

The Charles Redd Center for Western Studies



2024 Annual Report

954 Spencer W. Kimball Tower
Brigham Young University
Provo, UT 84602
801-422-4048
reddcenter.byu.edu

Personnel	2
Director’s Report: Jay H. Buckley	3
Associate Director’s Report: Brenden W. Rensink	5
Plans for 2025	7
Lectures, Prizes, and Events	8
2024 Redd Center Awardees	11
Summary of Finances	16
2024 Charles Redd Center Award Reports	17
Annaley Naegle Redd Assistantships	18
Annaley Naegle Redd Student Award in Women’s History	27
Charles Redd Fellowship Award in Western American History	30
Clarence Dixon Taylor Research Award	37
Independent Research and Creative Works Award	43
John Topham and Susan Redd Butler BYU Faculty Research Award	49
John Topham and Susan Redd Butler Off-Campus Faculty Research Award	59
Public Programming Award	59
Research Award for BYU Upper Division and Graduate Students	83
Research Award for Off-Campus Upper Division and Graduate Students	91
Senior Seminar/Capstone Project Grants	112

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 anthropology, American studies, art, communications, economics, environmental science, family studies, folklore, forestry, geography, history, literature, plant and wildlife science, political science, popular culture, range science, religious studies, sociology, visual arts, wildlife & wildlands conservation, and many others.

PERSONNEL

FACULTY

Jay H. Buckley, *Director*

Brenden W. Rensink, *Associate Director*

STAFF

Amy M. Carlin, *Office Supervisor*

STUDENT EMPLOYEES AND INTERNS FOR 2024

Aaron Abele, Emily Alger, Megan Bailey, Abigail Beus, Brett Bodily, Holland Bowler, Hannah Coleman, Bowen Fuller, Dezirae Gracia, Britta Hilton, Liliyanna Keeley, Gage Musgrave, Amy Olsen, Luna Sproul, Leah Smith, and Samuel Watson

CURRENT BOARD MEMBERS

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

Tacey M. Atsitty-Gonzales, *Diné, Indigenous Poet*

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

John E. Butler, *Butler Family Representative*

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

J. Gordon Daines III, *L. Tom Perry Special Collections, 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*

Tim Glenn, *Museum of Utah*

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

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*

Mike Taylor, *Department of English, Brigham Young University*

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

The Charles Redd Center for Western Studies continued to fulfill its mission to promote the study of the Intermountain West: AZ, CO, ID, MT, NV, NM, UT, and WY. The center accomplished this through sponsoring research, publication, teaching, and public programs in a variety of academic disciplines including anthropology, American studies, art, communications, economics, environmental science, family studies, folklore, forestry, geography, history, literature, plant and wildlife science, political science, popular culture, range science, religious studies, sociology, visual arts, wildlife & wildlands conservation, and many others.

AWARDS SUPPORTING STUDENTS AND FACULTY

The center continued its tradition of underwriting the scholarship of professors, students, and independent scholars. We underwrote the scholarship of BYU students researching western studies topics through the Annaley Naegle Redd Student Awards in Women's History, Research Awards for BYU Upper-Division and Graduate Students, Senior Seminar/Capstone Project grants, internships, research assistantships, and inspiring experiential learning endeavors. Off-campus students benefit through receiving Annaley Naegle Redd Student Awards in Women's History and Research Awards for Upper-Division and Graduate students.

The center advanced faculty scholarship in western studies in several ways. BYU faculty received Annaley Naegle Redd Research Assistantships, Interdisciplinary Studies Grants, John Topham and Susan Redd Butler BYU Faculty Research Awards, Visiting Lecture programs, and Young Scholar Awards. Off-campus faculty and independent scholars receive Charles Redd Fellowship Awards in Western American History, John Topham and Susan Redd Butler Off-Campus Faculty Research Awards, and apply to become Visiting Fellows. Independent Research and Creative Work Awards, Public Programming Awards, and Publication Grants also benefit applicants who may or may not be affiliated with any institution. The Redd Center also offers the Clarence Dixon Taylor Research Award and Research Grant for topics related to Utah studies. The center awarded more than **\$140,224** in its annual awards competition in March 2024.

In 2024, 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. The Redd Foundation also contributed an extra \$14,000 for the benefit of BYU students. The

Redd Center also paid \$9,271 to cover American Indian Studies student wages. We also awarded an additional \$66,875 in new full-tuition scholarships to deserving BYU undergraduate students through our sponsorship of the James B. Allen Scholarships, William J. Snow Scholarships, and Ignacio Garcia Scholarships.

Undergraduate students receiving experiential learning funds and employed as research assistants or interns by the Redd Center include Emily Alger, Megan Bailey, Brett Bodily, Hollynd Bowler, Hannah Coleman, Brynna Ellertson, Dezirae Gracia, Britta Hilton, Gabrielle Hinds, Gage Musgrave, Lana Ostaszewski, Leah Smith, Luna Sproul, Sean Tate, and Samuel Watson, among others. We also sponsored American Indian Studies students Naloni Felix, Cynthia Manning-Neal, Danielle Meza, Chay Reeves, Savanna Silversmith, and Kimberlyn Yellowhair.

The center's 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: Joshua LeMonte, Geological Sciences (2024–2027). Ongoing Butler Young Scholars for 2024 include Paul Frandsen, Plant & Wildlife Sciences (2023–2026); Benjamin Abbott, Plant and Wildlife Sciences (2022–2025); and David-James Gonzales, History (2021–2024).

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 in Utah. The Redd Center funded prizes for articles in professional journals, western organizations, and State History Day competitions. We supported western studies museum exhibits and helped fund other public programs in western studies. We also sponsored prizes and events in conjunction with professional organizations, including the AAG Rural Geography, the Mormon History Association, the Buffalo Bill Historical Association, the Mormon History Association, the Native American Literature Symposium, the Pacific Coast Branch of the American Historical Association, Phi Alpha Theta, the Tanner Humanities Center, the Utah State Historical Society, the Western History Association, the Western Literature Association, the Western Museum Association, and the Western Political Science Association.

Redd Center prizes were awarded at the 2024 Plant and Wildlife Sciences Graduate Research Conclave. The center sponsored awards for the best English paper in Western American Studies at the BYU English Symposium. Senior Seminar/Capstone Project Awards were given to BYU undergraduate students writing

papers on some aspect of the American West. The Redd Center also sponsored several BYU Department of History awards, including the Bertis L. and Anna E. C. Embry Award in Global Latter-day Saint History, the Eugene E. Campbell Award in Utah History, the Fred R. Gowans Award in 19th Century American West History, and the American Indian Studies Indigenous History Award. The center also sponsored awards for state National History Day competitions in Arizona, Colorado, Idaho, New Mexico, and Utah. The center sponsored awards for the Mary Lou Fulton Conference poster contests in April and December dealing with the Intermountain West/Mountain West (the states of Utah, Idaho, Montana, Wyoming, Colorado, Nevada, New Mexico, and Arizona). The center also awarded a publication grant to David Yoder's *Fremont Figurines*, published by the University of Utah Press.

PUBLIC PROGRAMMING AND OUTREACH

In the winter semester we co-sponsored lectures by Emily Burns with BYU Art History, Alexia Williams with the Church History Library, Nan MacEntire with the BYU William A. Wilson Folklore Archives, and Scott Ure with the BYU Museum of Peoples and Cultures. Elliott West presented our annual Annaley Naegle Redd Lecture, and he received word his book *Continental Reckoning* won the Bancroft Prize—the best book in American History—that morning!

In the fall we co-sponsored lectures by Jay H. Buckley and Fred E. Woods with the Education in Zion Exhibit and Brent M. Rogers with the BYU Department of History. Our Clarence Dixon Taylor lecture was given by award recipient Newell Boyd Knight, and our William Howard and Hazel Butler Peters Lecture was given by Paul Formisano. More details on winter and fall lectures can be found on page 8.

We capped off both semesters with our Western Studies Faculty Luncheon Lectures. In February, Visiting Fellow Caroline Tracey presented her research on the Great Salt Lake as part of her broader research into her forthcoming book *Salt Lakes*. In November, Jaroslav Kusnir presented research on “Zitkala-Sa, Zane Grey, and the American West.” Also, the Redd Center co-sponsored the BYU Slavery Project Conference: Truth and Reconciliation” in February.

DIRECTOR BUCKLEY'S HISTORY DEPARTMENT ACTIVITIES

I completed the second of two three-year terms as Redd Center director (2018–2024) in July. FHSS Dean Laura Padilla Walker met with me and asked me if I was willing to accept an appointment for an additional three-year term, to which I consented. During 2024, I received a course release during winter 2024 to begin work on my next monograph, *A History of the Sheep Industry in*

Utah and the Intermountain West. I taught two courses fall semester: History 360 (American West to 1900) and History 490 (Senior Research and Writing Capstone).

I love mentoring students. Three of my undergraduate students won history department awards for their research papers. Another won a history department award at the Mary Lou Fulton Conference. Eleven of my undergraduate students published entries in Intermountain Histories. I mentored eleven additional undergrads through experiential learning internships.

I received the **Frank W. Fox Award for Excellence in Teaching and Mentoring** for 2024–25, which is the history department teacher of the year award. I also received the FHSS **Achievement in Mentoring Award** for 2024–2025. I was a visiting scholar for the Gilder Lehrman Institute of American History and was selected to their Scholarly Advisory Board this year, providing K–12 teacher training workshops in Roanoke, Virginia. I was a content professor for Driven2Teach, providing K–12 teacher training workshops and field studies in Utah teachers.

I enjoyed a very productive year of scholarship, publishing two edited books. The first, *Assessing the Career of Thomas G. Alexander*, honored the work of one of the founders of the BYU Redd Center and one of the most influential historians of Utah and Latter-day Saint History. Alexander served as assistant director, associate director, and director of the Charles Redd Center for Western Studies (1972–1992) and currently serves as a board member. Alexander is the author, co-author, editor, or co-editor of thirty books and monographs, more than 150 articles, and numerous reviews. He specializes in Utah, Western, Environmental, and Mormon history.

My second book was a co-edited volume (with Fred E. Woods and BYU undergraduate Hunter Hallows) entitled *The Life and Adventures of Eli Wiggill: South African 1820 Settler, Wesleyan Missionary, and Latter-day Saint*. The book covers a variety of subjects, including British colonialism in South Africa, religious rivalry in the Atlantic world, slavery and emancipation in the British empire, and family life in the nineteenth century. This critical edition reveals a story of faith, courage, and devotion. Eli Wiggill's autobiography is worthy of a careful read to appreciate and comprehend his astonishing transnational adventures in Africa and Utah.

I authored a peer-reviewed article about my BYU mentor: “**In Memoriam: Fred R. Gowans (1936–2023), Rocky Mountain Fur Trade Historian**,” published in the *Rocky Mountain Fur Trade Journal*. It was gratifying to honor two emeriti BYU history department faculty's scholarly contributions in those publications. Three of my published book reviews appeared in the *Journal of*

Mormon History, the Journal of the West, and the Utah Historical Quarterly.

I delivered presentations for the Booth Western Art Museum, BYU's Education in Zion, the Daughters of the American Revolution, Driven2Teach, the Gilder Lehrman Institute of American History, the Lewis and Clark Trail Alliance, the Museum of the Mountain Man, the National Fur Trade Symposium, the Sons of the Utah Pioneers, and the Wellesley-Weston Lifetime Learning Lecture Series.

I serve on the editorial board and as a content reviewer for *We Proceeded On*, the peer-reviewed journal of the Lewis and Clark Trail Heritage Foundation. I served as an ad hoc reviewer for book manuscripts for McFarland and Company, the University of Nebraska Press, and the Washington State University Press.

I directed BYU's interdisciplinary American Indian Studies Minor with Co-Director Dr. Mike Taylor (English). I led two Driven2Teach field studies (sponsored by Larry and Gail Miller and Zions Bank) for K-12 Utah teachers receiving graduate credit through Weber State University. The first field study traveled from Boston to Philadelphia and focused on the American founding. The second, a Civil War to Civil Rights field study, journeyed to Charleston, SC; Atlanta, GA; and sites in

Alabama including Tuskegee, Montgomery, Selma, and Birmingham.

Current research and publication projects include editing *The Proceedings of the 2024 National Fur Trade Conference* and writing a scholarly monograph tentatively titled *Woolley Wonders: A History of Sheep Herding, Ranching, and Industry in Utah and the Intermountain West*.

I am grateful to Redd Center board members for their active participation, excellent suggestions, and judging services in our annual awards competitions. I am grateful to History Department Chair Brian Q. Cannon and FHSS Dean Laura Padilla-Walker for their continued support of the center and me. We appreciate the extended Redd, Butler, Peters, Dixon, and Taylor families for their continued support.

We express our sincere condolences to Paul Redd regarding the passing of his wife, Diane. We also miss our devoted board member and Lemuel Hardison Redd Jr. emeritus faculty James B. Allen, who passed away in 2024. Finally, I express my gratitude to Associate Director Brenden W. Rensink and Office Supervisor Amy M. Carlin for their hard work and professionalism. It is a pleasure to serve with you.

ASSOCIATE DIRECTOR'S REPORT: BRENDEN W. RENSINK

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. Please reference Director Jay H. Buckley's report for the various Redd Center activities he oversaw.

REDD CENTER AWARDS AND FUNDING

The number of applications received increased significantly in 2024, bringing the competitive field close to our pre-pandemic levels. We continue to find new groups through which to publicize our awards and increase the reach of our influence. Running the awards program in an organized fashion is only possible due to the help of Amy Carlin. Our confidence in award decisions is dependent on the generosity of the many judges (from our board and elsewhere) who read applications and provided feedback. They bring unique expertise and perspectives that help augment application reviews and rankings by Director Jay Buckley and myself. The quality of applications and projects funded remains high. The academic fields or disciplines from which we received applications in 2024 included American studies, anthropology, art history, behavioral science, biology, communications, computer science,

civil engineering, English, family history and genealogy, family life, forestry, geography, geology, history, linguistics, philosophy, photography, plant and wildlife sciences, public health, religious studies, visual arts, and other fields. We also funded research by independent scholars and various forms of public programming and events from public-facing institutions. I also represented the Redd Center in judging a number of other awards that we fund, including the Utah National History Day competition, the BYU Fulton Mentored Research poster competition, and various publication grants.

REDD CENTER EVENTS AND MEDIA

I helped organize and oversee the following public events, as well as live streaming those we received speaker permission to stream:

- Alexia Williams, "Black Patroness of the Rockies: The Life and Legacy of Julia Greeley, Black Catholic on the Path to Sainthood," 22 February 2024
- Emily C. Burns, "In the Wake of Native American Art: Tracking Charles M. Russell's Relationship with Blackfoot Artistry," 22 February 2024

- Elliott West, “The American West and the Making of Modern America,” 7 March 2024
- Jay Buckley and Fred Woods, “The Life and Adventures of Eli Wiggil: South African 1820 Settler, Wesleyan Missionary, and Latter-day Saint,” 3 October 2024
- Newell Boyd Knight, “Uncle Jesse Knight: Mining Magnate and Patron to BYU,” 17 October 2024
- Brent Rogers, “Buffalo Bill and the Mormons,” 7 November 2024
- Paul Formisano, “Tributary Voices: Literary and Rhetorical Exploration of the Colorado River,” 21 November 2024

I continue to manage Redd Center publicity and media. Amy Carlin has helped shoulder the work of collecting information for our semiannual newsletter, which distributes to nearly one thousand subscribers. 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, BlueSky, and X/Twitter. Coordinating publicity across so many platforms and for different projects makes for tedious work but helps us connect with as many constituencies as possible

REDD CENTER PUBLIC HISTORY PROJECTS AND PROFESSIONAL ENGAGEMENT

My **Intermountain Histories** digital public project continues to grow. In 2024 I edited and published 111 new stories, bringing the project total to over 800. Site analytics recorded an average of 19,500 users and 27,500 page views per month in 2024. I continue to host one or two interns on the project each semester, as well as a research and editorial assistant.

I produced nine *Writing Westward* podcast episodes in 2024, bringing the total to 69. I paused production for three months in the summer to overhaul a number of technical issues. This included training on a new recording platform and migrating the entire podcast to a paid hosting service. These changes improved recording quality, reduced the risk of losing audio, increased the reach of the podcast, and made it possible to collect audience data I didn't have access to before. I continue to be pleased with the quality of guests. If time would allow, I would gladly increase the frequency of episodes. All episodes are available at writingwestward.org and via Apple Podcasts, Spotify, Stitcher, and various other podcast apps and distribution networks

The Redd Center continues to support the **BYU Slavery Project**, along with the BYU Department of History and the College of Family, Home, and Social Sciences. I currently serve as the steering committee chair. In February, we hosted an all-day conference

featuring BYU student and faculty presentations, as well as many from outside scholars and researchers. It was very well attended and the response was overwhelmingly positive. Many, especially BYU students, described it as a transformative experience. The project has continued to struggle in building a proper website to host project findings and information, but we are attempting to enlist other BYU entities to aid in this task.

I represented the Redd Center by serving on several professional committees. In 2024 I served as a board member and president of the Utah Valley Historical Society, a Local Arrangements Committee member for the National Council on Public History 2024 conference in Salt Lake City, an Organizing Committee member for the Biennial Conference of Science & Management of the Colorado Plateau, a Steering Committee member for the Massachusetts Historical Society's Conrad E. Wright Research Conference on Citizenship, a fellow of the Center for Great Plains Studies, and a member of the scholarly consulting group for the State Division of History's ongoing Utah State History Museum project. The Utah State History Museum is set to open in 2026, so we processed multiple rounds of revision and feedback for exhibit contents and text.

PERSONAL RESEARCH, PUBLISHING, SPEAKING, AND HONORS

Along with my annual fall Western American Studies Lecture Series course, I taught an upper-division course on American Indian History Since 1877 for the history department.

I was fortunate to present at a number of conferences and events this year. I presented on panels at the National Council on Public History conference in April and the Western History Association conference in October. I also served as roundtable chair for an American Historical Association conference panel on US-Canadian borderlands history in January, panel chair and moderator for a panel on Native peoples, citizenship, and immigration at the Massachusetts Historical Society's Conrad E. Wright Research Conference on Citizenship in July, and organizer and chair for a public panel on Latter-day Saint Perspectives on the Environment for the Kanab Amazing Earthfest in May. The last panel was formally sponsored by the Redd Center and garnered an impressively large crowd.

I gave two invited talks in 2024. In April, I was invited to present the annual Joseph Harper Cash Memorial Lecture at the University of South Dakota. My topic intersected discussions of oral, digital, and public histories with family history. In December, I presented a lecture on my ongoing research on outdoor recreation in the West for the Utah Valley Historical Association.

I published a chapter co-authored with P. Jane Hafen about our experience editing our *2019 Essays on American Indian and Mormon History* anthology in Signature Books's second *Writing Mormon History* volume. I also published book reviews in the *Western Historical Quarterly*, *Choice*, *American Historical Review*, *Bulletin of Latin American Research*, and *Journal of American History*.

In Fall 2024, I announced the launch of a new series with the University of New Mexico Press, for which I will serve as series editor. Somewhat generically entitled *Histories of the North American West*, this series will curate monographs from diverse subfields within western history, all explicitly connecting regional histories to broader narratives. This time-consuming endeavor will replace some committee work with professional organizations as a core part of my service to the field.

After discussions with colleagues in the fields of western and environmental histories, I announced the

Redd Center's next summer seminar will be held in August 2025. The theme is "Outdoor Recreation History in the North American West," and the University of Washington Press will publish the resulting edited volume in their new series, *The Outdoors: Recreation, Environment, and Culture*. The response to the CFP was, to be honest, overwhelming. Due to the sizeable response, I am exploring options to invite additional participants to the seminar to workshop their papers for publication in special issues of different academic journals I have spoken with. This means more editorial work for me, but the outcomes will warrant the effort.

In reviewing this past year, I am pleased with the good work the Redd Center executes itself and supports via funding to others. Our reach is broad and the impact is hard to calculate. I am honored to take part in carrying this work forward and ever grateful for the fundraising efforts of my predecessors who make what we do now possible. Special thanks to Jay and Amy.

PLANS FOR 2025

The Charles Redd Center for Western Studies will continue to fulfill its mission to promote the study of the Intermountain West: AZ, CO, ID, MT, NV, NM, UT, and WY. The center will achieve this through providing grants, awards, fellowships, public programming events, and publications in a variety of academic disciplines including history, geography, sociology, anthropology, politics, economics, religious studies, literature, art, folklore, range science, forestry, popular cultures, and others.

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 in Utah. We will 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 National History Day in the eight affiliated Intermountain West states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming.

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 Director Jay H. Buckley

oversees. We will continue to provide a variety of learning opportunities such as research assistantships, internships, and mentored student learning.

The center's student outreach efforts continue to expand. 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. The center will continue to provide mentoring and experiential learning opportunities for BYU students.

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 for BYU undergraduates.

The center will continue to sponsor awards in conjunction with the Graduate Research Conclave in the Department of Plant and Wildlife Sciences. The center will continue to offer awards for student papers through the BYU English Symposium and the BYU Department of History.

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 select and fund the Butler Young Scholar Award for BYU faculty. We will continue to fund the Lemuel Hardison Redd Jr. Endowed Chair in Western History. The center will also 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 outreach to K–12 teachers by funding up to four \$750 fellowships to enable teachers to attend the annual Western History Association meeting. 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 co-sponsoring a plenary session at the Western American Literature convention. The center will fund up three \$750 fellowships that enable K–12 teachers to attend the annual Western American Literature Association conference. Teachers produce lesson plans based in part upon what they have learned at those meetings, and those lesson plans may be posted on the center’s website.

The center will host a summer seminar for a forthcoming anthology on “Outdoor Recreation in the American West.” Associate Director Brenden Rensink is combing through the overwhelming response to our call for papers, and we anticipate an excellent group.

The center will continue its Writing Westward podcast to extend our public engagement with new scholarship beyond the select authors we are able to bring to campus for lectures. Dr. Rensink will continue to conduct phone and video 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 continue our collaboration with the University of Utah history department 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 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 Redd Center joins 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. Dr. Rensink chairs the BYU Slavery Project Steering Committee. This 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. To that end, the center will continue to co-sponsor the Ignacio García Scholarship for Indigenous and Students of Color with the BYU history department. The center co-hosted “Truth and Reconciliation: A Conference of the BYU Slavery Project” in February 2024 and is open to co-hosting a similar event in the future.

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 fund a 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 participate with the College of Family, Home, and Social Sciences in commemorating the 150th anniversary of Brigham Young University (150.byu.edu) in October 2025.

The center will also hold an annual board meeting and corresponding events.

LECTURES, PRIZES, AND EVENTS

LECTURES

February 22: Emily Burns, Director, Charles M. Russell Center for the Study of Art of the American West; Associate Professor of Art History; University of Oklahoma
“In the Wake of Native American Art: Tracking Charles M. Russell relationships with Blackfoot Artistry”
Co-sponsored with BYU Art History

February 22: Alexia Williams, Co-Director of Graduate Studies in Religion, Assistant Professor of Religion and African

American Studies

“Black Patroness of the Rockies: The Life and Legacy of Julia Greeley, Black Catholic on the Path to Sainthood”

Co-sponsored with the Church History Library

March 7: Elliott West, Alumni Distinguished Professor of History Emeritus, University of Arkansas

“The American West and the Making of Modern America”

Annaley Naegle Redd Lecture

March 21: Nan MacEntire, Associate Professor Emerita of English, Indiana State University

“Notes from the Field: Firsthand Fieldwork Experiences:

Annual William A. Wilson Folklore Archives Founder’s Lecture

Co-sponsored with the BYU William A. Wilson Folklore Archives

April 9: Scott Ure, Associate Teaching Professor, Department of Anthropology, Brigham Young University

“A Mug, Maize, and Mystery: Recent Discoveries from an Archaeology Site in Payson”

Co-sponsored with the BYU Museum of Peoples and Cultures

October 3: Jay H. Buckley and Fred E. Woods, Professors of History and Religious Education, Brigham Young University

“The Life and Adventures of Eli Wiggill”

Co-sponsored with the Education in Zion Exhibit

October 17: Newell Boyd Knight, Independent Author

“Uncle Jesse Knight: Patron to BYU”

Annual Clarence Dixon Taylor Lecture

November 7: Brent M. Rogers, Managing Historian, Church History Department

“Buffalo Bill and the Mormons”

Annual Ronald and Nelani Walker Lecture

Co-sponsored with the BYU Department of History

November 21: Paul Formisano, Director, Salazar Rio Grande Water Center at Adams State University

“Tributary Voices. Literary and Rhetorical Exploration of the Colorado River”

Annual William Howard and Hazel Butler Peters Lecture

PRIZES

The Western Political Science Association awards the Charles Redd Award for Best Paper on the Politics of the American West. The 2024 prize of \$250 was presented to Muhammad Usman Amin Siddiqi and Erika Allen Wolters, both of Oregon State University, for “Group Identities and Divide in Public Preferences for Energy and Water Resource Management Policy Approaches in the American West.”

