EXHIBIT 12

DEI Grant Summary

Note: $ Abs.

Grants Detail

Yes / No DEI?	#	$ Award	DEI Rationale	MM / AW	Grant Description	Grant Recipient
Yes	1	$491,049	NABS's project aims to create a national digital platform for boarding school archival collections, promoting collective efforts, engagement, and sustained involvement.		The National Native American Boarding School Healing Coalition's (NABS) special project, titled the National Indian Boarding School Digital Archive (NIBSDA), was conceptualized to serve as a national digital platform and digital repository for boarding school archival collections throughout the United States. In order to propel our understanding of this historic legacy forward, NABS, in concert with its partners, has coalesced a working group to coordinate and organize best practices associated with U.S. Indian boarding school records curation in the first of its kind Data Aggregation Working Group. This project's collaboration with the Social Network and Archival Context (SNAC) consortia will focus NABS's efforts toward activities that will propel forward this group's collective efforts of curating and presenting digitized collections. Funds provided by the National Endowment for the Humanities will facilitate a process of collective growth of this Data Aggregation Working Group and the NIBSDA platform to surface primary source material and to create opportunities to engage source communities in effectuating sustained involvement as practitioners in this crucial work.	National Native American Boarding School Healing Coalition
Yes	2	$449,877	This project aims to preserve and document endangered languages, DinÃ©/Navajo and Lakota, to address the loss of linguistic and cultural knowledge.		The goal of this 3-year project is to document traditional Ways of Communicating (WoC) in Diné/Navajo and Lakota communities to address the imminent loss of linguistic and cultural knowledge. This is based on an understanding of language not only as grammar and lexicon but as a process of human interaction situated within the social and cultural context. The goal is to document and archive digital audiovisual recordings of naturally occurring language use of two endangered languages, Navajo (Athabaskan; Arizona, USA; nav) and Lakota (Siouan; South Dakota, USA; lkt), and the associated metalinguistic information and pragmatic knowledge held by each language community. This project will build on an existing collaborative partnership among Indiana University, Phoenix Indian Center (PIC, a Diné-serving community organization), and Thunder Valley Community Development Corporation (TVCDC, a Lakota-serving community organization), and language specialist consultants. [edited by staff]	Indiana University, Bloomington

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Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	3	$425,823	This project supports DEI by preserving and advancing the Chihene Apache dialect, which is critically endangered, and has tribal support.		This project would support linguistic infrastructure by restoring archival-quality digital master preservation recordings (24-bit/96kHz BWF files derived from analog instantaneous discs, reel-to-reels, and cassettes) documenting the recorded sound heritage of the Apache Prisoners of War seized with Geronimo in 1886. It would advance language description by transcribing and translating the Chihene Apache dialect captured in these recordings. This project has federally recognized Fort Sill Chiricahua/Warm Springs Apache (FSA) tribal support. The EGIDS scale establishes the FSA Chiricahua language as critically endangered: fewer than 20 speakers at the Mescalero Apache reservation retain fluency, and it is dormant within the FSA community of southwest Oklahoma. Chihene dialect recordings provide the opportunity to refine the pronunciation and linguistic features of a Chiricahua language that Hoijer (1938) and Opler (1942) described in general terms. Project documentation would be preserved and made accessible at the FSA Cultural Programs Office under a long-term preservation plan built with Institute of Museum and Library Services support, 2018-2022. [edited by staff]	Fort Sill Apache Tribe
Yes	4	$418,415	This project aims to document and preserve the endangered Uto-Aztecan language of WixÃ¡rika, promoting linguistic diversity and cultural preservation.		The project documents threatened semantic domains of plant use, management, and local ecological knowledge in Wixárika (hch), an endangered Uto-Aztecan language of West-Central Mexico. Collaboration among community language activists, an ethnobotanist, a linguist specialized in Wixárika, Mexican universities, and community centers will generate: (i) an online Ethnobotanical and Linguistic Database and printed handbook of Wixárika plants illustrating their nomenclature, use, management, cosmological significance, and local ecological concepts; (ii) an annotated corpus of texts to be archived at ELAR (SOAS, University of London) serving as a key resource for linguists and the language community; and (iii) capacity building for community documentation efforts and pedagogical resources for language conservation documentation efforts and pedagogical resources for language conservation.	New York Botanical Garden

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	5	$417,267	NEH identified DEI involvement.		[Prepared by NEH staff] Since 2018, the Standing Rock Language and Culture Institute has been building an interactive, fully searchable digital archive of recordings and texts made in fluent Western Dakota and Lakota, two dialects of the Indigenous language of the Standing Rock Sioux Tribe. These dialects are extremely threatened, as there are currently estimated to be fewer than 180 individuals across Standing Rock who speak Lakota or Western Dakota fluently, almost all of whom are over the age of 65, yet there is a growing interest in restoring the dialects as everyday languages. This project would employ two language experts to produce recordings documenting the language dialects as well as draw upon the present digital archive, build capacity for an archive training program, and publish data on a customized Mukurtu site with physical storage at Sitting Bull College.	Standing Rock Sioux Tribe
Yes	6	$370,731	This project promotes DEI by empowering and supporting the Mono community in preserving and transmitting their endangered language and culture.		A team of Mono community researchers will conduct a 3-year project during which we will create an annotated corpora of at least ten hours of digital video recordings of natural language in Western Mono, a critically endangered Uto-Aztecan language of California. Using traditional Mono practices of transmitting knowledge among multigenerational families, community researchers will form up to three teams, which are called pods. The pods are made up of Elder first-language speakers and, as possible, related family members who are also emerging second-language speakers, to maintain an immersion setting and act as recording technicians. This team structure and research methodology draws on the strength of Mono traditional ways of learning and the motivation and desire of the Elders to pass their knowledge to their family members and builds upon the emerging speakers' desire to acquire more of their language. The documentation corpus, video recordings and English free translations will be archived without restrictions at the Survey of California and Other Indian Languages (The Survey) at the University of California, Berkeley, and more locally, on the archival servers of the North Fork Rancheria of Mono Indians. [edited by staff]	North Fork Rancheria of Mono Indians of California

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	7	$350,000	Digitizing and making the census searchable, transcribed, and accessible improves access to information and promotes inclusivity in research, aligning with DEI principles.		This project will transform the 1926 U.S. Census of Religious Bodies, which has individual schedules for 232,154 congregations, into a spatial dataset. That collection is the only federal census of religious groups with extant schedules, but it is unusable by researchers because it is not digitized, searchable, or transcribed. With previous NEH support, we have begun digitization of this collection; further support will enable us to complete the digitization of the census. We will digitize the schedules, make those records freely searchable and browsable online, transcribe a representative selection and open the remainder to crowdsourcing, and create maps and visualizations that contextualize the records. The result will be the single most detailed and comprehensive spatial dataset for American religion, usable by scholars in history and religious studies, by local historians, and by the public.	George Mason University
Yes	8	$350,000	The Yale Digital Dura-Europos Archive aims to increase global access to cultural heritage, enhance data intelligibility, and provide multilingual access, supporting diversity, equity, and inclusion in accessing and preserving historical artifacts and information.		The Yale Digital Dura-Europos Archive (YDEA) is a project aimed at increasing global access to, and comprehensibility of, data and artifacts from the important cultural heritage site of Dura-Europos (Syria). Using Linked Open Data (LOD), YDEA endeavors to create a comprehensive and extensible digital archive whose data points can be freely reused, and to develop a web application that provides multilinguistic access to the integrated Dura-Europos archival resources in a single interface, together with visualizations to enhance data intelligibility at a glance. The planned work will make c. 30,000 artifacts and archival documents searchable in Arabic for the first time. Looting at Dura since 2011 has regrettably compromised the site for future stratigraphic research. Accessibility of data from controlled scientific excavations prior to 2011 is therefore of paramount importance as the basis for future teaching and research, including anti-trafficking efforts related to the site.	Bard College
Yes	9	$350,000	NEH identified DEI involvement.		The PIs on this grant request NEH funds to preserve and expand a large body of critically-encoded nineteenth-century literary texts and recent, related critical literature. This corpus comprises seven million words of primary texts already encoded, one and a quarter million words of existing critical literature, and an additional one million words of primary texts to be encoded through the proposed project. All of this material has been or will be integrated into COVE (Collaborative Organization for Virtual Education), an open access publishing platform, while that integrated to date (the primary texts already encoded and the critical literature) is already being used by scholars and students from around the world for both teaching and research. Support from the NEH would ensure both technological and programmatic sustainability for the project and its content in the long term, especially the adoption of more robust data standards for the entire collection.	Board of Regents of the University of Nebraska

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	10	$350,000	NEH identified DEI involvement.		The Winterthur/University of Delaware Graduate Program in Art Conservation (WUDPAC) requests $250,000 with $100,000 in federally 1:1 matched funds for a total project cost of $450,000. NEH funds will support graduate stipends for six “NEH Fellows” annually, from 7/1/23, to 6/30/26. Graduate stipend support enables our students to concentrate on their conservation studies without distraction of financial hardship or external employment during their three years of study. Two students in each of the first, second, and third years will be “NEH Fellows,” a title that follows them throughout their graduate career. During their time at WUDPAC and beyond, NEH Fellows are committed to preserving objects and those objects’ many varied stories; their cutting-edge research, exceptional treatment skills, and exemplary advocacy will result in the preservation of countless objects, artifacts, and collections that benefit peoples of many different backgrounds and traditions.	University of Delaware
Yes	11	$350,000	AFI's project aims to study the artistic contributions of women and people of color in early film, addressing diversity, equity, and inclusion in film history.		The American Film Institute (AFI) upholds the first tenet of its original mission -- to preserve the history of the motion picture -- through the AFI Catalog, an authoritative online resource recording the first century of American film (1893-1993). AFI respectfully requests a three-year, $350,000 grant from the National Endowment for the Humanities in support of a landmark project to include short films in its AFI Catalog database for an unprecedented effort to study the artistic contributions of women and people of color in early film. By documenting short subjects from the silent and early sound eras (1910-1933), the AFI Catalog will illuminate the work of diverse storytellers that have traditionally been omitted from history due to a lack of scholarly resources about short films. The inclusion of short films in the AFI Catalog will allow us to look behind the veil of historical bias to reveal the true diversity of America’s cultural legacy and bring marginalized artists into view.	American Film Institute

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	12	$350,000	The proposed project aims to enhance preservation literacy and strengthen relationships among underserved collections stewards, addressing the need for diversity and empowerment in Utah's cultural heritage.		Building upon the Utah Collections Preservation (UCP) program, piloted with support from NEH in 2021-2023, the proposed Utah Collections Preservation Network (UCPN) project will expand access to a comprehensive suite of virtual and on-site, culturally appropriate training and mentorship activities, designed to enhance the preservation literacy (knowledge and skills) of underserved collections stewards across Utah through an estimated 1,500 engagements. Facilitated by the Preservation Outreach Coordinator and other Utah Field Services (UFS) staff, this project will address the need to further develop and strengthen relationships between underserved collections stewards across the region, including rural organizations, and holders of community collections. Utah Field Services aims to elevate and empower the diversity of practices and perspectives surrounding Utah’s world renowned cultural heritage and pedagogical landscape.	Utah Division of Arts and Museums
Yes	13	$350,000	The initiative aims to shed light on the experiences and consequences of statehood for Native Hawaiians and Japanese Americans in Hawai`i.		`Ulu`ulu: The Henry Ku`ualoha Moving Image Archive of Hawai`i at the University of Hawai`i - West O`ahu will digitize 890 motion picture film reels and videotapes from its holdings in order to shed light on how the path to statehood took on varying degrees of reactions and repercussions for the Native Hawaiian and Japanese American populations in Hawai`i. The nominated collections for digitization align with NEH's A More Perfect Union initiative, in highlighting the stories of Hawai`i's citizens who witnessed and participated in the road to statehood and the consequences of admission into the union. The materials to be digitized come from eight collections spanning the period of the 1920s to 2000s: Juniroa Productions, 442nd Legacy Center, Katsugo Miho, Samuel P. King, Biographical Research Center, Making Waves Films, Hawaii People's Fund, and Hawaii Council for the Humanities.	University of Hawaii Systems
Yes	14	$350,000	NEH identified DEI involvement.		The SAADA Summer Fellowship in Community Archiving is an intensive, two-month summer fellowship program that will provide training in community archival practices and digital preservation to master’s-level students who have a demonstrated interest in the South Asian American community and the preservation and care of humanities collections. Fellows will learn about the operations and programming work within a community-based archive, including digitizing materials, licensing and copyright law, creating metadata for archival objects, conducting oral history interviews, and ethical issues around community storytelling. They will also be exposed to a range of career readiness and discovery opportunities. During the program, each fellow will create a digital collection and curate an exhibit highlighting a South Asian American community of which they are themselves a member, or in which they have deep existing relationships.	South Asian American Digital Archive, NFP

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	15	$350,000	The proposed project by the American Research Center in Egypt supports research, fosters knowledge, and strengthens cultural ties related to Egyptian history and culture. It promotes diversity, equity, and inclusion by providing accessible digital access to the ARCE online archives for scholars and the public worldwide.		The American Research Center in Egypt is a nonprofit organization dedicated to supporting research on Egyptian history and culture, fostering knowledge about Egypt among the public, and strengthening American-Egyptian cultural ties. The proposed three-year project will digitize and publish online 26 collections of materials from conserved sites in Egypt, which encompass prehistoric, Pharaonic, Coptic, Islamic, and Jewish sites and monuments. Egyptian monuments documented in the archives contain a wealth of information for scholars interested in the history of urban design; the study of Islamic inscription programs; the evolution of mosque architecture; and other topics. Long-term, this project will create significant benefits to research, education, and public programming in the humanities, as it will provide easily discoverable, free, open-source digital access to the ARCE online archives for scholars and the public across the globe with an interest in Egyptian history and culture.	American Research Center in Egypt, Inc.
Yes	16	$350,000	NEH identified DEI involvement.		This program aims to diversify the registration and collections management field by paying three apprentices, who identify as BIPOC, a living wage to get hands-on training, while also ensuring that they are receiving a comparable academic instruction to that of a master's program. Museum collection professions, in particular registrars, are some of the least diverse in the museum world, in part due to cost barrier of getting a master’s degree in Museum Studies. Our apprentices will be assigned readings, have discussions with museum staff, and job shadow with multiple departments at the Field Museum and at institutions in the greater Chicago area. Hands-on training will incorporate all aspects of registration and collection care, including accessions, loans, preventative conservation, physical processing, storage, archives, IPM, and more. We will share and promote the program through conferences and webinars, as it is purposefully designed to be replicable by other institutions.	Field Museum of Natural History

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	17	$350,000	NEH identified DEI involvement.		The National Hispanic Cultural Center, University of Minnesota, and University of Texas Rio Grande Valley seek an NEH HCRR Implementation grant to undertake a three-year collaboration to digitize, describe, and make accessible a large concentration of Mexican American art and related documents. Building on UMN's successful Foundations grant, we propose to digitize 3,400 works of art and 16 linear feet of archival materials from the Center's Art Museum. The nominated materials will be published to the Center's website and the open-source, aggregating portal, Rhizomes of Mexican American Art Since 1848, which implements culturally-informed descriptors, metadata, and search strategies discovered under the Foundations grant. Rhizomes will link relevant holdings from the nation's libraries, archives, and museums, thereby fostering a sustainable network for digital collections of Mexican-American art and enhancing how humanities scholars think about American art, history, and culture.	National Hispanic Cultural Center Foundation
Yes	18	$350,000	The proposed upgrade aligns with DEI by promoting the preservation and protection of cultural artifacts of the Oneida Indian Nation.		In connection with a recently completed collections and facility assessment, the Oneida Indian Nation proposes to upgrade its archival facility to increase the safety and security of its cultural artifacts.	Oneida Indian Nation
Yes	19	$350,000	This initiative aims to preserve and make available online a unique collection of historical information, promoting accessibility and diverse engagement.		The New-York Historical Society proposes to digitize 267 reels of microfilm of Time-Life News Service Correspondent Wires (1930s-1960) that no longer exist in hard copy. Submitted by a global network of correspondents, the wires comprise the raw reporting that Time and Life staff used to write stories and form an extraordinary trove of information about a tumultuous, defining period in United States and world history. Since only a small portion of the correspondents' submissions ever appeared in print, and they have only recently been opened to researchers, digitizing this unique set of microfilm will result in an essential resource for humanities scholarship. This is Phase 1 of a two- phase project that will ultimately result in the digitization of 576 reels of microfilm. The goals of the project are threefold: to preserve the content of the collection, which only exists in this one set of master microfilm; to make it freely available online; and to disseminate it to a large audience.	New York Historical Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	20	$350,000	NEH identified DEI involvement.		The Haitian Arts Digital Crossroads (HADC) project is a collaboration led by Grinnell College Libraries with the Waterloo Center for the Arts. HADC will build a digital platform with an open access database of Haitian art from at least four prominent collections. Specifically, we seek NEH funding to digitize the collections of an art center and Vodou temple in Haiti, as well as a prominent collection at a public liberal arts college in New Jersey. We aim to show the value of securing cultural heritage and supporting endangered spaces by creating accessible databases and digital resources. Our digitization process and expanded metadata schema provide a new framework for Haitian art, considering cultural nuances, artistic practices and materials, a Kreyol linguistics, and the Haitian art market. As a model for considering artistic production across the African diaspora, HADC provides an original platform for expanding narratives of Haitian art.	Trustees of Grinnell College
Yes	21	$350,000	The project does relate to DEI as it aims to preserve, digitize, and make accessible historical materials related to British General Thomas Gage's service in North America, promoting inclusivity and diversity in historical research.		The Clements Library is applying for funding to support a three-year project to re-house and digitize the papers of British General Thomas Gage (1718/19-1787). Gage's papers comprise approximately 23,010 letters, documents, financial papers, maps, and broadsides, largely dating from his service in North America between 1763 and 1775. Gage was responsible for the management of all territory in North America east of the Mississippi River, including Canada. The Clements Library proposes to remove the items from their mounts/volumes and place them in archivally-sound folders and boxes, preserving their current arrangement and volume numbers. At the same time, two grant-funded digitization technicians will scan each item, crop and color-correct each image, and produce item-level metadata. The complete, digitized collection of 95,445 images will be made available freely online through the Clements Library's existing online digital collection platform.	University of Michigan, Ann Arbor

