEATH THE SURFACE TENSION?: WATERSHED MANAGEMENT AND CHANGING POPULATIONS IN MONTEZUMA COUNTY, COLORADO"

KATHRYN MCLAIN, HISTORY, MONTANA STATE UNIVERSITY, "THE RICHEST HILLS AND THE HIGHEST HIGHS: BREAKING DOWN BOOM TOWNS IN THE AMERICAN WEST"

STEVE PETERSEN, HISTORY, MONTANA STATE UNIVERSITY, "MORMON GEOPIETY: AN ENVIRONMENTAL HISTORY OF THE MORMON TRAIL"

KATIE RICHARDS, ANTHROPOLOGY, WASHINGTON STATE UNIVERSITY, "A MULTI-SCALAR APPROACH TO UNDERSTANDING FREMONT THROUGH PAINTED CERAMIC PRODUCTION AND EXCHANGE FROM A.D. 1000–1350" (2020)

JARED WHEAR, GEOGRAPHY AND THE ENVIRONMENT, SYRACUSE UNIVERSITY, "THE LEGAL AND ENVIRONMENTAL GEOGRAPHIES OF LOGISTICS"

History and Philosophy, Montana State University

“Water Over Gold: Grassroots Environmentalism in Rural Montana”

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

These funds have allowed me to visit archives and present my research across the state of Montana. Specifically, they have assisted my travels to the Montana Historical Society in Helena, the K. Ross Toole Archives at the University of Montana, the Northern Plains Resource Council (NPRC) office in Billings, and the Montana History Conference in Butte. In each of these trips, I explored documentation and/or formed relationships that helped shape my research in new and interesting ways. My original proposal described using these funds to host oral history workshops. While I was unable to complete this due to the pandemic, I accomplished background research that was crucial for this project.

I took two day trips to the Montana Historical Society archives, where I was able to look through documentation that helped provide a broader context to the history of mining and the environmental movement in Montana. Specifically, I examined John W. Fulton papers, Montana Department of Community Affairs records, Montana Department of Environmental Quality records, and the Lee Metcalf Papers. At the K. Ross Toole Archives in Missoula I read through the Cecil Garland Papers, the David M. Emmons Papers, Elizabeth Reitell Smith Papers, and Doris and Kelsey C. Milner Papers. These collections revealed that rural resistance to mining in Montana tended to be focused on coal development rather than metal mining. This insight came at the perfect time--just before a research trip to the NPRC office in Billings. In Billings I was able to connect with current and former organizers to narrow my topic and access their archive, which houses hundreds of boxes and over twenty relating to my specific topic. Finally, I was able to present my preliminary results at the Montana History Conference in Butte. This award funded my travel to and from the conference.

*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?*

At the Northern Plains Resource Council (NPRC) I was able to connect with current and former rural organizers. My previous work in El Salvador studied how farmers and ranchers were the leaders in the fight against destructive extractive industry practices. In the Salvador case, rural farmers organized to ban metal mining in their communities, which ultimately reached a national level and El Salvador became the first and only country to ban metal mining in 2017. I was hoping to find a parallel case study in the Montana. I knew the majority of the NPRC member base was historically (and currently) rural ranchers. However, I learned their main struggle was against coal development--not metal mining.

The NPRC archive revealed that in the US, the 1970s oil crisis spurred a national desire to have a self-sustaining energy supply, and coal seemed to be the most promising way to achieve this. A study conducted by the US Bureau of Reclamation and other public and private utility interests proposed 21 new coal-burning power plants in southeastern Montana, most would be in the Tongue River Valley. The report deemed this area to be a “sacrifice zone” to fuel the nation. Ranching families who lived in this valley were not impressed. They partnered with the Northern Cheyenne and formed the Northern Plains Resource Council to resist coal development on their land. So far, I spent most of my time looking into a story of a railroad that never existed. This was a 38 year fight between coal boosters, the NPRC, and shifting alliances with other groups. The proposed project was called the Tongue River Railroad, and would have been strictly a coal-hauling railroad to bring coal to market more efficiently. The railroad would have paralleled the Tongue River and Northern Cheyenne reservation.

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

“Mountains and Minerals: Community Organizing in Montana, 1872-1998,” paper for panel “Mining and the Environment” at the Montana History Conference, Butte, MT, September 24, 2021

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

My original proposal described new oral history methodologies that I still plan to employ in rural communities in southeastern Montana. I am in the process of developing relationships with these communities by working through the Northern Plains Resource Council (NPRC). This type of public history research is always a slow process, but has been even more difficult due to the capricious nature of the pandemic and the temporary closing of the NPRC office. These workshops are imperative to my research because I believe the main contribution of my work will be methodological.