The center sponsors two \$250 Beatrice Medicine Awards in American Indian Studies at the Native American Literature Symposium. The 2023 awards were determined in early 2024. In 2023, the Best Published Monograph award went to Chadwick Allen for *Earthworks Rising: Mound Building in Native Literature and Arts* (University of Minnesota Press, 2022) and the Best Published Essay award went to Kirby Brown for “Disturbing the Peace: Genre, Gender, Jurisdiction, and Justice in the Short Fiction of Ruth Muskrat Bronson” (*The Routledge Companion to Gender and the American West*, 2022).

In 2023, the Redd Center began sponsoring the Cody Papers Internship to review the WF Cody Papers and select papers for the digital archive. In 2024, we continued this sponsorship in the sum of \$3,000.

The Rural American West Paper Competition award of \$500, given by the AAG Rural Geography Specialty Group every other year, was awarded to Sophia Borges of Boise State University and Kate Berry of the University of Nevada, Reno, in 2023 for their paper “Beyond Injustice: Diverse Visions and Coalitions for Water Justice in Rural-Urban Water Conflicts.”

The Western Museum Association Award for Exhibition Excellence is sponsored by the Charles Redd Center. In 2024, the award of \$500 went to the Wood River Museum of History and Culture for their exhibition “How in the World Did You Get to Sun Valley?”

The Arrington-Prucha Prize is awarded by the Western History Association each fall for the best article of the year in Western American Religious History. In 2023, the award of \$500 went to Sarah Whitt for “Wash Away Your Sins:

Indigenous and Irish Women in Magdalene Laundries and the Poetics of Errant Histories” American Indian Culture and Research Journal (2023).

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 2023, the award of \$500 also went to Sarah Whitt for “Wash Away Your Sins: Indigenous and Irish Women in Magdalene Laundries and the Poetics of Errant Histories” American Indian Culture and Research Journal (2023).

Three Charles Redd Teaching Excellence Award were given in 2024, enabling schoolteachers to attend the Western History Association’s annual convention. The \$500 prizes were awarded to Sean Cleary (Escuela de Guadalupe), Grant Gottschalk (Holy Cross High School), Reilly Ben Hatch, (Davis High School), Mary Margaret Schroeder (Notre Dame Alliance for Catholic Education & Most Holy Trinity Catholic Academy).

The Charles Redd Teaching Excellence Award enables a schoolteacher to attend the Western Literature Association’s annual convention. This award was not given in 2024. In 2023, the \$750 prize was awarded to Emily Ward for her instructional plan titled “Shoshone–Bannock History and Native American Policy.”

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 Kyler Wakefield for “Native Voting Rights in Utah: Federal Policy, Citizenship, and Voter Suppression” (Spring 2023).

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 spring, first place was awarded to Kirsten Sanders for “Investigating the Potential Toxic Dust Pool Generated by the Shrinking of the Great Salt Lake.” Second place was awarded to Neal Anderson for “Ceramic Circulation Circa AD 1000-1200.” Third place was awarded to Maya Watkins for “Fremont Anthropomorphic Head Adornment in Clear Creek Canyon Rock Art.” In fall, first place was awarded to Paige Volz for “Teaching Civic Engagement through Japanese-American Incarceration.” Second place was awarded to Kyle Bird for “Analyzing the Relationship Between Tree Canopy and Snowpack in the Great Salt Lake Watershed.” Third place was awarded to Asia Reid for “From Ballot Box to Mailbox: The Effect of Vote-by-Mail in Municipal Elections in Utah.”

Two \$500 Charles Redd Center Awards were given at the 2024 Plant and Wildlife Sciences Graduate Research Conclave to Janetta Teichert (oral presentations) and Leslie Clark (poster presentations).

Charles Redd Center Senior Seminar/Capstone Project Awards are given to BYU undergraduate students who are writing a paper on some aspect of the American West. The award of up to \$500 can be used to cover gasoline, parking, copying, travel, and lodging expenses incurred for research purposes. In 2024, Keylla Ortega was awarded for her research on Dolores Huerta and her work on labor contracts, Leah Spurlock was awarded for her research on the impact of westward expansion on Native Americans, and Kimberlyn Yellowhair was awarded for her research on Indigenous boarding school stories.

The Redd Center provides subventions for graduate students who are presenting on a western North American topic at the Pacific Coast Branch of the American Historical Association annual conference, which was held July 31–August 2, 2024, at the University of Hawai’i at Mānoa. The PCB-AHA awarded eight student presenters, but only six were able to attend the conference in person. One had to cancel, and one presented via Zoom. The latter thanked us for the award but did not receive it (per an agreement between her and PCB-AHA) since she had no travel expenses. The following seven awardees presented at the conference: Joshua Coleman, University of Nevada, Las Vegas, “Jicarilla Apache, Project Gasbuggy, and the Early Years of Fracking in Indian Country;” Analeisa Delgado, University of Nevada, Las Vegas, “Escaping the Shadows: Unraveling Missionary Influence on MMIW at the Greenville Indian School;” Marissa Gavin, University of California, Irvine, “Visions of Sovereignty and Kanak Women;” Kathleen Goodyear (Zoom presenter), Pittsburg State University, “The Fish Wars of the Pacific Northwest: Tribal Nations’ Fighting for the Survival of Their Fish and Themselves;” Felicitas Hartung, University of California, San Diego, “Towards Nuclear Disaster: The Moral Responsibility of the Scientist and the Manhattan Project;” Robert Hoberman, University of California, Davis, “At Home on the High Desert: Great War Veterans and Community Foundation in Twentynine Palms, California;” and Hannah Mooring, South Lafourche High School/Nicholls State University, “The Disney Empire: The Misappropriation and Commoditization of Minority Groups.”

The Ignacio Garcia Scholarship for Indigenous and Students of Color was awarded to Maya Albrecht (full tuition for two semesters). In 2023, the center signed an MOU with the BYU Department of History to fund three scholarships: The Redd Center funds up to six full-tuition, two-semester Ignacio Garcia Scholarships for Indigenous and Students

of Color. In 2024, there were four Garcia scholarship recipients: Jordan Castillo, Seung Hong, Chloe Isom, and Keylla Ortega. The Redd Center also supplements earnings from the William J. Snow quasi-endowment as needed to fund up to six full-tuition, two-semester William J. Snow Scholarships per academic year. In 2024, there were five Snow scholarship recipients: Susanna Richardson, Nicoline Roberts, Olivia Stockman-Miller, Rachel Van Katwyk, and Kimball Yeates. The Redd Center similarly supplements earnings from the James B. Allen quasi-endowment as needed to fund two full-tuition, two-semester James B. Allen scholarships per academic year. In 2024, there were four Allen scholarship recipients: Danielle Elder, Ariana Feichko, McKena Pederson, and Krista Wright.

The Redd Center sponsors several \$150 awards with the BYU Department of History. In March 2024, The Bertis L. and Anna E. C. Embry Award in Global Latter-day Saint History was awarded to Alana Tutasi for “A Better Tomorrow: The Immigration Story of Tevita Fonuakihevaha Latu.” The Eugene E. Campbell Award in Utah History was awarded to Beverly Vermuelen for “The Community Structure of the Smoot Household: Utah Territory, 1856–1859,” the Fred R. Gowans Award in 19th C. American West History was awarded to Emma Barlow for “‘It Is Good, We Will Sign’: Kanosh and the Mystery of the 1865 Spanish Fork Treaty,” and the American Indian Studies Indigenous History Award was awarded to George Smith for “Geronimo: Object of Conquest and Symbol of Freedom.”

The Best Indigenous Studies Award is given annually in honor of Northwestern Shoshone historian Mae Timbimboo Parry to recognize scholarly excellence in Indigenous studies presented or published in the preceding year. In 2023, Thomas Murphey, Simon Southerton, and Angelo Baca were awarded \$1,500 for “Science and Fiction: Kennewick Man/Ancient One in Latter-day Saint Discourse.” In 2024, \$1,500 was awarded to Erika Bsumek for her book *The Foundations of Glen Canyon Dam*.

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

EVENTS

February 8: The Redd Center sponsored a Western Studies Faculty Luncheon. Visiting fellow Caroline Tracey presented her research on the Great Salt Lake as part of her broader research into her forthcoming book *Salt Lakes*.

February 16: The Redd Center co-sponsored the BYU Slavery Project Conference: Truth and Reconciliation.

April 10–13: The Redd Center co-sponsored the Utah Historical Society Conference, held in partnership with the National Council on Public History in Salt Lake City.

October 24: The Redd Center co-sponsored the public history reception at the annual WHA meeting.

November 1: The Redd Center sponsored a Western Studies Faculty Luncheon. Visiting fellow Jaroslav Kusnir presented his research on “Zitkala-Sa, Zane Grey, and the American West.”

2024 REDD CENTER AWARDEES

Annalee Naegle Redd Assistantships

The Annalee 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 2024, the Redd Center awarded the following individuals:

James Allison, Anthropology, Brigham Young University: “Montezuma Canyon Collections Data Improvement Project.”

Mark Belk, Biology, Brigham Young University: “Demography of Western Native Fishes in Response to Climate-Induced Changes in Stream Flow.”

Heather Belnap, Art History and Curatorial Studies, Brigham Young University: “The Utah Women Artists Project.”

Joey Stanley, Linguistics, Brigham Young University: “The Kohler Tapes: An In-Depth Look at Early 20th Century Utah English.”

Total granted for 2024–2025: \$30,000

Annalee Naegle Redd Student Award in Women's History

The Annalee 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 2024, the Redd Center awarded the following individuals:

Olivia Murphy, Art History, University of Oklahoma: "Willin' to be Movin'? Contemporary Artistic Examinations of Female Mobility in the American West"

Total granted for 2024–2025: \$1,500

Charles Redd Fellowship in Western American History

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

In 2024, the Redd Center awarded the following individuals:

Seth Archer, History, Utah State University: "Captivity and Cosmology in the Indigenous Intermountain West."

Meagan Evans, School of Visual Arts, University of Oklahoma: "Claiming Place and Affirming Faith in American Art: Monuments, Memorials, and the Church of Jesus Christ of Latter-day Saints."

John Flynn, History, University of Utah: "Cold War Resistance to Nuclear Wastelanding in the American West."

Sarah Knopp, American Studies, University of New Mexico: "John Boyden, Peabody Coal, and Hopi-Navajo Land Disputes."

William Mari, Manship School of Mass Communication, Louisiana State University: "The OSS, the OWI, and the Birth of Mass Communications Research."

Katherine Montana, History and Philosophy, University of Montana: "Funerals and Memorials throughout the American West as Forms of Everyday Resistance during the Second World War, 1939–1945."

Spencer Stewart, Department of History & School of Information Studies, Purdue University: "Mormon to Mao: Helen Foster Snow's Utah Years."

Total granted for 2024–2025: \$8,150

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 2024, the Redd Center awarded the following individuals:

Marianne Ferrari: "A Linguistic Analysis of English in Buffalo, Wyoming."

Rachel Kline: "'We Feminine Foresters': Women, Conservation, and the USDA Forest Service, 1850–2020."

Ash Sanders: "Mirage."

Morgan Sjogren: "In Search of Home Waters—Community on the Colorado River."

Total granted for 2024–2025: \$5,500

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 2024, the Redd Center awarded the following Brigham Young University faculty:

Samuel Otterstrom, Geography, Brigham Young University: "Wild West Field Guide."

Aaron Skabelund, History, Brigham Young University: "Remembering Topaz: Memory Activists and Narratives of Confinement at the Japanese American Central Utah Relocation Center."

Clinton Whipple, Biology, Brigham Young University: "Convergent Evolution of Pollinator specificity in *Penstemon* section *Saccanthera* subsection *Heterophylli*."

Fred Woods, Church History & Doctrine, Brigham Young University: "Saints by State Website Project."

Total Granted for 2024–2025: \$9,000

In 2024, the Redd Center awarded the following off-campus faculty:

Judson Finley, Sociology and Anthropology, Utah State University: "Caves of the Vernal Area Revisited."

Reilly Hatch, History, Davis High School/Weber State University: "Remembering Topaz: Memory Activists and Narratives of Confinement at the Japanese American Central Utah Relocation Center."

William Holly, Social and Behavioral Sciences, Northland Pioneer College: “Save The Peaks: Winter Recreation, Indigenous Religion, and Community in Northern Arizona Since 1970.”

Andrea Johnson, History, CSU Dominguez Hills: “Religion in the American West of William Randolph Hearst

Colleen O’Neill, History, Utah State University: “Race in a Reservation Bordertown: WPA Work Programs in Montana, 1934–1938.”

Tracey Smith, History and Honors, Weber State University: “Old West, New West: Urban Historical Identity and Preservation in the Intermountain West.”

Derek Uhey, School of Forestry, Northern Arizona University: “Seed Selection Preferences of Red (*Pogonomyrmex barbatus*) and California (*Pogonomyrmex californicus*) Harvester Ants and Implications for Broad-cast Seed Restoration.”

Total Granted for 2024–2025: \$12,100

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 2024, the Redd Center awarded the following organizations:

Better Days: “Zitkála-Šá Centennial Celebrations.”

Juanita Brooks Conference: “Juanita Brooks Utah History Conference.”

Mormon Environmental Stewardship Alliance: “Fostering Mormon Environmental Stewardship in Southern Utah.”

Mormon History Association: “59th Annual Mormon History Association Conference Welcome Reception in Kirtland, Ohio.”

Nevada Humanities: “Sagebrush to Sandstone: Creative Workshops and Literary Walks.”

Nora Eccles Harrison Museum of Art, Utah State University: “Intermountain exhibition panel discussion.”

Northern Arionza University Center for Adaptable Western Landscapes: “Biennial Conference of Science and Management for the Colorado Plateau and Southwest.”

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

Western Literature Association: “Western Literature Association Annual Conference.”

Wyoming State Museum Education Department: “Education Trunk Shipping Support for the Wyoming State Museum.”

Total granted for 2024–2025: \$28,000

Research 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 2024, the Redd Center awarded the following Brigham Young University students:

Abigail Borgmeier, Biology, Brigham Young University: “Nematode Community Composition Changes Following Nitrogen Fertilization and Rainfall Pattern Treatments.”

Breanne Herrmann, Anthropology, Brigham Young University: “Identifying the Purpose of Oblong Stone Artifacts in the Utah Valley.”

Jenna Norris, Anthropology, Brigham Young University: “Bioarchaeology in Tuscon, Arizona.”

Janetta Teichert, Plant and Wildlife Sciences, Brigham Young University: “Seed Enhancements on Three Native Plant Species to Maximize Germination for Utilization in Rangeland Restoration and Urban Landscapes.”

Benjamin Williams, Photography and Design, Brigham Young University: “Interiors of the West.”

Kimberlyn Yellowhair, History, Brigham Young University: “Boarding School Stories: Healing & Reconciliation.”

Total granted for 2024–2025: \$6,250

In 2024, the Redd Center awarded the following off-campus students:

Sarah Ciarrachi, Biology, Northern Arizona University: “Dietary Preferences of Reproductive Bats in the Grand Canyon: Implications for Bat Conservation Across the West.”

Analiesa Delgado, History, University of Nevada, Las Vegas: “Fortifying Kinship: Northern Paiute Children’s Kinship and Community Building in Boarding Schools, 1884-1928.”

Quinn Eury, Anthropology, Utah State University: “The Taphonomy of Wolf Predation in Yellowstone National Park.”

Cassandra Holcomb, Anthropology, Utah State University: “Reagan-Thorne Collection.”

Lauren Isom, Geography, University of Utah: “Environmental History of Mountain Pine Beetle (*Dendroctonus*

ponderosae) disturbances on Whitebark Pine (*Pinus albicaulis*) in the Northern Rocky Mountains throughout the Holocene.”

Gregory LeDonne, History, University of Colorado Boulder: “Rewilding American-Style: Ideas and Practices from Origins to Contemporary Times.”

Emily McLean, Religion/Mormon Studies, Claremont Graduate University: “Environmental Ethos among the Redrocks: Understanding the Influences Behind White Southern Utahns’ Land Ethics.”

Jacob Northcutt, History and Philosophy, Montana State University: “Vertical Frontiers: Mountaineering in the American West.”

Gregory Payne, History, University of Nebraska-Lincoln: “Trading for Empire: The Role of Fur Traders in American Expansion.”

Kristen Phipps, History, University of Nevada Las Vegas: “Desert Slavery: How the Old Spanish Trail Sustained Captivity and Coerced Labor in the North American West.”

Eytan Pol, English, Texas Tech University: “Deceptive Solecism: Edward Abbey, Wilderness, Civilization.”

Addie Price, History, Colorado State University: “Recreation in the Rockies: How Lesbians Formed Community in the Mountain West

Sara Saouma, Anthropology, Utah State University: “Morphometric Analyses of Fremont Maize: A Comparative Study of Adaptations.”

Total granted for 2024–2025: \$16,500

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 2024, the Redd Center awarded the following individual to serve the term as noted:

Joshua LeMonte, Geological Sciences, 2024–2027

Continuing Young Scholars:

David-James Gonzales, History, 2021–2024

Benjamin Abbott, Ecology, 2022–2025

Paul Frandsen, Plant and Wildlife Sciences, 2023–2026

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 2024, the Redd Center awarded a publication grant to the following press:

University of Utah Press for *Fremont Figurines* by David Yoder

Total granted for 2024–2025: \$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.

The 2024 Clarence Dixon Taylor Award has not yet been granted.

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 2024, the Redd Center did not receive any applications for the Clarence Dixon Taylor Research Grant.

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 2024, the Redd Center awarded the following proposal:

Landon Burgener, Geological Sciences, Brigham Young University; Felipe Rivera, Electron Microscope Facility, Brigham Young University; and Raymond Rogers, Geology, Macalester College: “Regional paleoclimate reconstructions of the Two Medicine and Judith River Formations, Montana.”

Total granted for 2024–2025: \$8,000

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 2024, the Redd Center awarded the following individuals:

Jaroslav Kušnír, Institute of British and American Studies, University of Prešov, Slovakia

Liv Marit Haakenstad, Study Genealogy Organization, Norway

Total granted for 2024–2025: \$20,000

2024 CHARLES REDD CENTER AWARD REPORTS

Annaley Naegle Redd Assistantships	18
Annaley Naegle Redd Student Award in Women’s History	27
Charles Redd Fellowship Award in Western American History	30
Clarence Dixon Taylor Research Award	37
Independent Research and Creative Works Award	39
John Topham and Susan Redd Butler BYU Faculty Research Award	43
John Topham and Susan Redd Butler Off-Campus Faculty Research Award	49
Public Programming Award	59
Research Award for BYU Upper Division and Graduate Students	83
Research Award for Off-Campus Upper Division and Graduate Students	91
Senior Seminar/Capstone Project Grants	112

ANNALEY NAEGLE REDD ASSISTANTSHIPS

JULIE ALLEN, COMPARATIVE ARTS AND LETTERS, BRIGHAM YOUNG UNIVERSITY, "IN SEARCH OF SCANDINAVIAN CONVERT-IMMIGRANT WOMEN IN 19TH CENTURY UTAH"

NEIL HANSEN, PLANT AND WILDLIFE SCIENCES, BRIGHAM YOUNG UNIVERSITY, "RECREATION OR REGRESSION: ASSESSING THE EFFECT OF HUMAN ACTIVITIES ON DESERT CARBON SEQUESTRATION IN BEARS EARS NATIONAL MONUMENT"

APRIL HULET, PLANT AND WILDLIFE SCIENCES, BRIGHAM YOUNG UNIVERSITY, "MODELING BUNCHGRASS MORTALITY DURING WILDFIRE IN SAGEBRUSH STEPPE ECOSYSTEMS"

PAUL STAVAST, ANTHROPOLOGY & MUSEUM OF PEOPLES AND CULTURES, BRIGHAM YOUNG UNIVERSITY, "CONNECTING WITH IOSEPA-PREPARATION FOR A MUSEUM EXHIBITION"

Award Report

Name: Julie K Allen **Email Address:** julie_allen@byu.edu

Project Title: In Search of Scandinavian Convert-Immigrant Women in 19th Century Utah

Organization: BYU

Department: Comparative Arts and Letters,

Name of Award Received:

Annalee Naegle Redd Assistantship Award (BYU Faculty Only)

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

With the generous support of the Redd Center, I was able to make significant progress on my Scandinavian LDS Women's database project. It is a labor-intensive undertaking, which has required the work of many student research assistants, whose work gathering data on Scandinavian-born women in Utah from the federal census and creating biographical profiles of those women for our public-facing database, was funded through the Naegle fellowship I was awarded.

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?

Redd Center funds were crucial to funding my student researchers, who have now compiled a list of more than 18,000 Scandinavian-born women over age 18 living in Utah between 1860 and 1920, and completed profiles of more than 500 of those women. It would have been impossible for me to do that work by myself, and our public-facing database at scandinavianldswomen.byu.edu has already attracted public engagement and primary source documents.

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

I have given presentations on the project to the Global Women's Studies colloquium, as part of the Kennedy Center speaker series, and for the Association of Swedish Teachers and Researchers in America. We gave a panel of papers at the Mormon History Association (MHA) conference in June 2023 and have also proposed a panel of papers to be presented at the MHA conference in Ogden in June 2025.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to attach your file (maximum file size: 4 MB).

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

We hope to have our website, scandinavianldswomen.byu.edu, fully functional by the end of Winter semester 2025 and to have imported the master list of subjects from all Utah counties between 1860 and 1920, so that future research assistants can continue completing the biographical profiles of these women, tracking down primary sources to link to, and responding to inquiries from people who contact us through the website with information about their female Scandinavian ancestors.

What are your future plans for publication 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.

Our website, scandinavianldswomen.byu.edu, has been published already, and we should be notified within a few months of the status of our MHA panel proposal. We plan to publish a special issue of the journal *The Bridge: Journal of the Danish American Heritage society*, in fall 2025 with papers written by my research assistants on various aspects of the project.

Comments:

I do have an electronic presentation I could share, but the link is not working.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Neil Hansen **Email Address:** neil_hansen@byu.edu

Project Title: Recreation or Regression: Assessing the Effect of Human Activities on Desert Carbon Sequestration in Bears Ears National Monument

Organization: BYU

Department: Plant and Wildlife Sciences,

Name of Award Received:

Annaley Naegle Redd Assistantship Award (BYU Faculty Only)

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

Desert ecosystems play a crucial role in global carbon sequestration, accounting for more than 30% of land-based carbon storage. The significance of desert soils in the global carbon cycle underscores the necessity of comprehending how the utilization and management of desert environments impact carbon sequestration. Carbon in desert soils is stored in both organic and inorganic forms, with a substantial portion sequestered by biological soil crusts (BSCs). BSCs consist of organisms and soil aggregates held together by extremotolerant biota, such as cyanobacteria, algae, and fungi. Without deliberate and well-planned management, growing popularity of outdoor recreation in Western US desert regions will harm desert soil health, particularly the functioning of BSCs. Balancing sustainable land use and conservation in desert areas, where various recreational interests and perceptions of rights and regulations coexist, is a complex challenge. This research project focuses on assessing the impact of three types of recreational activities (foot trails, motorized off-roading, and camping) on desert carbon storage within the Indian Creek areas of Bears Ears National Monument. Funds from the Redd Center were used for field work supplies and travel, as well as to mentor undergraduate student researchers who participated in field, laboratory, and data management aspects of the project. Preliminary findings indicate significant differences in soil carbon, vegetation, soil stability, and sequestration potential among types of recreational use. Understanding these effects can guide effective conservation strategies in desert ecosystems.

Research Objectives:

- Understand how recreational activities (specifically, hiking, motorized off-roading, and camping) differently influence soil carbon and biocrust cover in deserts, using the Indian Creek area of Bears Ears National Monument as a case study.
- Understand the disturbance gradient (i.e. how far out from a recreational site the effects of the disturbance are present) of biocrust successional type and soil stability for different types of recreation.

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?

Thirty sampling sites were selected within the Indian Creek basin of Bears Ears National Monument using stratified random sampling, based on recreation type and intensity. At each site, multiple measurements of vegetation and soil health were conducted on five sampling dates from April-October in 2023, in order to collect data from a full green-up through die-off cycle, as well as a spring-through-fall recreation season. Various nutrient analyses, such as CO₂ respiration tests and C/N analyses, were performed on soil samples. We have recently completed the assembly of a large database with all of our vegetation, soil, and disturbance parameters, and are currently in the process of analyzing the collected data. Since the end of the field season in 2023, student researchers have primarily been focused on building a comprehensive database. Database creation, cleanup, and management has been done using PostgreSQL. For the statistical analysis itself, R and RStudio are being used. Sites which are undisturbed by recreation have significantly higher percentages of biocrust cover than all other site types; in contrast, camping sites have the lowest. Corresponding with this finding, preliminary results show that CO₂ respiration levels are higher in biocrusts at sites with a lower level of disturbance and lower in biocrusts at sites with a higher level of disturbance. Our data also provides insight into the types of biological soil crusts present at different recreation site types. There are 2 general successional types of biological soil crusts, and the later successional crusts are around 10 times more productive at sequestering carbon than the earlier successional biocrusts. Understanding the percentages of each biocrust type that are present at each site gives us insights into the carbon sequestration potential of each site (and each type of site).