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	22	$350,000	This project contributes to DEI by uncovering diverse narratives and experiences of Civil War soldiers through the preservation and analysis of graffiti.		Off the Wall: Digital Preservation of Civil War Graffiti Houses is a collaborative effort between six community-based historic sites and a major digital history center that will create a database of Civil War graffiti found on the walls of the local partner sites. The database will also contain more than 8,000 ancillary items (service records, census data, etc.) tied to the individuals who wrote on the walls of those buildings. These items tell a story about military service in the Civil War that is quite different from the narratives often found in histories of the war. Soldiers on both sides express their disillusion with the war and their anguish about lost friends. As a result, this project shines a different light on the lived experience of war in America between 1861-1865. The project also solves a thorny technical problem in the digital humanities related to how to describe and deliver through a web interface items from a complex vertical surface like a wall covered in graffiti.	George Mason University
Yes	23	$349,999	The project aims to improve the stewardship and long-term preservation of archaeological and ethnographic collections, which is relevant to DEI in preserving diverse cultural heritage.		The Maxwell Museum of Anthropology, University of New Mexico seeks an Implementation Level II Sustaining Cultural Heritage Collections award to complete a multi-year collection improvement project by installing compact and stationary storage to improve stewardship and long-term preservation of archaeological and ethnographic collections. This project will provide additional storage space in the Hibben Center for Archaeology (Room B20) for bulk archaeology collections from an off-site facility and create an improved storage space for approximately 1,500 pieces in the ethnographic basket collection currently stored on overcrowded wooden shelving. In addition, the project will enable whole and partial archaeological ceramic vessels to be reorganized; create a designated private area for materials that fall under the Native American Graves Protection and Repatriation Act and tribal repository collections; and install new stationary archival cabinets to hold archaeological perishables.	University of New Mexico

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	24	$349,990	NEH identified DEI involvement.		An interdisciplinary collaboration between UF Linguistics, Oral History program, and George A. Smathers Libraries will reanimate 500 interviews with African Americans in the Gulf South, a population absent from many other oral history collections, with rich annotations and a web-based customizable interface. Our design harnesses computational linguistic methods and is informed by the needs and expertise of three diverse user groups, resulting in a host of improved accessibility outcomes. For education, teachers will be provided an easy to use interface to enhance student engagement with localized curriculum using the interviews. For linguistics, researchers will have access to an unprecedented amount of spoken African American data to investigate African American language change and regionality, and racially-based biases in speech technologies. Finally, oral history programs across the country will be offered a new means of enhancing accessibility into their own archival collections.	University of Florida
Yes	25	$349,971	NEH identified DEI involvement.		The Center for Collections Care (C3) offers professional development opportunities that empower participants to be effective stewards of humanities collections by building knowledge and skills through instruction in collections care. To support the development of knowledge and skills among professionals responsible for preserving and providing access to humanities collections, C3 respectfully requests $349,971 from the National Endowment for the Humanities to support a three-year project that will: (1) provide training to over 280 individuals from approximately 180 cultural institutions across the nation; (2) provide 162 scholarships to practitioners at smaller museums, libraries, archives, and other cultural organizations; (3) provide two 12-month postgraduate fellowships for emerging practitioners of color; and (4) develop two online courses (Fundamentals of Collections Management and Culturally Appropriate Stewardship).	Beloit College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	26	$349,931	This project contributes to DEI by documenting bilingual practices in the U.S.-Mexico borderlands, providing valuable insights for scholarship and promoting inclusivity.		This project contributes to the development of two unique collections of bilingual sociolinguistic interviews which document the language varieties along the U.S.-Mexico border by linguists at the University of Texas Rio Grande Valley (UTRGV) and the University of Arizona (UA). This project builds upon the prior successful Foundations project by accomplishing three main goals: 1) preserving 240 bilingual interviews through library digital preservation systems, 2) expanding the collections by diversifying and balancing the dataset with 50 new interviews, and 3) elaborating the corpus websites with auto-filled metadata spreadsheets, data visualization including graphs and maps, and contextualization of the collections. This Implementations project will have far-reaching impacts on scholarship, Hispanic students, and local communities as this rich data provides insight on Spanish-English bilingual linguistic practices in the U.S.-Mexico borderlands.	University of Texas Rio Grande Valley
Yes	27	$349,929	The Sounding Spirit Hymnody Index (SSHI) will support engagement with diverse American experiences, including rural Black, white, and Native southerners.		Sounding Spirit Hymnody Index (SSHI) will support rich engagement with 300,000 printings of hymn tunes and texts in 1,311 significant books of vernacular sacred music from the southern United States published between 1850 and 1925. This open access reference resource will index the tunes, texts, and people in a collection of gospel songs, spirituals, folk hymns, art music, and Sunday school songs recently digitized for the Sounding Spirit Digital Library. In this project period we will index the 430 earliest published books from this corpus, publish the SSHI, contribute data to Hymnary.org and RISM, recruit a cohort of volunteer subject matter experts to index alongside an experienced team of editors, and develop an interoperable data model for indexing hymnody. The SSHI will illuminate the experiences of diverse Americans including rural Black, white, and Native southerners, whose wide-ranging hymn singing practices accompanied their navigation of a modernizing nation-state.	Emory University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	28	$349,860	NEH identified DEI involvement.		The Civil War and Reconstruction Governors of Mississippi Project (CWRGM) is an open-access digital documentary edition of over 20,000 documents from the state's governors'' papers spanning nine administrations from 1859 through John Marshall Stone's first term (1876-1882). As of July 2022, our Omeka-S-based website provides free access to nearly 7,000 documents that include digital document files, metadata, transcriptions, enhanced subject tagging, a full index, and additional annotations. We are committed to completing this project over a ten-year period that began in 2020. With this in mind, CWRGM is seeking a three-year NEH Humanities Collections and Reference Resources (HCRR) grant of $349,862 to provide critical funding for the next three years of this project. We are a past recipient of NEH HCRR support (2020-2023) and we are proud to report that we are meeting our objectives despite the challenges of the COVID-19 pandemic.	Mississippi State University
Yes	29	$349,826	NEH identified DEI involvement.		The Embedding Sustainability in Cultural Heritage Conservation Education initiative includes research, analysis, and dissemination of data on barriers against integrating sustainability in conservation and its educational institutions. From our Phase I research we learned that regardless of whether respondents want to incorporate sustainability into their work, many face opposition or institutional resistance. We also found systematic exclusion of sustainability in our own teaching. The research is informed by intellectual and scientific research underway at UCLA, the Getty Conservation Institute, and global institutions across the humanities. It is also informed by multiple ways of caring for cultural heritage from our interdisciplinary team of Indigenous leaders, ethnographers, cultural resource managers, and community stakeholders. Our ultimate goal is to develop methods for mitigating sustainability barriers that will have impact across the humanities.	University of California, Los Angeles
Yes	30	$349,796	NEH identified DEI involvement.		Over the course of their studies for their master’s degree in Moving Image Archiving and Preservation (MIAP), students engage in experiential learning through course projects and three internships that aid their professional development while improving the condition and accessibility of unique, often vulnerable, media collections in archives, libraries, museums, public broadcast stations, non-profit organizations, and other settings. By helping to assess, catalog, and preserve audiovisual recordings that document diverse histories, cultures, arts, and communities, MIAP interns facilitate the longevity of primary source materials that are vital for scholarship, teaching, and public programming in the humanities.	New York University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	31	$349,759	NEH identified DEI involvement.		The University of Washington is seeking funding for "Developing a Spanish-language Homosaurus: Using Multi-Language Linked Data to Enhance LGBTQ+ Resource Discoverability." This project has a two-tiered goal of developing a multi-language linked data platform and creating and implementing a Spanish-language version of the Homosaurus vocabulary. The Homosaurus facilitates improved access to LGBTQ+ resources in cultural heritage institutions. This project is a three year collaboration with the Arizona Queer Archives, San Francisco Public Library, and UCLA Chicano Studies Research Center. Each partner has LGBTQ+ collections that would benefit from the addition of Spanish metadata. The implications of this project for linked open data and multi-language discovery systems are considerable. This grant supports the development of a multi-language back-end architecture, a procedure for translation and partnerships, and an implementation strategy to be used for additional languages.	University of Washington
Yes	32	$349,526	NEH identified DEI involvement.		Archival moving image materials have immense value for researchers, scholars, students, faculty, documentary filmmakers, K-12 educators, historians, and the general population. Cline Library's Special Collections and Archives (SCA) seeks funding to support the digitization of rare and unique moving images documenting the human and natural history of the Colorado Plateau. The 400 moving images in question are held by SCA and three regional cultural heritage partners: the Hopi Tribe, the Hualapai Tribe, and Diné College on the Navajo Nation (see Appendix letters). All together these moving images offer a glimpse into the collective past of the American Southwest as recorded on film. The digitized moving image content will be accessible online through the Colorado Plateau Digital Archives at NAU and selected titles will also be made available through the online digital resource Tribesourcing.	Northern Arizona University
Yes	33	$349,524	These collections represent Jewish labor unions that fought for workers' rights, showing the intersection of Jewish immigrant experiences and labor movements.		This project will process and digitize four collections totaling 122 linear feet from YIVO's Jewish Labor and Political Archives. These collections which include the records of the International Ladies' Garment Workers' Union, the Amalgamated Clothing Workers of America, United Hebrew Trades, and the Jewish Labor Committee represent four of the largest and most influential Labor Unions in the United States in the 20th Century. Founded by and with a mainly Jewish immigrant base, these unions advanced workers rights, pay, and conditions across a variety of industries for American workers of all ethnic backgrounds.	YIVO Institute for Jewish Research

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	34	$349,515	The proposed program aims to develop multispectral imaging literacy among professionals who may not have access to such resources, promoting equitable opportunities in the field.		The Museum Studies program in the College of Liberal Arts and Chester F. Carlson Center for Imaging Science propose to develop and sustain education and training opportunities for library, archive, and museum professionals, humanities scholars, and others through the creation of "communities of practice" around multispectral imaging to foster opportunities for discoverability, expanded access, and preventative collections care. This project builds upon our previous Tier 2 R&D grant that yielded the creation of an accessible, user-friendly multispectral imaging system and software. The program will utilize three modalities (online; onsite at RIT; and offsite through a loan program) and will give participants opportunities to apply the technology to their own collections. By centering on participants from four professional constituencies in the US, the project aims to develop multispectral imaging literacy among those who may not have access to such resources.	Rochester Institute of Technology
Yes	35	$349,486	NEH identified DEI involvement.		The University of California, Irvine (UCI) is fast becoming a center for incarcerated voices in the United States. Throughout the COVID-19 pandemic, UCI's PrisonPandemic collection has received thousands of letters and hundreds of phone calls from incarcerated people describing their experiences in prison during this global crisis. With this Implementation proposal, UCI faculty and librarians seek support to implement processes developed during the foundations proposal for both ethically preserving this collection of stories (protecting incarcerated contributors from any risk of identification or retaliation) and maximizing public accessibility of these stories for research and public programming. If successful, UCI's PrisonPandemic collection and digital interface will be the first university-based portal providing ongoing access -- and a model for continued acceptance and processing -- of these typically hidden and marginalized voices.	University of California, Irvine

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	36	$349,459	NEH identified DEI involvement.		Creighton University, the Joslyn Art Museum, and the Nebraska Indian Community College will implement a digital portal to increase public access and interpretation of materials related to Maximilian von Wied and Karl Bodmer's 1832-1834 expedition across North America. Staff will digitize, geocode, and markup Maximilian's Journal and Bodmer's artworks. Users will be able to browse and search the collection or follow the expedition using georeferenced maps, creating an integrated digital experience that allows multiple entry points into text and image. The project will enrich these resources with scholarly essays and ensure its broad impact through public outreach and a K-12 curriculum developed in coordination with Native American communities. The Natural Face of North America will be the most comprehensive public resource for the Maximilian-Bodmer expedition, provoking new and Indigenous-centered understandings of nineteenth-century America on the cusp of immense cultural change.	Creighton University
Yes	37	$349,423	This project aims to enhance access to tribally held collections by training archivists & librarians in AV digitization & management.		This project continues Community Archiving Workshop's efforts to preserve and improve access to tribally held collections by training tribal archivists and librarians to assess and inventory audiovisual (AV) collections, and learn the essentials of inspection, digitization, and managing digital AV collections. Each workshop involves onsite training in which participants learn to identify different media formats and risk factors, establish controlled vocabulary for description of AV collections, and document and prioritize collections for preservation. Workshops facilitate local networking between archivists, librarians, and community members, encouraging the sharing of resources and knowledge. Participants will participate in a new training module delivered online: AV Essentials: Digital File Storage and Maintenance. This will train participants in naming, storing, and caring for digital AV collections and builds on the analog collection skills participants learn during the workshop.	Association of Moving Image Archivists

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	38	$349,400	The activities listed involve preservation planning, education programs, and apprenticeships, which can contribute to the DEI goals in the field of conservation and heritage stewardship.		The Conservation Center for Art and Historic Artifacts (CCAHA) requests two-year funding support to continue and broaden the reach of activities of CCAHA's preservation field services programs through preservation planning, the Regional Heritage Stewardship Program, a sustainability cohort, education programs, and an apprenticeship focused on preventive conservation. Goals for preservation field services activities in 2024-26 include: To competitively offer NEH-subsidized preservation planning assessments to 16 small to mid-sized institutions; to sustain the work of the Regional Heritage Stewardship Program in the Deep South and Appalachia; to address sustainability concerns at coastal collecting organizations through a new cohort program; to provide one national conferences on crisis and memorial collecting (as well as webinars and online courses); and to support emerging field service professionals through an apprenticeship in preventive conservation.	Conservation Center for Art and Historic Artifacts
Yes	39	$349,357	NEH identified DEI involvement.		This project will deliver tailored education and training for diverse groups of undergraduate and postgraduate students working within museum fields. The project will provide two educational streams: introduction to curatorial methods for undergraduate students; and internship and mentoring opportunities in archives for master's students. This training will be centered around the University of Arizona's Laboratory of Tree-Ring Research (LTRR) museum program.	University of Arizona
Yes	40	$349,315	MAPRA aims to address issues of illegal antiquities trade, looting, and destruction of archaeological sites, which are all relevant to DEI efforts.		The Mediterranean Antiquities Provenance Research Alliance (MAPRA) will bring together academics and museum professionals to create data standards and a protocol for undertaking provenance research on art and artifacts from the ancient Mediterranean. Mediterranean antiquities with no known provenance have been collected for decades, creating an illicit market fed by the looting of archaeological sites and museum thefts. As a result, ancient art and artifacts are damaged or lost, and archaeological sites are destroyed, depriving archaeologists of vital contextual information. MAPRA will provide training and resources for provenance research on objects from the ancient Mediterranean, in order to right the wrongs of the past and help curb the trade in illegal antiquities.	Foundation for Ethical Stewardship of Cultural Heritage
Yes	41	$349,247	Improving HVAC systems enhances preservation conditions for collections, aligning with the goal of providing greater access to diverse audiences.		The High Point Museum proposes to replace aging HVAC systems in the Museum's main building to create a better preservation environment for the varied collections it houses. Phase one of the project, completed in 2021, analyzed the existing HVAC systems and was followed by a building envelope study in 2022. New equipment will ensure greater flexibility in responding to outside conditions, will improve energy efficiency, and will further the Museum’s goal of providing greater access to its collections by ensuring their long-term viability.	City of High Point, North Carolina