The Tongue River Railroad research I conducted with this award will serve as a case study in my dissertation, which explores similar questions of agriculturalists' leadership in grassroots environmentalism in El Salvador and Montana. By juxtaposing these two seemingly disjointed histories, I hope to answer three questions: First, what was the role of these landscapes--both rich in minerals and agricultural production--in shaping and fostering resource conflicts? Second, how does examining the identities and livelihoods of the actors who resisted mineral extraction in both places add nuance to our understanding of what it means to be an "environmentalist" or "conservationist?" And finally, what can novel oral history methodologies reveal about the role memory and historical narratives play in shaping outcomes regarding community decision-making, and can these methodologies shed more light on the role the physical environment played in shaping these outcomes?

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

Once I am further along in my research and have gathered oral histories, I plan to submit an article to the Montana Magazine of Western History, The Public Historian, and/or The Oral History Review. I also plan to present my findings at the Oral History Association's Annual Meeting, The Western History Association's annual conference, and/or the American Society for Environmental History's annual conference.

Due to the collaborative nature of this research, a large part of the dissemination process will depend on the wants and needs of those who participate in the oral history workshops. I will work with each community to create a strategy for how they want to share these stories. This could take the form of podcasts, articles for their local NPRC chapter, a community exhibit, or a book with photos and transcripts of the workshops.

#### *Comments*

Thank you so much for sponsoring my research. These funds allowed me to take a beat to regroup my research and narrow my topic. This has finally put me in a position where I can see the (distant) finish line of completing my dissertation.

Also, it was a pleasure to meet Dr. Rensink when he visited a couple weeks ago. Thank you for sharing more about all the great work happening at the Redd Center.

History and Philosophy, Montana State University

“Exploring Ideas of Disability and Wilderness: Yellowstone as America’s Best, Able-Bodied Idea”

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

In June, I went to Yellowstone National Park’s archives to try to find narratives about disability in the Park during the 1960s and 1970s. Unfortunately, the trip did not yield as much as I wanted. Instead of finding journal entries of disabled individuals, I found more official Park documents about disability including some complaint forms, Park advertising, and documents about a trail for the blind constructed in 1970s. Although I did not find as much as I wanted, these documents are grounding pillars in my analysis for the Park in the 1960s and 1970s.

*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?*

On this trip, I learned just how tenuous this time in the Park was, constantly waning between different visions of accessibility and preservation. For example, the Park created a trail for the blind at this time, answering calls for more access during the Park. Yet, they also received countless complaint forms about other inaccessible areas. Disability was again still very much present in Yellowstone; yet, it was still difficult to take root because of exclusive ideas about wilderness in the 60s and 70s. This tension in Yellowstone is evidence of larger national tensions between the environmental movement and the disability rights movement.

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

I have not published anything yet since my masters thesis is not yet complete.

*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.*

N/A

*Comments*

Thank you again so much for this funding! Without this money, I would not have been able to visit Yellowstone during peak season to complete this crucial research for my second chapter.

Sociology, Social Work, and Anthropology; Utah State University

“Uranium Development in the Four Corners Region of the United States: Highlighting Environmental and Economic Concerns”

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

Residents of the rural Four Corners Region (FCR) have voiced environmental and public health concerns originating from the region's history of uranium development. Against the backdrop of the environmental concerns of FCR residents, the FCR is a primary target for the siting of new uranium production and processing facilities. As is often the case with communities in resource-dependent rural regions, poverty rates are high in many FCR communities, and concerns about the local economy are prevalent among residents. Many FCR residents view uranium development as the only viable path to create jobs and economic stability. FCR residents and leaders face the decision of opposing new uranium development due to longstanding environmental and public health concerns or trusting the efficacy of current industry regulations and supporting (or pursuing) it to boost the region's depressed economy. I am currently conducting a series of semi-structured interviews with residents of three communities located in the Grants Mineral District of Northwestern New Mexico to highlight environmental and economic concerns associated with uranium development in the FCR. The three study communities include Grants, outside of the Navajo Nation, and Crownpoint and Thoreau, located within the Navajo Nation near the eastern border. My semi-structured interview protocol contains questions about the participant's background and their relationship to their community, what they have heard about uranium activity in the area, where they get their information about proposed uranium development, and their views about new uranium development in the FCR. As of right now, I have conducted 30 semi-structured interviews with residents in my study communities. The majority of these interviews have been with residents of Grants. I am reaching a point of saturation with my interviews in Grants, have recently shifted the focus of my efforts on the other two study communities (Crownpoint and Thoreau).