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

- Poster Presentations: Recreation or Regression: Assessing the Effect of Human Activities on Desert Carbon Sequestration in Bears Ears National Monument. Spring Runoff Conference, Intermountain Sustainability Summit, and Life Sciences College Poster Conference, 2023.
- Contributed Talk: Desert carbon sequestration and recreation patterns in Indian Creek, Bears Ears National Monument, Ecological Society of America Annual Conference, August 2024.
- Contributed Talk: Desert Dynamics: Recreation, Biocrusts, and Carbon Sequestration in Bears Ears National Monument, Leave No Trace Global Summit, October 2024.
- Paper: Recreation or Regression: Assessing the Effect of Human Activities on Vegetation and Biological Soil Crusts in Bears Ears National Monument. In progress.

Research and Community Impact:

Throughout this project, students have been able to collaborate closely with The Nature Conservancy's Canyonlands Research Center, the United States Geological Survey Moab Office, and the Bureau of Land Management Moab Office. These interactions have provided the opportunity to establish good research relationships with these entities, as well as networking on a personal level. Results from this research project have also been shared with the Bureau of Land Management in private presentations and during the NEPA Environmental Impact Statement and alternatives process.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to attach your file (maximum file size: 4 MB).

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

We are nearing completion of our statistical analysis of all variables in our database, so finishing this final aspect of the project is our next step, followed by submitting a scientific paper for peer review and publication.

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

We have no currently scheduled future presentations, but we will notify the Redd Center when more are scheduled. We will also credit and notify the Redd Center in our upcoming peer reviewed publications (which are currently being written).

Comments:



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: April Hulet **Email Address:** april_hulet@byu.edu

Project Title: Modeling Bunchgrass Mortality during Wildfire in Sagebrush Steppe Ecosystems

Organization: BYU

Department: Plant and Wildlife Sciences,

Name of Award Received:

Annalee Naegle Redd Assistantship Award (BYU Faculty Only)

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

We were able to complete our proposed research, details are below.

The primary objective of this research was to develop SageFire, an agent-based model designed to simulate fire intensity in the Great Basin, with a specific focus on shrub cover's influence on fire behavior. The process involved three key steps:

1. Accurately classifying ground cover types, such as shrubs, perennial grasses, and bare ground, using aerial imagery.
2. Incorporating these classified ground cover types into the SageFire simulation model, which was customized to reflect the spatial arrangement of these three distinct vegetation types.
3. Visualizing fire intensity across the landscape, based on the distribution and density of ground cover types.

SageFire is based on the Onaqui Flat SageSTEP site in western Utah, a representative low-elevation Wyoming big sagebrush ecosystem. SageFire simulates fire events and subsequent fire intensity by considering ground cover types (determined using classified aerial imagery), and proximity to shrub centers.

The imagery classification for high, medium, and low shrub scenarios had kappa values of 0.78, 0.86, and 0.77, respectively. The SageFire model successfully incorporated classified imagery and demonstrates the impact of vegetation arrangement on fire intensity and subsequent perennial bunchgrass mortality.

SageFire is a valuable tool for land managers working in the Great Basin's Wyoming big sagebrush ecosystems. By simulating the relationship between vegetation distribution and fire intensity, the model enables land managers to evaluate fire risks and anticipate the impacts on perennial bunchgrass mortality. Its customizability allows for location-specific fire intensity evaluations, which are crucial for determining priority areas for preemptive restoration treatments aimed at reducing fire severity and preserving critical rangeland ecosystems.

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?

The Redd Center funds supplemented support for Sam Knuth, an MS student in the Wildlife and Wildlands Program. These funds enabled him to gain valuable skills in computer coding using NetLogo and imagery classification with eCognition software. As a team, we deepened our understanding of ODD (Overview, Design concepts, Details) protocols, which are essential for describing individual- and agent-based models.

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

Publication:

Knuth, S.J., K. Meyer, S.L. Petersen, and A. Hulet. SageFIRE: An agent-based model of fire intensity in sagebrush steppe ecosystems during a fire event. *Landscape Ecology* (2024, in review).

Presentations:

1. Knuth, S., K. Meyer, S.L. Petersen, and A. Hulet. May 2024. SageFIRE: An agent-based model of fire intensity in sagebrush steppe ecosystems during a fire event. SageSTEP Field Tour.

2. Knuth, S., K. Meyer, S. Petersen, and A. Hulet. Jan 2024. Assessing fire-induced bunchgrass mortality in sagebrush rangelands: an agent-based modeling approach. SRM Annual Meeting, Sparks, NV.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to attach your file (maximum file size: 4 MB).

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

Next steps include publishing the paper as outlined above. We also plan to use this study as a proof of concept to seek future funding opportunities on a larger scale.

What are your future plans for publication 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 responses above. In the publication and for each presentation the Redd Center has been acknowledged.

Comments:



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Paul Stavast **Email Address:** paul_stavast@byu.edu

Project Title: Connecting with Iosepa-Preparation for a Museum Exhibition

Organization: BYU

Department: Anthropology/Museum of Peoples and Cultures,

Name of Award Received:

Annalee Naegle Redd Assistantship Award (BYU Faculty Only)

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

Hawaiian immigrants established the town of Iosepa in west Utah in 1889 and lived there until 1917. This research project established a foundation on which the story of Iosepa could be told through an exhibition that will utilize artifacts recovered from an archaeological excavation at the townsite. A second objective was to establish a connection between the Museum of Peoples and Cultures and descendants of Iosepa residents.

Student assistants began by establishing a research file of previously published research. This file will be added to the Museum's permanent library/research archive to facilitate future research on the artifact collections. After becoming familiar with these publications, we began examining the scientifically excavated artifacts from Iosepa which are curated at the Museum of Peoples and Cultures. A particular challenge we have noted is that the excavations were quite limited in scale and scope. As a result, the artifact assemblage is biased towards objects that were deposited in refuse areas and do not represent living or communal areas. Additionally, generic metal items and non-diagnostic glass fragments constitute a large percentage of the collection. The remaining items are, in general, small. This presents a design challenge as they will need to carry more of the narrative weight of the exhibition.

An important aspect of this project was establishing relationships with descendants of the residents of Iosepa. We were able to attend the annual gathering at Iosepa over Memorial Day weekend in 2024 and hosted a group of about 20 descendants of the Mahoe family at the Museum. These experiences allowed us to establish connections with people who can provide us with feedback on the exhibition as it develops. We are particularly interested in ensuring that their voices and perspectives are included in the exhibition.

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?

Funds from the Redd Center supported the hiring of student research assistants who research artifacts and compiled publication to form a foundation up which we will develop an exhibition focused on Iosepa at the Museum of Peoples and Cultures. Student research assistants became familiar with the existing published literature on Iosepa and then began assessing the excavated collections for their potential to represent the unique story of Iosepa. Students were able to identify an initial list of artifacts excavated from the Mahoe family residence to include in the exhibition. These items connect the residences of Iosepa with other communities in Utah, Hawaii, and other trading regions including the British Isles, Pennsylvania, and Japan.

Additionally, beginning with our first meeting with descendants of the Mahoe family, we became acutely aware of significant differences between the amount of knowledge held by each generation of descendants. This has led our team to increase focus on exhibition components that facilitate and encourage storytelling between generations, and a desire to host family focused events to again facilitate intergenerational dialogue.

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

No publications or presentations have yet been made. An exhibition on Iosepa is slated to open in late 2025 at the BYU Museum of Peoples and Cultures.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to attach your file (maximum file size: 4 MB).

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

While most of the artifact research is completed, we will continue to work with the descendant families as we narrow down topics for the exhibition and make final object selections. Drafts of exhibition panels and layouts will be presented to the descendant community for their review.

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

The research will form the core of an exhibition on Iosepa at the BYU Museum of Peoples and Cultures which will open in late 2025. The exhibition will run for at least six months.

Comments:



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

OLIVIA MURPHY, ART HISTORY, UNIVERSITY OF OKLAHOMA: "WILLIN' TO BE MOVIN'? CONTEMPORARY ARTISTIC EXAMINATIONS OF FEMALE MOBILITY IN THE AMERICAN WEST"

Award Report

Name:	Olivia E. Murphy	Email Address:	oliviavongries@ou.edu
Project Title:	Willin' to be Movin'? Contemporary Artistic Examinations of Female Mobility in the American West		

Organization: University of Oklahoma
Department: Art History,

Name of Award Received:

Annaley Naegle Redd Student Award in Women's History

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

With the funds from the Annaley Naegle Redd Student Award in Women's History, I was able to travel to Pasadena, California, from July 29th to August 2nd, 2024, and undertake archival research at both the Autry Museum of the American West and the Huntington Library. Specifically, in addition to surveying the Autry's visual arts collection and "Imagined Wests" exhibit to ascertain present-day exhibition strategies for showing contemporary art of the American West, I examined their archival material for the Women in the West Museum. The "Imagined Wests" exhibition and others at the Autry had three examples by the artists in my dissertation, including one sculpture about which I speak specifically. As I had suspected, the Women in the West Museum archival material revealed that the museum did not focus specifically on female Western American artists with their collections, exhibitions, and programming. Rather, their archives demonstrated that the museum focused mostly on female politicians in the West. I was able to create a list of all the female artists that they either worked with or included in exhibitions and will draw from this list in future research projects about the history of female Western American art. I spent two days at the Autry completing this work. I also spent two days at the Huntington Libraries utilizing both archival and library resources. In particular, I examined the Eliza Roxey Snow diaries from 1846 to 1849 that are included in their "Mormon holdings." Additionally, I took advantage of their extensive library collections to find and gather notes from texts that I do not have access to in Oklahoma and are not available online, including "The Woman Artist in the American West, 1860-1960," the exhibition catalogue for the first major show of female, Western American artwork.

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?

Overall, the research that I was able to undertake at the Autry Museum of the American West and the Huntington Library helped me situate my dissertation within the larger field and uncover vital historical context for some of the contemporary artists that I examine in my project. The goals of this trip were to situate my project more specifically within the larger fields of Western American women's history and art of the American West and find additional historical context for the artwork in my dissertation in several archives. During my time in California, I was able to achieve both goals. This research trip reiterated to me the need for my dissertation, that no significant scholarship has been completed about contemporary, female art of the American West. The work that has been done about contemporary Western American art, including the Autry's "Imagined Wests" exhibition, focuses solely on arguing that the American West was diverse. My dissertation will move past this base-level multicultural argument to emphasize the importance of mobility on the identity formation of women in the mythic territory. The Women's in the West Museum archives emphasized to me that, of the work done about westering women, little focuses on contemporary artists. Furthermore, the material that I uncovered in the archives will provide necessary historical tethers for artists in my dissertation, including Angela Ellsworth, with her examination of moving LDS women in Western America. The Huntington Library's "Mormon holdings" contained archival material demonstrating the hardships that LDS women faced in their westward migrations and their methods for preserving that I will incorporate into my discussion of Ellsworth. The Women in the West archives did contain one folder about an artist in my dissertation, which included an unpublished interview from which I will draw for my research.

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

I will incorporate the findings from my research trip into my dissertation, which will be completed by May 2025, and will be sure to thank the Redd Center for its invaluable support in its acknowledgements.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to attach your file (maximum file size: 4 MB).

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

I will spend the rest of this academic year revising the draft of my dissertation that I was able to complete after my Redd Center funded trip before defending the project in late April 2025.

What are your future plans for publication 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 incorporate the findings from my research trip into my dissertation, which will be completed by May 2025, and will be sure to thank the Redd Center for its invaluable support in its acknowledgements.

Comments:

Thank you! This research trip would not have been possible without the Redd Center's generous support. I am very grateful that the Center has an award dedicated specifically to Western American women's history, which is an understudied field needing further expansion.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

CHARLES REDD FELLOWSHIP AWARD IN WESTERN AMERICAN HISTORY

JACK EVANS, HISTORY, UNIVERSITY OF OREGON, "FROM CAPTIVITY TO PLACEMENT: RECONSIDERING THE INDIAN STUDENT PLACEMENT PROGRAM, 1947-2000"

ANGELA HUDSON, HISTORY, TEXAS A&M UNIVERSITY, "WESTERN INDIANS IN THE JIM CROW SOUTH"

DAVID MORALES, HISTORY, UNIVERSITY OF CALIFORNIA, DAVIS, "POWER PLAYS: A CULTURAL HISTORY OF CONQUEST AND PERFORMANCE IN THE U.S.-MEXICO BORDERLANDS, 1821-1879"

Award Report

Name:	Jack Evans	Email Address:	jevans9@uoregon.edu
Project Title:	From Captivity to Placement: Reconsidering the Indian Student Placement Program, 1947–2000		

Organization: University of Oregon

Department: History,

Name of Award Received:

Charles Redd Fellowship Award in Western American History

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

I visited the archives primarily to access a series of oral histories with white "host families" that had participated in the Indian Student Placement Program of the Church of Jesus Christ of Latter-day Saints. Because the transcripts of these interviews had been misfiled during their transfer from the Redd Center to L. Tom Perry Special Collections, only one scholar (writing ten years ago) has had the opportunity to consult them in telling the history of the program. Thanks to Special Collections Reference Assistant Cindy Brightenburg, I was able to access these records. They reveal new ways of thinking about the program, not only from the perspective of host families, but also feature rich stories about Indigenous students that have enhanced my dissertation writing. I also accessed documents regarding proposed weekend outing programs through the church's seminary at Sherman and other boarding schools, which has helped me to think about labor in the placement program.

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?

Because previously available oral histories of the placement program interviewed Native students who had remained active in the church, the stories they told on the whole paint a halcyon portrait of the program that would not have resonated with all program alumni. For example, some historians have rejected the contemporaneous critiques of journalists, anthropologists, and child psychologists who argued that taking an Indian child into the home presented host families with an abundant source of free or cheap labor. As evidence, these historians have pointed out that few of the oral histories with Native students made mention of work outside of routine chores. However, the oral histories with host families do corroborate tales of Indigenous placement students—especially older girls and young women—providing extensive domestic labor for their host families, complicating the historical consensus.

My research has also inspired my efforts to revisit the program's origins. Historians typically begin their history of the placement program with a young Diné woman named Helen John, who moved in with an LDS family in Richfield, Utah to attend school after coming north to work in nearby beet fields with her family. In collective memory and academic narratives, John is depicted as something of a poster child for the program--as a model and foundation upon which the church developed its program. The research I have conducted with aid from the Redd Center has revealed that Latter-day Saints in Richfield and elsewhere were taking Indigenous children into their homes long before Helen John came to town, complicating the history of the program's origins.

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

I recently presented at the Western History Association conference in Los Angeles and Western Association of Women Historians conference in Portland, Oregon using archival sources accessed through the Redd Center's generous support of my work. I am still at work on an article about how postwar conservatism shaped LDS notions of family and domesticity that the church aimed to transfer to Indigenous people through child removal and gendered surveillance.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

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

My research is nearly completed. The only documents that I would like to get my hands on prior to finishing the dissertation are the minutes of the church's "Lamanite Committee", which are contained at the Church History Library in Salt Lake City.

What are your future plans for publication 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 primary goal, as it must be for many ABD PhD students, is to finish the dissertation. As mentioned above, however, I would still like to see an article published before hitting the job market. I will gratefully acknowledge the Redd Center's support and notify you regarding my future publications about the placement program.

Comments:

I would like to extend my gratitude to the Redd Center for their support of my dissertation research. The archival visits allowed by the center's support have enriched my writing and deepened my analysis. Thank you.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Angela Hudson **Email Address:** aphudson@tamu.edu

Project Title: Western Indians in the Jim Crow South

Organization: Texas A&M University

Department: History,

Name of Award Received:

Charles Redd Fellowship Award in Western American History

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

The funds I received from the Redd Center enabled me to travel to BYU and conduct research in the papers of Gertrude Bonnin. Bonnin and her husband, Raymond, created the National Council of American Indians in the 1920s. The organization worked to provide a voice for Native peoples across the nation and represent their interests to both the government and the general public. The correspondence and related papers in the Bonnin collection provide crucial insights into the inception of the organization, challenges the Bonnins faced related to its goals, and the concerns of the American Indian communities it sought to engage. The Redd Center funds provided me the opportunity to dive into these records and better understand this important period in Native American and United States history.

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

My research project focuses on the experience and influence of western American Indians in the Jim Crow South. My particular interest in the Bonnin papers was investigating their role in relation to southern Native communities, particularly in the realm of activism and federal policy. The Bonnins traveled extensively during the period represented by the collection, including to Georgia and North Carolina. In North Carolina specifically, they spent time among and later corresponded with members of the Cherokee and Lumbee communities. As Native people themselves, with a wealth of experience dealing with the Office of Indian Affairs and political representatives, the Bonnins brought a unique perspective to the southern tribal communities they visited. Two of the most important things that I learned were that: 1) the Bonnins treated the Cherokees and the Lumbees differently in terms of their recommendations for navigating federal Indian policy but did not doubt their indigeneity (this was not the case with other OIA officials and Native activists) and 2) the Cherokees and the Lumbees both welcomed an affiliation with the Bonnins and the NCAI but attempted to leverage those connections in unique ways related to their particular status within North Carolina and the nation.

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

"Blood Brothers'?: Western Indians in the Jim Crow South"- Organization of American Historians annual meeting, New Orleans, LA, April 2024

Journal of American History Podcast- "Panel Debrief"- July 2024

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

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

The research I conducted at BYU enabled me to apply for a fellowship at the Beinecke Library at Yale University to consult the papers of OIA Commissioner John Collier and Native activist D'Arcy McNickle. Collier was a frequent correspondent and sometimes antagonist of the Bonnins. McNickle was, like the Bonnins, a western Native person who worked in a variety of official and activist roles among southern Native peoples. His attitudes towards those communities, however, seems divergent from that of the Bonnins. My next steps in researching this chapter of the book are to work at

the Beinecke and immerse myself in the published writings of the Bonnins and McNickle to better understand why they adopted differing positions in their interactions with tribal communities in the South and possibly, where they converged.

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

The research funded by the Redd Center constitutes part of Chapter Five of my book project on western American Indians in the Jim Crow South. I have grouped the Native westerners I'm studying into three categories—prisoners (ch. 1-2), performers (ch. 3-4), and policy-makers (ch. 5-6). My central research question is what was the impact or influence of these non-southern Native people on the lives of Native southerners? The material I've gathered to date suggests two strands of argument: 1) that non-Native southerners reacted to the presence of western Indians in ways that influenced their perception and treatment of Native southerners, and 2) that Native southerners reacted to the presence of western Indians in ways that leveraged those perceptions and treatment for their own ends. The book is not yet under contract, but I hope to publish it in 2027.

Comments:

The Redd Center and the BYU libraries are fantastic resources and have been instrumental in my research over the years. I am grateful for the continued support and the collegial atmosphere.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	David Morales	Email Address:	dpmorales@ucdavis.edu
Project Title:	Power Plays: A Cultural History of Conquest and Performance in the U.S.–Mexico Borderlands, 1821–1879		

Organization: University of California

Department: History,

Name of Award Received:

Charles Redd Fellowship Award in Western American History

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

The majority of the documents I looked at were related to the U.S.-Mexican War, including soldier diaries and letters. I also examined government records and letters related to New Mexico during the Mexican Period (1821-1846). Finally, I also looked at various records related to nineteenth-century US theater, including the George Jones Theater Collection (MSS 6128) and Johnny Maddox Papers (MSS 23). All research was conducted over a span of a week at the Perry Special Collections at BYU.

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?

My time researching at the Perry Special Collections in the summer of 2023 advanced my dissertation on performance and colonialism in the U.S.-Mexico borderlands in several productive ways. The archive's extensive collection of diaries and letters of participants in the U.S.-Mexican War gave me a rich look at how U.S. soldiers thought about their actions and their interpretation of performances they witnessed. The diaries of John Taylor Hughes (Vault MSS 235), in particular, offered detailed descriptions of Nuevomexicano Catholic processions and other festivities. Other documents helped me make connections between the life of U.S. soldiers in the borderlands after the war and other aspects of Anglo cultural life. For instance, the Bernard Irwin Correspondence and Diaries (MSS SC 1159) described journeying across west Texas. I have found that Irwin's descriptions closely paralleled the language used to describe the various intricacies of Freemason ceremonies, which are the subject of one of my chapters. Irwin's diary, alongside other evidence, helped me draw connections between various "performances" of conquest in this chapter. The large collection of New Mexican Territorial History documents (MSS 1509) nicely supplemented my research done in New Mexico's archives, providing me with various reports on social and political life in northern New Mexico. These records supplied context for my discussion of Nuevomexicano and Pueblo processions, folk dramas, and dances in my first dissertation chapter.

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

None, as of date of report

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

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

I am concluding research on the California portion of my dissertation this academic year (2024-2025). I will also be making a trip to the National Archives in Washington D.C. to examine testimony about Native "raids" in the borderlands. Once this is completed, archival research for my dissertation will be complete. I have currently written about half of my dissertation, which I expect to finish by June 2026.

What are your future plans for publication 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 research funded by the Center contributed to my dissertation, which I expect to complete by June 2026. This dissertation will eventually be published as a monograph. In the shorter term, I may develop an article about Freemasonry and colonialism in Texas, in which I would make use of the Bernard Irwin Correspondence and Diaries (MSS SC 1159) that I discussed above.

Comments:

Overall, my time at BYU provided my dissertation manuscript with considerable depth and detail. Travel that summer would have only been possible with funding from the Redd Center, and so I am grateful for the Center's support of my project.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

[redd_center@byu.edu](mailto:red_center@byu.edu)
(801)442-4048

JAMES SWENSEN, COMPARATIVE ARTS AND LETTERS, BRIGHAM YOUNG UNIVERSITY, "THE NEW DEAL IN CENTRAL UTAH"

Award Report

Name: James Swensen **Email Address:** james_swensen@byu.edu

Project Title: The New Deal in Central Utah

Organization: BYU

Department: Comparative Arts and Letters,

Name of Award Received:

Clarence Dixon Taylor Research Grant

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

This grant has enabled me to continue my research into the New Deal in Utah and Carbon Counties. With funds I was able to travel to Helper and Price to study and record New Deal murals located in these towns. It also enabled me to travel to the former site of Consumers, Utah, located deep in the hills west of Helper.

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?

Some of the revelations of this research included learning how good the New Deal murals by Lynn Fausett's in Price's City Hall and Jeanne Magafan in the Helper Post Office are. They're much better than I imagined. I was also able to rediscover the original location where Dorothea Lange repeatedly photographed a small family of a coal miner in 1936. The site is not even a ghost town today, but the site is still there.

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

The most important and immediate by-product of this grant will be two, possibly three, chapters in my upcoming book: Utah through the Lens of the New Deal: A Portrait of the State during the Great Depression and the Homefront in the Photographs of Resettlement Administration, The Farm Security Administration and Office of War Information (University of Utah Press, 2025 or 2026). In the next year I will also prepare my article on the Provo Post Office, which I presented last year, for publication.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

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

I still need to make a trip to Washington D.C. to conduct research in the archives of the Library of Congress and the National Archives. A lot of the FSA visual material is online but correspondence especially concerning murals needs to be done there.

What are your future plans for publication 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 and presenting this work in a variety of formats. I've also been in discussion with the Utah Historical Quarterly about the possibility of a themed issue, looking into New Deal art and institutions.

Comments:

Thank you.

CARLY JAKINS, "AMERICAN SEAMS, SHORT DOCUMENTARY"

LARRY MORRIS, "FURS, PLAGUES, GOLD, AND GUNS: EXPLORERS' RELATIONS WITH THE ARIKARA, CROW, CHEYENNE, AND ARAPAHO"

Award Report

Name: Carly Jakins **Email Address:** cj@paperhatfilms.com

Project Title: American Seams, Short Documentary

Organization: null

Department: Documentary Film,

Name of Award Received:

Independent Research and Creative Works Award

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

A 17-minute short documentary, "American Seams" takes the disparate stories of three quilters combine to reveal an intimate and poetic portrait of rural women in the American West. These women carry a matriarchal responsibility as keepers of people, land, and culture. They developed their art through the metamorphosis of motherhood and domestic responsibilities, and use quilting to support their survival. Featuring Brenda Bailey, Sara Buscaglia, and Susan "Traditional Woman" Hudson.

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?

Our Redd Center Grant was used to aid in the costs of the film's production--gear rental, data management, and other necessities related to travel.