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	42	$349,225	This initiative supports diversity, equity, and inclusion (DEI) by providing access to a diverse collection that documents events from the last half century.		MPB requests $349,225 in Implementation funding from the National Endowment for the Humanities. This funding will primarily support the purchase and installation of a system for storage and access to the vast collection of works, documenting events from the last half century.	Mississippi Authority for Educational Television
Yes	43	$349,221	NEH identified DEI involvement.		The Waystation Initiative is a groundbreaking endeavor at the UCLA Cotsen Institute of Archaeology (CIoA) that launched in 2023. The Waystation assists individuals, institutions, descendant communities, and other stakeholders to navigate the rapidly evolving and complex ethical standards for the ownership and stewardship of international tangible cultural heritage.The Waystation takes temporary stewardship of archaeological and ethnographic objects for the purpose of returning them to the nation or community of origin or, at their request, facilitating shared stewardship with a U.S. institution. The Initiative's current objective is the development of a standard for two solutions to the issue of unprovenanced or unethically obtained objects in collections: shared stewardship and/or voluntary return. The Waystation's best practices and goals involve deep community engagement and are motivated by a need for social justice regarding cultural heritage.	University of California, Los Angeles
Yes	44	$349,178	NEH identified DEI involvement.		"Documenting African American Life in the Jim Crow South" will expand online access to the the Behind the Veil (BTV) project archive, housed in the David M. Rubenstein Rare Book & Manuscript Library at Duke University. The archive's provenance is traced to an oral history initiative from the early 1990's launched by the Duke's Center for Documentary Studies which interviewed African Americans from twenty distinct communities in the US South to document their experiences living through the era of segregation commonly known as Jim Crow. The BTV archive contains interviews with over 1,200 individuals and families, nearly 3,000 pieces of visual materials including slides, prints and photo negatives, and supplementary project files and electronic records. This proposal will migrate the archive's analog master recordings, photographs, and project files to current digital standards and publish the collection in the Duke Digital Repository with appropriate metadata and transcription.	Duke University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	45	$349,009	This project aims to address accessibility and preservation issues related to DAT tapes, a format at risk and likely to contain unique content.		This project seeks to address the lack of accessible tools and preservation workflows for accurately transferring audio and metadata from DAT tapes. DAT tapes are at a much higher risk than many older audio formats, and are very likely to contain unique content. The goal of this project is to make the transfer of audio data from DAT tape as straightforward and verifiable as it would be to transfer a Broadcast WAVE file from a modern audio recorder. We plan to meet these objectives by updating long-abandoned open-source DAT transfer applications to work with modern computers, developing multiple strategies for transferring data with DAT players and DDS drives (a technology that facilitates direct data transfer), building more robust metadata standards that account for the unique properties of DATs, and facilitating an outreach program to give managers of DAT collections accessible, easy-to-follow guidance to save unique audio hidden on this obsolete format.	Northeast Document Conservation Center, Inc.
Yes	46	$348,900	NEH identified DEI involvement.		The proposed project will provide librarians, archivists, and museum professionals with new skills to be used in the preservation of humanities materials in digital formats. It will hold five events, each of 2.5 days in length and serving 30 practitioners, reaching a total of 150 practitioners. The program will provide financial assistance to be used for travel to and from project events to practitioners whose organizations cannot afford to support their travel in full. Program leaders will work with organizations representing practitioners responsible for Native American, African American, and Latinx materials to recruit participants and design curriculum and evaluation materials.	Northern Illinois University
Yes	47	$348,881	The proposed overhaul of Perseus would integrate new capabilities and reach out to new communities, potentially improving diversity, equity, and inclusion in accessing Greco-Roman culture.		The Perseus Digital Library, best known for its coverage of Greco-Roman Culture, has been available on the Web since 1995 and, in the 2021/22 academic year served between 200,000 and 300,000 users a month. The work proposed here would complete a comprehensive overhaul of Perseus, replacing a Web presence that was first designed in 2003. The 3-year project proposed here allows us to integrate a range of new capabilities, most developed as part of NEH-funded projects (such as generation of Ancient Greek text from page images, quotation detection, automatic translation alignment), into a new Perseus that provides updated services to its established users while reaching out to new communities. Text reuse and citation detection would create links from source text to relevant Open Access scholarship, provide a venue for next-generation, born-digital publications, and stimulate more applications of Natural Language Processing to historical languages.	Trustees of Tufts College Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	48	$348,811	The Northern Illinois University Latinx Oral History Project Digital Collection aims to document and share the diversity and complexity of the Latinx population in the Midwest, filling a gap in sources on Latinxs in the region.		The Northern Illinois University Latinx Oral History Project Digital Collection is poised to document and disseminate the complexity and diversity of the growing and significant Latinx population in the Midwest. In addition to interviews with Mexicans/Mexican Americans in the region, the project also holds interviews with Puerto Ricans and Central and South Americans as well as interviews that speak to moments of solidarity and tension among different Latinx groups and Latinxs and African American communities. Relatively few oral history collections of any kind are currently available online in sound/video and text transcript format. Digitization of nearly 300 audio and video oral history interviews along with full-text transcripts will offer users a large collection of free-use, online materials that will fill the current gap in sources on Latinxs in the Midwest and become a major resource for researchers, educators, students, and lifetime learners.	Northern Illinois University
Yes	49	$348,670	NEH identified DEI involvement.		This project proposes to develop content about the American Revolution and Early Republic (1763–1800) for Encyclopedia Virginia, a free, online resource about the history and culture of Virginia. In partnership with leading cultural institutions, a consulting group that specializes in collaborating with Native communities, and an educational consultant, Encyclopedia Virginia will develop and publish entries, primary resources, media objects, virtual tours, and leveled content that addresses Virginia history from 1763 to 1800—with a particular focus on the experiences and contributions of Indigenous people, Black people, and women.	Rector and Visitors of the University of Virginia
Yes	50	$348,657	The project aims to increase understanding of experiences from underrepresented communities by adding diverse cookbooks to the collection.		The proposed project, America in the Kitchen: The Historic American Cookbook Project, submitted to the Humanities Collections and Reference Resources program of the National Endowment for the Humanities Division of Preservation and Access, will expand and enhance the Feeding America repository (https://d.lib.msu.edu/fa) at the Michigan State University Libraries. The project will have 4 main deliverables: 1) Scan up to 24,000 new cookbook pages; 2) Create brief, accessible essays for 115 new historical cookbooks; 3) Increase understanding of the experiences of people from underrepresented communities by adding new cookbooks to the collection that will testify to America's profound diversity; and 4) Create a new linked data site called America in the Kitchen, which will give users a beautiful, contextualized, and curated experience with a diverse range of historic cookbooks and, through them, a unique window into an important part of American history.	Michigan State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	51	$348,580	NEH identified DEI involvement.		Over the course of their studies for their master's degree in Moving Image Archiving and Preservation (MIAP), students engage in experiential learning through course projects and three internships that aid their professional development while improving the condition and accessibility of unique, often vulnerable, media collections in archives, libraries, museums, public broadcast stations, non-profit organizations, and other settings. By helping to assess, catalog, and preserve audiovisual recordings that document diverse histories, cultures, arts, and communities, MIAP interns facilitate the longevity of primary source materials that are vital for scholarship, teaching, and public programming in the humanities.	New York University
Yes	52	$348,340	NEH identified DEI involvement.		The Harvard Art Museums respectfully requests consideration by the National Endowment for the Humanities for a Preservation and Access Education and Training grant to launch a pre-program continuing education and training program, which aims to increase access, diversity, and inclusive excellence in the field of art conservation. This type of post-baccalaureate, paid junior fellowship will be one of the first among very few such emerging professional development opportunities in the country and will provide focused, intensive 1:1 learning, resulting in an opportunity to prepare a successful application for recognized graduate training programs in conservation of cultural heritage. Building on the Harvard Art Museums' extensive graduate and post-graduate training programs, the proposed program will host one post-bacc junior fellow per year for the first three years.	Harvard University
Yes	53	$348,051	NEH identified DEI involvement.		This proposed project, "Expanding the Geograpic and Methodological Reach of Enslaved: Peoples of the Historical Slave" submitted to the Humanities Collections and Reference Resources program of the National Endowment for the Humanities' Division of Preservation and Access, will support linking digital collections from ten collaborators to the Enslaved.org linked open data platform. These datasets will expand the geographic reach of the project to be more inclusive of New England, the Cotton Belt, the mid-Atlantic, and the American Caribbean. The project will produce more methodological resources on data-informed slavery studies.	Michigan State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	54	$347,959	NEH identified DEI involvement.		Located at Brush Arbor Cemetery in Starkville, MS, our field school will train advanced-undergraduate and graduate students interested in archival, archaeological, historical, and anthropological work to preserve African American sites through a community-based decolonial model. We pair community-based methods including oral history, public archaeology, participatory GIS Story Mapping and Black Digital Archives to train future practitioners in the critical skills necessary to equitably work with Black, Indigenous, and People of Color (BIPOC) populations. Community-based anthropology is a growing field that aims to link traditional anthropological methods with the perspectives and voices of local communities. Decolonial community anthropology works towards dismantling traditional academic hierarchical barriers that in the past have not allowed the community to be appreciated and their voices heard. Students will receive a certificate in community-engaged anthropology at completion.	Mississippi State University
Yes	55	$347,315	NEH identified DEI involvement.		This is the second component of a multi-year, multi-phase project administered by the Five College Consortium in Amherst, Massachusetts. The project will refine and broaden new models of care and inclusion in the description of 120,000 cultural resources stewarded by the Five College and Historic Deerfield Museum Consortium so they may be accessed by more members of more communities. A 2022 study of portal users revealed that more information, equity, accuracy, and transparency are required in search experiences. The project will meet these needs by drawing on the broad and deep humanities ecosystem in the Consortium and the vibrant Indigenous networks in the Kinetikiw/Connecticut River Valley and beyond to create Cultural Advisory Councils that will provide feedback and direction on subject access, harmonization of collections data, and reconciliation against controlled vocabularies. This will immediately enhance access and discovery.	Five Colleges, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	56	$346,391	This initiative seeks to enhance digital newspaper programs, making them more accessible and customizable, which aligns with DEI goals of inclusivity and representation.		The changing preservation and maintenance landscape for digital newspapers necessitates an innovative, customizable, and lightweight technical solution to support local newspaper digitization and preservation programs. The University of Oregon Libraries, in partnership with the Center for Digital Research in the Humanities at the University of Nebraska–Lincoln, seeks funding to expand on the impact of the National Digital Newspaper Program by enhancing the existing software for better distribution and easier adoption by managers and curators of digital and born-digital newspapers. This project addresses the gaps in the currently-available systems by creating an open-source alternative to vendor systems or other shared digital collections repositories, and to continue expanding the Open ONI partnership and initiative to better serve institutions that want an easily-deployable and maintainable website for their digital newspaper collections.	University of Oregon
Yes	57	$346,206	NEH identified DEI involvement.		The proposed Quilt Index African American, African, and African Diaspora Quilt History Project is an intentional effort towards preserving and making accessible, in the Quilt Index, primary and secondary sources on African American, African, and African Diasporic quilt history drawn from geographically-dispersed public and private collections.	Michigan State University
Yes	58	$345,896	NEH identified DEI involvement.		The Internet Archive seeks support for Access to Diverse Public Library Local History Collections, a two-year, Humanities Collections and Reference Resources Implementation grant. This grant will fund the digitization of and permanent online access to nine collections from seven public libraries across the United States that will provide researchers with critical resources documenting the political, economic, and social factors that impact local communities and have shaped the lives of their diverse inhabitants over the last 200 years. These collections will be brought together in an aggregated online access portal of digital collections focused on local history and underrepresented communities, made freely accessible online to any user with search and discovery, and promoted to researchers, historians, genealogists, local communities, and the general public for use in education, research, and scholarship.	Internet Archive
Yes	59	$345,763	NEH identified DEI involvement.		The Amador Family Correspondence Digitization Project	New Mexico State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	60	$345,539	The project team's research and catalog will encourage conservation and appreciation of American stained glass, which aligns with the goals of diversity, equity, and inclusion (DEI).		The Woodlawn Cemetery ($Est. 1863), a National Historic Landmark located in Bronx, New York, is the steward of the largest collection of free-standing family mausoleums in America. Contained within these structures, which were built in the late 19th and early 20th centuries, are 1200 stained-glass windows, the majority created by forgotten artisans. A project team of conservators, art historians, and research historians will work with the Woodlawn Conservancy to conduct the required research and comparative analysis to identify the makers of the windows. A survey of these artifacts, documenting the conditions and physical attributions was conducted by the project team from 2019-2025. The images and research materials will be used to produce a catalog that will be integrated into the organization's website. to encourage the conservation, interpretation, and appreciation of American stained glass.	Woodlawn Conservancy, Inc.
Yes	61	$345,494	The Native American Languages collection project aims to make collections available online, allowing broader access and use of Native American language materials. This can contribute to diversity, equity, and inclusion (DEI) efforts by promoting the preservation and exploration of marginalized cultures and languages.		The Native American Languages collection at the Sam Noble Oklahoma Museum of Natural History at the University of Oklahoma seeks to fund a three-year project to provide online access to our collections for the first time. This project builds on the work of a previous NEH Foundations grant (PW- 269366-20) that funded workshops with community and academic partners to create the framework for a user-oriented website that will best serve the needs of our visitors and contributors. These activities will ultimately allow community members, researchers, and the public to make use of the collections Native American language materials in ways not previously possible. There are four components to achieving our goal of making the collections available online: 1) website development, 2) continuing archival software development, 3) digitization, and 4) collections metadata enhancement.	University of Oklahoma, Norman
Yes	62	$345,484	The proposed project aims to broaden access, decolonize history, and involve Unangaxl̀, in learning and cultural stewardship.		The history of the Unangam village Tachiqalax on Unalaska Island, Alaska, is the story of a maritime, complex society's catastrophic intersection with Russian colonialism. Our proposed NEH project builds on the Unalaska Archaeology and History Project (1986-1990), which excavated a significant portion of Tachiqalax. The proposed project has two specific aims: 1) to expand the number of perspectives telling the history of Tachiqalax; and 2) to expand access to the site's histories and archaeological materials so that researchers, educators, and Unangax̂ may freely participate in learning, research, and cultural stewardship. The project will catalog, curate, and make accessible online approximately 100 cubic feet of archaeological materials. Through this process, the project broadens access to and decolonizes a dynamic period of U.S. colonial era history, develops a multivocal history with researchers and Unangax̂, and builds capacity in Alaska Native collections stewardship.	Museum of the Aleutians Association

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	63	$345,212	NEH identified DEI involvement.		Balboa Art Conservation Center seeks funding to establish the California Inclusive Preservation Program (CIPP). Funding will support the development and implementation of a series of virtual and in-person workshops and collaborative learning opportunities designed to increase preservation knowledge among small to midsize collections throughout California through 1000+ engagements. While portions of CIPP will be open to all California-based collections staff, outreach and content will focus on those tasked with collections care at small and mid-sized organizations who lack the resources and access to collections care services and training, particularly those serving under-represented communities, including but not limited to BIPOC, rural, and veteran communities.	Balboa Art Conservation Center
Yes	64	$344,819	NEH identified DEI involvement.		A two-year initiative to conserve and process two important sets of archives currently inaccessible in our collections: the Colonel John Ashley Papers (1755-1818), and the archives of the Boston Natural Areas Network (1977-2014). Spaced nearly two centuries apart and at geographically opposite ends of the state these collections hold powerful opportunities for revealing populations at pivotal moments in Massachusetts history, offering primary accounts of some of Massachusetts' most under-represented residents – often Black, poor, or women. Requested funds will support the conservation and digitization of three notebooks from the Col. Ashley Papers (contracted work), a project archivist to process non-photographic materials from both collections, a project photo archivist to process photographic and other audio-visual material, a consultant archivist, and digitization of 35,500+ 35mm slides.	Trustees of Reservations
Yes	65	$344,315	NEH identified DEI involvement.		Georgia State University is requesting $344,315 for the purchase of a walk-in freezer and HVAC system as part of a larger construction project that was planned in 2022 using NEH funding. This facility will be used to house the University's millions of unique media assets held by its Special Collections & Archives as well as library microforms which require adequate climate controlled storage to preserve and provide access to them into the future. These materials have high research value and are frequently used world wide for various educational and commercial applications. The walk-in freezer and HVAC systems are high efficiency systems that are specifically designed for this climate controlled space to minimize energy usage while taking advantage of the naturally cooler subterranean storage space.	Georgia State University Research Foundation, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	66	$344,257	The project aims to improve storage conditions and rehouse items in an environmentally-appropriate manner, making the Museum's collections resilient. This relates to addressing diversity, equity, and inclusion needs to preserve and showcase history accurately.		The Tenement Museum seeks a $350,000 grant to implement a collections storage reorganization plan. The Museum keeps its collections in 91 and 97 Orchard Street, two tenements built in the mid-late 19th century. Speculators quickly constructed these tenements to profit from large numbers of immigrants seeking housing. They did not build them with longevity or stable environmental conditions in mind. Thus, just as the Museum has innovated in its telling of the history of “ordinary” people, it has had to innovate in devising ways to care for its collections in tenement buildings. This grant enables the Museum to permanently improve its collections environment by: 1) improving environmental conditions in both storage spaces; 2) installing a high-density collections storage system; and 3) rehousing items into environmentally-appropriate spaces. The project draws upon 15 years of external assessments and staff expertise. When complete, the project will make the Museum’s collections resilient	Lower East Side Tenement Museum
Yes	67	$341,959	NEH identified DEI involvement.		The University of North Florida (UNF), along with five local museums and historical societies, requests funding from the NEH Preservation and Access Education and Training program for a 36-month Archivist-in-Training program. This Archivist-in-Training Program will provide 30 undergraduate students with intensive training in archival processing and preservation with Special Collections and University Archives staff at UNF; paid semester-long internships with local historical societies and museums; and an additional semester of professional development with faculty mentors.	University of North Florida
Yes	68	$341,949	NEH identified DEI involvement.		This project seeks to begin to embed climate resilience planning into the professional development repertoire of field service providers and other instructors, while also improving usability and removing access barriers to the existing Climate Resilience Resources for Cultural Heritage (CRR). Specifically, we seek to improve CRR and build capacity for helping humanities organizations and communities build climate resiliency through: Evaluation and improvement of existing resources; Development and facilitation of a train the trainers program; Free public training webinars; Spanish translation of existing resources to expand access for under-represented communities.	Foundation for Advancement in Conservation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	69	$339,994	NEH identified DEI involvement.		The Nay'dini'aa Na' Kayax Ts'iłk'ey Kezlaen Ts'ełtsii (Chickaloon Native Village We Are Making Connections) is a cultural preservation and perpetuation project led by Chickaloon Village Traditional Council (CVTC) that includes the further development of a comprehensive digital, online collections database that promotes cultural and historical knowledge sharing among the Ahtna Dene communities with non-Indigenous repositories that can be accessed world-wide. The project includes the migration and redesign of the Tribe's online collections database, Ughledze Le Cilaes (Information We Share), to be hosted internally, and the digitization and contextualization of collections from the CVTC holdings with materials recently digitally repatriated by the Anchorage Museum.	Chickaloon Native Village
Yes	70	$338,475	The NUTARRLUKI project relates to DEI as it aims to preserve and share the cultural traditions and languages of the Yupâ€™ik and Cupâ€™ik Alaska Native people.		The NUTARRLUKI: "Make Them New" project seeks funding to digitize, catalogue and share portions of a large collection of video and audio tapes documenting the lifestyles, cultural traditions and languages of the Yup'ik and Cup'ik Alaska Native people. This rare collection, owned by KYUK - Bethel Broadcasting Inc., reflects a unique, indigenous American population and is in critical need of attention if it is to survive, much less be publicly shared. It is believed to be the largest collection in the world of Yup'ik/Cup'ik related video content that captures the traditions, language and customs that were developed before contact with the West.	Bethel Broadcasting Inc.
Yes	71	$336,762	SDSU's collaboration with IMAC to preserve and make available historical materials promotes cultural diversity, inclusivity, and representation, which are key aspects of DEI.		San Diego State University (SDSU) will continue a collaboration with Tijuana's Instituto Municipal de Arte y Cultura (IMAC) to organize, protect, digitize, and make available online the visual, cultural heritage materials of the Archivo Histórico de Tijuana. The visual materials include photographs, slides, negatives, and maps dating from the 19th century through the 21st century with a preponderance of materials in the mid-20th century. These rare materials record the history of Tijuana and San Diego, with images of people, historical events, buildings, political activism, arts, and life in the border region.	San Diego State University Foundation
Yes	72	$336,288	Digitizing and making rare Indigenous language books widely available promotes cultural preservation and access to marginalized voices.		The Newberry requests funds to digitize and make widely available 2,400 rare and historical books in its Edward E. Ayer North and Middle American Indian Linguistics Collection. These materials represent more than 300 languages spoken or formerly spoken by the Indigenous peoples of North and Central America.	Newberry Library