*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 been crucial in pushing my research forward. As mentioned in the previous answer, I have conducted 30 semi-structured interviews with residents in my study communities. So far, most of these interviews have been conducted remotely (via phone or video conference). I have spent money obtained through the Redd center for recording equipment, printing costs, and travel. I will be spending the bulk of the funding that I received from the Redd Center in the coming weeks as I visit my three study communities to conduct in-person interviews and visit the uranium sites that my interview participants have discussed. Specifically, I will be spending the remainder of my Redd Center funds on gas and lodging. While I am still in the data collection phase of my research, several interesting themes have emerged in the interviews that I have conducted thus far. As expected, tensions between the desire for economic development, and concerns about the safety of workers, public health, and the environment, have been a common theme in the interviews. Conflicting views of residents about the impacts of New Mexico's 2019 Energy Transition Act, and, generally, nuclear energy (which is, of course, closely tied to uranium activity), and green/renewable energy is an emergent theme. Additionally, tensions between Native American residents in Crownpoint and Thoreau and the White and Hispanic residents who comprise the majority of residents in Grants have emerged as a common theme in the interviews. Most Native American respondents living on the Navajo Nation have expressed strong opposition to new uranium activity in the region, citing the widespread contamination of groundwater that has occurred due to past uranium activity, and many White and Hispanic residents in Grants view this opposition as a significant barrier to economic development in the region.

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

Currently, I have no publications or presentations to report, as the research is still being conducted.

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

I am currently in the data collection phase of my research. I will be conducting interviews through October and November, and then I plan to redirect my efforts to analyzing the data and writing the analysis chapters and conclusion chapter of my dissertation.

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

As mentioned previously, I have used the Redd Center funding for my dissertation research, which I am still working on. I expect to defend my dissertation in April, 2022. Subsequently, I expect my dissertation to serve as the basis for at least three manuscripts to be submitted to scholarly journals, as well as several conference presentations. I am currently planning to present my dissertation research at the 2022 International Association for Society & Natural Resources conference, which will be held at the University of Costa Rica. I am also looking for other venues to present the research. I will be sure to notify the Redd Center of any published works based on my research funded by the center.

#### *Comments*

I would like to express my gratitude to the Redd Center for their generous contribution to my research. It is my hope that this research will contribute to the environmental justice literature and will be informative and useful for the communities that I am studying as they work toward securing a safe and prosperous future.

History, University of Colorado–Boulder

“Wonderland’s Festering Wound: Indigenous Peoples, Animals, and Brucellosis in Twentieth-Century Yellowstone and Montana Borderlands”

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

With the Redd Center award, I was able to travel to several archives across Montana during the fall of 2020 and the spring/summer of 2021. For example, I took four multi-day trips to the Montana Historical Society to work in several critical archival collections that are foundational to my dissertation, now book manuscript, research. I also took several day trips to the Little Bighorn College, Montana State University Archives, and Yellowstone Heritage and Research Center. All of these trips proved to be very important to my research, including several unexpected finds in the archives that completely revealed new threads to the research that I had not anticipated.

*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 assisted me in answering my research questions by allowing me to travel and sift through a multitude of collections that I would not have been able to without the funds. As an example, I found documents at the Montana Historical Society that suggest interesting new connections between anti-disease policies and the Sagebrush Rebellion. I also used the funds to access tribal documents, including on the Crow reservation, relative to the Crow’s experience with the State of Montana’s disease control policies following WWII. Without the funds, I would not have been able to fund my various trips and thus would not have been able to find these sources.

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

Western History Association. Organized panel on animal diseases in the American West. Portland, OR.

Agricultural History Society Conference. Member of a panel on non-human diseases, online.

Newberry Library NCAIS Graduate Student Conference. Presentation on a portion of dissertation research, online conference.

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

The next step in my research is to begin my book proposal based on the research funded by the Redd Center. I need to go to the NARA branch in Maryland and Denver to finalize my research as well, but I am waiting for the National Archives to open.

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

My future plans for publication include a book manuscript, as well as at least 1-2 more conference presentations. I will notify the Redd Center whenever I publish work based on your research funded by the Center.

School of Forestry, Northern Arizona University

“Aspen Decline in Arizona: What is Preventing Successful Regeneration and Recruitment?”

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

I used funds from the Redd Center to pay for travel to study sites and for per diem for overnight travel to more distant study sites. Funds from the Redd Center allowed me to establish 7 new aspen monitoring plots on the Coronado National Forest in southern Arizona (~625 miles roundtrip) and 7 additional plots along the Mogollon Rim on the Coconino National Forest (~150 miles roundtrip), which together required 5 nights of overnight travel for me and my field assistant. These trips, particularly the Coronado visit, would not have been possible without Redd Center support because my research budget is relatively small and these overnight trips are costly. I used remaining funds from the Redd Center to support travel to more local study sites around Flagstaff (40-75 miles roundtrip) on the Coconino and Kaibab National Forests, where I established or re-visited 85 plots in summer 2021.

The plots I established on the Coronado National Forest are particularly valuable for my research because they are located in the footprint of the Bighorn Fire, which burned aspen stands on Mt Lemmon in 2020. My project seeks to sample aspen stands within 1-year post-fire to assess the immediate post-fire regeneration response. However, finding aspen that has burned in the past year has proven to be a challenge, particularly in the past couple years when prescribed fire has been implemented less frequently due to the COVID-19 pandemic. Therefore, the financial flexibility provided by the Redd Center was a boon for my project, allowing me to travel to a distant study site to set up new plots that are critical to my research project.