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

Full Frame Documentary Film Festival
(Duke University) Sally Robinson Audience Choice Award 2024
Atlanta International Film Festival
Brooklyn Film Festival
Davey Fest, Davey Film Foundation (SLC, UT)
BEYOND, Cary Film Festival
Indie Street Film Festival
Charlotte Film Festival
San Francisco Film, Doc Stories
Granary Arts, Connected to the Land (Ephraim, Utah)

American Documentary | POV Shorts Season 7
Coming November 2024
LA Times Studios Release
Coming November 2024

PUBLICATIONS RELATING AMERICAN SEAMS:

POV Shorts Season Seventh Season Puts Center Stage Ten Short Acquisitions Telling Big Stories in an Art House Setting, American Documentary, Oct 8, 2024.

Rashida Jones' and Will McCormack's Short Doc 'A Swim Lesson' Part of 'POV Shorts' Season 7 Lineup (EXCLUSIVE), Variety Magazine, Addie Morfoot, October 8, 2024.

Full Frame Documentary Film Festival Unveils Lineup Led by 'Girls State,' Variety Magazine, Addie Morfoot, March 14, 2024.

American Seams - Films. Full Frame Documentary Film Festival, DP, March 2024.

American Seams, Create Forever, Fujifilm North America , 2023

[BTS] Carly Jakins "American Seams" - GFX Challenge Grant Program 2022 / FUJIFILM

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

The documentary is complete, but I noticed you have a public programming grant--I would be interested in applying for this, to help mitigate the costs to prepare films for public programming, as well as travel to events associated with public programming, but also perhaps cover costs to allow for free community screenings.

What are your future plans for publication 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.

Granary Arts, Connected to the Land (Ephraim, Utah) October 19 - January 2025

American Documentary | POV Shorts Season 7

Coming November 2024

LA Times Studios Release

Coming November 2024

Comments

Thank you Redd Center for continuing to support my projects! Every dollar counts when you're working with a labor-of-love budget to share the intricacies of contemporary life in the American West.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Larry Morris	Email Address:	mlemorris@yahoo.com
Project Title:	Furs, Plagues, Gold, and Guns: Explorers' Relations with the Arikara, Crow, Cheyenne, and Arapaho		

Organization: null
Department: Independent researcher,

Name of Award Received:
Independent Research and Creative Works Award

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center.
The funds I received financed my research trip to the Little Big Horn College library and archives at the Crow Agency in Montana. I thus had unique access to both secondary and primary sources. I found the papers of Joseph Medicine Crow and Eloise Whitebear Pease particularly valuable, dealing with probable origins and migrations of present Montana Indians and historical development in the Upper Yellowstone Valley, 1850-1885, respectively. I also found important details on the treaties of both 1825 and 1851 and saw copies of Medicine Crow's 1939 thesis and Adrian Heidenreich's 1974 dissertation for the first time (obtaining photocopies of both).

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?
The oral histories of Crow Indians at the archives, as well as the papers of 20th century Crow scholars, helped me understand the Crow perspective on interactions of the Crow nation with European explorers, a crucial element to my research. I was especially interested in the Crow perspective on Edward Rose, one of the key explorers I discussed.

Please list publications and/or presentations based on your Redd Center research or program.
My book "Furs, Plagues, Gold, and Guns: Explorers' Relations with the Arikara, Crow, Cheyenne, and Arapaho" will be published by the University of Nebraska Press. The peer review is complete, and I am now making final revisions (due in November 2024). I expect the book to be published in 2026. In the Acknowledgments I will thank the Redd Center for funding my research at the Crow Agency.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

What are your future plans for publication 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 notify you when the book is published and send a copy.

Comments
Thanks very much.

JOHN TOPHAM AND SUSAN REDD BUTLER BYU FACULTY RESEARCH AWARD

LISA JOHNSON, LINGUISTICS, BRIGHAM YOUNG UNIVERSITY, "THE IMPACT OF HEALTHY SCHOOL MEALS FOR ALL ON DIETARY INTAKE: AN ANALYSIS OF ENGLISH IN THE INTERMOUNTAIN WEST"

PETER LEMAN, ENGLISH, BRIGHAM YOUNG UNIVERSITY, "SEARCHING FOR THE SKULL OF MANGAS COLORADAS"

FRED WOODS, CHURCH HISTORY AND DOCTRINE, BRIGHAM YOUNG UNIVERSITY, "MONTANA SAINTS HISTORY"

Award Report

Name: Peter Leman **Email Address:** pleman@byu.edu

Project Title: Searching for the Skull of Mangas Coloradas

Organization: BYU

Department: English,

Name of Award Received:

John Topham and Susan Redd Butler BYU Faculty Research Award

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

Please see my email to Amy Carlin for a complete explanation of my situation. In 2023, used a small portion of the funds to travel to Arizona to visit with the White Mountain Apache Tribe's cultural committee chair. At the recommendation of a publisher, I went to ask for his and the tribe's approval of the project. Unfortunately, he did not approve, and out of respect to the tribe, I decided to discontinue the project. I do have some additional publications planned based on the research I have already done, which I describe below, but it will be limited to material and topics that won't cross the lines I discussed with the cultural committee chair.

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?

I suppose on this specific trip, I set out with a question about whether or not the White Mountain Apache tribe would give its approval for my research project to continue, and I learned that they would not. There are additional lessons from this experience that I'm still thinking through: e.g., about my family history, what it means to be an ethical scholar, the necessity of working with indigenous communities when researching topics like this, etc.

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

These mostly grew out of research I did previously with support from the Redd Center in 2018.

*Peer-reviewed scholarly article: "Mangas Coloradas and the Challenge of Semantic Repatriation in the Poetry of Paul Muldoon" forthcoming in the Irish University Review (November 2024)

*Editor-reviewed public humanities article: "How profit and prejudice built a family's human skull collection" in Atlas Obscura (Oct. 2019: <https://www.atlasobscura.com/articles/fowler-wells-phrenology-cabinet>)

*BYU Presentation: "Searching for the Skull of Mangas Coloradas." BYU Humanities Center Colloquium. Provo, UT. February 11, 2021.

*Invited Lecture in Santa Fe: "Apache Chief Mangas Coloradas: Warrior, Leader, Legend." Oregon-California Trails Association Annual Convention. Santa Fe, NM. September 5-7, 2019.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

What are your future plans for publication 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.

At minimum, I am planning a scholarly article titled "D. B. Sturgeon and O. S. Fowler: The Men who Lost the Skull of Mangas Coloradas." I plan to submit this to Western Historical Quarterly.

I am still thinking about what else I can salvage from the larger research project. Hopefully at least one more scholarly article and possibly a personal essay.

Comments



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Lisa Morgan Johnson	Email Address:	lisamorganjohnson@byu.edu
Project Title:	An Analysis of English in the Intermountain West		

Organization: BYU
Department: Department of Linguistics,

Name of Award Received:
John Topham and Susan Redd Butler BYU Faculty Research Award

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

This project is the pilot for a large-scale, long-term project on English in the Intermountain West. Our general, long-term research questions include

- What linguistic features characterize English speech in the Intermountain West?
- How does the English used in this region differ from the English used in other areas of the country?
- How does Intermountain English both reflect and help construct individual and group identity in the region?

At this phase in the project, we are focusing on gathering pilot data from several Utah communities. Specifically, we have been conducting interviews with people who fit into different age and gender categories, as well as people who are urban- and rural oriented to gain different perspectives on the changing character of growing communities. The funding provided by the Redd Center has facilitated these data collection activities by allowing us to compensate study participants with \$10 gift cards after they complete an interview.

So far, the funds have allowed us to compensate participants from

- Lehi
- Lapointe
- Draper/Sandy
- Heber
- Hooper

Fourteen participants have been paid from this fund since it was awarded. Several others indicated that they did not need payment, allowing us to save those funds for future participants.

Data collection progress has been somewhat slower than expected since we were unable to teach the fieldwork course we had planned for winter semester 2024. However, my co-investigator and I have continued to conduct interviews, and two undergraduate students have recently interviewed people in communities where they have personal connections. We also plan to collect more wordlist recordings via online surveys in the coming months. Redd Center fund allocated for software subscriptions will allow us to gather suitable recordings to augment the collections from our target communities.

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?

Because we are still in the early stages of the project, we haven't yet analyzed the data collected through this grant. However, our initial observations from the interviews have suggested specific features to explore (e.g., pronouncing "false" as "faltse" and "zeal" as "zill"). Two research assistants (funded through another source) have been helping with the time-consuming transcription work required to process data before analysis. We anticipate writing up initial analyses about the effects of social factors (age, gender, urban-orientation) on speech in target communities in early 2025. We plan to submit that work to a conference to be held about a year from now.

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

We are still collecting and analyzing data, but we hope to submit at least one paper to a conference in 2025. (Please see the response to the previous question.)

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

We are continuing to conduct interviews with people who grew up in focal communities. For example, we have made connections with a group of people in their 80's who grew up in the Draper/Sandy area, and we are interviewing as many of them as possible. We will then follow up with interviews of younger people from the same area utilizing personal and campus connections. Rather than transcribing full interviews, we will prioritize representative sections of speech that can be compared to the word list readings to be collected online. This will allow us to gather sufficient data for an initial study on linguistic change related to demographic and economic changes in key areas of growth (like Draper and Lehi). To further explore the urban-rural differences, one student plans to compare data from rural Lapointe to data gathered in the now suburban, high-tech area of Lehi. Another student plans to compare recently collected speech from Heber to legacy recordings obtained through another source.

What are your future plans for publication 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.

Based on the research plans discussed above, we plan to present initial findings at a conference in late 2025. We will use feedback from that conference to prepare a manuscript for submission to a sociolinguistics journal soon after that.

Comments

It takes time to train students to participate in a large project like this, and that process was slowed by our not teaching the fieldwork class we had planned for last winter semester. However, now that we have research assistants who are helping with interviews, transcription, data organization, and analysis, we are excited about our current progress and our plans for the coming year and beyond. We are grateful for the Redd Center grant, without which we would have a much more difficult time recruiting and compensating participants.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Fred E. Woods	Email Address:	fred_woods@byu.edu
Project Title:	Montana Saints History		

Organization: BYU
Department: Church History and Doctrine,

Name of Award Received:
John Topham and Susan Redd Butler BYU Faculty Research Award

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center.
I traveled in Idaho, Montana and Wyoming and conducted interviews and research for the Saints by State website 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?
These funds helped with travel and lodging expenses

Please list publications and/or presentations based on your Redd Center research or program.
I have had great success from the funding I received which is bearing fruit! I am giving a presentation on December 5, 2024 wherein I will premier my Montana Saints documentary which I plan to submit to BYU TV this month for possible airing on their network. I am also co-authoring a book which bears the same name with Brian Cannon which University of Nebraska Press has expressed interest in at the WHA conference I just attended. I also researched and wrote an article titled, "Cassia County Community Unity: Reflections on the Flood Prevention Fight of 1984" will be published this month in Latter-day Saint Historical Studies and a companion documentary will be coming out before the end of the year I will submit to BYU TV for possible airing. STANDING ALONE : The Honorable Life of Peter Jackson Pefley I researched and co-authored with Stephen W. Kenyon will also be published in the next issue of Latter-day Saint Historical Studies.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

If your research is not yet completed, what are the next steps in your research process?
In addition to the publications noted above, these articles, the documentary films are all coming from my BYU Saints by State research project and will be included in my forthcoming website.

What are your future plans for publication 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
I would like to express my gratitude for the funding I have received from the Redd Center and generous donors. Thank you so very much for your support.
Sincerely,
Professor Woods

RANI-HENRIK ANDERSSON, CULTURES/AMERICAN STUDIES, UNIVERSITY OF HELSINKI, "TRADITIONAL INDIGENOUS ECOLOGICAL KNOWLEDGE, RE-INDIGENIZATION AND NATIONAL PARKS: TOWARD A NEW FRAMEWORK FOR SUSTAINABLE CO-GOVERNANCE (INDECOL)"

BRIAN LEECH, HISTORY, AUGUSTANA COLLEGE, "THE WEST CAN'T DRIVE 55: THE AMERICAN WEST'S FIGHT AGAINST THE 1974 NATIONAL MAXIMUM SPEED LAW"

SANDRA REBOK, HISTORY, UNIVERSITY OF CALIFORNIA, SAN DIEGO, "WEST OF THE REVOLUTION: JEFFERSON'S PURSUIT OF SPANISH KNOWLEDGE ON THE AMERICAN SOUTHWEST"

TERENCE YOUNG, GEOGRAPHY & ANTHROPOLOGY, CAL POLY-POMONA, "TO LEARN THE VALUE OF CONSERVATION: DIFFUSING AMERICA'S PROTECTED-AREA METHODS TO POSTCOLONIAL AFRICA, 1961-1974"

Award Report

Name: Rani-Henrik Andersson **Email Address:** rani-henrik.andersson@helsinki.fi

Project Title: Traditional Indigenous Ecological Knowledge, Re-Indigenization and National Parks: Toward a New Framework for Sustainable Co-Governance (IndEcol)

Organization: University of Helsinki

Department: Cultures/American Studies,

Name of Award Received:

John Topham and Susan Redd Butler Off-Campus Faculty Research Award

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

My intention was to use the BYU funding for a research trip focusing on Yellowstone NP. However, after receiving the BYU grant I was awarded another grant by The Finnish Research Council that allowed me to expand my research beyond Yellowstone. So I did some archival and fieldwork in California and Hawai'i and after returning from those trips, I visited The Buffalo Bill Center of the American West in Cody and did some archival research there. In November 2024, I did some fieldwork and interviews in the Rocky Mountain National Park to determine whether it could be another case study in my larger research. I also conducted archival work in Denver Public Library that has a considerable amount of material concerning national parks.

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?

As said the basic goal was to conduct archival work in Yellowstone, and that I did accomplish in Cody and partly in Denver. This was mostly historical background. Equally important are the networks of people I was able to establish. These include park personnel, and Dr. James Holt (Nimiipuu) who is the Executive Director of The Buffalo Field Campaign that works together with YNP in managing the area bison herds. This collaboration is a key to understanding re-indigenization (a new framework that I am developing) within YNP, and I will return to Yellowstone later this year for interviews and discussions.

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

Book chapter: "Indigenous Agency and Protected Spaces of Nature: Three Case Studies of Collaboration in North America." In Native Peoples and National Parks: Dispossession, Persistent Connections, and Strategic Collaboration, edited by Christina Gish Hill, Matthew Hill, and Brooke Neely. University of Oklahoma Press, 2024.

Talks:

-#esa#pa (Black Hills) as a Lak#óta Ceremonial Complex and Relational Borderland, Nordic Association of American Studies conference, Uppsala, Sweden

-“The Crossing”- Toward Indigenous Stewardship on Federal Lands and Waters

- Indigenous Sovereignty and National Parks symposium, University of Colorado, November 2024 (2 talks)

-several public talks in Finland

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [attach](#)

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

The part concerning Rocky Mountain National park is finished, since I learned that there is not much going on regarding re-indigenization, and it does not become an actual case study for my research, but serves as a good background case. I will return to Yellowstone and perhaps Glacier NP for additional research later. The major next steps are included in the box below.

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

I am currently editing a volume entitled "Indigenous Environmental Stewardship and Settler Colonial Borderland" to be published by the University of Nebraska Press. Several articles focus on the American West. The entire theme of the book is informed by my research in the American West. I am doing a special forum for the Environmental History-journal with a tentative title "From Dispossession to Re-indigenization: Indigenous Stewardship in Spaces of Biocultural Heritage." I have several public lectures lined up here in Finland and also a course at the University of Helsinki next year.

Comments



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Brian Leech	Email Address:	brianleech@augustana.edu
Project Title:	The West Can't Drive 55: the American West's Fight Against the 1974 National Maximum Speed Law		

Organization: Augustana College

Department: History,

Name of Award Received:

John Topham and Susan Redd Butler Off-Campus Faculty Research Award

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

During late June and early July of 2023 I used the funds from the John Topham and Susan Redd Butler Off-Campus Faculty Award to travel to four different archives in New Mexico and Arizona, where I largely looked through papers of politicians who were heavily involved in debates surrounding federal highway speed limits during the 1970s and 1980s. In New Mexico, I first visited the University of New Mexico's Center for the Southwest, where I examined the Congressional papers of Manuel Lujan, as well as the papers of surveyor David Kammer and political cartoonist John Trever. I then drove south from Albuquerque to Socorro, where New Mexico Tech houses the papers of Congressman Joe Skeen. I then traveled across the state border to Phoenix, Arizona, where I first spent a number of days in the Greater Arizona Collection at Arizona State University, where I went through the papers of U.S. Congressional Representatives Bob Stump and Eldon Rudd, as well as those of Senator Barry Goldwater. political cartoonist Reg Manning and urban planner Edward Hall. I concluded my trip with a visit to the Arizona State Library's Archives and Public Records to examine the papers of Governor Bruce Babbitt and materials created by the Arizona Transportation Board.

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?

I have been working on and off on the topic of speed limits since the late 2010s, but the pandemic interrupted my progress and I therefore turned to another project. This award re-started my research project, putting me on a clear path towards publication. More specifically, my research at these southwestern archives confirmed my hypothesis that the American West served as the origin point and later as the home base for protests against the federal national maximum speed limit of 55 mph, which was put in place in 1974 and survived in one way or the other until its full repeal in 1995. What most surprised me in this research trip is how similarly many western politicians approached the speed limit debate. Until the mid-1980s, requests for deregulated speed limits had as much to do with regional affiliation as with political party. Indeed, the almost instant indignation of many western politicians towards the law shows the emergence of a libertarian West before the "Sagebrush Rebellion" had an impact on national politics. Tensions grew between the region's dependence on federal largesse and its more libertarian politics—frustrated western politicians felt they could not push back against "federal blackmail" effectively because they desperately needed the national government's highway funding, which became tied to states' enforcement of the federal limit. I was also able to add to my understanding of the public discussion about speed limits on this trip by also examining cartoons and other materials that came from popular regional cartoonists.

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

I have not published or presented anything based on this research yet, but I have plans to do both over the coming year!

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

This story seems to be particularly important to the intermountain West and hence I have focused my attention on archives and politicians in Nevada, Montana, South Dakota, Utah, New Mexico, and Arizona. Before the project is completed, I hope to head to both the National Archives at College Park, Maryland to look through the Federal Highway Administration's records and I hope to head to the Carl Albert Congressional Research and Studies Center at the University of Oklahoma to look at the papers of Dave McCurdy, a U.S. Congressional Representative who was the primary Democratic sponsor of speed deregulation bills during the 1980s.

What are your future plans for publication 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 most immediate plan is an article manuscript based on this research, which has been drafted but still needs to be edited before I send to the Western Historical Quarterly for consideration. I plan to send it to the journal in February or March of 2025. Further down the line I plan to turn this project on speed limits in the American West into a book manuscript. I have had preliminary conversations with the University of Oklahoma Press about a book. The Redd Center will, of course, be credited for the assistance!

Comments

Thanks again to the Charles Redd Center for Western Studies! This kind of funding is particularly invaluable to those of us who devote our scholarship to the Intermountain West but who do not live in the region.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Sandra Rebok **Email Address:** sarebok@icloud.com

Project Title: West of the Revolution: Jefferson's pursuit of Spanish knowledge on the American Southwest

Organization: University of California

Department: History,

Name of Award Received:

John Topham and Susan Redd Butler Off-Campus Faculty Research Award

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

The funds from the Charles Redd Center allowed me to undertake research visits to two institutions that contain key material for my book project on "Jefferson, Territorial Expansion, and the Pursuit of Science in the American Southwest": the Huntington Library (HL) in San Marino, California, and the International Center for Jefferson Studies in Charlottesville (ICJS), Virginia. While the Huntington Library's Western Americana collections are strong with regard to the Spanish and Mexican Southwest, the ICJS houses all type of information related to Jefferson, and in particular, his pursuit of western expansion. I was able to do research at the HL in September 2023 and carry out research at ICJS in March 2024 and I am undertaking another research visit at ICJS currently, during the month of November 2024. Through different funding I plan to add an additional brief research stay at the HL in spring 2025. The funds have covered mainly the transportation and accommodation costs for the stay at these institutions. Research in their respective collections, with important holdings both on original primary sources and secondary literature, was helpful to study in-depth the larger historic context and allowed me to (1) obtain a more profound knowledge of different aspects connected to the topic of my book, (2) discover unknown material that supported my working hypothesis, and (3) formulate additional research questions and direct my work into new areas. This has enabled me to prepare a book proposal for the planned monograph as main outcome of this project and discuss it with a working group both at the Center for US-Mexican Studies at the University of California and the International Center for Jefferson 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?

Being able to undertake focused research with original sources is always very gratifying for the research process. It helps to open up the research focus, identify new and related research questions, or else become acquainted with people and institutions that have not been in the research focus before. In addition, undertaking research in both institutions provides the opportunity to discuss specific questions with their very knowledgeable and helpful staff that has facilitated new insights. In order to provide specific examples of my learning process: At the Huntington Library I found important material related to the early plans of José de Galvez, the Visitador general of New Spain, to create the Comandancia General de las Provincias Internas as a way to provide more autonomy for the the northern provinces of the Viceroyalty of New Spain in 1776. This material showed me to which extent some officials of the Spanish Empire were already aware of the threat that the thirteen colonies in the East would soon pose to the interests of New Spain. At the International Center for Jefferson Studies I was pointed to the important personal connection and family ties between Jefferson and Nicholas Trist, known for his negotiation of the Guadalupe Hidalgo Treaty in 1848.

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

Untill now I have mainly focussed on doing specific research concerning my research questions and obtaining a more in-depth understanding of the historical context through the readig of secondary literature. I have, however, already made the following presentations on specific aspects of the project at conferences and given lectures to a general audience:

- "Ripe fruit strategy": Jefferson's assessment of the Mexican Independence", 64th Annual Western History Association Conference, Free Soil? Migration, Dispossession, and Rising Up on Contested Ground, Kansas City, Missouri (October 2024)

- "Jefferson's pursuit of Spanish knowledge on the Southwest", Circulating Knowledge - 20 Years On, conference co-organized by the Canadian Society for the History and Philosophy of Science, the British Society for the History of Science and the History of Science Society, Halifax, Nova Scotia, Canada (August 2024)

- "The Jeffersonian origins of the Monroe Doctrine", The Monroe Doctrine: History, Interpretations, Legacy, Goethe University Frankfurt a. M., Germany, Justus Liebig Universität Giessen, Peace Research Institute Frankfurt, Asser Institute (December 2023).

- "Science and Empire: Jefferson's pursuit of Spanish knowledge on the American Southwest" Annual Conference of the History of Science Society (HSS), Shifting Standards, Creating Change, Portland, Oregon, USA (November 2023).

- "The Louisiana Purchase: Humboldt's travel from New Spain to the U.S. and Jefferson's pursuit of knowledge", invited lecture funded by the German General Consulate in Houston and organized by the House of Germany in New Orleans, USA (November 2023).

The outcome of my archival research, along with the preparation and discussions of my paper has helped me to prepare a book proposal which I am planning to submit at the end of this year.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

I am currently doing research at the International Center for Jefferson Studies on specific questions that have arisen as result of my initial work. My current research aims to (1) obtain a more thorough understanding with regard to the development of Jefferson's strategic pursuits in the Southwest over the given time span (1780ies-1826), (2) identify sources that passed important information on this area to Jefferson that I have not yet taken into account, (3) analyze the usefulness and the relevance of the knowledge Jefferson obtained. Another research effort is to continuously also take Spanish and later Mexican sources into account, in order to achieve a more balanced interpretation that takes all sides into consideration. I will then revise and submit the book manuscript.

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

The John Topham and Susan Redd Butler Off-Campus Faculty Research Award that I received from the Charles Redd Center has not only provided me with the needed and much appreciated funding in order to carry out the above-described archival research. Moreover, it also opened up new opportunities for the book project as such: I was contacted by an editor of the Oklahoma University Press, known for their excellent book series related to the American West, who expressed interest in publishing a book on my specific research topic. He then introduced me to the editors of the "Before Gold: California under Spain and Mexico" series of the Press and I had a very nice conversation with them as well. I decided that this could be the ideal venue for my book on Jefferson, Territorial Expansion, and the Pursuit of Science in the American Southwest (1776-1826) (working title). This new book project builds on my previous research on Jefferson's connection with Humboldt (Jefferson and Humboldt: A Transatlantic Friendship of the Enlightenment, University of Virginia Press, 2014), followed by my work on Humboldt's navigation between the Spanish Empire in decline and the expanding U.S., in which Jefferson plays a key role (Humboldt's Empire of Knowledge: From the Spanish Royal Court to the White House, University of California Press, in press, 2025). The content of the manuscript will be organized according to the following structure:

- I. Introduction
- II. From the American Revolution to Jefferson's westward vision
- III. Looking beyond the Louisiana Purchase: The Spanish Southwest
- IV. In pursuit of knowledge: Channels of information flow
- V. New challenges ahead: the Mexican independence
- VI. Blurry borders: arrival of the "Anglos"
- VII. Conclusion

Comments

Thank you very much for awarding this research award, which has made a huge impact on my research project.