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	73	$334,335	NEH identified DEI involvement.		Funding to process and open to the public the New Jersey State Council, Vietnam Veterans of America, Inc. Collection, which contains 986 linear feet of documents pulled in defense of Dow Chemical, et al., for the 1984 landmark Agent Orange Product Liability Litigation class action suit. This collection is a little-known resource for the study of the production and use of Agent Orange and will help advance scholarship in a variety of different fields including business management, public health, medicine, biology, environmental science, political science, military history, and US legal history. We expect a very high level of use from this collection, as the topics of Agent Orange and its harmful effects, the history of the military's decision to proceed with its use, and the level of culpability of the major chemical companies in not making the dangers of Agent Orange well known are of incredible importance to Vietnam veterans, military historians, and public health professionals.	Texas Tech University System
Yes	74	$330,977	NEH identified DEI involvement.		The Rosenbach Museum & Library proposes a two-year, comprehensive lighting upgrade to protect and preserve its 400,000-item, world-class collection of rare books, manuscripts, and decorative and fine art. The project will expand on a 2016 NEH Sustaining Cultural Heritage Collections Planning Grant and an ongoing, multi-phase capital project that seeks to address much-needed repairs and renovations to the two historic townhomes in which the Museum & Library reside, in the heart of Philadelphia. The project will upgrade, modernize, and automate the artificial lighting systems and regulate the natural light that impacts collections where they are displayed for exhibitions and where visitors interact with them for public tours and programming. Flexible, adaptable, and secure spaces are key to supporting the Rosenbach's mission to welcome an expanded and diversified audience to engage with and celebrate the art of the written word.	Rosenbach Museum & Library
Yes	75	$330,678	The project aims to digitize and make available materials from a collection, potentially promoting diversity, equity, and inclusion by increasing access to historical religious images and associated documents.		The Presbyterian Historical Society will use an NEH-HCRR Implementation Grant to digitize, describe, and make freely available online 22,500 images and associated documents from the Religious News Service Photograph Collection (date span 1945 to 1982). The two-and-a-half year project will expand on the work of the 2019 NEH HCRR-funded Foundations project, “Digitizing the Religious News Service Photographs: A Planning Project,” during which appraisal, digitization, description, access, and preservation strategies and workflows were developed for a pilot project to digitize and provide access to 493 photo files and rehouse 1,315 photo files.	Presbyterian Historical Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	76	$325,795	NEH identified DEI involvement.		Emergency preparation and response for humanities collections would be improved by creating new "Alliance for Response" (AFR) networks, training and developing regional heritage response teams, developing inclusivity tools, and providing training and resources to strengthen AFR networks, over a three-year period. Specifically, two new AFR networks in New Hampshire and Arizona would be established and four volunteer heritage response teams would be trained, in cooperation with AFR networks in Massachusetts, Charleston, SC, New Orleans, and Philadelphia. A guide would be developed to support collaboration with community groups. The response training curriculum will be expanded to provide guidance on working with culturally sensitive collections. Project grants, a series of webinars, web forums, and expanded online resources will support these efforts and increase sharing of expertise among existing AFR networks.	Foundation for Advancement in Conservation
Yes	77	$324,997	The partnership between Dartmouth College and New Hampshire institutions demonstrates collaboration to preserve and provide access to historical newspapers, which can help promote diversity, equity, and inclusion in research and education.		The Dartmouth Libraries requests $325,000 from the National Endowment for the Humanities for the New Hampshire Digital Newspaper Project, to select, digitize, and make available to the Library of Congress 100,000 pages of historical newspapers through the National Digital Newspaper Program. This continuation of the New Hampshire Digital Newspaper Project will be led by the Dartmouth Libraries in partnership with the New Hampshire State Library, the New Hampshire Historical Society, and the University of New Hampshire Library. The project is a partnership between Dartmouth College and New Hampshire's flagship educational and cultural heritage institutions.	Trustees of Dartmouth College
Yes	78	$324,418	NEH identified DEI involvement.		Mapping the Gay Guides will explore LGBTQ spaces across the United States from 1965-2000 utilizing historical gay travel guides. The project will digitize twenty years of historical guides (1981-2000), transcribe the guides into data, and produce visualizations and pedological materials for use by public historians and educators to promote the study of local LGBTQ history. The site utilizes the Damron Address Books, a longstanding gay travel guide in publication since the early 1960s. Visitors to Mapping the Gay Guides will be able to explore tens of thousands of historical guidebook entries from all 50 states, D.C., and territories from 1965 until 2000. While recent historical attention is mostly centered on queer histories of large American urban centers like New York or San Francisco, Mapping the Gay Guides aims to understand the dynamics of LGBTQ culture through lost, ignored, hidden, or misunderstood spaces across the entire United States.	CSU Fullerton Auxiliary Services Corporation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	79	$323,786	The Humanities Collections and Resource Grant aims to collect records from the Mount Pleasant Indian Industrial Boarding School, shedding light on the assimilation policies imposed by the US Government on Native American children, their effects, and their impact on society today.		The Humanities Collections and Resource Grant will be used to harvest records from National Archives Records Administration (NARA) in Chicago from Mount Pleasant Indian Industrial Boarding School (MIIBS). MIIBS was in operation from 1893-1934 as one of many schools ran by the U.S. Government to force assimilation of American Indian children into white society. After 75 years, SCIT has begun harvesting student records from the school, allowing families and American public to begin to understand what was done to Native American children to assimilate them. This request will be used to collect administrative records from NARA from MIIBS and agency so policies, processes and procedures used by the U.S. Government in this era can be researched and understood. Records will build a broader understanding not only of the era, but also provide information for American history in relation to assimilation policies, effects on American society and how those policies have impacted society today.	Saginaw Chippewa Indian Tribe
Yes	80	$322,608	The project facilitates access to artifacts, promotes collaboration, and highlights themes like social differentiation and long-distance exchange, which are related to Diversity, Equity, and Inclusion (DEI).		The project is a collaboration between Arizona State University and the Instituto Nacional de Antropología e Historia (Mexico) to facilitate access to a collection of artifacts and documents from seven major field seasons of excavation. The collection, from a prehispanic ceremonial center (500-900 CE) in the Northern Frontier region of West Mexico, is important to themes of development and decline, social differentiation, long-distance exchange, and environmental change. Previous NEH investments have supported the excavations and development of the digital tools that the project will use. The main product will be a customized web site with portals to digital objects that will be permanently housed by tDAR, the Digital Archaeological Record, including high-quality images of artifacts and detailed documentation of their contexts of discovery, plus the data files, field reports, lab reports, and publications that have arisen from their study.	Arizona State University
Yes	81	$322,532	The project aims to include perspectives of underrepresented groups, including the Jewish community and African Americans, promoting diversity, equity, and inclusion.		The UM Libraries requests a supplemental grant to digitize an additional 100,000 pages of newspaper content for the National Digital Newspaper Program from September 2023 through August 2025. During the previous five rounds of funding, the project digitized 500,000 pages including English, German, Polish, Czech, and Italian titles from across the State of Maryland dating from 1727 to 1963. The next project phase will seek to provide researchers with newspapers that share the perspective of underrepresented groups including the Jewish community in Baltimore and African Americans in Prince Georges County and Baltimore, as well as some of the earliest extant titles of the state, spanning 1745 to 1963, and providing content covering local concerns and national or international issues.	University of Maryland, College Park

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	82	$322,526	The initiative aims to digitize historic newspapers from underrepresented populations and/or counties, promoting diversity, equity, and inclusion in the preservation and accessibility of Kentucky's history.		The University of Kentucky Libraries (UKL) requests funding from the National Endowment for the Humanities to digitize 100,000 newspaper pages of historic Kentucky newspapers for inclusion in Chronicling America and the Kentucky Digital Newspaper Program (KDNP). During this 2023-2025 NDNP grant cycle, UKL will identify and digitize-from-microfilm historic Kentucky newspapers from underrepresented populations and/or counties and out-of-copyright German-language volumes from across Kentucky. The KDNP will convey 100,000 digitized newspaper pages, microfilm assets, title essays, page, issue, and title metadata, and all batch deliverables to the Library of Congress.	University of Kentucky Research Foundation
Yes	83	$321,793	The Archival Belonging project aims to build capacity among community archives to collect and preserve underrepresented stories, promoting inclusivity and diversity (DEI).		The Texas After Violence Project (TAVP) proposes Archival Belonging: A Guide to Community- and Care-Centered Archiving (Archival Belonging), a three-year project to develop a curriculum and toolkit for community archivists and memory workers that is grounded in community-centered archival ethics and practices. Building on TAVP's community-centered fellowship program, the Archival Belonging project seeks to build capacity among community archives and memory workers to more effectively and ethically collect, preserve, and share stories of people with backgrounds and identities that are underrepresented and underserved in archives. Archival Belonging aims to help create archives that are safe, thoughtful, and inclusive spaces that provide access to previously ignored or endangered stories in ways that center the communities they serve.	Texas After Violence Project
Yes	84	$321,382	The request for funding to digitize mid-twentieth-century African-American newspapers contributes to inclusivity by preserving and sharing underrepresented voices.		The Center for Bibliographical Studies and Research (CBSR) at the University of California, Riverside (UCR) requests $321,382 in funding from the National Endowment for the Humanities (NEH) to digitize mid-twentieth-century African-American newspapers from Los Angeles and the Bay Area and contribute them to the National Digital Newspaper Program (NDNP). The CBSR participated in NDNP from 2005 to 2011 and from 2015 to 2020, receiving five two-year awards. We delivered over 500,000 pages for all five awards. If funded, this sixth award will be California's "Civil Rights Era" contribution to NDNP, focusing on the state's rapidly growing black populations in the postwar years.	University of California, Riverside

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	85	$320,863	NEH identified DEI involvement.		The South Carolina Digital Newspaper Program (SCDNP), a collaboration between the University of South Carolina Libraries Digital Collections Department and the South Caroliniana Library, will scan and deliver to the Library of Congress (LOC) through the National Endowment for the Humanities (NEH) National Digital Newspaper Program (NDNP) 100,000 pages of historical South Carolina newspapers published prior to 1963. Over the two-year project period (2024-26), the SCDNP team will: work with advisory board members to select newspapers reflecting South Carolina's environmental history and the overlapping themes of environmental and racial justice; work with external vendors to digitize newspapers, chiefly from microfilm, duplicate the microfilm, and prepare it for delivery; promote Chronicling America and the NDNP through community outreach events; and submit deliverables to LOC on schedule for inclusion in Chronicling America.	University of South Carolina
Yes	86	$319,511	Digitizing Ohio's newspapers will help preserve and amplify untold histories, including the impact of significant events and movements, contributing to a more inclusive understanding of Ohio's and the US's history. DEI promotes inclusion and recognition of diverse voices and experiences.		Ohio History Connection requests $319,511 from NEH to digitize 100,000 pages of Ohio's microfilmed newspapers to continue the National Digital Newspaper Program in Ohio. By the end of 2020, OHC had digitized over 520,000 pages for Chronicling America, from various viewpoints, time periods, and areas of the state. In this round, we will build on this existing collection by focusing on papers that document Ohio's transportation infrastructure, history of community building, and democracy in the state's most transformative periods (pre-1835 and 1920-1963). Stories captured by these titles will amplify those already told in Chronicling America while exposing untold and lesser-known histories. From the impact of westward expansion and European settlement on the land we now call Ohio to the ways Ohioans caused and coped with change resulting from significant national and world events and movements, Ohio's history both represents and is instrumental to understanding that of the entire U.S. [Edited by staff.]	Ohio Historical Society
Yes	87	$315,000	Digitizing and making discoverable the WWII separation notices can provide accessibility to historical records, promoting inclusivity and diverse perspectives in humanities research.		The Library of Virginia Foundation respectfully requests on behalf of the Library of Virginia a $315,000 implementation grant from the National Endowment for the Humanities to help digitize and make discoverable over a three-year period (2022-2025) an extensive collection of World War II separation notices that has been in its care since 1950, but has remained largely closed to the public until 2022. With a total project cost of more than $715,000, grant funding from NEH will enable the Library to accelerate the accessibility of these WWII separation notices for humanities research and enrich public connections to the stories of WWII. The Virginia WWII Separation Notices collection contains approximately 250,000 separation records for men and women in the Armed Forces during WWII who were discharged between 1942 and 1950 (bulk 1944-1946).	Library of Virginia

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	88	$314,620	The project aims to digitize historic South Carolina newspapers, making them accessible and contributing to the National Digital Newspaper Program.		The University of South Carolina (UofSC) Libraries Digital Collections Department in collaboration with the South Caroliniana Library (SCL) and other institutional partners will scan and deliver to the Library of Congress (LC) through the National Endowment for the Humanities (NEH) National Digital Newspaper Program (NDNP) approximately 100,000 pages of historic South Carolina newspapers published between 1690 and 1963. The project will build on the library's previous successful rounds of participation in the NDNP (2009-2015) and its subsequent efforts to make newspapers accessible. Over the next two years (2022-2024), the South Carolina Digital Newspaper Program (SCDNP) will: rely on the content knowledge of its advisory board and team members to select newspapers; work with an external vendor to digitize newspapers from microfilm; and submit deliverables to the Library of Congress on schedule for inclusion in Chronicling America.	University of South Carolina
Yes	89	$310,362	NEH identified DEI involvement.		UCLA/Getty respectfully requests $310,632 for: 1) six online courses, 2) two in-person regional workshops, and 3) follow-up mentoring designed to support sustained application of lessons learned, all targeted to reach Native Americans working with tribal materials at museums and cultural centers. The proposal builds on a successful UCLA/Getty history of working with Indigenous communities and will reach up to 136 participants and an equal number of mentees. Increased emergence of American Indian museums and cultural centers speaks to the importance of humanities collections in the preservation and even revitalization of cultural practices, and to the sovereignty behind self-representation. Humanities tribal collections serve to educate tribal youth, provide heritage in support of language learning, and instill pride in intergenerational heritage accomplishments of a community. Tribal museums reach non-tribal visitors and scholars as well, offering a crucial humanities perspective.	University of California, Los Angeles

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	90	$305,540	The project promotes diversity, equity, and inclusion by amplifying the voices of ethnic and racial groups, sharing their history in their own words.		The Wisconsin Historical Society's fifth grant cycle is dedicated to amplifying the voices of various ethnic and racial groups that make up Wisconsin by sharing their history in their own words. The project will digitize newspapers from a selection of Wisconsin's many immigrant groups that were published in their native languages, and titles printed by Black editors and publishers. These language- and community-specific newspapers center information and news that was relevant to particular audiences, as they document lesser-known events and give voice to perspectives and insights that extend beyond the dominant narratives of local and national histories. By highlighting the histories represented in ethnic and racial community newspapers, WHS hopes to deepen the understanding of Wisconsin's–and America's–racial and ethnic diversity, and advance equity for all peoples.	State Historical Society of Wisconsin
Yes	91	$300,000	NEH identified DEI involvement.		The Midwest Art Conservation Center (MACC) requests funding for its Regional Preservation Field Service Program (Preventive Conservation). This program strengthens the preservation practices and collections care at cultural repositories in the Upper Midwest, resulting in increased public access. During the proposed NEH grant period (3/2025-2/2027), the Preventive Conservation program will improve the preservation practices at hundreds of institutions by providing: collections care and preservation related workshops; disaster planning, training and response services; preservation surveys and plans; collections care information; and other related collection care improvement services. The program has demonstrated successful outcomes and measurable results, keeps its programming accessible to even the smallest institutions in the region, is staffed by knowledgeable conservators and preservation experts, and is devoted to this region's collections.	Midwest Art Conservation Center, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	92	$299,977	The Illinois Digital Newspaper Project aims to digitize diverse newspapers, representing various communities, promoting inclusivity and cultural representation.		The Illinois Digital Newspaper Project at the University of Illinois Urbana-Champaign seeks funding to digitize 100,000 pages of newspaper content representing geographically and demographically diverse Illinois communities. The titles will be selected through a proposal process open to all Illinois libraries and cultural heritage repositories. This approach will yield a list of Illinois newspapers for digitization from geographic areas and demographic groups of Illinois (including suburbs, regional cities, rural communities, and small towns) that are not yet represented in Chronicling America. It will also serve as an opportunity to promote the importance and value of the National Digital Newspaper Program, the Library of Congress, and the National Endowment for the Humanities to interested citizens throughout the state. The Illinois Digital Newspaper Project has contributed over 500,000 pages of newspaper content to the National Digital Newspaper Program since 2009.	University of Illinois
Yes	93	$299,517	NEH identified DEI involvement.		Hula Preservation Society proposes to create the first Indigenous-centered Controlled Vocabulary (ICV) for contents of the HPS Oral History Library, a video-based resource built over the last 20 years in collaboration with esteemed Native Hawaiians elders. HPS will also prepare 60 sets of ICV-integrated Finding Aids (FAs) for the aforementioned library. The new ICV and FAs will be made available online for research, scholarship, and download through the University of Hawai‘i, the Hawai‘i State Public Library, Papakilo Database of the Office of Hawaiian Affairs, and HPS’s own online repository of learning, Digital ‘Umeke. HPS will disseminate project results, lessons learned, and content highlights through a national conference presentation, local public program, and a series of online stories. Ho‘olālā Ulu contributes to the ongoing challenges that exist in representation of indigenous worldviews in traditional knowledge classification and organization systems.	Hula Preservation Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	94	$298,437	NEH identified DEI involvement.		The 1947 Partition Archive's (hereafter "PA") seeks funding from the National Endowment for the Humanities (hereafter "NEH") in the amount of $298,437 for enhancing an existing ten-year-old Digital Oral History Archivist (hereafter "DOHA") student internships and apprenticeships program that provides hands-on digital archiving experience to college students, recent graduates and graduate students. The proposed enhancements to our existing volunteer-based DOHA program will support and encourage participation from underrepresented minority South Asian American Muslim, Hindu, Sikh and Dalit backgrounds, among others, via: 1) Six part six-month long paid internships per year over a period of two years that introduce aspiring students to the Library and Information Sciences (LIS). Specifically students will gain experience in digital archiving through a series of introductory lectures by experts and hands-on experience in cloud-based cataloging, handling and preservation of born-digital m	1947 Partition Archive, The
Yes	95	$285,979	This project promotes DEI by making historical newspapers accessible and widely available, allowing for diverse perspectives and voices to be represented.		With support from the National Endowment for the Humanities' National Digital Newspaper Program, Providence Public Library (PPL), in partnership with the Rhode Island Historical Society (RIHS), will complete an extensive newspaper digitization project that will result in a wealth of Rhode Island's historical newspapers being digitized and widely available through the Library of Congress for the first time in history. RIHS currently holds master negative microfilm of 314 newspaper titles that ceased prior to 1923. As a result of this project, at least 100,000 pages will be digitized. [Edited by staff.]	Providence Public Library
Yes	96	$282,854	NEH identified DEI involvement.		Collective Care is a partnership between the University of Puerto Rico-Cayey, the National Museum of American History, and five communities and community organizations to create a digital repository about community responses to multiple disasters in Puerto Rico.	University of Puerto Rico at Cayey
Yes	97	$275,743	The initiative aims to increase diversity and inclusivity by digitizing and making available historically significant newspapers reflecting various ethnic, cultural, and linguistic communities in Florida.		The University of Florida requests $275,743 to select, digitize and make available to the Library of Congress approximately 100,000 historic newspaper pages through the National Digital Newspaper Program (NDNP). Titles for digitization will be selected for their ethnic, cultural, linguistic, religious, and geographic diversity to better reflect Florida history in the first half of the twentieth century. Areas of focus include significant multilingual papers from counties unrepresented in Chronicling America; Cuban papers from Miami and Tampa; Jewish newspapers from Jacksonville; and papers from Tarpon Springs, an area with a significant Greek population. These electronic resources will provide context and support for research into the historical basis of racial issues that continue today and seem particularly relevant with current scholarly and public discussions.	University of Florida