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

Redd Center funds have helped me establish aspen monitoring plots in new areas that are critical for obtaining a representative sample of where aspen occurs in Arizona. Preliminary findings from my research indicate that ungulates are an important limiting factor for aspen regeneration and recruitment in Arizona. We have also found that recent fire and ungulate management strategies promote aspen regeneration and recruitment. These are important findings for aspen management because they highlight the need to limit the impact of ungulates in order to promote successful regeneration and recruitment.

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

Crouch CD, Waring KM, Wilhelmi NP, Moore MM. Aspen decline in northern Arizona: what is limiting successful regeneration and recruitment? Oral Presentation. Society of American Foresters National Convention. Virtual. November 2021.

Contact Amy for a copy of these slides.

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

Before my research is complete, I still have one more field season in summer 2022, during which I will continue to establish aspen monitoring plots across Arizona. I have begun conducting preliminary analyses on the data that I have collected the past two summers, including data from the plots that I was able to establish this past summer (2021) with funds from the Redd Center. However, these analyses will not be finalized or submitted to peer-reviewed journals until after the summer 2022 field season.

*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 publish at least two publications in peer-reviewed journals based on research that the Redd Center has helped me to conduct. The first publication will explore which factors are limiting successful aspen regeneration and recruitment in Arizona. I will present on the preliminary results of this project at the Society of American Foresters National Convention in November. The second publication will use the same network of aspen monitoring

plots to assess the extent, severity, and impact of oystershell scale, an emerging invasive insect that is currently causing dieback and mortality of aspen in Arizona. In addition to these two publications, I will continue to present the findings of my research at regional, national, and international conferences attended by forest scientists and managers. I will also share the results of my research with local foresters to give them guidance on how best to promote and maintain healthy aspen ecosystems.

#### *Comments*

Thank you very much for giving me this award! Funds provided by the Redd Center expanded the scope of my work by helping me to travel to more distant study sites and allowing my sample to be more representative of where aspen occurs in Arizona. This funding has made a significant, positive impact on my research, and for that I am extremely grateful.

History, University of Connecticut

“The Mormon International: Communitarian Politics and the Church of Jesus Christ of Latter-day Saints, 1830–1890”

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

I was able to visit the special collections at the University of Southern Indiana in Evansville. In their Center for Communal Societies they have thousands of documents about various American communal groups which relate to my dissertation on Mormon converts from different communal societies. I was able to consult these source over a period of two weeks this August. I found numerous sources that helped me situate my research in the larger field of communal studies as well as find key documents that will serve as evidence in 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?*

The funds helped pay for travel and lodging in Evansville in order to visit the special collections and archives. I was able to find sources in the Center about members of the Harmony Society, The Fourierists, the Owenites, and the Icarians (nineteenth-century communitarian socialist groups). I learned about the interrelated nature of these groups.

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

I presented at both the Communal Studies Association’s annual conference and University of Connecticut’s Humanities Institute this October. Each of these presentations used information from sources that I found on my research trip

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

My next step is to finish and defend my dissertation. I hope to finish during the Spring of 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 plan on publishing the research from my dissertation as a book in an academic press. I will notify the Redd Center when I publish it.

*Comments*

Thank you so much for this opportunity! The Redd Center is awesome!

History, University of Wisconsin–Madison

“Early Science Education at St. Mary’s Academy in Salt Lake City, 1875–1900”

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

After two postponements due to the COVID-19 situation (with appreciation to the Charles Redd Center being flexible in my utilizing their grant), at last in March 2021 I got to enjoy working with the archivist at the Salt Lake City Catholic Diocese along with exploring materials in the Brigham Young University archives and L. Tom Perry Special Collections. My day in the Catholic archive helped me gather details about early science education for young women at St. Mary’s Academy in Salt Lake City and my two days in the BYU archives made available similar historical evidence about its Mormon counterpart in Provo, Brigham Young Academy. This deliberate pairing of Catholic and Mormon academies facilitated exploring St. Mary’s as an overlooked example of Catholic higher education situated in an unique comparative religious context, one that decenters Protestantism as the usual counterexample.

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

This grant, which covered airfare from Wisconsin to Utah, lodging in Provo, local transportation, and copying costs, made possible invaluable in-person research on rare historical materials – letters, notebooks, catalogues, and other documents – that reveal how St. Mary’s and Brigham Young academies had more in common than I expected when it came to the teaching of science to young women.

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

No publications or presentations at this time.

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

My archive visits unearthed many good details which have been folded into a chapter of my dissertation that explores the place of science in American Catholic higher education in the nineteenth century (which will be defended in Spring 2022). In this way, I achieved my sought-after research goal based on this helpful funding.

Nonetheless, during my archive visit at BYU I received a valuable suggestion to look deeper at Benjamin Cluff, Jr., to shed additional light on the teaching of science at Brigham Young Academy in the 1890s. While this will require a return trip to Utah in the future, and a parallel visit to the Sisters of the Holy Cross archives in Indiana for additional information about St. Mary’s Academy, this is clearly a project worth pursuing.