I would like to add a comment regarding the question above concerning the electronic presentation: The above listed presentations related to this project have been done under rather specific angles, adapted to particular institutional interests or in connection to other presentations in the frame of a joint panel. I would, however, be happy to prepare a more general presentation for the Redd Center in the future, should this be of interest.

Please let me know should there be anything else that I should provide. Thank you.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Terence Young	Email Address:	tgyoung@cpp.edu
Project Title:	To Learn the Value of Conservation: Diffusing America's Protected-Area Methods to PostColonial Africa, 1961–1974		

Organization: Cal Poly-Pomona
Department: Geography & Anthropology,

Name of Award Received:

John Topham and Susan Redd Butler Off-Campus Faculty Research Award

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

With the Center's support, I traveled from California to the East Coast during September 2023 to perform archival research into the African Student Program. First, I spent two days in the University of Massachusetts-Amherst Library which holds the records of the Africa-America Institute. The Institute was an instigator of the program, selected the 100+ students who participated, and provided some of the program's funding. I visited because the on-line finding aids were general and the materials in the collection appeared uneven, making it difficult to know how important these records would be. During my visit I found some revealing documents from the 1960s and 1970s but was disappointed that there were not more of them. Next, I traveled to Washington, DC to visit the Library of Congress. I spent one day reviewing the papers of Russell Train, one of the founders of the African Wildlife Leadership Foundation and a major stimulus for the African Student Program. I knew Train's papers covered the era of the program, but again the finding aid was not specific enough to reveal what would be in the collection. Unfortunately, only a handful of items related to the program. Finally, I traveled to the nearby US National Archives in College Park, MD. Here I found a rich collection of textual materials and some excellent photographs during four days of research. The former included letters, memoranda, reports, and tables. The photos were taken at the launching of the first summer's program. As I had found elsewhere (e.g., Yellowstone NP Archives), most of these textual records were from the first half of the 1960s. Nonetheless, they confirmed and enriched my hypothesis that the program evolved into its permanent form during these years.

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?

My central research question was to understand why the U.S. Interior Department launched the African Student Program, who was its target audience, and which policies and management issues were taught. With the Center's support I traveled to the principal repository for the program's records, The U.S. National Archives in College Park, MD, and to two associated collections in Washington, DC and Amherst, MA. At these locations I learned more about the individuals who pushed for the program, for example, Frank Masland, who encouraged NPS Director Conrad Wirth to be concerned about protected areas in de-colonizing Africa. I also learned more about the individuals who participated in the program. I found memoranda concerning a racial incident at Yellowstone as well as participants' exit reports. Both sources provided insights into what they thought of the program while the latter was particularly helpful when trying to understand if the students had both supportive and critical responses to the experience. Finally, the records clarified what was in the program's curriculum, confirming that it was largely an old-line Progressive conservation program aimed at the scientific management and efficient harvesting of natural resources not a novel program heavily informed by ecology.

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

Peer-Reviewed Publication:

Forthcoming – "Diffusing Conservation to Post-Colonial Africa" Geographical Review (manuscript accepted September 4, 2024)

Scholarly Presentations:

2023 – Annual Meeting of the Association of Pacific Coast Geographers, Ventura, CA, October 20: "Diffusing Conservation to Post-Colonial Africa"

– Annual Meeting of the American Association of Geographers, Denver, CO, March 24: “Diffusing America’s ‘Effective Methods’ to Africa”

2022 – Annual Meeting of the Association of Pacific Coast Geographers, Bellingham, WA, October 7: “To Learn the Value of Conservation and Preservation’: Diffusing America’s Approach to Protected Areas through the African Student Program, 1961-1965”

– Annual Meeting of the American Society for Environmental History, Eugene, OR, March 26: “An Appreciation for Conservation and Wildlife Management’: The National Park Service’s African Student Program, 1961-1965”

– Annual Meeting of the American Association of Geographers, New York, NY, February 25: “The Potential African Leaders of Tomorrow’: The National Park Service’s African Student Program, 1961-1965”

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

The research for this project is complete.

What are your future plans for publication 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 a second scholarly manuscript that will rely on the same archival research but more heavily focus on the conservation-oriented aspects of the African student program. I plan to submit it to Park Stewardship Forum, an online, open-access journal aimed at place-based conservation. I will notify the Redd Center when it appears online.

Comments

Thank you for the timely support! This research project is the third in a planned series of four to explore the international diffusion of the US National Park Service's policies and practices. The final project will investigate what the Park Service called "The Short Course," a summer program staged in the US West that ran for nearly 30 years and brought approximately 1000 foreign park personnel to the US and Canada to learn about North American park management.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

BETTER DAYS, "UTAH WOMEN MAKING HISTORY STUDENT EVENT"

COSTUME SOCIETY OF AMERICA, "BEYOND THE LOOM: DOCUMENTING, TEACHING, AND UNDERSTANDING THE LEGACY OF NAVAJO CLOTHING CULTURE"

HIGH DESERT MUSEUM, "WATERSTON DESERT WRITING PRIZE EVENT"

JACKSON HOLE HISTORICAL SOCIETY AND MUSEUM, "HISTORICAL PERSPECTIVES ON WATER AND DROUGHT IN THE WEST"

JOURNAL OF MORMON HISTORY, "JOURNAL OF MORMON HISTORY BOOK REVIEW EDITOR/COPY EDITOR"

KNAU, "EARTH NOTES"

MINING HISTORY ASSOCIATION, "MINING HISTORY ASSOCIATION ANNUAL CONFERENCE"

MONTANA HISTORICAL SOCIETY, "BUILDING ON THE PAST: THE 50TH ANNUAL MONTANA HISTORY CONFERENCE"

MORMON HISTORY ASSOCIATION, "MHA 58TH ANNUAL CONFERENCE WELCOME RECEPTION"

MUSEUM OF PEOPLES AND CULTURES, "UTAH VALLEY LECTURE SERIES"

ROCKY MOUNTAIN AMERICAN RELIGION SEMINAR, "ROCKY MOUNTAIN AMERICAN RELIGION SEMINAR"

SALT LAKE CITY ARTS COUNCIL FOUNDATION, "PANEL DISCUSSIONS AT LIVING TRADITIONS FESTIVAL: UNDERSTANDING THE TRADITIONS AND ARTFORMS OF OUR CULTURALLY DIVERSE COMMUNITY IN UTAH"

SPRINGVILLE MUSEUM OF ART, "SALON 100"

UTAH HUMANITIES COUNCIL, "THE CHARLES REDD CENTER FOR WESTERN STUDIES AUTHOR"

WESTERN LITERATURE ASSOCIATION, "WESTERN LITERATURE ASSOCIATION 57TH CONFERENCE"

Award Report

Name:	Katherine Kitterman	Email Address:	katherine@betterdays2020.org
Project Title:	Utah Women Making History student event		

Organization: Better Days

Department: null,

Name of Award Received:

Public Programming Award

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

We appreciated having the Redd Center funding for this event, which allowed us to expand the number of stations offered to feature 4 new women and accommodate more students than in previous years. This required time to research more into the women we've already featured in bios on our website and work with community partners to develop educational activities for fun, interactive stations for 4th-8th graders. We were able to work with new partner organizations including the educator team at Hill Aerospace Museum who were excited to learn about the woman they were assigned for their station and were able to use the information we put together with them about Anna Belle Weakley to bring more women into their lesson they developed on Hill AFB in WWII. The other new partner organizations and women featured for this event were Pik2ar (Ellen Selu), Ft. Douglas (Marjorie Christiansen), Utah Education Network (Reva Beck Bosone), and the voter registration organization Headcount.

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?

Our research focused less on excavating each woman's story, (although we learned more aspects of each woman's work and achievements, such as the story behind Reva Bosone's television program "It's A Woman's World"), than it did on working with educators and community partners to translate the history of women's achievements into activities that build on what students learn from our curriculum in the classroom and create a memorable experience that inspires students and sparks their curiosity to learn more about women who have shaped Utah's history and their own communities. The Redd Center funds allowed our small team to dedicate time to the research and coordination with new partners, as well as the management, supplies, and execution of the entire "Day on the Hill," which brought in over 750 students.

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

None, but we did share important Utah history with 750 students and their teachers and chaperones!

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

We really appreciate the Redd Center's funding for this project, which allowed the student event to continue and expand the number of teachers and students served. We know it's a bit of an unconventional history event and we appreciate your support in making a fun and memorable event available to students that we hear is a highlight of their school year.

Award Report

Name: Kristen Miller Zohn **Email Address:** kmzohn@costumesocietyamerica.com

Project Title: Beyond the Loom: Documenting, Teaching, and Understanding the Legacy of Navajo Clothing Culture

Organization: Costume Society of America
Department: Education and Programming,

Name of Award Received:
Public Programming Award

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. “Beyond the Loom: Documenting, Teaching, and Understanding the Legacy of Navajo Clothing Culture” was the keynote of Costume Society of America’s 2023 Symposium taking place in Salt Lake City, May 23 through 27, 2023. This panel presentation featured Fleurette Estes and Joy Farley, two Diné (Navajo) sisters from Utah who discussed the perspectives of artists, documentarians, curators, and community members on subjects such as: perceived heritage versus reality; what is being done to pass down traditional arts including dress; what led Estes to start documenting the family’s efforts; and the importance of jewelry, craftsmanship, and ritual.

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?

The panelists shared stories of their lives on and off the reservation, as well as how those experiences have and continue to affect dress, design, and presentation, including traditional dress; and how location strengthens or weakens cultural connections and how that informs their heritage work.

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

Proceedings of Costume Society of America's Annual Meeting and Symposium: Crossroads of Dress & Adornment: Creativity, Culture, & Collaboration: <https://d2r0txsugik6oi.cloudfront.net/neon/resource/costumesocietyamerica/files/2023%20CSA%20National%20Symposium%20Abstracts.pdf>
Video available to CSA Members only: <https://youtu.be/3oyJu2xtJJc>

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Michelle Seiler **Email Address:** michelle@highdesertmuseum.org

Project Title: Waterston Desert Writing Prize Event

Organization: High Desert Museum

Department: null,

Name of Award Received:

Public Programming Award

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

On September 14, 2023, the High Desert Museum hosted the ninth annual Waterston Desert Writing Prize Event, welcoming over 100 authors, literary enthusiasts, and community members to celebrate exceptional literature that deepens our understanding of desert landscapes across the Intermountain West. The event featured readings and discussions led by keynote speaker Thor Hanson, Waterston Desert Writing Prize guest judge Rena Priest (Lummi), and award recipient Anna Welch, all of whom illuminated the intersection of literature and desert ecosystems.

Speakers offered diverse perspectives on desert landscapes in the Intermountain West. Originally from New Zealand, Anna Welch captivated audiences with excerpts from her winning submission, "Momentum: A Trans-Continental Bicycle Journey," recounting her remarkable 3,700-mile journey across the continental United States and her reflections upon encountering her first desert landscape in Nevada. Thor Hanson, an acclaimed biologist and author, explored the ways species are responding to the climate crisis, offering insights into their real-time evolution. Rena Priest, Washington state's first Native American poet laureate, enriched the event with her impactful presentation as a guest judge.

A Q&A session followed the event, fostering connections between speakers and attendees while encouraging deeper conversations about their work. This interactive segment also provided valuable networking opportunities, allowing community members to build relationships and engage in discussions about desert ecosystems and conservation.

Since adopting the Waterston event in 2014, we have made a concerted effort to amplify diverse voices within this literary programming. Through Priest's involvement as a guest judge and reader, the event effectively highlighted Indigenous knowledge of the Intermountain West. The varied backgrounds and experiences of the writers raised awareness about the rich tapestry of work inspired by the region's complex desert landscapes. Presentations ignited thoughtful dialogue among participants, delving into the delicate nature of desert ecosystems and diverse worldviews of these ecosystems.

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?

The Redd Center's funding was instrumental in recruiting Thor Hanson—a renowned conservation biologist, author, Guggenheim Fellow, Switzer Environmental Fellow, and recipient of the John Burroughs Medal—as our keynote speaker. This financial support covered his speaking fee, enabling event participants to experience a compelling literary presentation. This experience significantly deepened their understanding of ecological issues and conservation efforts in our region. Hanson's engagement during the public reception and Q&A session also provided attendees with the opportunity to interact directly with a leading expert, enriching the overall event and fostering connections within our community. This inspiring dialogue enabled participants to explore environmental challenges and discuss how to address these challenges through collaborative action, leaving a lasting impact on over 100 attendees.

The event highlighted the importance of integrating diverse voices and perspectives into our programming. For instance, Thor Hanson, an American biologist with extensive knowledge of desert ecosystems, offered participants valuable insights into the ecological adaptations of species throughout the Intermountain West. Anna Welch, a New Zealander currently living in Scotland, provided her perspectives on deserts as a non-United States citizen who does not typically come across these ecosystems. Additionally, Rena Priest contributed profound insights rooted in Indigenous worldviews of the

Intermountain West. This dynamic mix of speakers created a rich and engaging experience, enabling us to develop a more holistic and inclusive understanding of desert ecosystems.

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

The Charles Redd Public Programming Award facilitated an engaging one-night event at the Museum, featuring presentations by renowned authors Thor Hanson, Rena Priest, and Prize winner Anna Welch. This event provided a unique opportunity for our primarily rural community and literary enthusiasts to connect directly with these talented writers, fostering meaningful literary dialogue and strengthening community bonds.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

The funding provided by the Charles Redd Center greatly amplified the impact of our program, empowering our predominantly rural community to engage in scholarship that showcases and celebrates the ecology of the High Desert. Your generous support broadened access to enriching literary experiences and fostered a deeper understanding of the American West and our unique relationships with desert landscapes. We look forward to the possibility of partnering with you again on this vital community initiative in the future. Thank you for your invaluable support!



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Morgan jaouen **Email Address:** morgan@jacksonholehistory.org

Project Title: Historical Perspectives on Water and Drought in the West

Organization: Jackson Hole Historical Society and Museum

Department: Humanities,

Name of Award Received:

Public Programming Award

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

The Jackson Hole Historical Society and Museum, now doing business as History Jackson Hole, hosted esteemed scholar of Western American History, Dr. Richard White, on August 15-16, 2023. During his welcome reception and fireside chat for Museum members on August 15, Dr. White shared his personal story of becoming a historian, professor, and author, then as a small group we discussed historiography and the challenges facing the field of history today. This was a unique way for members who are avid readers and have humanities degrees, yet do not have easy access to university courses or lectures here, to engage in a scholarly discussion. The next evening, Dr. White gave a public lecture at the Museum to about 130 people. He presented on historical water management practices in the Rocky Mountain West. Americans who settled the Great Plains initially believed that "rain would follow the plow," and farming would change the climate, but it did not. The result was decades of massive irrigation projects – a hybrid system of nature and engineering. For years, it worked. In the 21st century, though, climate change has rendered that infrastructure increasingly ineffective and potentially dangerous. White's presentation charted how apparent success created possible disaster to the point where we are, once again, transitioning between two very different Wests. JHHSM Board Member and historian, Dr. Sherry Smith, then moderated a Q&A session between Dr. White and audience members. Audience members were engaged and provided positive feedback following the lecture. The audience was made up of a broad cross-section of the Jackson Hole community from visitors to locals, from old timers to newcomers, and many conservationists, river guides, anglers, and ranchers.

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?

The Charles Redd Center funds assisted our organization in bringing an accomplished and relevant historian to our small and isolated community. It is expensive to host visiting scholars from elsewhere in the state, region, and country and grant funds allow us to attract and afford talented historians for our community members to engage with and learn from. Grant funds also ensured that we kept the event free and open to the public and allowed us to promote it widely, resulting in a diverse and large audience. Finally, this public programming complemented our special summer exhibition entitled "Floating Through History: Uncovering Stories Behind Scenic Rafting on the Upper Snake River." The exhibition was presented in partnership with Dr. Yolonda Youngs at California State University San Bernardino, Grand Teton National Park, and the Snake River Fund and featured historical photographs, artifacts, first-hand accounts from long-time rafting legends, and an interactive Snake River model raft experience. Pairing programming with exhibitions has increased our visitation, participation, and partnerships. We are grateful to be able to offer a variety of connected ways to delve deeper into our local and regional history, providing a comprehensive context for where we are today.

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

"Climate and Water in the West: Cultivating Communities or Courting Disaster?" A Presentation by Dr. Richard White
<https://www.youtube.com/watch?v=cjyk6p01S5k&t=570s>

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

Thank you! We appreciate the Charles Redd Center for supporting public programming across the West!



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

red_center@byu.edu
(801)442-4048

Award Report

Name: Melissa Sevigny **Email Address:** melissa.sevigny@nau.edu

Project Title: Earth Notes

Organization: KNAU

Department: null,

Name of Award Received:

Public Programming Award

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

Redd Center funding directly paid for the costs of 12 Earth Notes scripts commissioned from five different freelance writers. Without the funding, these weekly time slots would have been filled by Earth Note re-runs or by stories written by myself (the editor of the series). Thus, the funding increased the number of scripts I was able to commission for the series, and thereby increased the diversity of topics, voices, and ideas featured in Earth Notes and on KNAU, the NPR station serving up to 70,000 listeners weekly across Northern Arizona. It also helped me recruit and establish new writers for the series who will help ensure its sustainability in the years 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?

The overarching goal of the Earth Notes series is to foster a deeper connection to the people, places, and cultures of the Colorado Plateau. To accomplish this, I need to support a diverse team of freelancers who can pitch and write fresh, lively, up-to-date stories that are deeply rooted in place. During the grant period, I brought on two new writers to the team, one of whom (Danika Thiele) was new to writing Earth Notes, and one (Diane Hope) who returned to the team after some years' absence. The funding also supported scripts from established writers, such as Lyle Balenquah (Hopi) and Carrie Cannon (Kiowa) who frequently write about Indigenous cultures. Scripts produced with the grant funding covered a wide array of topics, from projects to track birds or butterflies or control invasive species, weather and seasonal phenomena, unique plants or places, and sacred cultural objects. Collectively, these stories offer new insights to KNAU's listeners about the rich human and natural history of the Colorado Plateau, challenges to the region, and opportunities, solutions, or groups working proactively to address those challenges. I frequently receive feedback from listeners that Earth Notes is a highlight of their day; the hopeful tone and unique focus of the series fills an important need in this mostly rural region, which has few news sources to rely on.

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

"Butterfly Counts," and "Coatis Moving North," by Rose Houk
"Animal Vision," "Yucca," "Grand Canyon Waterfalls," "Tumplines," and "Rock Glaciers," by Carrie Cannon
"Weevils," and "Monsoon Season," and "Fall Colors," by Danika Thiele
"Four Mile Polychromes," by Lyle Balenquah
"Motus Tracking System," by Diane Hope

All stories aired on KNAU and can be found online at www.knau.org/earth-notes

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

Thank you for supporting this program, which is dear to many KNAU listeners and to its staff!

Award Report

Name: Christine Blythe **Email Address:** christine@mormonhistoryassociation.org

Project Title: MHA 58th Annual Conference Welcome Reception

Organization: Mormon History Association

Department: null,

Name of Award Received:

Public Programming Award

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

The generous funding granted to Mormon History Association by the Charles Redd Center for Western Scholarship was allocated to the annual conference welcome reception (catering, AV, and presentation), which was held on Thursday June 8, 2023 in the Joseph A. Floreano Convention Center in Rochester, NY. Cradle to the Restoration, the Rochester/Palmyra location invited attendees to consider the roots of the LDS tradition and how Joseph Smith's theophany & encounters with the sacred grew into a flourishing tradition that spread westward and throughout the world.

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

The Mormon/LDS tradition was not created in a vacuum, but in conversation with and alongside other movements of the region and era, including the women's movement & abolitionism, which our organization highlighted in the CFP, plenary speakers, and conference tours. In recognition of these important historical ties, MHA invited presenters from Frederick Douglass's regional denomination—the Rochester AME Zion's Church--, including lead pastor, historical reenactors & choir.

In conversation with President Matthew Bowman's welcome lecture, the reception highlighted more than 200 years of the spiritual, cultural, and political history of two intersecting & influential religious communities through lecture, powerful musical performances, and historical reenactments.

Because the welcome reception is a public event, we were excited to see many community members in attendance, including the Executive Director of the Frederick Douglas Initiative, numerous congregants of the AME Zion's Church, family members of the Black Story Telling league, and representatives of the local tourism agency. It was a unique showcasing of Mormon History to many of Rochester's non-profit local leaders. That type of community engagement could not have been possible without the Redd Center's support.

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

The welcome reception was recorded and live streamed to all conference participants. The welcome reception recording can still be accessed through the conference website & will be archived at the Utah State Historical Society for preservation.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

The Mormon History Association would like to express its sincerest gratitude to the Charles Redd Center for Western Studies for its generosity. As a 501c3, MHA's success largely hinges on the investment of sponsors like the Redd Center. Thank you for supporting MHA in accomplishing its goals to increase community engagement and its ongoing dedication to education and scholarship.

Award Report

Name: Jessie L. Embry and Christine Blythe **Email Address:** jessie_embry@byu.edu

Project Title: Journal of Mormon History book review editor/copy editor

Organization: Journal of Mormon History

Department: Mormon History Association,

Name of Award Received:

Public Programming Award

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

During the years that Jessie Embry served as editor/co-editor of the Journal of Mormon History, the Redd Center agreed to pay for an assistant/associate editor for the journal and to increase the funding that the Mormon History Association could allotted for a copy editor. These funds have been very helpful in keeping the journal running.

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?

The Mormon History Association appreciates the role that the Redd Center played in increasing production quality, improving publication timelines, and enhancing relationships with JMH's mother-press, The University of Illinois. Much of this was due to reliable and efficient copy editing & a collegial and efficient partnership between editor and copy editor.

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

Annually, quarterly issues of the JMH were edited, published and distributed.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

MHA takes pride in the quality of scholarship produced by the journal. We recognize that JMH's status as the premier journal in the field of Mormon Studies/History is the result of many hands & much generosity. We would like to thank the Redd Center for their sponsorship and enduring support.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Lynn and Mark Langenfeld **Email Address:** null

Project Title: Mining History Association Annual Conference

Organization: Mining History Association

Department: null,

Name of Award Received:

Public Programming Award

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

The Mining History Association met in Utah for the first time in the organizations history. Our 35th annual conference was held from June 5 - 9, 2024 in Park City. The grant received from the Charles Redd Center helped to fund this conference and make it a success. Over 150 individuals attended the conference representing both Canada and the United States. The conference included two days of scholarly papers and field trips to mining areas in the Park City, Eureka/Tintic, and the Carbon County coal regions.

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?

The conference helped to emphasize Utah's rich mining heritage, both past and present. Individuals from Utah represented the highest number of attendees and approximately half of our scholarly talks were related to Utah Mining. All attendees took with them knowledge of not only Utah's mining heritage, but other regions as well.

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

Some of the talks presented at the conference will be or have been published in the Association's annual, peer reviewed, "Mining History Journal"

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

The Mining History Association is very grateful for the grant provided by the Charles Redd Center. Our total cost for the Utah conference was approximately \$50,000. Your grant helped to make this conference possible.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Martha Kohl **Email Address:** mkohl@mt.gov

Project Title: Building on the Past: The 50th Annual Montana History Conference

Organization: Montana Historical Society
Department: Outreach & Interpretation,

Name of Award Received:

Public Programming Award

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

The Redd Center award helped us bring in Indigenous scholar Nina Sanders to give a plenary address, "Apsáalooke Women and Warriors," at the 50th annual Montana History Conference, which attracted a record audience, with over 388 people--scholars, undergraduate and graduate students, public history professionals, and interested members of the general public--registering for some aspect of the conference.

Nina Sanders (Apsáalooke) is a curator, writer, and cultural consultant. She has worked for such institutions as the Smithsonian's National Museum of the American Indian, the School for Advanced Research, and the Field Museum, where she curated the groundbreaking exhibition "Apsáalooke Women and Warriors." Her writing can be found in Smithsonian and Native American Art Magazine, among other publications. In 2020 she edited "Apsáalooke Women and Warriors," a book published on the occasion of the exhibition that explores the past, present, and future of Apsáalooke culture.

Approximately 335 people attended her presentation, in which she discussed her work curating the Women and Warriors exhibit, the largest exhibition of historic and contemporary items in the Crow tribe's history and the first major exhibit curated by a Native American scholar in the Field Museum's 126-year history. She talked about the process of creating the exhibit, which involved collaborating with more than twenty Indigenous scholars to honor the cultural legacy of the Apsáalooke people and reimagine the work—and future—of cultural institutions with a colonial heritage.

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?

High in our programming goals is to present attendees with accurate and inclusive perspectives on Montana history, and to do more to center Indigenous voices. The Montana History Conference is attended by a diverse audience that includes academics, historic preservation advocates, public historians, archaeologists, students, museum professionals, and interested members of the general public. Most of the attendees at our conference fall in the last two categories. Those involved in the museum field typically work at small, rural museums, and neither they nor our audience of interested laypeople have had much opportunity to learn about many of the ideas common in academic circles, like "decolonization." Nor have they had much exposure to Native history told from Native perspectives. For this reason, bringing a nationally known Indigenous curator to discuss her work on decolonization and her experience telling stories from the perspective of her own tribe was invaluable.