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	98	$272,004	NEH identified DEI involvement.		The Wisconsin Center for Film and Theater Research respectfully seeks an implementation grant to digitize, preserve, and make widely accessible the work of video artist Wendy Clarke. Spanning nearly 30 years, this collection includes Clarke's groundbreaking collaborative video projects, including The Link, Love Tapes, and Growing Up Gay: The Out Tapes. While these video projects remain powerful works of art, they have taken on new meanings: an archive of the voices of marginalized communities; a model of participatory media that preceded the world wide web; a challenge to traditional cinematic canons; and a unique contribution toward the theme of "A More Perfect Union." Clarke's collection is at risk of loss, with 863 undigitized original tapes, recorded on 13 different formats, with no captions and little description. This project will digitally preserve the videos and culminate in the launch of a website that allows users to interact with Clarke's projects in multiple contexts.	University of Wisconsin System
Yes	99	$259,644	The digitization project focuses on capturing historical narratives and communities, which aligns with diversity, equity, and inclusion goals.		The Connecticut State Library will digitize 100,000 pages of historic Connecticut newspapers, focusing on political, economic, and social change in Connecticut in the early 19th century, the Polish immigrant community in New Britain, and suburbanization in the greater Hartford region in the 1940s and 1950s. Project staff will follow the Library of Congress's Technical Guidelines for quality review and deliver digital files, metadata, updated MARC records, and duplicates to the Library of Congress for access in Chronicling America.	Connecticut State Library
Yes	100	$250,000	NEH identified DEI involvement.		The Patricia H. and Richard E. Garman Art Conservation Department at SUNY Buffalo State has been educating conservators for 52 years. The mission of our department has always been to educate future generations of conservators to preserve the wide range of objects that comprise the nation's cultural heritage. Preservation is a permanent and pressing need of all libraries, museums, archives, and historical societies. Objects of all types and in all collections continue to quietly age, creating a constant need for professional conservators. Conservators ensure the longevity of millions of cultural artifacts and help maintain critical access to collections. We focus on the vital need for conservation education so more can join the field and continue this important work. To address this need, we respectfully request that the NEH provide fellowship support for graduate students attending our program from the Preservation and Access Education and Training Program.	SUNY Research Foundation, Buffalo State College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	101	$239,999	This project aims to document endangered Munda languages, advancing typological and historical research on the Munda and Austroasiatic language families.		($Edited by staff) This project proposes comprehensive documentation of seven Munda languages – Gorum, Gta', Juang, Kharia, Mundari, Remo, and Santali – spoken in northeast India and Bangladesh. Munda languages constitute the westernmost, and typologically most divergent, subgroup of the Austroasiatic language family. There are at least twelve Munda languages, spoken in the area of northern India and Bangladesh, ranging in speaker population from those with a few million speakers (Santali) to those with under 10,000 (most languages of southern Odisha). The structures of Munda languages make them very distinct from their sister languages spoken in Mainland Southeast Asia. Contemporary researchers of the Munda language family acknowledge that we have an incomplete picture of even the basic analytic units of the prosodic and phonological systems of even some of the best documented Munda languages. Even today, the quality of the data available to base generalizations upon is lacking for most Munda languages. Besides providing a fundamental and systematic documentation of these seriously endangered languages, we will use the data we gather to advance typological and historical research on the Munda and Austroasiatic language families. We will develop the Munda Virtual Archive, which will offer access to comparative linguistic data on the seven targeted languages. Data would be archived at the Repository and Workspace for Austroasiatic Indigenous Heritage (RWAAI) at the University of Lund, Sweden.	Living Tongues Institute for Endangered Languages
Yes	102	$236,050	NEH identified DEI involvement.		The Metropolitan Museum of Art (The Met) requests $236,050 from the NEH's Preservation and Access Education and Training program to support a three-year initiative that offers training and professional development opportunities to college students who are considering careers in conservation. For each year of the project, grant funds would support two paid internships— one for 12 months and one for 10 weeks in the summer— that offer training to students at a key moment in their academic careers. In seeking to address the economic, experiential, and academic barriers that limit entry into the cultural heritage field, especially among students whose backgrounds are currently underrepresented within museums, this project synergizes The Met's singular training capabilities with its broader strategic vision to help create a much-needed pathway for talented, diverse students into graduate studies and careers in conservation.	Metropolitan Museum of Art

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	103	$226,235	The project aims to digitize newspapers that cover significant historical events, including civil rights achievements of Alaska Natives and labor groups.		The Alaska State Library requests funding from the National Endowment for the Humanities to digitize Alaska's microfilmed newspapers for the Alaska Digital Newspaper Project. Through this cycle, the Alaska Digital Newspaper Project will identify new titles and extend runs of previously identified titles, with a focus on digitizing mid-century newspapers. During this period of history newspapers reported on capital industrialism and militarism that greatly expanded the scope of natural resource development and socio-economic issues. Significant historical events during this period were the Great Depression, WWII, the Cold War, nuclear testing, Alaska Statehood, the Tuberculosis epidemic, and civil rights achievements of Alaska Natives and labor groups. This cycle will focus on locating issues of several smaller but significant titles such as the Alaska Spotlight, possibly the only African American newspaper produced in the state. Other papers of interest are newspapers in rural villages	Alaska Department of Education and Early Development
Yes	104	$225,581	This project relates to DEI by preserving and digitizing historically significant photographs that document the lives and experiences of Appalachian residents.		This project will treat and digitize three major Appalachian photonegative collections that were damaged by catastrophic flooding in July 2022. The collections to be saved include images documenting: eastern KY and southwest VA residents during 1935-55, Brookside coal camp residents during the historic 1973-1974 Harlan County coal strike, and the media arts center Appalshop in the early 1990s, as recorded by noted Tennessee-born photographer Jeff Whetstone when he interned at the organization.	Appalshop, Inc.
Yes	105	$212,979	MACC's project aims to support emergency preparedness in public art collections and provide tools for risk assessment and emergency planning. This contributes to Diversity, Equity, and Inclusion by developing a free toolkit for public art collections nationwide, improving their sustainability and resilience.		The Midwest Art Conservation Center will support emergency preparedness in public art collections through the development of tools for remote risk assessment and emergency planning. This is a Tier 2 implementation application and follows the successful completion of a Tier 1 planning grant awarded by the NEH in 2021. This phase will apply a risk assessment protocol developed in phase 1 to artworks in the collections of five diverse partner organizations. It will develop a free toolkit for public art collections nationwide and provide training for a wider group of public art caretakers to independently perform similar remote risk assessments and develop emergency plans for their collections. This project will use existing and accessible GIS mapping technology to fill a void in emergency planning for cultural heritage; it will create a resource that can be adapted and used freely by public art collections nationwide, ultimately improving their sustainability and resilience.	Midwest Art Conservation Center, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	106	$203,140	The selection includes non-English papers important to the history of Texas, addressing underrepresentation in national digital newspaper holdings.		The University of North Texas Libraries plan to digitize and make available to the National Digital Newspaper Program 100,000 newspaper pages. The selected titles will reflect the political and economic history of the state; provide coverage for major regions of the state, including most major population areas; and have a broad chronological span. Additionally, titles selected during this project will focus on non-English papers important to the history of Texas that, for several reasons, have been overlooked and are underrepresented in national digital newspaper holdings. Pulling on the strengths and knowledge gained in previous rounds, the UNT Libraries recognize the challenges involved in an undertaking of this scope and possess the knowledge and management skills to achieve success. [Edited by staff.]	University of North Texas
Yes	107	$185,679	This project relates to DEI by expanding access to diverse medical history perspectives and sharing knowledge with other institutions.		This project aims to better preserve, and thus expand access to, the Indiana Medical History Museum's important visual collections by improving storage and environmental conditions over the next two years. We will then share what we have learned with other institutions facing the same challenges we currently face.	Indiana Medical History Museum, Inc.
Yes	108	$183,935	This initiative promotes DEI by giving access to historically significant materials from an ethnically diverse and neglected region.		An NEH grant would allow Goshen College to digitize and make globally available an extensive archive of recorded oral tradition and other documents from Tanzania’s ethnically diverse and neglected Mara Region, the only extant body of material from this region of its kind. Recordings, conducted by professor of history Dr. Jan Bender Shetler between 1995 and 2010 documenting over 300 in-person interviews with Mara residents, as well as other materials by local historians, contain a wealth of historical sources recounted in a variety of endangered local languages, up to this point inaccessible to students, scholars and residents themselves. Working in collaboration with experts in archival digitization at the Matrix Center at Michigan State University, linguistics consultants at The Mara Project at the University of Helsinki, along with partners in Tanzania, Goshen College will build on the foundation established to create and disseminate a curated digital library.	Goshen College, Inc

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	109	$179,568	The proposal to digitize and make accessible these collections aligns with DEI by promoting cultural preservation, access, and inclusivity.		The New Orleans Jazz & Heritage Foundation Archive proposes to digitize, catalog, and make accessible 806 audio and video tapes selected from two collections - The Heritage Stages Collection and the Amy Nesbitt Collection -- in order to make these collections easier for researchers and the public to discover and utilize. For more than 50 years, The New Orleans Jazz & Heritage Foundation has presented the New Orleans Jazz & Heritage Festival as part of its mission to "promote, preserve, perpetuate, and encourage the music, culture, and heritage of Louisiana communities." From its inception, Jazz Fest has presented exemplary cultural, culinary, and artistic practitioners to hundreds of thousands of visitors to the Jazz Fest annually.	New Orleans Jazz and Heritage Foundation, Inc.
Yes	110	$152,802	This initiative promotes diversity, equity, and inclusion by preserving and sharing historical newspapers that reflect the perspectives of marginalized communities.		This second cycle of the National Digital Newspaper Program grant project will allow Boston Public Library to contribute an additional 100,000 pages of digital newspaper published in Massachusetts between 1690 and 1963 to the Library of Congress' Chronicling America database.	Boston Public Library Fund, Inc.
Yes	111	$150,000	NEH identified DEI involvement.		"Hitch Stories" is an Esri interactive StoryMap that documents and preserves oral histories and contemporary efforts surrounding the threatened and culturally significant Clear Lake Hitch. Robinson Rancheria and other Clear Lake Tribes, for whom the Hitch are a sacred species of fish and traditional food source, will lead the project with the support of UC Berkeley researchers. This team will recruit and train Tribal youth in interview techniques, ArcGIS, and audio/visual recording and editing software to gather Tribal Elders' stories about the Hitch, land use histories in and around Clear Lake, and related archival materials. These materials will then be curated on the Esri platform and, through a process of Tribal review, made available online to the public. Possible additional outcomes, depending on Tribal priorities, include additional trainings in GIS and data management, fisheries ecology and watershed management experience, and certification in these skills with Robinson Rancher	Regents of the University of California, Berkeley
Yes	112	$150,000	NEH identified DEI involvement.		Preserving Living Traditions: Strengthening Conservation Education at NYU sits at the crossroads of three critical areas of conservation: sustainability, craftsmanship, and storytelling. Support from the NEH will aid the Conservation Center in training future conservators in skills and crafts that are at risk of being lost as well as how to keep traditions alive in a sustainable way. Over the next three years, adjunct faculty, NEH Guest Lecturers, NEH Student Fellowships, and NEH Summer Work Placements will enhance our program to teach the next generation of conservators how to keep our communities' stories and specialized conservation techniques alive.	New York University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	113	$150,000	NEH identified DEI involvement.		Latinos in Heritage Conservation (LHC) seeks funding to support the research and national planning development of The Abuelas Project: A National Open-Access Resource (working title). The Abuelas Project is a multi-year project that will identify, collect, and share stories about places that matter to Latinx communities in the U.S. and Puerto Rico. The Abuelas Project will function as a repository of place-based historical documentation that centers the voices and experiences of the American Latinx communities. NEH Cultural and Community Resilience planning grant will support the staff time and resources needed to research and plan the development of a community and partner outreach strategy for a participatory national framework to support a digital preservation repository, a National Abuelas Project Strategic Plan, hire consultants, and support partner workshop planning meetings.	Latinos in Heritage Conservation
Yes	114	$150,000	NEH identified DEI involvement.		“Still Standing” will document the resiliency, innovation, and community-building of South Asian American small businesses during the COVID-19 pandemic, demonstrating that entrepreneurship is frequently a collective effort rather than a solo endeavor. The project will also explore how small businesses often serve as “third spaces” or vital community hubs. SAADA will select and train three Archival Fellows to conduct oral history interviews and collect archival materials with South Asian entrepreneurs and community builders. Archival Fellows will create an interpretive digital exhibit for their collection, write for SAADA’s newsletter, and collaborate on a conference workshop and research paper. Resultant collections will benefit historians, educators, and scholars in migration studies, archival studies, and other humanities fields by exploring the essential contributions of immigrants and first-generation Americans to our entrepreneurial ecosystems.	South Asian American Digital Archive, NFP
Yes	115	$150,000	NEH identified DEI involvement.		Like many Indigenous nations and communities, the Apsáalooke (Crow) in Montana face two-pronged threats in the form of climate change and COVID-19. In collaboration with community leaders and elders, this project will preserve that knowledge by collecting oral histories from Crow elders. This project will conduct over twenty interviews with elders on the reservation over the course of two years, which will be preserved and hosted at the tribal college—the Little Big Horn College—archives. Climate change is causing chronic and acute shocks to the Crow Reservation, including flooding, water access issues, and extreme weather. These effects fall on vulnerable communities that are ill-prepared to respond due to historic inequalities. COVID-19 directly threatens tribal elders and their role in the community as knowledge-keepers because of disproportionate morbidity and mortality that has radically accelerated the erosion of vital knowledge held by community elders.	Montana State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	116	$150,000	NEH identified DEI involvement.		"Communities of Care" is a digital collection of oral histories from South Asian American healthcare workers during the COVID-19 pandemic. Fifty interviews will be conducted by the Healthcare Storyteller-in-Residence: a medical professional who will be trained by professional oral historians. Other products include a digital exhibit interpreting the collection and live broadcasted dialogues. Themes include treating patients with COVID-19, loss of family members, the emotional impact of death and dying, South Asian values, and the privileges and challenges of healthcare work. South Asian Americans have faced increased vulnerability during the pandemic due to a high number of frontline workers, restrictive visa policies, community-specific health risks, and income inequality. Not only will SAADA's collection amplify voices from a diverse community rarely represented in archives, but it will preserve the lived experiences of a crucial workforce at a time that America needed them most.	South Asian American Digital Archive, NFP
Yes	117	$150,000	NEH identified DEI involvement.		Echoes of Wai (Water): Oral Histories from Maui seeks to share the voices and experiences of Maui residents through thirty oral history interviews—twenty in West Maui (Maui Komohana) focusing on the Lahaina area affected by the August 8th, 2023 fires, and ten in the adjacent Central Maui (Na Wai Eha). These collaborative oral history interviews will use Indigenous methods and ethics to prioritize Native Hawaiian and Pacific Islander community members, water right activists, and cultural practitioners. Through this project, we hope to raise awareness about the historical legacies, social injustices, and past, present, and future environmental challenges surrounding water on the island of Maui. We envisage these interviews and the community-led planning for them as tools for advocacy, education, and community engagement, promoting dialogue and action towards restorative justice, equitable water governance, and sustainable resource management.	University of Hawaii Systems

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	118	$150,000	NEH identified DEI involvement.		Our project will invite young people to interview older generations about their memories of traditional everyday life practices and cultural rituals that have connected them to nature, physically, emotionally, sensorially, and spiritually. Our diverse student body will function as collectors, guided by faculty with expertise in oral history, conservation, and migration. By turning Queens, New York, known as the World's Borough, into a cultural library, we will explore the community members' deep or distant memories of connection to or disconnection from nature. Narratives based on these interviews will be published in ethnic media for collective reflection. Our project is radical as it is an invitation to the younger generation to imagine a future more resonant with nature by looking into a past that has not yet been made into history. It is both hyperlocal but also global as it zooms in on Queens and taps into the multicultural sentiments of people coming from over 120 countries.	CUNY Research Foundation, LaGuardia Community College
Yes	119	$150,000	NEH identified DEI involvement.		Writers, poets and scientists have long tried to capture the mystery and magic of salt marshes. At the same time, interconnected social and ecological processes, including sea level rise and land loss, are dynamically transforming land-use for vulnerable coastal communities and habitat for coastal environments. Marsh landscapes have long been an unrecognized source of producing world views based in notions of abundance for Gullah Geechee communities. Documenting culturally important sites through human scale photography that have long sustained and generated deep ecological knowledge for Gullah Geechee communities can strengthen resiliency planning for many so-called marginal communities. This project will be based in Sapelo Island's Hogg Hummock Community—the last intact Geechee Gullah community on the Georgia Sea Islands— and done in partnership with Save Our Legacy Ourself (SOLO), a Saltwater Geechee non-profit organization located in that community.	University of Georgia
Yes	120	$149,999	NEH identified DEI involvement.		Project to collect, transcribe, translate, and publish conversations in the Choctaw Language from Choctaw elders who have lived through the COVID-19 pandemic.	Choctaw Nation of Oklahoma