*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.*

Depending on feedback from my committee during my dissertation defense, I hope at a minimum to expand on the preliminary comparison I have made between Catholic and Mormon higher education for young women as it related to the teaching of science during the years 1875 to 1900. Here I see preparing a journal article which would engage readers not only interested in science and religion in addition to the history of science education in Utah schools, but also a general audience drawn to Utah history.

#### *Comments*

I am grateful to the Charles Redd Center for their support which allowed me to visit Utah and expand my Ph.D. research to take in details unique to the Beehive State. Having pursued dissertation research in over 50 archives and libraries across the country, I have come to appreciate the local nature of each academic institution studied. I also want to acknowledge Amy Carlin who responded so good-naturedly to my messages that said first “I am coming” to “I am delaying my visit” as well as making the travel grant paperwork process straightforward and painless.

History of Art and Architecture, Harvard University

“Currency in Translation, Systems of Performance: Ben Wittick’s Portrait of Jake the Silversmith, 1881–1895”

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

With the support of the Charles Redd Center, I was able to travel to Tuscon and do research in Special Collections at the University of Arizona. This research focused on the Hubbell Trade Post Archives, which are extensive in terms of traditional archival material. At the University of Arizona, I was able to look through letters and records that tracked the movement of silversmiths from the reservation to hotels run by Fred Harvey in Albuquerque and the Grand Canyon (El Tovar). Additionally, I was able to view archival material related to the Fred Harvey Company, including photobooks that included interior images of El Tovar, and a collection of photographs by Carl Moon, a photographer working for the Fred Harvey enterprise.

*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 of the pandemic, my research trip was delayed during this summer, but I was able to travel to Tuscon and access the Special Collections in a limited capacity at the beginning of September. From this research, I was able to identify names of central silversmiths who were hired to work at El Tovar, which will help expand the field’s knowledge of key designers beyond the well-known Miguelito. Additionally, these letters mention reasons why there was significant turn over of silversmiths performing their craft for primarily White tourist audiences, from problems with personal space to needs to be supported by families back on the Reservation. Additionally, letters between Herman Schwartzer and Hubbell reveal that they were ordering jewelry for sale by weight--dictated primarily by cost--instead of by style or form. This really opens up a different way of thinking about Navajo jewelry as part of larger networks of the tourist market. Additionally, photographs of craftsmen included in the Carl Moon collection had writing on the reverse of the prints, which include names in Navajo that might be more recognizable to community members.

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

Dissertation: “Amalgamating the West during the American Silver Age (1848-1893)”

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

Over the course of the Fall, I plan to process the research I was able to collect from this research trip, particularly following up on a list of names that come up both in the letters, payment ledgers, and pawn journals of the Hubbell Company. My conversations with archivists at the University of Arizona also revealed another cache of material in Special Collections at Northern Arizona University, much of which has been digitized internally. I plan to work with the head of collections to further locate materials on the hiring of artisans at El Tovar.

*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 bring much of this information into revisions of my current dissertation chapter, while also producing a separate article focusing solely on the movement of these Navajo silversmiths between Fred Harvey hotels and the Navajo Reservation after I have fully drafted my dissertation.

*Comments*

I am grateful to the support of the Charles Redd Center this summer, which was particularly challenging due to the COVID-19 pandemic. However, the flexibility of being able to schedule travel throughout this period allowed me to quickly act and plan when archives finally opened.

Biology, University of Utah

“Population Dynamics, Community Ecology, and Phenology of Migratory Birds in Southeastern Utah”

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

The funds from the Charles Redd Center helped support our bird banding operations this spring and fall at the Rio Mesa bird banding station. Each season, we set up a network of 16 mist-nets along the Dolores River in prime riparian habitat. This habitat is critical for migrating and breeding birds, and our banding operation aims to learn more about the birds utilizing this habitat and how these usages change over time. For all of the birds we capture, we fit a metal band on their leg and also record biometric measurements, such as length and weight, as well as information such as age and sex. This year I have also been interested in testing a new scale for body emaciation of birds, something that myself and my colleagues developed to assess the body condition of birds, particularly migrants.

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

The Redd Center grant, first and foremost, funds our volunteer assistant bird banders that make each season possible. As a research property, there is a \$5 per night charge for anyone that stays on the site, including our volunteers. This charge can be challenging for the volunteers, so the Redd Center funds were extremely helpful and beneficial in being able to support our volunteers during both the spring and fall banding seasons of this year, and enable us and the volunteers to work well together on site; additionally, the presence of funds allowed us to support and hire people this fall that might not have been able to assist us without these funds, thus providing an important and rewarding research experience for these people. After the current fall banding season ends, I will be purchasing more mist-nets to enable more banding, with fresh nets, for this upcoming year (to replace nets that we used a lot this year). One interesting thing that I have learned while being supported by the Redd Center this year is that not only is this fall migration season much slower and less numerous in birds than last fall, but the body condition of the migratory birds is overall much better than last year as well.