Nina Sanders' presentation was not the only way we worked to broaden the conversation at the conference. For example, the opening night of the conference featured films from Indigenous documentarians, and other conference sessions included a roundtable discussion

on teaching about Indian culture and history beyond the K-12 classroom and a panel on changing the names of historic sites (including the successful effort to remove the Sq- word from Montana's geographical features). Also featured at the conference was a popup exhibit created and displayed by the Shoshone-Bannack Tribal staff on Shoshone history and culture.

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

The 50th Annual Montana History Conference was a three-day event, including workshops and tours and an evening of Indigenous documentaries on Thursday, September 28, lectures, roundtables, and keynotes on Friday, and lectures and tours on Saturday. The entire program can be found here: <https://mhs.mt.gov/education/HistoryConferences/2023HCBrochureWEBNoSchedule.pdf>

MTHS filmed most of the presentations, which are available on its YouTube channel. Access the session recordings here: <https://mhs.mt.gov/education/HistoryConferences/2023/2023HCRecordings>

Use this link to go directly to Nina Sanders' presentation, which Redd Center funding supported: <https://youtu.be/rmh4bgbPSxA?si=MysLsH8AbB3ixOlb>

Please feel free to share any or all of these recordings with teachers or other interested people.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

We very much appreciate the Redd Center's ongoing support.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Michelle Anderson **Email Address:** mpc_programs@byu.edu

Project Title: Utah Valley Lecture Series

Organization: Museum of Peoples and Cultures

Department: Anthropology,

Name of Award Received:

Public Programming Award

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

The Redd Center grant helped us achieve our programming goals for the Utah Valley lecture series, which complemented our permanent "Utah Valley" exhibit, and aligns with our museum's mission to share the diversity of human experience through exhibitions and programs. The series significantly enhances the public's understanding of the region's rich history, particularly focusing on the ancient Fremont people and contemporary Native American perspectives. The funds allowed us to organize four high-quality lectures, two of which have already been successfully conducted, and two are scheduled for the Winter 2025. These initial lectures drew an impressive attendance of over 160 people, demonstrating the community's strong interest in local history and archaeology.

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?

A mission of the Museum of Peoples and Cultures is to help people embrace and learn from cultures past and present. The enthusiastic response from the community to the Utah Valley lecture series aligns with our mission to inspire the community to embrace and learn from many cultures by offering diverse perspectives on local history. By including both archaeological insights and Native American viewpoints, we provide a more comprehensive and nuanced understanding of Utah Valley's past and present. This approach resonates with our museum's values of connection, learning, and respect for all. The success of the first two lectures has reinforced our commitment to programming which supports community engagement and lifelong learning. It has also shown us that there is a significant appetite for in-depth, culturally rich programming in our community. The upcoming lectures on the Provo Tabernacle excavation and contemporary Native American perspectives are expected to further this engagement. Moreover, this program has strengthened our role as a teaching museum, providing valuable learning experiences not just for students but for the broader community. This lecture series has enhanced our ability to serve as a hub for cultural activities that promote connections, furthering our goal of being a space that instills a sense of belonging within humanity, heritage communities, and individuals.

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

- Scott Ure, Associate Teaching Professor Archaeology, "A Mug, Maize and a Mystery: Recent Discoveries from a Fremont Archaeological site in Payson, UT"
- Dr. Mike Searcy, Professor of Archaeology, "Unlocking the Mysteries of Utah Valley: What We've Discovered About 1000+ Years of Indigenous History"
- Ryan Saltzgeber - Curator Historical Sites, The Church of Jesus Christ of Latter-day Saints, The Provo Tabernacle Excavation Project (Winter 2025)
- Tribal Representative, Native American Perspectives on Utah Valley (Winter 2025)

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

We wish to express our sincere gratitude for the Redd Center's continual generosity and support of the Museum of Peoples and Cultures--Thank you so much!



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Joseph Stuart **Email Address:** joseph.stuart@byu.edu

Project Title: Rocky Mountain American Religion Seminar

Organization: Rocky Mountain American Religion Seminar

Department: History,

Name of Award Received:

Public Programming Award

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

I am pleased to share that the funds the Charles Redd Center granted supported two untenured scholars, including one academic working in academic administration. The monies allowed them to receive feedback and build scholarly communities with researchers working in Utah.

First, the monies supported meals for scholars who engaged with the work of Alexia Williams (University of Illinois) when she visited BYU to speak about the intersection of race, Roman Catholicism, and disability in the life of Julia Greeley. The funds supported two groups meals, including with scholars at BYU, the University of Utah, Weber State University, Utah Valley University, and Utah State University.

Second, the funds supported the hotel travel for Alex Griffin (New College of Florida), who studies the intersections of race and Roman Catholicism in American history. She was able to speak on how Black Catholics built communities in the intermountain west patterned after African American communities elsewhere in the United States.

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

The funds supported travel and accommodations for scholars and the communities giving feedback to the two scholars' work. Scholars made connections from their work to the visiting scholars and have contributed to forming panel proposals for the Western History Association and American Academy of Religion

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

Workshops for Alexia Williams and Alex Griffin

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Felicia Baca **Email Address:** susan.campbell@slcgov.com

Project Title: Panel Discussions at Living Traditions Festival: Understanding the Traditions and Artforms of our Culturally Diverse Community in Utah

Organization: Salt Lake City Arts Council Foundation

Department: Development,

Name of Award Received:

Public Programming Award

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

With funds received from the Charles Redd Center, the Salt Lake City Arts Council successfully hosted three impactful panel discussions at the 2023 Living Traditions Festival. These panels served as a public forum for addressing pressing issues within our diverse communities. The first panel, "Passing it Down: The Continuation of Tradition," featured practitioners of Bharatnatyam Dance, Japanese Koto, and traditional Mexican Cuisine. This discussion not only highlighted the significance of learning traditional artforms as apprentices but also underscored the profound bonds forged through this educational process.

Our second panel, "Community Voices: Advocacy in the Traditional Arts," brought together representatives from the Northwest Band of the Shoshone Nation, Artes de Mexico, and Ngoma y'Africa Cultural Center. This platform allowed for a deep exploration of the unique needs and challenges faced by various communities in our region, emphasizing the importance of advocacy through the arts.

Lastly, "Dress, Regalia, Attire: Traditional Expressions of Identity" featured artists from Pakistan, Polynesia, and Kenya, all sharing their perspectives on the role of attire in expressing cultural identity. These discussions not only celebrated diversity but also highlighted the power of self-expression through traditional dress.

In essence, these panels not only addressed vital issues within their respective communities but also promoted inclusivity by bringing together people from diverse backgrounds to share their insights and experiences. The Charles Redd Center's support enabled us to create meaningful dialogues that strengthened our communities and fostered a greater sense of unity.

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?

With the generous support of the Redd Center, we presented a series of panel discussions that achieved greater cross-cultural understanding and combat stereotypes.

Enhanced Understanding: The grant enabled us to delve deeply into the themes of tradition, community advocacy, and cultural identity. Through our panel discussions we actively highlighted and celebrated the remarkable diversity within our community. By doing so, we shattered barriers and underscored the richness of cultural variety within Utah. This approach has reinforced the Living Traditions Festival's status as a culturally significant event, affirming Salt Lake City's essence of diversity and emphasizing the importance of preserving and sharing cultural traditions.

Strengthened Community Bonds: Our programming not only deepened our understanding but also helped us forge stronger bonds within our communities. By providing a welcoming platform for open dialogue and collaboration, we facilitated meaningful connections among diverse groups. This inclusive approach has been instrumental in strengthening the social fabric of our region, emphasizing the festival's capacity to elevate both individuals and communities.

Increased Awareness: Through the panel discussions and related programming, we were able to raise awareness about the importance of preserving traditions, advocating for underrepresented communities, and celebrating cultural identities.

Feedback and Insights: The funding provided by the Redd Center allowed us to gather invaluable feedback and insights from participants, audience members, and community leaders. This input has been crucial in shaping our future work as the local arts agency, identifying areas where we can provide assistance and support to artists and organizations.

In summary, the Redd Center's support has not only enriched our understanding of these vital issues but also empowered us to actively celebrate diversity, strengthen community bonds, raise awareness, and gather valuable feedback. These outcomes reinforce our commitment to supporting and celebrating the arts and cultures of our region.

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

The panel discussions took place during the 2023 Living Traditions Festival, a free, three-day event presenting the traditional arts of Salt Lake City and Utah's rich and varied communities through dance, music, traditional folk and craft arts, food, and hands-on art making. The three-day event took place on May 19, 20, and 21, 2023 on the grounds of both the Salt Lake City & County Building and Library Square in downtown Salt Lake City.

Each panel was an hour long and presented in the Salt Lake Public Library Comic Book Space. Ian Hallagan, Folklorist, Utah Division

of Arts & Museums, provided training and an overview for the moderators and panelists so they felt comfortable speaking about their traditions in this public setting.

Sunday, May 21, 2023

1:15pm – 2:15pm

Passing it Down: The Continuation of Tradition

Taylor Burby (MODERATOR) – Folklorist

Priyanka Mathews – Bharatanatyam Dance

Julie King – Japanese Koto

Yesenia Corona – Traditional Mexican Cuisine

Sunday, May 21, 2023

2:30pm – 3:30pm

Ways of Being: Advocacy in Traditional Arts

Michaelle Marital (MODERATOR) from Caribbean Nightingale

Fanny Blauer from Artes de Mexico

Darren Parry from the Northwest Band of Shoshone Nation

Yvonne Nsabimana from Ngoma y-Africa Cultural Center

Sunday, May 21, 2023

4:00pm – 5:00pm

Dress, Regalia, Attire: Traditional Expressions

Samira Harnish (MODERATOR) from Women of the World

Sana Haroon – Pakistani Clothing

Denise Kaafi – Polynesian Clothing

Rispah Otieno – Kenyan Clothing

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

Thank you for the award. The Salt Lake City Arts Council is appreciative of the support of the Charles Redd Center for Western Studies.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Jacquelynn Sokol **Email Address:** jsokol@springville.org

Project Title: Salon 100

Organization: Springville Museum of Art

Department: Charles Redd Center for Western Studies,

Name of Award Received:

Public Programming Award

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

Thanks to the Charles Redd Center's support, we were able to thoroughly document and interpret the rich history of the Spring Salon for our 100th-anniversary exhibition, Salon 100 and the Students that Built Art City! The Salon has been an integral part of Utah's cultural landscape since it began in 1922, and the funds allowed us to explore its far-reaching impact.

Our research included archival research, conducting over 40 oral history interviews with Springville High School alumni, artists, community members, and former museum directors, and working with scholars to trace the evolution of the Salon. These efforts culminated in a curated museum exhibition, a printed catalog, and a documentary film that tell the story of how the Salon became one of Utah's most important cultural institutions. The oral histories, in particular, provided invaluable personal insights into the role the Salon has played in shaping careers and building community. Additionally, we were able to partner with the Springville Historical Society to create high quality scans of dozens of historic Springville yearbooks (1920s-1960s) and Salon catalogs -- making these resource easily accessible to researchers across the State and Country.

The research we conducted for this project revealed not only the historical significance of the Salon but also the deep connection between art and education in Springville. By highlighting the role that students played in founding and nurturing the Salon, we were able to share a unique story of community involvement and civic pride. The Charles Redd Center's funding made it possible to bring these stories to life, enriching our exhibition and ensuring the legacy of the Salon is preserved for future generations.

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?

The Charles Redd Center's support was critical in helping us achieve our research and programming goals for Salon 100. Our primary objective was to document and interpret the Salon's century-long history, highlighting its impact on Springville and the broader Utah art community, and especially the role of Springville High School students and teachers through the 1960s. With the Redd Center's funding, we were able to conduct in-depth research, including extensive archival work and oral histories, which provided a comprehensive understanding of the Salon's significance.

The oral histories revealed personal stories from artists and community members, illustrating how the Salon created opportunities for both professional and emerging artists.

Additionally, the Redd Center's funding supported the production of interpretive materials, including a printed catalog and in-gallery interpretation, which are essential for sharing our findings with a broad audience. These materials provide visitors with a deeper understanding of the Salon's history and its role in shaping Springville's identity as "Art City." The Charles Redd Center's support was vital in helping us achieve our goals and preserve the legacy of the Spring Salon for future generations.

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

- Exhibition, Salon 100 and the Students That Built Art City
- Keynote Address, "Preserving Heritage, Cultivating Community: A Reflection on 100 Spring Salons and The Students That Built Art City," Utah State Historic Preservation Conference, June 14, 2024

- Exhibition Catalog, Emily Larsen and Mirielle Sanford, Salon 100 & The Students That Built Art City: A Retrospective of 100 Spring Salons (Springville, UT: Springville Museum of Art, 2024)
- Documentary Film, Spirit of the Art City directed by Jared Jakins and Hunter Phillips (2024; Provo: The Plains). <https://www.youtube.com/watch?v=zunHnvRbnFA>
- Press & Media:
 - o <https://www.ksl.com/article/50981380/the-little-museum-that-could-springville-museum-of-art-celebrates-100th-salon>
 - o <https://www.deseret.com/utah/2024/05/01/springville-museum-of-art-spring-salon-100-anniversary/>
 - o <https://fineartconnoisseur.com/2024/09/peek-inside-fine-art-connoisseur-september-october-2024/>
 - o <https://www.americanfineartmagazine.com/issues/77/the-unlikeliest-collectors>

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

The browse button above did not work. The documentary can be found here: • Documentary Film, Spirit of the Art City directed by Jared Jakins and Hunter Phillips (2024; Provo: The Plains). <https://www.youtube.com/watch?v=zunHnvRbnFA>

Our future plans to share our research include a virtual field trip and K-12 resources for the exhibition will be available in 2025.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Cristi Wetterberg	Email Address:	wetterberg@utahhumanities.org
Project Title:	The Charles Redd Center for Western Studies Author		

Organization: Utah Humanities Council

Department: Non profit,

Name of Award Received:

Public Programming Award

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

With the funding from the Charles Redd Center, Utah Humanities was able to invite Erika Bsumek as the Charles Redd Center for Western Studies scholar to host an event for this year's annual Book Festival.

On October 5th at 11am, Erika lead a reading on her book, The Foundation of Glen Canyon Dam, Infrastructures of Dispossession on the Colorado Plateau, at BYU's Charles Redd Center for Western Studies. Between 50-70 people attended in person and many more via livestream. This event could not have been possible without the Redd Center's support.

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?

Erika Marie Bsumek is an associate professor of history at UT Austin. She is the author of the award-winning Indian-made: Navajo Culture in the Marketplace, 1848–1940 and the coeditor of Nation States and the Global Environment: New Approaches to International Environmental History.

According to book reviews, 'The second highest concrete-arch dam in the United States, Glen Canyon Dam was built to control the flow of the Colorado River throughout the Western United States. Completed in 1966, the dam continues to serve as a water storage facility for residents, industries, and agricultural use across the American West. The dam also generates hydroelectric power for residents in Colorado, Wyoming, New Mexico, Utah, Nevada, Arizona, and Nebraska. More than a massive piece of physical infrastructure and an engineering feat, the dam exposes the cultural structures and complex regional power relations that relied on Indigenous knowledge and labor while simultaneously dispossessing the Indigenous communities of their land and resources across the Colorado Plateau.

Erika reorients the story of the dam to reveal a pattern of Indigenous erasure by weaving together the stories of religious settlers and Indigenous peoples, engineers and biologists, and politicians and spiritual leaders. Infrastructures of dispossession teach us that we cannot tell the stories of religious colonization, scientific exploration, regional engineering, environmental transformation, or political deal-making as disconnected from Indigenous history. Her book is a provocative and essential piece of modern history, particularly as water in the West becomes increasingly scarce and fights over access to it continue to unfold."

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

Erika Bsumek was invited to host an event on October 5 for this year's Book Festival. Below is a link for the event.
https://www.utahhumanities.org/index.php/component/com_bookfestival/Itemid,288/id,2794/view,event/

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

Every year, we appreciate our partnership with the Charles Redd Center and we hope to continue to collaborate on impactful programming that increases knowledge and understanding of the intermountain regions.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

[redd_center@byu.edu](mailto:red_center@byu.edu)
(801)442-4048

Award Report

Name: Jennifer Ladino **Email Address:** jladino@uidaho.edu

Project Title: Western Literature Association 57th Conference

Organization: Western Literature Association

Department: English,

Name of Award Received:

Public Programming Award

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

The Western Literature Association (WLA) is a non-profit organization that brings together writers, students, college and university professors, and community members dedicated to the study of the American West. Our 57th conference was the first one we've hosted in partnership with tribes, on tribal lands! We met from October 11-14, 2023, at the Shoshone-Bannock Hotel & Casino, near Pocatello, Idaho, on the Fort Hall Reservation, home of the Shoshone and Bannock Tribes. The conference featured academic talks, film screenings, book and poster exhibits, visits to local areas, and professional development opportunities for students. More than twenty Sho-Ban tribal members were on the program, and approximately 150 community members attended as participants. We estimate our total audience over all events at ~480. As a non-profit organization, the WLA relies almost exclusively on registration fees to fund our conferences. Because of your assistance, we were able to keep our fees very low, which encouraged a wide and diverse attendance. Among the many events that were free and open to the public were the talks by our three plenary speakers and events related to those: the opening ceremony with grand entry, which Mark Trahan spoke at, and an evening film screening that Grace Dillon led, in addition to her separate lecture. The Redd Center funding helped offset costs associated with travel and honoraria for these featured guests, allowing registration fees to go toward covering operating costs.

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?

The WLA has promoted the study of the literature and culture of the American West, in all its complexities, since 1965. The broad humanities approach the organization takes has been enriched in recent years with interdisciplinary work in environmental studies, film and television studies, critical theory, gender and sexuality studies, and Indigenous studies. Our conference brought attention to environmental studies--sustainability and the climate crisis, in particular--by centering Indigenous knowledge, history, and culture. The conference allowed members of the Shoshone-Bannock Tribes to see firsthand what is happening in academic circles and not just contribute to but LEAD ongoing conversations about human-nature relationships, environmental justice, and sovereignty. The WLA membership, ISU students and faculty, and community members all gained significant knowledge from this conference. The many panels, plenary talks, and keynote events combined to generate a broad intellectual and pragmatic sense of what the humanities contributes to envisioning and promoting more just futures. Another special event at this conference was an optional poetry reading by descendant W. Todd Kaneko at Minidoka National Historic Site, which was attended by over 50 people. Cumulatively, the conference events raised difficult questions about the past--from the near genocide of Indigenous peoples to the incarceration of Japanese and Japanese Americans--while focusing on ways to reckon with U.S. history and make our shared world a better place through healing, collaboration, sustainability, and social justice.

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

Dr. Amanda Zink participated in a podcast on KISU about "including Indigenous perspectives": <https://www.kisu.org/podcast/isu-impact-engaging-with-the-college-of-arts-and-letters/2023-09-20/including-indigenous-perspectives>. This conversation with Shoshone-Bannock Tribal member Laticia Herkshan (Ph.D., ISU alumna, 2022 Doctorate of Arts in Political Science) explores the many benefits of academic-tribal partnerships and outlines the WLA conference planning process in detail.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers?

Comments

The following news and interview/podcast websites give the best account of our conference's success. We hope it will be a model for other conference organizers. Thank you so much for your support of the WLA!

<https://www.idahoednews.org/news/home-on-the-rez-conference-spurns-tradition-by-bringing-scholars-to-the-fort-hall-reservation/>

<https://www.kisu.org/podcast/isu-impact-engaging-with-the-college-of-arts-and-letters/2023-09-20/including-indigenous-perspectives>

<https://www.idahoednews.org/east-idaho/deeper-than-powwows-tribal-leaders-call-on-the-education-community-to-do-more-for-native-students/#>

<https://www.idahoednews.org/news/renowned-journalist-returns-to-the-reservation-and-his-first-stop-was-sho-ban-high/>

https://www.kpvi.com/news/local_news/western-literature-association-comes-to-fort-hall/article_c5592c74-68ab-11ee-af1f-ab2f82d4fd90.html



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

red_center@byu.edu
(801)442-4048

ABIGAIL BORGMEIER, BIOLOGY, BRIGHAM YOUNG UNIVERSITY: "NEMATODE COMMUNITY COMPOSITION CHANGES FOLLOWING NITROGEN FERTILIZATION AND RAINFALL PATTERN TREATMENTS."

JENNA NORRIS, ANTHROPOLOGY, BRIGHAM YOUNG UNIVERSITY: "BIOARCHAEOLOGY IN TUSCON, ARIZONA."

JANETTA TEICHERT, PLANT AND WILDLIFE SCIENCES, BRIGHAM YOUNG UNIVERSITY: "SEED ENHANCEMENTS ON THREE NATIVE PLANT SPECIES TO MAXIMIZE GERMINATION FOR UTILIZATION IN RANGELAND RESTORATION AND URBAN LANDSCAPES."

BENJAMIN WILLIAMS, PHOTOGRAPHY AND DESIGN, BRIGHAM YOUNG UNIVERSITY: "INTERIORS OF THE WEST."

Award Report

Name:	Abigail Borgmeier	Email Address:	ab6240@byu.edu
Project Title:	Nematode community composition changes following nitrogen fertilization and rainfall pattern treatments.		

Organization: Brigham Young University
Department: Biology ,

Name of Award Received:

Research Award for BYU Upper Division and Graduate Students (BYU Students Only)

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

This summer I traveled from BYU to the Sevilleta National Wildlife Refuge in New Mexico for four different sampling dates. The wildlife refuge is located in the Chihuahuan desert and is the location for my research because it is host to one of the Long Term Ecological Research (LTER) network sites. The LTER is a network of sites in different ecosystems which are all collecting ecological data over decades. This network can inform how climate change and other disturbances are changing these ecosystems. The experiment I'm worked in at the Sevilleta this summer examines how changes in monsoon rainfall impact the belowground nematode community. I collected soil samples from an experiment that has been running for over ten years, allowing me to examine the legacy effects of reduced monsoon rainfall. I collected samples before rainfall treatments began, in the early monsoon season, mid-monsoon season, and after rainfall treatments ended. I have extracted nematodes from the soil, extracted their DNA, and sequenced the first set of samples. I will use the DNA sequences to look at community composition changes between the different treatments.

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?

I used the Redd Center funds to travel to and from the Sevilleta Desert this summer, and for lab supplies to collect the soil samples. Without the funds to collect these soil samples, I would have been unable to take advantage of the unique opportunity to collect samples from a long-running experiment.

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

I presented the field research plan for this work at a professional meeting in Boulder, CO in June.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

The next steps for this research are to finish extracting nematode DNA from all samples I collected this summer. Following DNA extraction and sequencing, I will analyze the nematode community composition to look for changes in the nematode community following changes in the monsoon rainfall.

What are your future plans for publication 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.

Following data analysis, I plan on publishing my findings. This project is also a chapter in my dissertation. I anticipate publishing the results of this study at the end of 2025 or early 2026.

Comments

Award Report

Name:	Jenna Norris	Email Address:	333jennamarie@gmail.com
Project Title:	Bioarchaeology in Tuscon, Arizona		

Organization: Brigham Young University
Department: Anthropology,

Name of Award Received:

Research Award for BYU Upper Division and Graduate Students (BYU Students Only)

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

Using the funds from the Charles Redd Center, I spent two weeks volunteering at the Arizona State Museum, working in the Bioarchaeology Lab. I assisted with the processing of skeletal remains from a nearby archaeological site. My contributions included identifying features on fragmented bones, assessing potential paleopathological indicators, inputting basic taphonomy information into an excel file, and drawing unique bone features when encountered. I also assisted with the analysis of several tooth fragments, which involved identifying tooth type and development as well as assigning values related to various morphological traits. The project is still underway, with a great deal of remains already processed and a few more to be completed. I was able to offer some minor assistance during my time in the lab and certainly learned more about bioarchaeology in the process.

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?

My time volunteering at the Arizona State Museum Bioarchaeology Lab was certainly valuable for my research goals. I was able to get hands-on experience working with skeletal remains. The particular collection at the lab was also composed of commingled remains, meaning each feature could contain the remains of individuals of either biological sex and any age. This made identification of skeletal materials challenged, but it also pushed me to learn more about how to distinguish small fragments of bone. Working with teeth was also particularly helpful, since I had not had many opportunities to work with teeth in such great detail prior. The lab contained resources and tools that helped me learn the process of analysis and documentation. Overall, the experience showed me that I have much to learn in the field of bioarchaeology as I continue graduate study. Not only was I able to help with the processing of the collection before they are to be repatriated in the future, but I was able to learn more about my strengths and weaknesses in the field.