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	121	$149,999	NEH identified DEI involvement.		“Stories of Resilience: Latino Community Health Workers and COVID Response in North Carolina” aims to document an important, measurable achievement of public health in the United States: the reversal of high COVID infection and death rates among Latino North Carolinians. The proposed project will engage in collaborative oral history methods to document Latino Community Health Workers' experiences forging community resilience in agricultural regions of North Carolina. The oral histories will be archived in the New Roots/Nuevas Raíces bilingual archive, where they will enrich local, regional, and national histories and engage youth in learning about family and community heritage.	University of North Carolina at Chapel Hill
Yes	122	$149,998	NEH identified DEI involvement.		The Project will offer community-led, hands-on, intergenerational learning workshops that focus upon Isleta craft technologies such as moccasin-making, weaving, sewing, embroidery, and more to interested tribal members. Designed to accommodate a wide range of skill levels, workshops will be free of charge to all registered tribal members, and all materials will be supplied.	Pueblo of Isleta
Yes	123	$149,961	NEH identified DEI involvement.		Herring (Clupea pallasii) are a critical cultural and ecological keystone species for the Lingít (Tlingit), Xaadas (Haida), and Ts’msyen (Tsimshian) people of Southeast Alaska. This project will document Indigenous Knowledge (IK) about changes in Pacific Herring population dynamics, with an emphasis on spawning areas and traditional management activities designed to support herring populations. Prior research has documented how traditional harvesters and harvesting practices support the abundance and distribution of herring eggs, a subsistence food of critical significance to Southeast Alaska Native communities. This research will record Indigenous Knowledge and Oral Histories related to subsistence harvesters' observed changes in 1) herring populations, 2) spawning areas and behavior, and 3) available habitat for herring with regard to climate change, COVID-19, and other potential impacting factors.	Sealaska Heritage Institute, Inc.
Yes	124	$149,960	NEH identified DEI involvement.		A community-based, collaborative oral history and archival project that will explore 1) the experiences of climate change among resettled refugees in their countries of origin and in Vermont through the lens of food access and food-related cultural practices, and 2) identify content in the Vermont Folklife Archive (VFA) that will contextualize contemporary climate realities in Vermont in light of historical baselines drawn from past descriptions of seasonal cultural and economic practices.	Vermont Folklife Center

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	125	$149,923	NEH identified DEI involvement.		This project proposes to engage a participatory, environmental humanities inquiry exploring Indigenous reproductive health and reproductive justice (IRH/RJ) within Dakhóta and CHamoru communities and homelands. Through a series of three phases, this project will utilize conversation and storywork methods to document, identify and protect this unique cultural heritage and its related resources; engage community reproductive health workers and birthkeepers in participatory efforts to safeguard and foster the resurgence of this knowledge; and to appraise the risks of climate change on IRH/RJ and develop strategies that ensure the continuity of this cultural heritage in Indigenous communities facing imminent risk.	Regents of the University of Minnesota
Yes	126	$149,851	NEH identified DEI involvement.		CARE is photovoice oral history and community archival project about elderly Asian Americans (AA) in San Francisco during COVID-19 and anti-Asian hate pandemics. We support preservation practices with community-based co-creation of knowledge through partnerships with two local groups that serve low-income, elder Filipino, Laotian, and Thai. CARE trains young community interviewers to conduct photovoice oral histories of elders and offers community archival workshops for elders. We consider how the survival mechanisms from past collective traumas of migration or world events and cultural practices help elders during the pandemics through the exploration of the humanities themes of impact, survival, community, and resilience. The stories will be accessible via the CARE collection in the UC Berkeley Ethnic Studies Library's open access public search engine in order to reach a broad audience.	Regents of the University of California, Berkeley
Yes	127	$149,779	NEH identified DEI involvement.		This program will deploy a full-time Rapid Response Community Archivist (referred to as the Community Archivist throughout this narrative) to advance high-needs digital preservation and curation activities within tribal libraries, archives, and museums. Over two years, the Community Archivist will work with at least six of Wisconsin's twelve Native Nations, providing culturally relevant technical expertise and targeted practical assistance. This flexible, responsive support model will offer the most impactful outcomes for Native communities because it accommodates unpredictable local changes in capacity while maintaining continuity and longevity through the centralized structures of WiLS and the Collective. The ongoing work of cultural heritage management in Native Nations is challenging due to high staff turnover, annual funding fluctuations, and shifting priorities in tribal governments; COVID-19 made these uncertainties even more acute.	Wisconsin Library Services, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	128	$149,698	NEH identified DEI involvement.		ClimateLore, a program of Southwest Folklife Alliance (SFA) in partnership with Tohono O'odham Young Voices Podcast (Tucson, AZ) and La Semilla Food Center (Anthony, NM), aims to advance cultural and community climate resilience in the US-Mexico borderlands by documenting climate-related impacts on folk, traditional, and Indigenous communities. The project seeks to highlight practices of mitigation and adaptation within these communities, which are vulnerable to losing livelihoods, cultural practices, and spiritual sites due to heat, prolonged drought, invasive species, climate migration and other threats to food security, water availability, plant and animal species, and access to sacred sites, traditional knowledge, and traditional homelands. Documentation will take the form of oral histories to be collected by partner organizations within two specific communities: 1) Members of the Tohono O'odham Nation, living both on and off reservation land in Arizona; and 2) Residents of Pa	Southwest Folklife Alliance, Inc.
Yes	129	$149,443	NEH identified DEI involvement.		While the expressive cultures of workers in New Orleans have garnered worldwide acclaim, their lived experiences remain less well-known. Since before the Civil War, the predominantly Black and brown people who clean the hotels and guesthouses, cook the food, wash the laundry, and treat the sick have earned among the lowest wages in the nation. They have also endured layoffs and been displaced from their homes, their jobs, and their neighborhoods due to disasters of ecology and contagion. Yet these same workers have also found ways to fight back. Partnering with a wide range of unions and other membership-based, working-class community organizations, this project will conduct at least 50 new oral history interviews to preserve the activist cultures of two broad categories of essential laborers in New Orleans: tourism/hospitality and healthcare workers. The interviews will be deposited in a publicly-accessible digital archive, curated for an online exhibit, and presented at a symposium.	University of New Orleans
Yes	130	$149,332	NEH identified DEI involvement.		The Island Resilience Project is a collaboration between the Social Research Observatory of the University of Puerto Rico at Arecibo and the Luciérnagas Foundation in the Islote community. Our project aims to enhance the cultural and community resilience of Islote Puerto Rico against the impacts of climate change from a decolonial perspective. We will achieve this goal through the collaborative documentation, preservation, and promotion of the unique cultural and natural heritage of the area while empowering community members. To work with the Islote school and community in gathering and disseminating geographical, oral, and historical information about the origins of their community, the natural resources surrounding it, and the strategies developed to survive by their elders.	University of Puerto Rico, Arecibo Campus

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	131	$148,988	NEH identified DEI involvement.		This project will identify and support the people within the South Bronx's Mott Haven community who are already serving as "history-keepers," expanding what counts as humanities work and who counts as humanities workers. We will honor, invest in, and learn from the people who hold our neighborhood's history and who are not professional, credentialed humanities workers. Each history-keeper will be provided with a significant stipend, training, and a paid apprentice. They will be supported to deepen the work they are already doing, and share it within their neighbors through a public exhibit, performance, or event. Working with the Bronx County Historical Society, history-keepers will have the opportunity to preserve, digitize and archive any materials they choose to share, including oral histories. Through amplifying the knowledge of long-time residents, this project will strengthen social networks and build on existing practices for resilience and creativity.	Trustees of Columbia University in the City of New York
Yes	132	$148,955	NEH identified DEI involvement.		The project aims to preserve and build access to a collection or oral histories about community responses to climate change in Puerto Rico. Collective Care is a partnership between the UPR-Cayey, the Smithsonian's National Museum of American History (NMAH), and community-based organizations in Puerto Rico and its diaspora. Through this partnership, the project documents community-led responses to disasters, beginning with hurricanes Irma and María in 2017, the 2020 earthquakes, the covid-19 pandemic, and the underlying economic crisis.	University of Puerto Rico at Cayey
Yes	133	$148,486	NEH identified DEI involvement.		The Los Angeles Poverty Department (LAPD) respectfully requests $150,000 from the National Endowment for the Humanities for "Skid Row Resilience and the Preservation of Cultural Knowledge Among People Experiencing Homelessness." Deeply rooted in Skid Row across a 38-year history of documentation and artmaking in collaboration with community members, LAPD's core mission is to give voice to and strengthen the Skid Row neighborhood. Our project's goal is to foster the resilience of the Skid Row community by collecting and preserving lived experiences related to innovative strategies that helped alleviate the devastation of the public health crisis inflicted by Covid 19 on this highly vulnerable population. These will be digitally available and housed at LAPD's Skid Row History Museum & Archive (SRHMA).	Los Angeles Poverty Department

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	134	$148,089	NEH identified DEI involvement.		The project Somos NC: Voices of North Carolina's Latinx Community uses both collaborative and participatory methods to document, archive, and disseminate the NC Latinx community's experiences on a variety of topics including language, culture, immigration, and education. Somos NC currently contains 219 oral histories of Latinx residents of NC conducted by Latinx and Spanish-speaking students at UNCW from 2015 to 2023. The proposed project builds on this oral history collection with the goal of filling a gap - that of the Latinx experience during the COVID-19 pandemic. The proposed oral histories will explore the impacts of the COVID-19 pandemic on their lives, and more generally, provide a venue for Latinx community members to discuss topics related to healthcare access, language barriers, cultural norms, and economic challenges that resulted in disparities in outcomes during the pandemic.	University of North Carolina at Wilmington
Yes	135	$148,054	NEH identified DEI involvement.		Resisting Erasure and Asserting Afghan Cultural Heritage and Resilience, is a community engaged humanities project that seeks to address this gap in knowledge by collecting and publicly preserving the stories, cultural heritage and resilience of first- and second-generation Afghan Americans as well as the more recent influx of refugees.	San Jose State University Research Foundation
Yes	136	$148,022	NEH identified DEI involvement.		This project seeks to safeguard cultural resources by recovering and documenting oral histories of the Forsyth Expulsion with the community of descendents and the wider diaspora of people impacted by this historical legacy, many of whom are now navigating the disproportionate impacts of the COVID-19 pandemic. The racial violence directed toward the Black community in Forsyth County, Georgia, at the turn of the 20th century and in the decades following, intended to erase all evidence of a substantial and vibrant Black community life in the county. The Expulsion created a diaspora resulting in significant cultural loss for the community, including burnt and hidden property records and a disconnect from violent physical expulsion from the land they previously owned and resided on.	George Mason University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	137	$147,371	NEH identified DEI involvement.		Rooted in the principles of community-based research – working reciprocally, respectfully, and ethically – this project aims to collaborate with East St. Louis residents to build an archive of experiences of the COVID-19 pandemic. Moving beyond numbers and data, the project centers the community as knowledge producers through two components: oral histories with elder stalwarts and first responders and archive content creation events for families. East St. Louis is identified as a disadvantaged community under the Justice40 Initiative framework, and residents are aware of the inextricable link between structural inequalities and how COVID-19 impacted their city and their families. While this project is about memorializing and memory, it is also about community care, Black futurities, and how Black people redefine resilience, paying attention to their hopes and aspirations for themselves and their city in the aftermath of COVID-19.	University of Illinois
Yes	138	$147,315	NEH identified DEI involvement.		The COVID-19 pandemic has been an especially tumultuous time for LGBTQ youth. It had deleterious effects on mental health for sexual and gender minorities, particularly during a time of historic attacks on LGBTQ rights in the US. At the same time, varied conditions of lockdown sparked queer self-discovery and identity exploration, often enabled through media and online communities. Existing data on teens and COVID only tells a part of this story. We propose a local oral history and archival initiative in Washington, DC to support young adults in narrating their own pandemic stories. We plan to extend these stories through pandemic cultural artifacts from our narrators' personal media collections. Working with a youth advisory board and a team of cultural memory experts, we will collaboratively build, deposit, and preserve an oral history and scrapbook collection promoting the continued resilience of the LGBTQ community's youngest members in the face of an ongoing pandemic.	American University
Yes	139	$146,245	NEH identified DEI involvement.		With the support of this grant, different groups of young learners (aged 14-20) will, under the guidance and tutelage of TK1 professional staff and a multi-stakeholder Advisory Committee, capture the resilience and cultural grandeur of our region by gathering oral histories. With an innovative, intergenerational knowledge-sharing process at its heart, this project will feature our youth soliciting and receiving the stories and experiences of the elders of their own cultural groups. As exemplars and leaders of our three land-based cultures, what can our elders tell us about cultures navigating and changing in their responses to both climate change and the COVID-19 pandemic? What experience and wisdom do today's youth need to strengthen their own cultures?	True Kids 1

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	140	$145,987	NEH identified DEI involvement.		This project will engage the Tacoma community in the process of exploring, documenting, interpreting, and discussing the local impact of climate change through four key initiatives. These initiatives include: an intergenerational interview program with Tacoma Public Schools, a digitization and description effort focused on surfacing primary sources related to climate change, an oral history project that will document the stories of those most impacted by climate change, and a training and support program for community organizations with onsite records and collections that may be at risk as a result of climate change.	Tacoma, City of
Yes	141	$145,731	NEH identified DEI involvement.		The National Public Housing Museum's(NPHM) project will collect, preserve, and make accessible oral histories of people who have lived in public housing in the United States. These first-voice narratives are vital records of experiences of communities made vulnerable on many fronts. Forced to adapt to changes wrought by housing insecurity, as well as disproportionate impacts of COVID-19, climate change, and environmental harms, public housing culture-bearers bring stories of resilience that are crucial to understanding our nation’s complex history and contemporary challenges. Working collaboratively with current and former residents, the proposed project will enhance our archive and its study, with a focus on narratives from public housing residents who have experienced challenge and change in the face of COVID-19, climate threats, and environmental injustice. A common thread for all of the project’s oral histories is housing precarity, itself a driver of community disruption.	National Public Housing Museum
Yes	142	$143,386	NEH identified DEI involvement.		Through the collection of oral histories and cultural artifacts, this project aims to support the curation and circulation of the Gullah/Geechee Alkebulan Archive. The Archive is the only collection of Gullah/Geechee history curated and managed by Gullah/Geechee people. The project represents a collaboration between various Gullah/Geechee led organizations and the University of Minnesota, which has partnered with these communities over the past decade. Materials and oral histories, as well as information related to historic burial grounds, will be collected and curated over a two year period through a number of community-based events. The materials will be stored in the archive and featured on a series of publicly available StoryMaps, developed and hosted by the University of Minnesota in collaboration with Gullah/Geechee people.	Regents of the University of Minnesota

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	143	$140,795	NEH identified DEI involvement.		This initiative will document, preserve, and share the stories of diverse communities in central and eastern Oregon whose ways of life are being affected by climate change, while raising awareness of the resiliency of these communities and inspiring greater understanding of our shared humanity. Through 30 long-form video interviews, Native knowledge holders, ranchers, farmers, and other rural community members will share their stories and contribute to a new national climate change narrative rooted in the humanities. This project will achieve three outcomes: 1) document and preserve the unique experiences and cultures of individuals impacted by climate change in our rural region with a focus on disadvantaged communities; 2) increase awareness of how communities' cultural values and ways of life shape their response to climate change; and 3) build greater respect for the cultural resiliency, knowledge, and beauty of this region, catalyzing dialogue and inspiration for the future.	High Desert Museum
Yes	144	$136,500	NEH identified DEI involvement.		A project to identify, preserve and amplify Black Appalachian experiences and voices through cultural mapping, oral historic collection and dissemination, and national cultural exchanges and organizing. This is a cross-programmatic project within the arts and media non-profit organization Appalshop, Inc. It features work by project coordinators in three programs of the organization: Archive, Community Development, and Roadside Theater. We will collect and map Black churches and faith experiences in central Appalachian communities in Kentucky, Tennessee, and Virginia, collect oral histories from an integrated community in Knott County, Kentucky, and participate in residencies with other organizations working with historically disadvantaged communities through the Performing our Future program.	Appalshop, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	145	$132,462	NEH identified DEI involvement.		Pandemic Voces is a community-based oral history project that will record the COVID-19 stories of this predominantly Latinx, Spanish-speaking, often undocumented and underserved community in Fullerton, CA. Like Latinx communities across America, the pandemic hit Richman residents hard with loss of jobs, high rates of exposure as essential workers, challenges providing pandemic and vaccine information to residents, technology barriers for students, and the stress and mental toll that resulted from these events. The Lawrence de Graaf Center for Oral and Public History (COPH) will work closely with the Center for Healthy Neighborhoods (CHN) to make connections with local residents and record 30 oral history interviews (~20 in Spanish) which will be available on a searchable website. Stories of formal and informal assistance provided by community organizations will also be recorded. The stories of struggle and resilience in underserved communities like Richman must not be forgotten.	CSU Fullerton Auxiliary Services Corporation
Yes	146	$131,116	NEH identified DEI involvement.		A River of Memories co-creates a new regional archive of the Rio Grande Valley, which is a bi-national borderland between the United States and Mexico. Our goal is to locate, curate, and organize new historical materials (images, home movies, and oral histories) into a digital archive that can bring to local and national awareness the remarkable but little-known vitality of life in the region. We will offer the skills and resources necessary for locals in the Rio Grande Valley to become donors, narrators, historians, and archivists of this collection. Our reconstructive archival and memory work will be documentary and relational, and it will establish trust between the community and the archive. Through this project, we will infuse local culture in the Rio Grande Valley with long-term resilience in the face of difficult environmental and socio-economic change and provide transformative insights to catalyze Humanities work in other borderlands across the United States.	Trustees of Columbia University in the City of New York
Yes	147	$130,586	Preserving and making accessible historical recordings promotes diversity, equity, and inclusion by sharing valuable cultural heritage.		The Boston Symphony Orchestra (BSO) seeks funding to digitize 775 at-risk audio reels representing 731 radio broadcasts of live Boston Pops concerts between 1958 and 1979 that document the last 20 years of Arthur Fiedler's extraordinary tenure as the Pops conductor. The BSO will preserve the original tapes and make digitized files available to scholars and interested members of the public.	Boston Symphony Orchestra Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	148	$128,332	NEH identified DEI involvement.		Alce su Voz ('Speak Out'), a Kansas-based organization that supports health equity for Spanish speakers and speakers of indigenous languages, will integrate the community practice of testimonio with the Wichita Public Library's "Tell Your COVID Story" project. The objectives of the proposed project are to a) create and archive a collection of video-recorded pandemic oral histories shared by Spanish speakers and speakers of Latin American indigenous languages who reside in the state of Kansas, (b) produce short videos of segments of those stories for public dissemination, and (c) curate the collection for a variety of public, educational and research purposes. This process will be supported through collaboration with faculty in Wichita State University's departments of Modern and Classical Languages and Literatures and History, and a national team of applied linguists whose scholarship focuses on the intersection between language and health equity for speakers of minoritized languages.	Wichita State University
Yes	149	$125,714	NEH identified DEI involvement.		This proposal seeks funding to expand the Hamtramck Explorer deep map in tandem with an associated community collecting initiative. Project outputs will increase access to and participation in local heritage preservation within a disadvantaged community.	Wayne State University
Yes	150	$115,521	NEH identified DEI involvement.		The Chinese Culture Foundation of San Francisco (CCC) seeks a planning grant to develop the Chinatown Cultural Resilience Project. This Cultural Assets and Safeguarding planning project aims to inventory, collect and make accessible place-based intangible cultural assets, via oral history and/or multimedia record of key cultural assets currently threatened or recently lost due to escalating extreme weather events and the lasting impact of the COVID 19 pandemic.	Chinese Culture Foundation of San Francisco
Yes	151	$100,000	The project aims to repair and mitigate damage caused by climate change, while also diversifying collections and exhibitions for increased humanities-based content and discussion.		With support from the National Endowment for the Humanities, Everson Museum of Art will conduct a series of capital improvement projects to repair and mitigate damage to the 54-year-old building and its collections due to rapidly accelerating climate change. In 2018, Everson consulted with historic architecture and conservation professionals to assess structural issues of the poured-in-place concrete building, such as fissures, condensation, and temperature fluctuation in four main galleries. In 2024, the Everson will implement recommendations in its first phase of gallery renovations to fix structural issues, implement energy-efficient systems, and upgrade non-code-compliant electrical wiring. At its conclusion, the project will protect the historic building, mitigate damage to its collections, continue the Museum's focus on energy efficiency in the fight again climate change, and diversify its collections and exhibitions for increased humanities-based content and discussion.	Everson Museum of Art of Syracuse and Onondaga County