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

I currently do not have any publications or presentations based on research conducted this year and supported by the Redd Center research program at Rio Mesa. After this current fall banding season ends, I will be writing a report on the spring and fall banding seasons- I can send this to the Redd Center. This report will not only be sure to highlight the support of the Redd Center, but will also be publicly available on our Rio Mesa banding field page.

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

My research is not yet completed. In fact, currently the fall bird banding season is ongoing at Rio Mesa- it ends in early November. This season of research is also supported by the Redd Center grant I received. Since we plan to band birds each spring and fall, the next steps in my research process will be more seasons of bird banding, and continued work on publishing papers utilizing the banding data that we collect.

*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.*

First, I have been working on a paper analyzing potential impacts of wildfires on fall bird migration, utilizing past banding data from Rio Mesa. I am hoping to incorporate data collected while being supported by the Redd Center from this year into the next draft of the paper. If I do that, and the paper is accepted and published, I will let the Redd Center know! After finishing and hopefully publishing this paper, I plan to work on some additional papers spinning out of work and questions asked during this year while supported by the Redd Center grant. This includes working on 1) a paper focusing on the importance of measuring body emaciation in migratory birds, and introducing a usable scale so that other banding stations can start measuring this trait; and 2) a paper looking at natural history and recapture rates of Lucy Warblers banded at our station.

### *Comments*

Thank you very much for the support from the Redd Center for my field research. This funding was instrumental in helping support our banding operations, volunteer banding assistants, and overall research project this year. I am hoping that I can continue working with the Redd Center going forward for future field research banding seasons.

Environmental Studies, University of Colorado–Boulder

“What’s Beneath the Surface Tension?: Watershed management and changing populations in Montezuma County, Colorado”

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

With Redd Center funds I was able to learn more about the history of people, and land and water management in southwest Colorado, as well as strategies for writing and speaking that history to the public. I traveled to cultural sites and museums on the Western slope of Colorado to learn about physical evidence and archeological history of Indigenous people in the region, including the Ancestral Puebloan and Ute people. The sites I visited were in Mesa Verde National Park and in Canyons of the Ancients National Monument. I visited the Canyons of the Ancients visitor center and museum near Dolores, Colorado as well as the Ute Indian Museum in Montrose, Colorado for detailed interpretations of Ancestral Pueblo and Ute history. In addition, I purchased literature about Indigenous history in Colorado, as well as early European-American history and settlement on the Western slope of Colorado. I was also able to travel to CU Boulder from my current home in Southwestern Colorado to attend a workshop with my advisor on communicating my historical research to the public. I attempted to make contact with the Ute Mountain Ute Tribe who are important stakeholders in my case study research, but forming relationships with the Tribe and learning their perspectives through interviews requires more time and trust-building than is possible for completing my dissertation. Therefore, I have focused on learning Ute history for my dissertation from literature review without interviews with the Tribe.

*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 me in me conducting research on Ute history in Colorado, especially the western slope of Colorado where my research on the history of water management is taking place. While growing up in Mancos, Colorado, I did not learn about Indigenous history besides the archaeological history of the Ancestral Puebloan people at Mesa Verde. While attending public school in Mancos, I learned about Colorado state history from the Anglo settler perspective. With Redd center funding, I got to learn about the history of the people who lived in what is now Colorado when European-American settlers arrived, which includes the Cheyenne, Arapaho, Navajo and Ute. I am focusing my research on the Ute people because they are a Tribe deeply involved in the watershed management case study of my focus in southwest Colorado. I have learned that bands of Ute people lived nomadically across the whole region of Colorado and eastern Utah. European-American racism and beliefs about manifest destiny were driving forces behind removing bands of Ute from Colorado to the Uintah-Ouray Reservation in Utah and to the only two reservations in Colorado, the Southern Ute and Ute Mountain Ute Reservations near Four Corners. Through my literature review and museum visits I have come to understand that growing up in southwest Colorado I was living on land likely stolen from the Weeminuche band of Ute people, who are now the Ute Mountain Ute Tribe. I now have a better understanding of how Indigenous history is erased by the dominant narrative of White Americans. My PhD research is helping me to decolonize my understanding of Colorado history and how this history affects water and land management in the southwest Colorado region and the Colorado River Basin as a whole.

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

I have not published any work on this topic since I received Redd Center funds. This research is contributing to my dissertation, which I plan to complete Spring 2022.