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

No publications or presentations were permitted to be done due to the sensitive nature of working with Native American human remains.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

The processing of skeletal materials at the Arizona State Museum Bioarchaeology Lab is still underway. As far as I understood, only a few features remained to be processed, after which a report will be composed. In terms of my own bioarchaeological work, I hope to use the skills I learned through volunteering in future bioarchaeological research. Having worked with tooth fragments and commingled remains, I was able to learn important skills that will undoubtedly help me in the future, especially when working with severely fragmented bone.

What are your future plans for publication 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 above, due to the sensitive nature of the work at the Arizona State Museum Bioarchaeology Lab, I was not permitted to pursue a publication or presentation.

Comments

This experience was really valuable for me to learn about myself and my interests in the field of bioarchaeology. It was also rewarding for me to contribute to the process of studying the skeletal remains before they are to be repatriated. I was able to work with the remains respectfully, following guidelines for keeping all dirt and dust with the bones (to allow all the materials to be repatriated). While I was not able to significantly contribute to the overall project, I was able to learn important skills, see where I can improve, and contribute to respectful study of and treatment of Native American human remains. Thank you for allowing me this opportunity to assist with important research in the Southwest as well as prepare for future research in my graduate career.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

red_center@byu.edu
(801)442-4048

Award Report

Name:	Janetta Teichert	Email Address:	janettat@byu.edu
Project Title:	Seed Enhancements on Three Native Plant Species to Maximize Germination for Utilization in Rangeland Restoration and Urban Landscapes		

Organization: Brigham Young University
Department: Plant and Wildlife Sciences,

Name of Award Received:

Research Award for BYU Upper Division and Graduate Students (BYU Students Only)

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

Winterfat Project: Use of funds - travel and food expenses, winterfat TZ test, labor expenses

Background: We have observed high mortality rates in winterfat seedlings in the field due to seeds germinating shortly after fall planting, and seedlings dying over the winter. To improve survival, seed coating technology that delays seed germination with a hydrophobic coating could be used. Additionally, sowing fresh seeds that require an after-ripening period may further delay germination and improve seedling survival.

Methods: In the winterfat seeding trial, we tested seeds that were collected in 2022 (one-year-old seed) and seeds that were collected in 2023 (recently harvested seed). Additionally, we evaluated four different seed coating treatments.

Accomplished: Finished data collection.

Seed Conglomerate Project: Use of funds - travel and food expenses, plant ID book, materials for tagging and harvesting wildflower seeds, labor expenses

Background: Wyoming Indian paintbrush and Rocky Mountain penstemon produce small seeds that are rarely used in rangeland restoration or urban landscapes, as the small seeds often get lost in seed mixes. In addition, Indian paintbrush is a half-parasitic plant, capable of germinating and growing, but requiring a host to bloom. Research has shown penstemon will work as a generalist host plant. By grouping Indian paintbrush and penstemon seeds, we can increase the overall seed size, create a micro-environment conducive to the parasitic relationship, and increase functional use.

Methods: Indian paintbrush and penstemon seeds were coated into either agglomerates (same species grouped together) or conglomerates (multiple species grouped together), with uncoated seeds of both species serving as controls. All seeds, both coated and uncoated, underwent a 5-week cold, moist stratification. After stratification, seeds were transplanted into pots at the greenhouse. Seedling emergence and survival were counted weekly for 5 weeks. After 11 weeks, roots were examined for the parasitic establishment.

Accomplished: Initiated and completed 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?

Winterfat Project:

Key Findings: Seeding success improved with recently harvested seeds, though the success of the hydrophobic coating was site dependent. At Sage Valley, the best-performing hydrophobic seed coating (B1400) on recently harvested seed resulted in a 3.1-fold increase in seedling emergence compared to recently harvested Blank seed and a 14-fold increase compared to one-year-old Blank seed. Seedling emergence was relatively low at Henry, NV compared to Sage Valley, UT, and the hydrophobic seed coatings slightly reduced seedling density compared to the Blank seed.

Seed Conglomerate Project:

Key Findings: Coated Indian paintbrush seeds had higher germination rates than untreated Indian paintbrush seeds. The parasitism from Indian paintbrush did not harm the penstemon, suggesting that penstemon could work as a suitable host. In addition, microscope examination of the roots showed the development and attachment of parasitic nodes.

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

N/A

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

I successfully initiated and completed the seed conglomerate project and finished data collection for the winterfat project. With data collection complete for both projects, I will now focus on writing and submitting manuscripts for publication.

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

I will present the winterfat research at the Utah Society of Rangeland (SRM) meeting in Ephraim, UT in November 2024, and at the national SRM meeting in Spokane, Washington in February 2025.

I will present the seed conglomerate research at the BYU PWS Graduate Student Conclave in November 2024.

Comments

Thank you for the grant! If pictures or data graphs are wanted, I can send those.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Benjamin Williams **Email Address:** toby2000@byu.edu

Project Title: Interiors of the West

Organization: Student

Department: BYU Photo Program, Design Department, CFAC,

Name of Award Received:

Research Award for BYU Upper Division and Graduate Students (BYU Students Only)

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

With the funds from the Redd Center, I was able to round out my Interiors of the West photography project by visiting one more hotel in Northeast California. The Niles Hotel is 116 years old and houses significant western history. Without the financial assistance, this trip may not have been possible at all. The funds covered the costs of traveling ten hours to and from Alturas, as well as the photographic film I stocks I was shooting on to enrich the vintage aesthetic of the photographs. The remainder of the funds are now being used to assist in printing the gallery show going up in January.

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?

I have photographed a few western hotels up to the point of receiving funds. These were usually quaint Bed and Breakfasts or Motels in select small towns. Those inns are crucial to my narrative, of course. But the funding assistance in photographing a larger hotel in California proved significant for my project. The Niles Hotel provided a story I have not seen in the hotels I have photographed yet-- this hotel was the cultural hub of its day, the city center, the election building, the dance hall, and the luxury restaurant of the town. In the 1970's, when interstates bypassed this town, the hotel fell out of business until the owners sought to restore it as a functioning relic. The restorations were expensive and arduous, as they sought to preserve the history of the original materials and interior design of the building. In fact, there is one stone wall on the inside that is purely the original, featuring bullet holes from gunfights nearly a century ago.

Perhaps my project is just aesthetic, featuring fine art photographs of unique interiors. But actually visiting this hotel, experiencing it, and learning its rich history proved to be quite anthropological. I am actually considering creating a separate book on this hotel only.

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

I have two presentations, one that is about to happen, and one that is years down the road. The one about to happen is a gallery show at the West Campus Central Building, titled, "No Vacancy: Hotels of the American West." This gallery show is completely independent (my work only) and is exclusive to this hotel project. There is a reception for it on January 13th from 6-9pm. The show will be up until February 5th.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

For now, my research is complete. If I, in general, had more funding from a variety of sources and grants, I would actually try to get photographs of more hotels. As a photographer, there is always more to shoot. But for now, my project has developed healthily and I have a very strong portfolio thanks to the addition of the most recent hotel I was able to photograph with the Redd Grant.

In the future, I aim to publish a book and get this gallery show in prestigious galleries nationwide. Perhaps this means I do indeed need to photograph more and include more western states.

What are your future plans for publication 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.

For publishing a book, this is still a ways out. But for now, I am having my first independent gallery show on January 13th (through Feb. 5th). I will send a separate email with the official invite. For the purposes of this report:

Opening Night: January 13th 6-9pm

Gallery up until February 5th

Location: Gallery 1313, BYU West Campus Building

Comments

I sincerely appreciate the funds that were allocated toward my project, "No Vacancy: Hotels of the American West". These funds were able to cover the expenses and photographic supplies for the trip out to Alturas, California, providing my project one more hotel, and a crucial hotel at that. If it were not for these funds, this body of work would not have been ready to display in January. I plan to credit the Redd Center in my gallery's thesis statement and hope that the donors might be able to come by and see the work I have created. I also appreciate the prompt and clear communication from Redd Center correspondents which helped me destress and streamline my project smoothly and efficiently.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

TAYLOR BAILEY, HISTORY, UNIVERSITY OF ARIZONA: "RESTORATION NATION: GAME MANAGEMENT, SPORT HUNTING, AND THE SCIENCE, PRACTICE, AND POLITICS OF WILDLIFE CONSERVATION IN THE UNITED STATES, 1871-1973" (2023)

ANALIESA DELGADO, HISTORY, UNIVERSITY OF NEVADA, LAS VEGAS: "FORTIFYING KINSHIP: NORTHERN PAIUTE CHILDREN'S KINSHIP AND COMMUNITY BUILDING IN BOARDING SCHOOLS, 1884-1928."

CASSANDRA HOLCOMB, ANTHROPOLOGY, UTAH STATE UNIVERSITY: "REAGAN-THORNE COLLECTION."

LAUREN ISOM, GEOGRAPHY, UNIVERSITY OF UTAH: "ENVIRONMENTAL HISTORY OF MOUNTAIN PINE BEETLE (DENDROCTONUS PONDEROSAE) DISTURBANCES ON WHITEBARK PINE (PINUS ALBICAULIS) IN THE NORTHERN ROCKY MOUNTAINS THROUGHOUT THE HOLOCENE."

GREGORY LEDONNE, HISTORY, UNIVERSITY OF COLORADO BOULDER: "REWILDING AMERICAN-STYLE: IDEAS AND PRACTICES FROM ORIGINS TO CONTEMPORARY TIMES."

EMILY MCLEAN, RELIGION/MORMON STUDIES, CLAREMONT GRADUATE UNIVERSITY: "ENVIRONMENTAL ETHOS AMONG THE REDROCKS: UNDERSTANDING THE INFLUENCES BEHIND WHITE SOUTHERN UTAHNS' LAND ETHICS."

JACOB NORTHCUTT, HISTORY AND PHILOSOPHY, MONTANA STATE UNIVERSITY: "VERTICAL FRONTIERS: MOUNTAINEERING IN THE AMERICAN WEST."

GREGORY PAYNE, HISTORY, UNIVERSITY OF NEBRASKA-LINCOLN: "TRADING FOR EMPIRE: THE ROLE OF FUR TRADERS IN AMERICAN EXPANSION."

KRISTEN PHIPPS, HISTORY, UNIVERSITY OF NEVADA LAS VEGAS: "DESERT SLAVERY: HOW THE OLD SPANISH TRAIL SUSTAINED CAPTIVITY AND COERCED LABOR IN THE NORTH AMERICAN WEST."

EYTAN POL, ENGLISH, TEXAS TECH UNIVERSITY: "DECEPTIVE SOLECISM: EDWARD ABBEY, WILDERNESS, CIVILIZATION."

ADDIE PRICE, HISTORY, COLORADO STATE UNIVERSITY: "RECREATION IN THE ROCKIES: HOW LESBIANS FORMED COMMUNITY IN THE MOUNTAIN WEST"

SARA SAOUMA, ANTHROPOLOGY, UTAH STATE UNIVERSITY: "MORPHOMETRIC ANALYSES OF FREMONT MAIZE: A COMPARATIVE STUDY OF ADAPTATIONS."

Award Report

Name:	Taylor Bailey	Email Address:	baileyt@mit.edu
Project Title:	Restoration Nation: Game Management, Sport Hunting, and the Science, Practice, and Politics of Wildlife Conservation in the United States, 1871-1973		

Organization: MIT
Department: History,

Name of Award Received:
Research Award for Off-Campus Upper Division and Graduate Students

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

When I applied for the Redd Center award in early 2023, I had originally planned to visit three archive sites: the Wyoming State Archives, the Jackson Hole Historical Society, and the Special Collections at the University of Montana. By the time I began my research in mid-November, I learned that the Boone and Crockett Club Records I intended to consult at the University of Montana had since been digitized, causing me to revise my travel plans slightly. Because I had already received a travel grant from the American Heritage Center at the University of Wyoming, I used my Redd funds to extend my stay in Laramie by one week. At AHC, the extra time permitted me to research the Stephen Leek collection, which included undigitized documents relating to Leek's early history, his personal files and correspondence. I then spent three days in Cheyenne researching at the Wyoming State Archives, where I consulted the journals of State Game Warden (and later National Elk Refuge Manager) Daniel C. Nowlin, which included information relating to the capture and shipment of live elk out of the Jackson Hole area in the 1910s. In addition to the Nowlin collection, I collected the minutes of the Game and Fish Commission, as well files relating to the "Great Elk Scandal" of the 1890s, a local-turned-state controversy in Jackson Hole over the legality of live trapping or corralling of elk during the winter. And lastly, I spent five days in Jackson; at the Jackson Hole Historical Society, I examined photographs, local memorabilia, and unpublished government reports regarding the elk problem and the formation of the elk refuge. While in town, I was also able to scan and/or purchase several local history books relating to the history of Jackson Hole, the Tetons, and elk management unavailable elsewhere.

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?

Funds provided by the Redd Center allowed me to visit research sites that were critical to my dissertation's second chapter on the history of elk management and translocation in the early twentieth century. Trips to the Wyoming State Archives, the American Heritage Center, and the Jackson Hole Historical Society have sharpened my chapter's focus on events in Jackson Hole, a key location in the development of federal and state elk management and an important site for the capture of elk for shipment to other states. While I am still in the process of examining the archival material, a few points seem clear. Most importantly, I learned that elk had been controversial in the region long before overabundant elk became an issue of national concern in the 1910s. The first wave of white settlers created an economy based on hunting tourism, so residents came to regard the protection of elk to be a local responsibility and point of civic pride. Throughout the 1890s, various "scandals" over the trapping and shipping of elk to private preserves in the eastern U.S. took place in Jackson, and in 1896, settlers even joined together to drive away encroaching sheep herds from Idaho (to preserve forage for elk and cattle). As settlement increased and fences expanded across the valley, elk migratory pathways were blocked, resulting in large concentrations of starving animals. When game officials and managers confronted the situation in the 1910s, they aimed to achieve the twin goals of keeping elk numbers high and protecting ranchers' haystacks. To accomplish these objectives, managers utilized and adapted practices derived from cattle ranching to tackle the problem of overabundance; after enclosing the refuge, elk were fed hay during the winter, protected from hunting, counted, corralled, and shipped away by rail to "restock" other parts of the country.

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

N/A

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

After I finish reviewing the material I have just collected, I will conduct online research (online newspaper/journal) research as needed and, if necessary, make a trip to the National Archives to consult the records of the Bureau of Biological Survey (relating to the National Elk Refuge and federal elk translocation projects).

What are your future plans for publication 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 finishing a draft of my second dissertation chapter this spring, I will begin working with the GIS Lab at the MIT to develop a spatial history and digital history component to the project. My aim is to create an interactive public history map or ArcGIS StoryMap of historical elk translocations in the U.S. that would link spatial data (capture/release sites) to primary sources (such as newspaper clippings) and show change over time. I plan to present this chapter at academic conferences beginning in early 2025 and submit an article for publication later that year.

Comments



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Analiesa Delgado	Email Address:	analiesa.delgado@unlv.edu
Project Title:	Fortifying Kinship: Northern Paiute Children's Kinship and Community Building in Boarding Schools, 1884-1928		

Organization: University of Nevada, Las Vegas
Department: History,

Name of Award Received:
Research Award for Off-Campus Upper Division and Graduate Students

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

With support from the Charles Redd Center, I conducted research at the National Archives and Records Administration (NARA) and California State University, Chico, to examine how California Indian children maintained kinship ties, community, and connections to their homeland while attending the Fort Bidwell Indian School and Greenville Indian School between 1884 and 1928.

At NARA, I reviewed Bureau of Indian Affairs correspondence, student case files, and administrative reports that provided insight into the schools' daily operations and federal policies aimed at assimilation. These records revealed how Native families resisted these policies by maintaining contact with their children through letters, visits, and advocacy efforts. One particularly revealing set of documents detailed parental demands for their children's return, illustrating the persistence of Native kinship bonds despite the boarding school system's attempts to sever them.

At Cal State Chico's Special Collections and University Archives, I examined local records, including oral histories and tribal documents, which offered Indigenous perspectives on boarding school experiences. These sources provided critical context for understanding how Fort Bidwell and Greenville students navigated life both within and beyond the school system. Tribal records and interviews highlighted how families and communities continued to support children even when physically separated.

This research reinforces my dissertation's central argument that Native children and their families actively resisted boarding school policies and worked to sustain their kinship networks. The funding from the Charles Redd Center was instrumental in facilitating this work, allowing me to analyze key archival materials and incorporate Indigenous voices into my study. These findings will contribute to both academic scholarship and public history initiatives that center Native perspectives on boarding

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?

The Charles Redd Center funds were instrumental in helping me access archival collections at the National Archives and Records Administration (NARA) and California State University, Chico, which were critical to answering my research questions on how California Indian children maintained kinship ties while attending the Fort Bidwell and Greenville Indian Schools between 1884 and 1928.

Through my research at NARA, I analyzed Bureau of Indian Affairs correspondence, student case files, and administrative reports that documented the ways families resisted the forced separation of their children. I discovered letters from parents petitioning for their children's return, revealing their persistent efforts to maintain family connections despite federal policies designed to sever them. These records provided essential evidence that Native families did not passively accept the boarding school system but actively sought to protect their children and fortify kinship networks.

At Cal State Chico, I worked with oral histories and tribal records that added depth to my understanding of how these boarding schools impacted Native communities. These sources illustrated how students maintained relationships with their families and homelands, even as they navigated the challenges of institutional life. Additionally, local tribal

perspectives helped contextualize the resilience and agency of Native children in ways that federal records alone could not capture.

By funding travel to these archives, the Redd Center supported my ability to gather crucial evidence for my dissertation. This research not only strengthens scholarly discussions on Native resistance within boarding schools but also informs public history initiatives that center Indigenous voices. Ultimately, the Redd Center's support allowed me to uncover a more nuanced history of California Indian boarding school experiences, emphasizing Native survival, resistance, and the enduring power of kinship.

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

"Creating "Good Little Americans.": Indian Education in the United States and the Philippines" Beyond the West: Thinking about the American West Transnationally. Western History Association. Kansas City, Missouri. (October 2024)

"Escaping the Shadows: Unraveling Missionary Influence on MMIW at the Greenville Indian School" Pacific Coast Branch-AHA. Manoa, Honolulu. (July 2024)

"Runaways," Kinship, and Community Building at the Greenville Indian School" Historians of the Twentieth Century. Southampton, England. (June 2024)

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

I am currently finishing up my dissertation, and will defend it next Spring.

What are your future plans for publication 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 incorporate the research funded by the Charles Redd Center into my dissertation, which examines how California Indian children maintained kinship ties, community, and connections to their homelands while attending the Fort Bidwell and Greenville Indian Schools between 1884 and 1928. Upon completion of my dissertation, I intend to revise sections for publication in academic journals, such as The Western Historical Quarterly and American Indian Quarterly, to contribute to broader scholarly conversations on Native resistance, kinship, and boarding school histories.

Additionally, I plan to present my findings at academic conferences, including the Western History Association and the Native American and Indigenous Studies Association annual meetings. These presentations will allow me to engage with other scholars working on Indigenous histories and receive feedback to refine my research further.

Beyond academic publishing, I am committed to ensuring that my work reaches Native communities and the broader public. I plan to collaborate with tribal nations and community organizations to develop public history projects, such as educational materials or exhibits that share boarding school histories through Indigenous perspectives.

I will notify the Redd Center of any publications or presentations resulting from this research and appreciate the Center's support in facilitating this important work.

Comments



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Cassandra Holcomb	Email Address:	cholcomb801@gmail.com
Project Title:	Reagan-Thorne Collection		

Organization: Utah State University
Department: Anthropology,

Name of Award Received:

Research Award for Off-Campus Upper Division and Graduate Students

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

The BYU Redd Center's funding was instrumental in allowing me to conduct two weeks of fieldwork and one week of archival research that was necessary to began re-associating artifacts from the Reagan-Thorne collection at the Uintah County Heritage Museum with their original rock shelter sites. Out of the thirteen sites listed by Reagan and Thorne, I positively identified five sites and confidently placed two additional sites within a specific geographic location. During our fieldwork, we were able to confirm the location of "Cave 26," one of the key sites described in both Reagan and Thorne's excavation notes. Additionally, several original excavation photographs were uncovered in the archives, giving us further clarity on the locations of other sites known to have been excavated by Albert Reagan and Leo Thorne.

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?

With the BYU Redd Center's support, I spent one week in the Uintah County Regional History Center going through the archival collection of Leo Thorne, a local photographer from Vernal, Utah who worked closely with Albert Reagan during his time in the Uintah Basin. Leo Thorne's archival material, including personal notes, correspondence, and photographs, provided additional details, visual documentation of some sites, and other critical information necessary to re-establish artifact provenance. The information gathered in the archives proved vital and added some clarity to the overall context of the Reagan-Thorne Collection.

My archival research laid the groundwork for two weeks of fieldwork, where I focused on re-locating the thirteen rock shelter sites described and documented by Albert Reagan and Leo Thorne. The Uintah County Heritage Museum artifact collection originates from thirteen specific rock shelters and my fieldwork focused on identifying and confirming their locations in the Vernal area. Out of the thirteen sites listed by Reagan and Thorne, I positively identified five sites and confidently placed two additional sites within a specific geographic location. One of our main objectives was achieved by re-locating "Cave 26", a site of particular significance due to the sensitive nature of the artifacts excavated from this location. The combination of archival research and fieldwork significantly improved our understanding of the collection's provenance.

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

There is currently no publications of my research. I intend to present my research at the annual meeting for the Society for American Archaeology (SAA).

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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 create a comprehensive catalog of the archival records, personal correspondence, original photographs, and other important information that has been gathered during this project. This catalog will serve as a useful research aid for the Uintah County Heritage Museum, provide a framework for future

documenting and contextualizing perishable museum collections to ensure NAGPRA compliance, and support future fieldwork on the Reagan-Thorne collection.

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

Future plans for this research include presenting and publishing my findings as part of my Master's in Anthropology Program at Utah State University. I intend to share this research at academic conferences, including the Society for American Archaeology (SAA) annual meeting, and explore opportunities for publication in archaeological and museum studies journals. I will notify the BYU Redd Center of any publications resulting from this work.

Comments



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Lauren Isom	Email Address:	isom.lauren3@gmail.com
Project Title:	Environmental history of Mountain Pine Beetle (<i>Dendroctonus ponderosae</i>) disturbances on Whitebark Pine (<i>Pinus albicaulis</i>) in the Northern Rocky Mountains throughout the Holocene		

Organization: University of Utah
Department: Department of Geography ,

Name of Award Received:
Research Award for Off-Campus Upper Division and Graduate Students

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center.
With the funds received from the Charles Redd Center, I was able to conduct fieldwork that was vital to my overall project. My research team and I retrieved a lake sediment core from the northern Rocky Mountains in Central Idaho in August 2024. The sediment core is now undergoing analysis to reconstruct disturbances on the landscape caused by mountain pine beetles.

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?
The Redd Center assisted me in answering my research question by providing me with the funds to conduct the necessary fieldwork for my Master's thesis. I learned how to organize a successful research fieldwork trip, while also learning the paleoecological methods that are prevalent in my field.

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

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

If your research is not yet completed, what are the next steps in your research process?
The next step in my research process is to complete my lab work which consists of reconstructing past vegetation and disturbances through various proxies including charcoal, pollen, and macrofossils. After retrieving this data, I will analyze it to identify any significant patterns that may point to past infestations of mountain pine beetle.

What are your future plans for publication 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 research is just beginning to be conducted so I have not published or presented yet. However, I plan to present a presentation in the Spring of 2025 at the Pacific Climate Workshop and publish it at the end of 2025.

Comments

Award Report

Name: Gregory LeDonne **Email Address:** gregory.ledonne@colorado.edu

Project Title: Rewilding American-Style: Ideas and Practices from Origins to Contemporary Times

Organization: University of Colorado Boulder

Department: History,

Name of Award Received:

Research Award for Off-Campus Upper Division and Graduate Students

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

With the funds provided by the Redd Center I was able to fully complete the archival research plan laid out in my proposal. I first conducted research within the Earth First! Records held by the Special Collections and Archives of the Utah State University Library. This collection contains significant internal policy documents and communications of the group dating back to its founding as well as correspondence and publications that help to elucidate the organization's beliefs and priorities. Subsequently, I reviewed the Dave Foreman Earth First! Collection held by the Center for Southwest Research and Special Collections of the University of New Mexico Libraries. This collection includes documents written and collected by Dave Foreman, one of the cofounders and the leading intellectual figure for Earth First! during its first decade, relevant to his time with the group as well as his prior work and his subsequent involvement in other organizations and projects. The documents that I encountered in these collections will contribute substantially to my project's overall focus on the growth of rewilding as an idea and an environmental management practice and directly to at least one of my planned case 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?