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	152	$99,947	The project aims to establish a standardized, community-based language for describing basket types, engaging under-represented communities, and expanding cultural competencies. It aligns with DEI goals.		Project goals are to create a lexicon to describe the many basket types that were made by Wabanaki basketmakers and establish standard terminology for styles or forms of baskets as well as decorative elements, weaving materials, and family design hallmarks. The project will draw on holdings at the Hudson Museum and the Penobscot Nation Museum, two of the most extensive institutional collections in the U.S. Terminology will be generated by Wabanaki basketmakers, and the resulting lexicon will be available as a digital open-source resource. This two-year project will serve as a proof-of-concept for standardized, community-based language to support future TK label projects, will advance historical and cultural knowledge and will expand cultural competencies among future audiences. It addresses the NEH's special interest areas focused on protecting imperiled cultural heritage, serving under-represented communities, and responding to climate change.	University of Maine System
Yes	153	$99,782	This initiative aims to address a gap in current digitization practices by prioritizing the preservation of interactive nature in historical materials, promoting inclusivity in digitization efforts.		This project will pilot a process to digitize and display flap books such that their interactive nature is preserved for users. The initial process will be developed using materials in the Wangensteen Historical Library of Biology and Medicine at the University of Minnesota. Current digitization practices prioritize simple, Western codices and do not allow for interaction with texts beyond flipping pages. The project team will develop a digitization workflow and hire a programmer to create a software development plan for an open-source online viewer for digital surrogates of interactive books that have flaps.	Regents of the University of Minnesota
Yes	154	$93,343	NEH identified DEI involvement.		Mukurtu CMS was created in response to the fact that Western information systems have proven to be insufficient to meet Indigenous needs regarding how to document and describe Indigenous knowledge but also how to appropriately circulate and share such knowledge. Mukurtu was born as an open source content management system and community digital archive designed by Dr. Kim Christen in reciprocal collaboration with the Warumungu aboriginal community of Tennant Creek in Central Australia in 2002. Conceived with Indigenous epistemologies in mind, Mukurtu is flexible enough to meet the needs of diverse communities who want to manage and share their digital cultural heritage under their own terms. The system allows for proper circulation, display and sharing of cultural materials and traditional knowledge based on local community protocols that are translated online into privacy settings or levels of access to determine who has access to what, when and how.	University of California, Irvine

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	155	$88,414	The ARCHIV-ALL MSI grant proposal relates to DEI as it aims to evaluate and improve representation of cultural heritage and history in MSI archives.		This grant proposal seeks funding for the Tier I project, ARCHIV-ALL MSI, which aims to investigate the state of archives, archival holdings, and practices in Minority Serving Institutions (MSIs) in the United States. Through a triangulated research approach consisting of content analysis, a survey and focus groups of 400 MSI archivists, archival workers, and library directors, the project seeks to evaluate the capacity of MSI archives to represent the cultural heritage and history of the minority students they serve, as well as their challenges and needs. This research project will serve as a foundational step in creating a wider network of resources for MSI archivists and scholars working with MSI archives. This project aims to ensure that the cultural heritage and history of MSIs are preserved and centered in the wider conversation about campus archives.	University of North Texas
Yes	156	$87,035	The rehousing of Georgia O'Keeffe's personal library promotes accessibility, preservation, and understanding of the artist's life, fostering inclusivity in the study of art history.		The Georgia O'Keeffe Museum will rehouse materials from Georgia O'Keeffe's personal library from their original location in the artist's Home and Studio in Abiquiú, New Mexico to new compact shelving in the Michael S. Engl Family Foundation Library and Archive at the Georgia O'Keeffe Museum in Santa Fe, New Mexico. O'Keeffe's personal library numbers approximately 4,200 bound materials, an important part of understanding the artist's life and times, as well as her friends and colleagues. This collection is currently stored in a small space known as the "book room" and is not accessible or viewable to the public. This location exposes the items to risks including unstable temperature and humidity conditions, security and natural disastes, pests, and unnecessary handling. The Museum will permanently relocate the collection to the secure, climate-controlled Library and store items in new high-density mobile shelving, making the collection more accessible and ensuring future preservation.	Georgia O'Keeffe Museum

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	157	$74,999	NEH identified DEI involvement.		The challenge of preservation and access addressed in this project is the underrepresentation of heritage sites associated with minority groups in listings on the National Register of Historic Places, official federal list of properties considered important in American history. This project—based on a pilot study and focused on Kentucky—will quantify the preservation gaps in various racial and ethnic groups against census data through keyword mining; investigate the reasons for such preservation gaps of minority heritage sites through interviews with community stakeholders and preservation experts; and develop a model to close the gaps. The project is significant in determining the extent of the preservation gaps and addressing them from community perspectives, mitigating barriers to listing on the Register. More inclusive Register means a more accurate record of America's history, recognizing the contributions of all and increasing access to diverse histories for future generations.	University of Kentucky Research Foundation
Yes	158	$74,980	The proposed project in digital humanities aims to facilitate research in archaeology by using machine learning and automation, which can contribute to diversity, equity, and inclusion (DEI) efforts by increasing access and scalability to research that is mostly performed manually now.		The proposed project in digital humanities will develop a machine learning (ML) system to automatically elicit texts and symbols from the pictures of artifacts from Indus Civilization. The ASDA system will be capable of automatically inserting these information into a database. The database will be available online and will facilitate automated statistical analyses of data by archaeologists, thus, providing scalability to research that is mostly performed manually now. The Tier-I project will be a proof-of-concept, resulting in a prototype system available online for researchers in archaeology and ML.	Florida Institute of Technology, Inc.
Yes	159	$74,800	NEH identified DEI involvement.		The Detroit Historical Society (DHS) seeks to expand its growing oral history collection by capturing stories from Detroit residents and others, with a particular effort on reaching underserved populations in the region. Entitled Collecting Detroiters' Stories of Courage, Struggle, Loss and Resili-ence: An Oral History Project, DHS will collect new stories from those that have experienced the impacts of the pandemic for its ongoing Detroit Responds: Stories from the Time of Covid-19 collection, and will create a new project area called The Neighborhoods: Where Climate Change Matters that focuses on the effects of extreme weather events on individuals living in Detroit.	Detroit Historical Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	160	$60,000	The project aims to examine bias and erasure in archives, bring attention to American Indian experiences, and promote access to materials.		The Clark Family Library of Washington & Jefferson College, in partnership with the Heinz History Center, is examining bias and erasure in its archives with a focus on bringing greater attention and access to materials related to American Indian experiences. The library will pilot a new workflow as a first step to gain intellectual control over its 18th and 19th century John Hoge Collection. The collection contains important documentation of land agreements between American Indian leaders and American colonists and descriptions of American Indian societies prior to and during colonization. The two-year project will center on conserving, rehousing, digitizing, establishing intellectual control, creating authority records, and curating and publishing an online collection. The project focuses on a subset of the collection to serve as a template to process the entire collection. The pilot phase will also include research, community building, and hosting culminating public events.	Washington and Jefferson College
Yes	161	$60,000	CENTER's initiatives support diversity and inclusivity by capturing shifting representations of social and environmental concerns in their image archive.		Since 1994, CENTER has supported social and environmental photographic projects through education, platforms, and funding. CENTER's Digital Collection encompasses the organization's image archive illustrating trends in photography over the last two decades, including shifting representations of social and environmental concerns. CENTER, and the digital humanities studio at the University of New Mexico, Ampersand, will undertake planning and prototyping to consolidate and update the image collection to a single-platform archive. The prototype website will use a standardized system to facilitate the preservation, identification, and discoverability of a diverse body of lens-based work. The goal is to produce plans and a limited-scope prototype to create a new website interface to facilitate connections and explorations among the award-winning photographic projects, artists' statements, and scholarly essays that enable educators and other researchers to discover world-class photography.	CENTER

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	162	$59,985	NEH identified DEI involvement.		No Longer at the Margins seeks to create the foundation for a network of allied projects that amplify the digitized archives and stories of women in science. As a collaborative initiative between the University of Illinois Archives, Science Stories, and the University of Minnesota Archives, this project will initially focus on select materials related to the field of domestic science and science education for women at land-grant institutions. By exploring ways to facilitate research on women in science and more fully tell their stories through access to digitized materials, machine-generated datasets ready for computational and pedagogical uses, and plans for workshops relating to the materials and datasets, this project builds on previous work by the University of Illinois Archives to understand how such approaches can address the challenges of identifying women scientists in the archives while shedding light on their contributions and the complex histories in which they are enmeshed.	University of Illinois
Yes	163	$59,436	NEH identified DEI involvement.		The McGillicuddy Humanities Center (MHC), the College of Education and Human Development (COEHD), and the Native American Programs at the University of Maine (UMaine) together with partners at the Maine Department of Education (DOE), and members of the Wabanaki Confederacy (the Penobscot Nation, Passamaquoddy Tribe, Aroostook Band of Micmacs and Houlton Band of Maliseets), propose to investigate developing a prototype portal to provide centralized access to, and increase discoverability of underutilized Wabanaki resources and archival collections distributed across a number of institutions.	University of Maine System
Yes	164	$58,649	NEH identified DEI involvement.		The College of St. Benedict and St. John's University (CSBSJU), in collaboration with White Earth Nation (WEN) and the Sisters of the Order of Saint Benedict (SOSB), will assess archival materials from SOSB's White Earth Mission School and develop plans and protocols for digitizing and sharing the materials in consultation with technical and community advisors. The project will make this largely hidden collection of Native American boarding school archival material available to the public, scholars, and Native families, providing greater access to information on the role of government-supported religious institutions in forcing assimilation and repatriating school records to affected Native communities. The project is part of a sustained collaboration between WEN's Tribal Historic Preservation Office, CSBSJU, and SOSB that seeks to redress historical injustices over the long-term and acknowledges that the work of reconciliation is never finished.	College of Saint Benedict

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	165	$58,413	The Maktaba project aims to decolonize knowledge production about African societies by showcasing West African Arabic manuscripts and providing English translations and cultural context.		The University of Illinois at Urbana-Champaign (UIUC) and Northwestern University (NU) in Evanston propose a two-year Foundations grant to pilot an open-access digital collection that joins the rich West African Arabic manuscript holdings of our universities' libraries. The digital collection, called Maktaba (meaning "library" in Arabic), will display images of a sample set of 20 manuscripts from the UIUC and NU collections. To make the manuscripts legible and teachable for non-specialists, each manuscript will be paired with its English translation and a brief essay providing historical and cultural context. The planning period (6/1/2022-5/31/2024) will allow the project team to establish processes and test concepts that will inform expansion of the collection after the planning period. The Maktaba project contributes to ongoing efforts to decolonize the production of knowledge about African societies at large.	University of Illinois
Yes	166	$57,882	NEH identified DEI involvement.		This Foundations project addresses the needs of the growing area of research in music binders volumes. These volumes contain published sheet music that people (primarily women) across the U.S. compiled according to their preferences. They attract multidisciplinary research on the intersecting musical, social, and cultural contexts present in a given volume. This research also challenges second-hand narratives of American music in the 1800s via actual artifacts of social participation in music, restoring the perspectives of women to an often male-dominated discourse and enriching the re-evaluation of conventional narratives. Many "lost" works also await discovery, as volumes often contain rare or unique titles. This important and growing area of scholarly work finds roadblocks in discoverability, physical and digital preservation, and access. This proposal thus envisions a pilot project for a cross-institutional, extensible digital collection linked to a searchable database.	University of North Texas

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	167	$50,000	This project aims to make archival materials related to the Italian diasporic experience accessible, promoting inclusivity and representation of the Italian American community.		The Senator John Heinz History Center seeks support for a Foundations-level project to make visible, searchable, and accessible to researchers, educators, students, and the general public the wealth of archival materials related to the Italian diasporic experience in the PA-WV-OH tri-state region. This region of the United States is home to a high concentration of Americans of Italian descent whose ancestors immigrated during the Great Immigration and post-WWII periods to work in the industrial complex. Due to the size of the Italian American community, extensive material culture has been deposited into a variety of repositories and archives across the tri-state region. An informal network has existed for five years among archivists and librarians as well as researchers and academics working in Italian and Italian American studies, but no overarching framework has existed to capture the full breadth of the resources available within our cultural geographic footprint.	Historical Society of Western Pennsylvania
Yes	168	$50,000	This project promotes DEI by providing access to first person testimonies from Maya survivors in their original languages and English translations.		This project will make first person Maya survivor testimonies available for research, education, and dissemination by creating transcriptions and translations of a set of oral histories held with consent by the Institute for Visual History and Education at the University of Southern California Shoah Foundation. During the grant period, the team will produce written transcripts in Maya war survivors' original spoken languages (the Mayan language Kaqchikel and Spanish) for approximately 10 percent of the collection and will translate a subset of these transcripts into English. This will provide free public access to these histories, allowing them to be catalogued and used in research and education. This project provides a concrete model for survivor testimony from different linguistic communities in this archive to become useable and accessible in future work. The new transcriptions and translations will be shared electronically through multiple pathways in the public archive.	Trustees of Grinnell College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	169	$50,000	NEH identified DEI involvement.		The Academy Foundation respectfully requests a Foundations grant to support the assessment, inventorying, and initial processing of the Barbara Kopple Collection—the professional collection of pioneering documentary filmmaker Barbara Kopple. During the one-year planning phase, the Academy Film Archive and Margaret Herrick Library will create a comprehensive inventory and assessment of moving image and paper materials that documents Kopple's groundbreaking 50-year career. The project's final outcome will be a free centralized reference resource of new primary source material that will help to advance the understanding of how Kopple's work changed the trajectory of American documentary filmmaking from the 1970s onward. Additional collection resources will provide new perspectives on American labor history and explorations of gender, racial, and mental health issues, among other social, political, and cultural subjects.	Academy Foundation
Yes	170	$50,000	NEH identified DEI involvement.		This project aims to develop a set of preliminary data resources, based on the Dana A. Dorsey Papers held at FIU, that will expand our understanding of the interpersonal networks and investment by and for Miami's Black community during the pre-redlining era. These resources will include (1) full transcripts of Dorsey's financial papers, (2) a geospatial dataset plotting the properties involved in his financial transactions, as well as (3) a data set derived from his papers consisting of details about his transactions and, most importantly, the individuals involved. The core values of this work are centered on addressing the significant gaps in the historical record, critical engagement in data collection processes that are rooted in humanity through the histories of individuals, and the establishing of a model for future collaborative human centered data work.	Florida International University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	171	$48,634	Shelburne Museum's request for a grant to evaluate deteriorating conditions and develop plans considering climate change relates to DEI by addressing environmental sustainability in cultural heritage preservation.		Shelburne Museum requests a Sustaining Cultural Heritage Collections planning grant from the National Endowment for the Humanities to evaluate deteriorating environmental conditions in two Museum buildings that house fine arts collections and develop plans to implement improvements to the buildings' infrastructures considering climate change. In recent years, the Museum has seen deviations in temperature and humidity conditions within both structures, risking damage to the collections and coinciding with climate change in the region. Although both buildings are equipped with HVAC systems, the systems are near the end of life and are having difficulty maintaining desired environmental conditions. If awarded this grant, the Museum will embark on a two-year project to assess energy-monitoring systems in both structures, create schematic plans for improving the buildings' envelopes and systems to help maintain desired conditions, and select an option to pursue in the project's next phase.	Shelburne Museum
Yes	172	$47,566	NEH identified DEI involvement.		This project will retrieve history from six communities at risk of hurricane flooding in Harrison County, Mississippi. These groups have unique culture and history that has already been changed due to Hurricane Katrina. The Local History and Genealogy Department of the Harrison County Library System would collect their history through scanning documents, images, and recording oral histories. These will be collected through community events and programs. Then shared online with a digital copy being preserved in the Local History and Genealogy Department. The Local History and Genealogy Department will also educate these communities on best practice methods to preserve their own histories.	Harrison County Library System
Yes	173	$47,487	NEH identified DEI involvement.		Based at the University of Oklahoma, the Indigenous Media Portal will be an interactive website that provides access to Indigenous media in collaboration with Tribal heritage communities. We will incorporate historic photographs, radio, and other audio media starting with the OU Western History Collections, which contain invaluable oral histories and traditional singing from nearly forty Tribes across the state. We will also incorporate new videos that contextualize the archival collections through the voices of Indigenous knowledge holders. Working together with Tribal communities, we will choose materials appropriate for sharing in a publicly accessible platform and present them in ways that support community interests and broader public understanding. The Indigenous Media Portal will bring Oklahoma Indigenous histories and languages into a digital public sphere which prioritizes the self-representation of Tribal communities through their own voices, music, and audiovisual media.	University of Oklahoma, Norman