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

The next steps in my research are to continue with literature review of southwest Colorado history and the specific history of McPhee Dam on the Dolores River, a tributary of the Colorado River watershed. I am working to understand the history of the community that depends on McPhee Dam for irrigation and municipal water, including the Ute Mountain Ute Tribe. By learning the history of McPhee Dam and the community dependent on it, I hope to understand current alliances and conflicts around proposed legislation to establish federal protections on the Dolores River corridor downstream of the Dam. Along with literature review, I am also conducting interviews with

people involved with water issues in the Dolores River area. As I record and analyze interviews I will begin writing drafts of two of my chapters this semester and aim to begin my third dissertation chapter in spring. My dissertation chapters are planned out as follows: 1) How McPhee Dam came to be built and the community alliances and conflicts around the Dam. 2) How the community was changed once McPhee Dam was built in the 1980s. 3) How the history of chapters 1 and 2 informs current negotiations and conflicts about proposed legislation downstream of the Dam and also a discussion of Ute involvement and community understandings of Ute history around water and land in the region. This case study of the Dolores River and McPhee Dam aims to illuminate issues at the Dolores River scale that are reflected at the larger Colorado River Basin scale.

*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 produce three standalone chapters for my dissertation that I will submit to journals for publication, such as the Natural Resources Journal, Conservation & Society, The Journal of the American Water Resources Association, and the Journal of Water Resources Planning and Management. Along with working to submit my chapters to journals, I plan to become involved in water issues in southwest Colorado as a teacher, a consultant or as a public speaker. Through these realms I hope to be able to present on the significance of McPhee Reservoir as a case study of issues we are facing in the Colorado River basin, including: irrigation water rights storing and diverting river flows versus advocacy for environmental river flows for habitat restoration and recreation; Indigenous water rights and efforts to quantify and honor those rights in the Colorado river basin; aridification and climate change in the Colorado River basin leading to less water supply; heightened tensions and negotiations around our established water policies; and a growing population in the basin increasing demands on limited resources. Once I have completed my dissertation and the next time I present on my research, I will share with the Redd Center.

#### *Comments*

I would like to express my gratitude to the Redd Center for your generous award supporting my research. With my dissertation work, I hope to contribute to the challenging and ever-evolving issues of water and land management in the Colorado River basin. Thank you for contributing to my efforts.

History, Montana State University

“The Richest Hills and the Highest Highs: Breaking Down Boom Towns 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 funds assisted me in carrying out research into crime and substance use statistics in Yellowstone County, Montana as well as archival research at the Silver Bow archives in Butte, Montana. Some of the findings that resulted from this research helped me modify my dissertation topic to focus on particularly influential policy makers from the 1930s - 1950s as it relates to narcotics and substance use. These included Harrison Freebourne, who was a powerful county attorney who went on to become Attorney General and Helen Howell Moorhead, a member of the Foreign Policy Association who vacationed in Montana and became interested in drug policy here. While I was not able to travel to North Dakota because of Covid restrictions, I was able to do a number of interviews and research remotely, which helped inform my 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?*

I learned that outside influence in Montana policy as it relates to the “drug question” goes back much farther than I realized. My time in the Silver Bow archives included insight into federal law enforcement and the Bureau of Narcotics. I also learned that what I had hoped to find in the archives as it relates to boom towns, mining, and drug use was non-existent. The Redd Center funds helped me spend time in the archives to hone in on a stronger storyline for my writing.

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

I was supposed to present the Western History Association conference in Portland, but our panel decided to postpone our presentations till next year due to Covid.

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

I will continue to research the influence of federal law enforcement in Montana in the 1930s, the impact of people like Helen Howell Moorhead, and in state power players like Harrison Freebourne.

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

I am working on dissertation chapters this semester as well applying for funding for my final year of writing. I may submit some writing to the Emerging Scholars application through the Montana Historical Society.

Anthropology, Washington State University

“A Multi-Scalar Approach to Understanding Fremont through Painted Ceramic Production and Exchange from A.D. 1000–1350” (2020)

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

These funds allowed me to travel to the Denver Museum of Nature and Science (DMNS) as well as the Arizona State Museum to collect data for my dissertation. They also allowed me to travel to the Archaeometry Lab at the University of Missouri.

I was able to select a sample of archaeological ceramics from the DMNS excavated in the far northeastern extent of the Fremont region to submit for chemical testing. This testing will help me determine whether this pottery was produced locally. This is one of the only sites in that area that includes painted pottery, the main focus of my dissertation, so it's crucial that I use it. DMNS only recently opened to external visitors due to the pandemic. I have not been able to visit yet but have set an appointment to visit in early November.

Over 100 Pueblo painted bowls that date to the Fremont period, recovered from the region just south of the Fremont, are located at the Arizona State Museum. This will provide a comparative sample to help determine where Fremont painted designs came from. They also just opened to external researchers, and I have made an appointment to visit in the same trip as the DMNS.

I was able to visit the Archaeometry Lab at the University of Missouri in June. This lab is the premier lab for Neutron Activation Analysis (NAA), a technique used to determine the chemical composition of pottery. This is a powerful technique to help reconstruct where pottery was made; however, the statistical techniques used to interpret the data can be complicated. Visiting the lab allowed me to work with experts in those statistical methods to ensure I was interpreting the data correctly.