The research that I accomplished with the support provided by the Redd Center has moved my project forward in pivotal ways. I have a much stronger grasp of how Dave Foreman and Earth First! understood themselves, their intellectual, environmental, social, and personal beliefs, and their positions relative to the mainstream environmental groups from which they diverged. These larger structures not only set the context for the emergence of rewilding but shaped its early growth. I have also learned more about other individuals involved in the development of rewilding as a concept, including several of whom I was not previously aware. These records further have given me a better understanding how the group functioned and the range of individual motivations for participating in the group (as well as the dissenting views held by some members). Finally, I have gained a greater appreciation of Foreman's own rationale for departing from the group and his eventual formation of an organization that would come to focus more centrally on promoting rewilding, the focus of my dissertation project.

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

None yet.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

I have not yet completed the research for my dissertation project. My next steps will be to review additional papers relating to Dave Foreman held by the Denver Public Library, as well as other collections that the library holds, and to review wolf management records held by the Yellowstone National Park archives.

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

This research will support crucial parts of my dissertation, and I hope to publish and present aspects of this research in several venues. As I shift from a focus on research to drafting my dissertation, I hope to present at the annual conferences of both the American Society for Environmental History (ASEH) and the Western History Association (WHA). I would also like to present a dissertation chapter at the annual Western History Dissertation Workshop for advanced PhD students to receive further critical feedback. Finally, en route to completing my dissertation, I would like to publish a version of a chapter as a journal article, ideally in either ASEH's Environmental History or WHA's The Western Historical Quarterly.

Comments

Thank you for your support for my project.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Emily McLean	Email Address:	emily.mclean@cgu.edu
Project Title:	Environmental Ethos among the Redrocks: Understanding the Influences Behind White Southern Utahns' Land Ethics		

Organization: Claremont Graduate University
Department: Religion/Mormon Studies Program,

Name of Award Received:
Research Award for Off-Campus Upper Division and Graduate Students

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

This funding allowed me to conduct the research that has formed the foundation for a conference presentation, a forthcoming book chapter, and my Master's thesis. I interviewed a diverse array of Latter-day Saint ranchers, politicians, and residents who trace their ancestry back to the Mormon "pioneers" who settled in the region during the 19th century. My conversations sent my research in a new direction. As I analyzed my conversations with these men and women, I identified a "pioneer spirit," which I defined as an enduring desire to sanctify Utah, their American Zion, and thus make themselves worthy of Christ's return. It would have been impossible to discover this incredibly significant influence on Latter-day Saints' relationships to the environment without spending time on the ground in San Juan County.

Thanks to the generous funding from the Redd Center, I was able to travel to southeastern Utah on two separate occasions and gathered more data than I could have hoped for. As a result, gas was my most significant expense; to compensate for this, I recorded interviews on my phone rather than purchasing a voice recording device and stayed at campsites rather than hotels.

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?

This funding allowed me to conduct the research that has formed the foundation for a conference presentation, a forthcoming book chapter, and my Master's thesis. I interviewed a diverse array of Latter-day Saint ranchers, politicians, and residents who trace their ancestry back to the Mormon "pioneers" who settled in the region during the 19th century. My conversations sent my research in a new direction. As I analyzed my conversations with these men and women, I identified a "pioneer spirit," which I defined as an enduring desire to sanctify Utah, their American Zion, and thus make themselves worthy of Christ's return. It would have been impossible to discover this incredibly significant influence on Latter-day Saints' relationships to the environment without spending time on the ground in San Juan County.

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

- Juanita Brooks Utah History Conference presentation
- Chapter in forthcoming conference anthology
- MA thesis

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

I will continue to conduct interviews with Latter-day Saints in southern Utah to support my MA thesis.

What are your future plans for publication 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 an abridged version of my MA thesis in a journal like the Western Historical Quarterly.

Comments



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

red_center@byu.edu
(801)442-4048

Award Report

Name: Jacob Northcutt **Email Address:** jacobfnorthcutt@gmail.com

Project Title: Vertical Frontiers: Mountaineering in the American West

Organization: Montana State University

Department: History and Philosophy,

Name of Award Received:

Research Award for Off-Campus Upper Division and Graduate Students

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

With the generous funding from the Redd Center, I was able to complete significant archival research and interviews in May/June 2024. First, I traveled to the Denver area and visited archives in Golden, Colorado and Boulder, Colorado for two weeks after the semester ended in May. From Denver, I went to the American Heritage Center in Laramie, Wyoming to look at papers there related to the growth of rock-climbing and mountaineering in the West. From Laramie, I made a long drive to Seattle, Washington with a brief stop in Bozeman, Montana and spent a week in Special Collections at University of Washington. I finished my trip by driving to Bend, Oregon where I interviewed and spent a day with Alan Watts, an early leader in the sport climbing movement in America.

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?

I am currently writing dissertation chapters from the research I conducted this summer. My goal this summer was to collect a significant amount of material from which I could draft my dissertation, and I have been successful writing from the research I collected. The research I conducted has helped me think more about who was involved in creating the outdoor gear industry after World War II as well as where these companies were located. I have learned about players in the early outdoor gear industry with whom I was not previously familiar like the Holubars and Cunninghams. Similarly, I have thought more about the role of transportation in the growth of outdoor recreation in the West after World War II, and I have begun to think about the effect that sport climbing and climbing gyms had on the sport and western culture in the second half of the twentieth century.

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

Montana State University History Graduate Association Colloquium October 2024

Western History Association Meeting Presentation October 23-26th, 2024 Kansas City, Missouri

Note: I imagine that publications from this research will emerge and I will be sure to highlight the Redd Center's support in any publication.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

I am currently making a plan for completing the research for my dissertation.

I am interviewing climbers who I believe are important for my project and have insight/stories that are applicable to my work. For example, I just interviewed Peter Metcalf, the founder of Black Diamond Equipment, this morning and will interview him again in two weeks. Also, I have followed up with some recommendations I got this summer about other potential interview subjects.

In addition, I am planning another visit to Utah State University to use their outdoor recreation archive and am considering if I need to return to Seattle/Portland to dig into the archives of the Mountaineers and Mazamas, two mountaineering clubs. I have also considered if it might be more efficient to have materials digitized and sent, though I haven't come to a resolution just yet.

While I am doing this primary source research, I am also continuing to read secondary sources and other materials that are relevant for my project.

What are your future plans for publication 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.

Like I say above, I am currently drafting chapters from my dissertation. I intend to submit a chapter to the emerging scholars contest hosted by Montana The Magazine of History as well as keep my eye out for a call from the Redd Center for an edited collection about outdoor recreation in the West. Beyond these, I may submit an article to WHQ and I do intend to attempt to turn my dissertation into a book once I've completed the dissertation project. I have considered ways that I might share my research with a more general audience by writing for a magazine like Alpinist or Summit, yet I'm not sure if this will occur until I've finished the dissertation. I do not have any scheduled presentations upcoming.

Comments

Your support was critical in helping me complete research this summer. I sincerely appreciate the support of the Center and will continue to acknowledge your support in any academic presentations or publications that come from my research this past summer. Thank you!



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Gregory Payne **Email Address:** gpayne2@huskers.unl.edu

Project Title: Trading for Empire: The Role of Fur Traders in American Expansion

Organization: University of Nebraska-Lincoln

Department: History,

Name of Award Received:

Research Award for Off-Campus Upper Division and Graduate Students

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

This past summer, and with the help of Redd Center funds, I traveled to both the Kansas State Archives in Topeka and the Saint Louis Branch of the Missouri State Archives as part of my research. In Saint Louis I gained access to a number of court cases and similar legal documents pertaining to the activities of several of the fur traders and fur trading companies my project focuses upon. These cases include various disagreements between the traders and other people in and around Saint Louis, some personal, but mostly financial and economic, such as suing over late or improper wages, discrepancies in accounts with one another, etc. In Topeka I spent a week going through the Chouteau and Dougherty family papers which were composed mostly of correspondence between members of the Chouteau and Dougherty families and various business and personal connections covering political, financial, and personal matters. With these materials I have made significant progress in fleshing out details surrounding certain historical characters that I had already intended to center within my research, namely a few members of the Chouteau family (a major fur trading family based out of Saint Louis) and their associated social networks, but also other individuals like John Dougherty (another regional fur trader and later Indian Agent of the Upper Missouri) and his social network.

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?

My proposed research was underpinned by two primary questions. First, with gender dynamics in mind, how did American fur traders create and maintain the social networks that allowed for them to succeed? Second, how were these primarily homosocial networks leveraged either in service of or opposition to American expansion? The materials I gathered this summer have been useful in mapping the social networks and particularly the way they were maintained both professionally and personally by the traders in question, helping to answer the first question though things like their personal and business correspondence that give insight into their social worlds and how they interact with one another at different points in time and under various conditions. As for the second question, I have begun more detailed mapping of a couple of individuals I will use as case studies that will serve as the backbone of my most immediate projects that show the way these traders interacted with American government and military agencies and the ways that the U.S. tried to use them for their own imperial gain. So far with this new material I have found broad cooperation with the U.S., and in many cases a process of these traders taking on ever more formal and official roles, but there is pushback from the traders at various points and under certain conditions because these people had these connections to the region's land and peoples.

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

Using research done with the Redd Center grant I have prepared and given a panel presentation at the Northern Great Plains History Conference in Sioux Falls, South Dakota in late September that outlined some of my initial findings about how these traders helped to facilitate American incursion into the Missouri River basin during the early 19th century. I have also participated in a Digital Humanities Lightning Round at the James A. Rawley Graduate Conference in the Humanities in Lincoln, Nebraska in early October where I discussed my plans to process and model some of this research though network analysis tools. I will also be presenting and expanding upon both of these aspects at the Western History Association Conference in Kansas City, Missouri at the end of October in both a regular panel session and a Digital Scholarship Lightning Round.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

My research on the homosocial networks of the Missouri River valley fur trade is not yet completed, but is instead just getting started. The most immediate plan for the collected materials is to write an article-length piece to both finish processing what I currently have and to help assess what the next steps will be before beginning to write my dissertation. Broadly speaking, there are likely to be additional research trips to Jefferson City, Missouri, as well as one or more of the NARA branches across the Midwest to further facilitate this research prior to additional publication and expansion. There will also be time spent processing the data into a format usable by its digital companion piece, a network analysis model, which will be used for additional data analysis and visualization.

What are your future plans for publication 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 pursue publication of the article-length piece currently in development with aspirations of completion within the next year. As this research and article-length piece are also meant to be foundational to my upcoming dissertation, research findings from the material collected with the help of Redd Center grant funds will eventually show up in this final narrative and in other formats, like its digital counterpart, over the next few years.

Comments

I just wanted to thank the Redd Center again for awarding me this grant this past summer. It was invaluable in furthering my research as I approach the dissertation stage of my program.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Kristen Phipps	Email Address:	phippk2@unlv.nevada.edu
Project Title:	Desert Slavery: How the Old Spanish Trail Sustained Captivity and Coerced Labor in the North American West		

Organization: University of Nevada Las Vegas
Department: History,

Name of Award Received:
Research Award for Off-Campus Upper Division and Graduate Students

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center.
I used the funds I received from the Charles Redd Center to complete my research trips for my dissertation. Unknown to me, the last trip was crucial and shifted several chapters of my dissertation, which I could not have anticipated when I applied for the funding. The last chapter of my dissertation emphasizes public history. The funds from the Redd Center allowed me to visit four locations in Santa Fe and Taos, New Mexico, which will be examined during that chapter.

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?
One key takeaway from the trip you funded was the importance of Taos to the story. Much of the literature on slavery along the Old Spanish Trail emphasized Abiquiu, New Mexico, while Taos was not. Yet when I visited Taos, I saw with my own eyes how central it was to the story I was writing. The trip pushed certain characters to the forefront of my chapters while others were given secondary roles because the slave trade moved from Abiquiu to Taos, and the story changed. The Charles Redd Funding allowed me to see the hole in my research that I was completely unaware of until I visited the region and strengthened my argument and my dissertation.

Please list publications and/or presentations based on your Redd Center research or program.
I do not yet have publications from the funding I have received. At this point, my emphasis is on completing my dissertation. However, I plan on writing 1-2 articles based on my dissertation chapters and would like to turn my dissertation into a book.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

If your research is not yet completed, what are the next steps in your research process?
My dissertation will be submitted to my committee chair next week. My defense will be in March and the completed and edited dissertation will be submitted to UNLV by the end of April.

What are your future plans for publication 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.
At this point, my emphasis is on completing my dissertation. However, I plan on writing 1-2 articles based on my dissertation chapters and would like to turn my dissertation into a book.

Comments
I express my sincere gratitude to the Redd Center for funding historians of all levels (undergrad, graduate, and professional). The funding I have received from you allowed me to travel and see locations for myself. I can't emphasize enough how important the travel has been for my dissertation.

Award Report

Name: Eytan Pol **Email Address:** epol@ttu.edu

Project Title: Deceptive Solecism: Edward Abbey, Wilderness, Civilization

Organization: Texas Tech University

Department: English,

Name of Award Received:

Research Award for Off-Campus Upper Division and Graduate Students

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

The funds from the Charles Redd Center award helped me undertake a recent trip to Tucson, Arizona, from September 29th until October 6th. The trip had multiple reasons, which I shall expand on. In my dissertation, I analyze the writing of Edward Abbey, specifically how the worlds of wilderness and civilization are described as mutually existing and equally important, rather than as two realms separated, exclusive, and antagonistic. Abbey's works have greatly influenced both Western American literature as well as the broader American environmentalist movement. Yet, there is notable academic neglect of the author, and only two book-length scholarly studies dealing with just a portion of his work exist. Moreover, *Desert Solitaire* (1968) and *The Monkey Wrench Gang* (1975) remain the two works that claim the vast majority of literary analyses of Abbey's work. This scholarly gap is one I aim to fill with 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?

Crucial to my dissertation was a trip to the special collections of the library at the University of Arizona in Tucson. Here, the Edward Abbey papers are located, and I explored these for a number of days during my trip, gathering useful primary materials for my dissertation. Specifically, unpublished manuscripts, notes of revision on *Desert Solitaire* and *Black Sun*, as well as unpublished correspondence were the exact focus of my archival research at the library at the University of Arizona. The funds from the Charles Redd Center award helped me pay for travel and lodging in Tucson for the time, as well as other related costs

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

My dissertation, titled "Deceptive Solecism: Edward Abbey, Wilderness, and Civilization," is the main research project and publication that I furthered with funds from the Charles Redd Center awards. However, the 2024 Western Literature Association Conference took place in Tucson this year at the same time, which I combined in one trip with my archival research. At this conference, I presented my paper "The Hermann Hesse of the American West: *Der Steppenwolf* as a Companion Piece to *Desert Solitaire*". This paper has also already been accepted for publication by the association's journal *Western American Literature*, scheduled for publication in the upcoming winter issue. In this article, I aim to move Abbey away from the common comparison to Henry David Thoreau, which I believe can often suffocate analyses of the former author. Instead, I argue that Hermann Hesse's *Der Steppenwolf* is a better kindred spirit to Abbey's most well-known work. Through both works' similar narrative structure and existentialist protagonists, I link a classic work of Western American literature to one taking place in 1920s Switzerland and conclude that the American West is a region in which the universal can be experienced locally.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

During this current Fall semester, I will rewrite and revise the second and fourth chapters of my dissertation, which I hope to complete by December. Moreover, the introduction and conclusion benefit greatly from the archival research, and in

the upcoming months, I will be working on drafting these based at least partially on the information that I gathered at the special collections library at the University of Arizona.

What are your future plans for publication 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 dissertation will be completed in the spring or summer of 2025. A current project for which I also had to travel to Tucson to meet with editors and other contributors for an edited collection, is a chapter in the work titled *Land Management in North American Literature and Culture: From Resource to Reciprocity*, to be published by Routledge as part of its environmental humanities series. For this collection, I have authored a chapter, titled "Trail Reviewing: Further Commodification of Wilderness". I have found that an erroneous likeness exist between the appreciation of art and the appreciation of wilderness, which is further exacerbated by technology. In short, I take philosopher Malcolm Budd's argument in *The Aesthetic Appreciation of Wilderness* that art is something that can be appraised both positively and negatively, while wilderness can only be appreciated positively, and apply this to modern trail and outdoor apps such as AllTrails. Essentially, I am arguing that a focus on the picturesque in nature leads to further commodification of wilderness.

Comments

All in all, the award from the Charles Redd Center for Western Studies helped me travel to Tucson and stay for a week in order to further both my research and career prospects, visiting the archives, presenting and a conference, and meeting fellow contributors for the edited collection alike. Again, specifically, the award helped me pay for travel, lodging, registration, and other expenses tied to the weeklong trip in Tucson. The fund has been quite helpful to me most recently, and I appreciate the award a lot.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name:	Addie Price	Email Address:	addie.price@colostate.edu
Project Title:	Recreation in the Rockies: How Lesbians Formed Community in the Mountain West		

Organization: Colorado State University

Department: History ,

Name of Award Received:

Research Award for Off-Campus Upper Division and Graduate Students

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

I focused on digital and spatial research; I collected and transcribed references made to location, space, region, and outdoor recreation in Colorado-based newspapers Big Mama Rag, Double Standard, Gaynin', and the Boulder Lesbian Newsletter.

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?

The Redd Center assisted me in learning more about Colorado history and Colorado's women's community. I originally wanted to do a state by state comparison with numerous states in the Mountain West, but the funds helped me to travel around Colorado, visit numerous Colorado-based archives, and have greater access to digital databases.

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

The Colorado Journal

Presentation at WAWH (The Western Association of Women's Historians)

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

My next steps are to create spatial mapping from the transcribed datasets mentioned above. This create a lesbian geography of where, how, and when Colorado lesbians enjoyed leisure, particularly in outdoor recreation.

What are your future plans for publication 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 an extended thesis of my research and am hoping to publish in the future.

Comments

Award Report

Name: Sara Saouma **Email Address:** sara.saouma@usu.edu

Project Title: Morphometric Analyses of Fremont Maize: A Comparative Study of Adaptations

Organization: Utah State University

Department: Anthropology,

Name of Award Received:

Research Award for Off-Campus Upper Division and Graduate Students

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

With the funds provided, I was able to cover my travel expenses for a week. My research required me to travel to the Uintah County Heritage Museum in Vernal, Utah where the collections I analyzed were housed. The museum has samples of maize that are relevant to my research and area of study (the Uinta Basin). My work spent at the museum mainly involved the analysis of archaeological maize cobs.

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?

During my time at the museum, I focused on analyzing the morphological attributes of 70 uncharred maize cobs from six archaeological sites located in the Uinta Basin. Although I am still in the process of analyzing my data, this research will ultimately contribute to understanding agricultural practices among Fremont maize farmers in one of the northernmost reaches of maize agriculture in the American West.

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

I have yet to publish or present my research.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to [atta](#)

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

The bulk of my work right now mainly involves the statistical analysis of my data as well as concurrently writing portions of the background section for my thesis. Looking ahead, the data I gathered provides a strong foundation for future research, including potential genetic studies aimed at exploring maize adaptations in the region beyond mere morphology. This integrative approach will add to the understanding of how Fremont maize farmers in the Uinta Basin interacted with and modified maize over time.

What are your future plans for publication 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 findings at the 2025 Society for American Archaeology conference as part of a poster symposium.

Comments

I want to express my gratitude to the Redd Center, as their financial assistance has been invaluable in helping me achieve my research goals, which forms the basis for my master's thesis.

SENIOR SEMINAR/CAPSTONE AWARD FOR BYU STUDENTS

ZOEY ELDREDGE, LINGUISTICS, BRIGHAM YOUNG UNIVERSITY: "AN EXPLORATION AND ANALYSIS OF PARK CITY, UTAH ENGLISH"

LEAH SPURLOCK, HISTORY, BRIGHAM YOUNG UNIVERSITY: "IMPACT OF WESTWARD EXPANSION ON NATIVE AMERICANS"

Award Report

Name: Zoe Eldredge **Email Address:** zee22@byu.edu

Project Title: An Exploration and Analysis of Park City, Utah English

Organization: BYU

Department: Linguistics,

Name of Award Received:

Senior Seminar/Capstone Project Grant (BYU Students Only)

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

My research project was an exploration and analysis of the Park City dialect of Utah English. Utah is frequently called 'Mormon land' or the 'Mormon State'. As the Church of Jesus Christ of Latter-day Saints is highly valued in Utah's culture, individuals will subscribe to or dissent from certain linguistic features perceived to index 'Mormon-ness' (Bowie and Morkel, 2006). This is because the way you talk affects the way people perceive and, therefore, treat you (Wolfram, 2000). Parkites, residents of Park City, Utah, live in one of the areas of Utah with the fewest members of the Church of Jesus Christ of Latter-day Saints. Park City is most commonly known for its abundant skiing and for hosting the Sundance Film Festival. The majority of residents are not originally from Park City; nevertheless, homogeneity in the speech patterns of original locals and move-in locals has been anecdotally noted. Some of the questions my project aimed to answer were as follows: What does an area of Utah with high tourism and few members of the Church of Jesus Christ of Latter-day Saints sound like? Do Parkites demonstrate typical 'Utah'/'Mormon' features or other sociolinguistic markers? Do Parkites demonstrate features in common with the East Coast, the West Coast, or the West? How do others perceive speakers of this dialect?.

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?

The funds assisted me in being able to find participants who were willing to be interviewed for at least 10 minutes and have a clip of their audio posted on an online survey. Without the funds, it would have been more difficult to procure participants. The funds were also used for gas to go meet with the participants in a neutral area of their choice. Additionally, the funds were used as a reward and incentive for those who took the survey. Without the funds, I would not have been able to give back to the community and been unable to procure as many participants. From the results of the interviews and survey, I learned that Parkites had a few slight pronunciation differences but still sounded generally 'Utahn'. However, survey participants did seem to rate men more negatively and women more positively. There was quite a bit of nuance, providing evidence of the need for further investigation.

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

Eldredge, Z.E. & Stanley, J.A. (2024, January) "Exploring the Effects of Cross-Cultural Variation and Tourism in Utah English" [Conference Presentation] 2024 Linguistic Society of America Annual Meeting. New York City, NY, United States.

Eldredge, Z.E. & Stanley, J.A. (2023, October) "Exploring the Effects of Cross-Cultural Variation and Tourism in Utah English" [Conference Presentation] 51st New Ways of Analyzing Variation Annual Conference. Queens College, Queens, NY, United States.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to attach your file (maximum file size: 4 MB).

NWAV 51 Tourism Presentation (2).pdf

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

My research data has been gathered. I have given two presentations using the data. My next step is publishing a paper.

What are your future plans for publication 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 research data has been gathered. I have given two presentations using the data. My next step is publishing a paper. As of 4/1/2024, I have not found a journal to publish a paper with.

Comments:

I sent messages to the Redd Center email asking when this form was going to be sent to me, and no one ever replied. Then, I received two emails about this six months after the check-in deadline. This was quite odd.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

redd_center@byu.edu
(801)442-4048

Award Report

Name: Leah Spurlock **Email Address:** lspurloc@byu.edu

Project Title: Impact of Westward Expansion on Native Americans

Organization: BYU

Department: History,

Name of Award Received:

Senior Seminar/Capstone Project Grant (BYU Students Only)

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

With the funds received from the Redd Center, I was able to take pictures and follow the trail of Dominguez and Escalante through north-eastern Utah. These two Spanish friars are thought to be some of the first (if not the very first) Euro-Americans that went through and documented their travels through Utah. Using their journal as a guide and researcher's modern interpretations of said journal, I was able to retrace their steps and document what the areas look like today as opposed to roughly 250 years ago. I was able to take down written documentation as well as photographs. I also learned much about the terrain and area surrounding north eastern Utah. The places such as Vernal, Ouray, Duchesne, et cetera are very rich in history. I also had the opportunity to be on the Uintah-Ouray Reservation for a very brief time and that was so awesome!

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?

Without the funds from the Redd Center I would not have been able to complete or contribute to this research. It wasn't feasible for me to do it on my own. The research required three full days in a variety of areas within a 150 mile radius. Since this research encompassed so much area, I learned much about the geography of north-eastern Utah as well as learned about the defining features of the different areas that I stopped in. For example, I did not know the depth of oil pumping in north-eastern Utah until I went out to that landscape and saw the sheer number of oil pumps.

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

My only publication based on my research was a document I compiled for my final paper. It also doubles as research for a project based in Colorado called DEEEP (Dominguez-Escalante Expedition Education Project). The compilation of their research can be found at <https://deeepercolorado.com/>.

Have you given an electronic presentation based upon your research? If so, would you be willing to send us a copy for posting on our website as a resource for teachers? Please follow this link to attach your file (maximum file size: 4 MB).

DEEEResearch-Spurlock.pdf

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

n/a

What are your future plans for publication 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.

Hopefully my research can be posted on the DEEEP website. I tried my best for it to fit the qualifications for the website and I hope they deem it to be an acceptable addition.

Comments:

Thank you for this opportunity that you have given me. I hope that you find the research to be as interesting as I did. The grant was much appreciated.



BYU Redd Center
954 KMBL (Spencer W. Kimball Tower)
Brigham Young University
Provo, UT 84602

red_center@byu.edu
(801)442-4048