*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 dissertation project involves sampling pottery made by the Fremont, native peoples who lived Utah from roughly AD 1000-1350. I am comparing the designs on Fremont pottery to those created by Pueblo peoples to the south. I am also comparing the chemical composition of pottery from sites across the Fremont region to better understand social organization and identity through reconstructing trade networks.

The Redd Center funds made it possible to collect samples for analysis and be trained in the correct statistical methods to interpret the results of chemical testing of Fremont pottery. Based on low-tech methods, scholars have long been thought that Fremont painted pottery was produced at a few sites near Cedar City and at sites in central Utah. That pottery was then distributed across the Fremont region and is present at almost all Fremont village sites. The identification of where painted pottery was made is done through microscope aided identification of aplastic inclusions in the clay (temper). Chemical characterization of Fremont pottery through NAA is much more accurate than temper identification. I found that the assumption that painted pottery has a small production area but wide distribution is correct, but some areas created their own painted pottery in small quantities. This new information about pottery production helps us better understand relationships and interconnectedness of Fremont peoples. Traveling to the Archaeometry Laboratory at the University of Missouri allowed me to be trained in the correct methods for interpreting chemical composition data.

I have not been able to travel to the Arizona State Museum due to Covid, where they have a large collection of pottery that I will use to compare to Fremont pottery; however, I have an appointment for the beginning of November. This trip will allow me to explore Fremont origins through similarities in designs painted on pottery.

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

Richards, Katie

2021 Painted Pottery on the Northern Periphery. Paper presented at the Colorado Archaeological Society Annual Conference.

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

The next steps in my research process is to travel to museums to finish collecting my data. Once I have traveled the DMNS, I will have my complete sample for NAA analysis. NAA has been completed on the rest of my sample, but I am waiting on these last few sherds to be completely done with that portion of my dissertation.

I also need to finish analyzing Pueblo vessels that have the potential to be the antecedents to Fremont painted pottery. This will occur when I visit the ASM next month.

After that, I will finish analyzing my data and finish writing my dissertation (a process that is currently ongoing).

*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 my completed findings at the Society for American Archaeology national conference in the spring. I will also present at smaller regional conferences like the Great Basin Anthropological Conference and the Pecos Conference. I plan on publishing the results in a series of journal articles once I have finished.

*Comments*

Thank you for the funds. They made a huge difference in allowing me to complete my dissertation research.

Geography and the Environment, Syracuse University,  
“The Legal and Environmental Geographies of Logistics”

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

The award from the Charles Redd Center allowed me to visit and stay in Salt Lake City, UT, in June of 2021. It helped me cover food and lodging. Because of the Redd Center’s generous contribution, I was able to interview key-informants from the organization Stop the Polluting Port—a coalition of volunteer activists seeking to stop/reshape the controversial Utah Inland Port Project. In addition, the award allowed me to interview members of the Utah Inland Port Authority—a state appointed board, aimed at designing and implementing the Utah Inland Port. In short, the Charles Redd Center award allowed me to make important connections with key stakeholders associated my Utah case-study, laying the groundwork necessary to successfully complete my 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?*

My dissertation explores the influence of local and state government, as well as the impact of environmental and labor activism, on the creation of new large scale logistics sites. To achieve this, I draw from economic geography, urban political ecology, and legal geography scholarship. I apply these literatures to a comparative case study, with sites in Joliet, Illinois—specifically, the CenterPoint Intermodal Center (the largest inland port in North America)—and the Utah Inland Port.

Specifically, the Charles Redd Center award allowed me to investigate the purported benefits, justifications, politics, policies, and grassroots organizing surrounding the Utah Inland Port. It helped me answer how and why new logistics sites are contested, and by whom, while allowing me explore the corporate and governmental motivations behind the construction of the Utah Inland Port.

Preliminary findings indicate that the implementation of new logistics sites are: (1) very much the result of corporate and governmental partnerships; (2) are controversial, as they adversely affect adjacent communities, particularly groups that have been historically underprivileged; (3) are implemented in undemocratic ways, often lacking transparency, despite being publicly funded with tax-payer money, and their potential for environmental destruction—especially in the Western United States, where air quality is reduced by an expanding human population, and the region’s physical geography that allows air pollution to collect mountainous valleys.

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

I will present preliminary findings at the American Association of Geographers Annual Meeting in 2022 (held in NYC), at a paper panel sponsored by the Legal Geography Speciality Group.

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

Currently, I am in the final stages of data collection, and in the beginning stages of data analysis. After which, I will begin the writing phase of my dissertation, which I plan on defending in Fall Semester, 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.*

As I stated previously, funding from the Charles Redd Center will help me produce my dissertation, which in turn will allow me to publish three papers based on that dissertation. These papers will be submitted—and hopefully accepted and published (!)—in peer-reviewed academic journals specific to the field of geography and environmental studies. For example, GeoFourm, AAG’s Annals, and Progress in Human Geography.

*Comments*

Thank you! I am truly grateful for the opportunities provide for my by the Charles Redd Center, and the ability it gave me to explore important issues surrounding the Mountain West and beyond.