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	174	$44,089	CACHe's initiative to build a collections database improves research accessibility, sharing region's cultural heritage, promoting diversity, equity, and inclusion.		The University of Louisville's Center for Archaeology and Cultural Heritage (CACHe) curates collections recovered from culturally-significant archaeological sites throughout the Lower Ohio River Valley. The Ohio River is one of the longest rivers in eastern North America, and the river has long been a point of convergence and source of life for people in the region. CACHe houses objects representing 13,000 years of lifeways along the river, from early Native American settlement to European/African-American contact. In their current state, these collections are under-researched and unknown to the public. While archaeological fieldwork in the area has taken place for over a hundred years, there is no publicly-available and researchable database documenting the archaeological record of the region. CACHe seeks planning support to build a collections database to digitally archive objects, improve research accessibility, and share with the public the region's rich cultural heritage.	University of Louisville
Yes	175	$30,454	NEH identified DEI involvement.		The Mountains to Metropolis Oral History Project will lay the foundation for a scholarly resource that documents the intersection of rural Georgia and modern urban development by collating, curating, and enriching oral histories in the Kennesaw State University Archives and Special Collections, which serves as the institutional repository for multiple oral history projects and constitutes a rich, largely underused resource. This proposal seeks to fund a pilot project to enhance access to oral histories in the KSU Oral History Collection. Since the 1970s, the collection has grown to include over 700 individual interviews documenting institutional and local history. Our team will select oral histories covering education; industries; experiences of African Americans; civil rights; politics and government; and rural life. This core collection will be indexed, cataloged, and preserved and made available through a custom portal enhanced with the Oral History Metadata Synchronizer software.	Kennesaw State University Research and Service Foundation, Inc.
Yes	176	$30,000	NEH identified DEI involvement.		The Association of African American Museums (AAAM) Full Scholarship Program will support the attendance of five emerging museum professionals ($EMP's) at the 2025 AAAM Annual Conference, provide each EMP with a two-year AAAM EMP membership, purchase supplies, and support activities of EMP program staff and administration.	Association of African American Museums

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	177	$30,000	This project supports DEI by preserving and promoting traditional CHamoru healing practices, providing educational resources, and fostering community engagement.		This project will address the damage to a collection of medicinal plants that Guam's Chamoru yo'amte (traditional healers) have used to teach their apprentices and interested community members about native CHamoru medicines and healing practices and for the treatment of Guam's residents. First, the project personnel shall rebuild the collection at the Agana Heights garden. Second, the project personnel shall document and prepare learning resource materials about this collection of plants that will be placed at the garden and will be used as teaching/learning aids in the courses and public workshops.	University of Guam
Yes	178	$30,000	NEH identified DEI involvement.		The Invisible Histories Project locates, collects, preserves, and creates educational content around LGBTQ history in the Deep South. The applicant proposes to host a series of virtual workshops to train five at-risk archives that engage in public history, community archives, cultural preservation, and storytelling in digital security strategies and media preparedness. The trainees would be the Invisible Histories Project, the Texas After Violence Project, Nashville Queer History, the Solidarity History Initiative, and the Highlander Center.	Invisible Histories Project
Yes	179	$30,000	ZineCat supports DEI by centralizing access to zines, amplifying marginalized voices, and making zine collections more accessible for researchers and communities.		The Zine Union Catalog (ZineCat) is a shared catalog for zines. A zine, short for fanzine or magazine, is a DIY publishing medium used by subculture and minoritized communities to share their lives and knowledge. A union catalog is a resource where libraries mingle information about their collections via cataloging and holdings information. Due to the diverse standards and practices of describing collections among libraries, archives, and community organizations that collect and maintain zines, accessing information about zines through traditional discovery systems has been challenging. ZineCat empowers researchers to encounter zine holdings by searching a single catalog, helps librarians copy catalog records to eliminate duplicated effort, and facilitates lending of zines across collections. ZineCat serves librarians, students, educators, researchers, archivists, zine makers, and anyone with an interest in zines.	Barnard College
Yes	180	$29,998	This initiative aims to capture diverse voices and experiences, preserving and promoting the history and memories of different individuals related to the Lahaina Jodo Mission.		The Center for Oral History at the University of Hawai‘i at Mānoa, in cooperation with the Lahaina Jodo Mission, proposes to conduct 10 oral histories to systematically capture the history and memories of current and former temple elders, leaders, friends, families, and affiliated persons identified by mission elders. The team would transcribe and digitize the interviews and develop at least two “Interview Spotlights” for publication to the COH website.	University of Hawaii

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	181	$10,000	This grant would support the improvement of the storage infrastructure for CCF's digital assets, which aligns with DEI goals of supporting educational, cultural, and scholarly research worldwide.		This grant would support the purchase of storage hardware for Canyon Cinema Foundation (CCF)'s digital collection, which currently includes approximately 5,200 digital files in various video formats as well as still images; representing almost 10 terabytes of storage space. This fast-growing collection supports programming and exhibition by educational and cultural institutions worldwide, as well as scholarly and curatorial research. However, the current storage infrastructure for CCF's digital assets is insufficient to support the collection's rapid growth. As more of our core activities move from the distribution and exhibition of motion picture film towards digital presentation and contextualization, improving our ability to maintain our digital assets has become a significant objective.	Canyon Cinema Foundation
Yes	182	$10,000	NEH identified DEI involvement.		The GLBT Historical Society requests $10,000 to fund the purchase, shipping, and installation of preservation furniture, specifically a 10-drawer flat file and compatible flat file base, to support our ongoing efforts to preserve rare and unique LGBTQ archival posters. This furniture purchase is based on preservation and emergency preparedness recommendations from a 2020 Cultural Heritage Preservation Assessment sponsored by the California State Library and a 2023 Emergency Preparedness Consultation completed by the Northeast Document Conservation Center (NEDCC). Professional archival staff of the GLBT Historical Society would oversee the project, including the furniture purchase, installation, and initial poster rehousing.	GLBT Historical Society
Yes	183	$10,000	The Churchill County Museum's collections document the history of Churchill County, Nevada, reflecting the growth and evolution of the county and connecting to broader themes of westward expansion and U.S. industry.		The Churchill County Museum's (CCM) collections focus on the history of Churchill County, Nevada. Being the only museum in Churchill County allows us the ability to document our county's history in its entirety. We show how the county has evolved since it was created, reflecting the growth of Nevada in general. Our collection includes items collected from the creation and opening of the Derby and Lahontan Dams. Both were the first projects under the newly created Bureau of Reclamation, connecting to the broader history of westward expansion and progress in the U.S. The Museum also features our mining and agriculture history, connecting to the broader history of industry in the U.S. We request funding for a Preservation Assessment and storage furniture (i.e., boxes, folders, etc.). This project keeps the CCM on the right path to continue preserving our collections for generations to come.	Churchill County Museum Association
Yes	184	$10,000	This grant would support important work related to staff training, policy development, and procedural updates, which are all elements of DEI.		This grant would support the staff time necessary to develop crucial collections management policies and update forms and procedures to align with industry accepted best practices.	Henry Sheldon Museum

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	185	$10,000	En Foco's Community Arts Archives document the history of migrant communities, supporting DEI by preserving underrecognized cultural histories.		En Foco, Inc. seeks funding to protect and enhance its Community Arts Archives, a rich collection pivotal to the history of migrant communities in New York City. This funding will allow us to assess current storage facilities, train staff in preservation best practices, and develop a strategic plan for the ongoing maintenance and development of our archives. En Foco's archive includes 8,000 images, 740 artworks, and ephemera chronicling our 50-year journey supporting and uplifting artists of color. With a small team led by experienced staff and a dedicated consultant, this project will integrate preservation best practices into our daily operations so our treasured collection can remain accessible to the public for future generations. Ultimately, En Foco's unique approach to community-based archiving provides a model for preserving underrecognized cultural histories and strengths the public humanities by fostering collaborations for exhibits, discussions, and educational endeavors.	En Foco, Inc.
Yes	186	$10,000	The project aims to preserve and make accessible the Kaminsky Collection, which involves conserving historic artifacts and making them available to the public. DEI initiatives often prioritize increasing access to diverse cultural resources.		Longwood University is seeking a grant of $10,000 to hire an outside consultant, the Conservation Center for Art and Historic Artifacts, to conduct an expert collections survey for the Kaminsky Sheet Music Collection, a rare, complete collection of music used by one cinema conductor throughout his entire career. The collection contains approximately 6,000 scores of music for cinema orchestras that were used for accompanying silent films and other occasions. This project will assess the condition of the collection for future conservation stabilization treatment, rehousing, and digitization with the long-term goal of making the collection accessible to the public. This survey is a crucial step in guiding the short- and long-term preservation of the Kaminsky collection. Successful completion of the project will require 12-17 months.	Longwood University
Yes	187	$10,000	Strengthening APIA's capacity to care for and utilize collections aligns with DEI by ensuring inclusive access, preservation, and representation.		To strengthen APIA's capacity to care for and utilize collections safely and responsibly.	Aleutian Pribilof Islands Association, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	188	$10,000	The Black Heritage Trail project highlights Black Revolutionary history in New Hampshire.		Motown Collections and Facilities staff will work with preservation environment specialists from the Image Permanence Institute (IPI) to evaluate the preservation quality of its collection storage facility and two historic houses containing one-of-a-kind artifacts which document the history of Motown Records. The data collected over one year will be analyzed to establish recommendations for improving the Museum's preservation environment and program. IPI will provide training to Motown's Collection and Facilities staff to ensure the continued management and maintenance of an active environmental monitoring program. This work will ensure the long-term, sustainable preservation of the Museum's collections, which includes Motown Record's corporate papers (1959-1988), the Gordy family papers, photographic materials, original sound recordings, film, grooved media, performance uniforms, instruments, and other ephemera that created the legacy known as the "Motown Sound."	Motown Historical Museum, Inc.
Yes	189	$10,000	Conducting preservation assessments and training staff align with DEI efforts by ensuring the representation and preservation of Latino history and cultural heritage.		We are seeking funds to conduct a preservation assessment for the Rhode Island Latino History Collections: A general preservation assessment of Nuestras Raíces, an existing collection of oral histories, documents, and artifacts at Rhode Island Latino Arts which focus on the history of the Latino community in Rhode Island, as well as to train staff in collections care and the purchase of preservation supplies.	Rhode Island Latino Arts
Yes	190	$10,000	This project aims to preserve and restore a historic taxidermy collection, contributing to the diversity, equity, and inclusion (DEI) aspect of preserving cultural heritage for public access.		This project will provide a comprehensive conservation survey of the Cobblestone Museum's collection of 39 taxidermy display boxes of birds done by David Bruce in 1883. This collection is important to the history of the development of modern taxidermy as it is a very early use of techniques to display subjects in their naturalistic surroundings. David Bruce was the mentor of Carl Akeley, who is often referred to as the Father of Modern Taxidermy because he utilized practices that this collection demonstrates he learned from Bruce. The collection will be evaluated by conservators who will document the collection with detailed recommendations for the restoration of the individual specimens. The goal of this project is to inform the Museum staff on the proper restoration and care of this unique collection and position them to create a plan for the continued preservation and curation of the collection while maximizing public access.	Cobblestone Society
Yes	191	$10,000	Assessing and preserving collections can be related to DEI by ensuring that diverse perspectives and voices are included and preserved.		To support the services of a Collections Management Consultant to assess our collection, and propose a preservation strategy; and to pilot the implementation of the strategy.	Scribe Video Center

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	192	$9,999	The funding request for preservation supplies indicates a commitment to preserving cultural artifacts and enabling access for Native individuals and communities.		The Maxwell Museum of Anthropology seeks funding for the purchase of preservation supplies to support the long-term care of the museum's ethnographic basket collection. Preservation supplies would be used to create custom trays and support mounts for approximately 925 baskets in the museum's Ethnology Collection. The baskets are currently stored stacked and overcrowded on wooden shelving. The creation of support trays is essential for the museum to adequately preserve these basket collections. These collections are used in collaborative efforts with Native individuals and communities including research, programming, and exhibitions. The new storage trays and support mounts will help ensure the long-term preservation of the baskets and enable safer access to the basketry collections by students, researchers, and Native community members.	University of New Mexico
Yes	193	$9,998	The NEH Preservation Assistance Grant supports preservation and storage optimization for the diverse poster and print collection, which aligns with DEI goals by promoting diverse cultural and social themes.		The NEH Preservation Assistance Grant would allow the William Paterson University Galleries to permanently rehouse its poster and print collection into archival enclosures for preservation and to optimize storage space. The goal of the proposed project is to implement preservation plans recommended in previous conservation assessments that will ensure the long-term preservation of the collection. The poster and print collection is comprised of approximately 200 works on paper which can be grouped as lithographs, limited edition portfolios, photographic prints, and serigraphs. Through support for rehousing of the poster and print collection, the project will allow the Galleries to continue its humanities mission of developing critical thinking skills by introducing audiences to global art and hands-on opportunities that enliven diverse cultural and social themes.	William Paterson University of New Jersey
Yes	194	$9,996	This project relates to DEI by preserving and maintaining outdoor public art and memorials representing diverse historical, cultural, and community ties in Wyoming.		The Wyoming State Museum will contract with a professional conservator to perform an assessment of State-owned, outdoor public art and memorials in 13 communities around the state of Wyoming. Select maintenance will also be performed when appropriate. This collection represents significant placemaking efforts by the State of Wyoming with each artifact closely tied to the history and culture of the community where it is placed. Subject matters range from historic themes and figures to local industries and geographical icons. The project will generate condition reports and maintenance plans for each work, and will provide conservation recommendations for works that require more extensive preservation work. This project is viewed as the initial step in a larger preservation project and the resulting documentation will position the museum to pursue additional funding to carry out much needed conservation action on these important elements of Wyoming's cultural heritage.	State Parks and Cultural Resources, Wyoming

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	195	$9,993	The goal of preserving audio resources that reflect cultural heritage promotes inclusivity by ensuring diverse perspectives and Indigenous worldviews are documented and accessible.		The goal of this project is to implement six interconnected recommendations from the 2020 Preservation Assessment related to our audio resources. The audio collections which date back 100 years are a record of Hawai'i's cultural heritage and serve as a resource that provides understanding and insight into language, composition, history, story, art, dance, and indigenous worldviews. Implementation of this set of recommendations will improve stewardship and organization of approximately 1,700 audio discs that are currently found in 10 individual collections in the Archive.	Hula Preservation Society
Yes	196	$9,988	NEH identified DEI involvement.		Anita Mechler Consulting (AMC) will work, train, and consult with Faythe Levine, the current Hauser & Wirth Institute Archivist, providing guidance on professional archival best practices on principles of preservation and conservation; use of finding aids for accessibility; assessing collections; and advocacy, outreach, and reference.	Women's Studio Workshop, Inc.
Yes	197	$9,980	The grant supports the purchase of an archival-quality flat file, which aligns with DEI by preserving and protecting diverse works on paper in the museum's collection.		The grant would support the purchase of an archival-quality 12-drawer flat file unit for the storage of works on paper in the Lyman Allyn Art Museum's permanent collection. The flat file would accommodate an estimated 250 to 300 drawings, prints and paintings, allowing the works to be removed from acidic mats and non-archival plywood storage cabinets and rehoused more safely and efficiently.	Harriet U. Allyn Testamentary Trust
Yes	198	$9,968	NEH identified DEI involvement.		Providence College Galleries (PCG) seeks to comprehensively evaluate collection preservation practices, addressing artworks stored in aging buildings and those exhibited on campus. The assessment, conducted by the Northeast Document Conservation Center (NEDCC), includes an in-person site visit resulting in a detailed report outlining current conditions, best practices, and recommendations. This foundational document will guide PCG in prioritizing short-term and long-term preservation initiatives. A PCG Collections Task Force, involving key stakeholders, will collaborate with PCG staff and NEDCC throughout the process to launch the project, review findings, and further disseminate the assessment. Additionally, PCG staff will undergo training to create its first disaster plan to enhance capacity in identifying and addressing preservation risks. The goal is to fortify PCG's stewardship, ensuring the longevity and integrity of the collection for present and future audiences.	Providence College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	199	$9,893	The request to improve environmental monitoring and leak detection aligns with DEI by promoting preservation and inclusivity of diverse archival materials and art.		The Special Collections Department of the University of Texas at El Paso Library requests funds from the National Endowment for the Humanities to purchase and set up environmental monitoring devices in the several storage areas where archival materials or art are kept and to purchase and install water detectors in selected locations. A previous grant-funded preservation survey recommended improving the environmental monitoring system and leak detection capability.	University of Texas, El Paso
Yes	200	$9,697	MCP's initiative to assess and preserve audiovisual materials demonstrates a commitment to diversity, equity, and inclusion by ensuring accessibility and the preservation of historically valuable resources for research.		Mississippi State University Libraries' Mississippi Political Collections (MPC) unit wishes to assess the collections' audiovisual materials. This grant will support us bringing in consultant Bryce Roe, Director of Audio Preservation Service at the Northeast Document Conservation Center, to review the various audiovisual materials in the MPC's holdings and create a preservation strategy in collaboration with our Digital Archives unit. Our holdings contain numerous types of audiovisual formats spanning the mid to late 20th and early 21st centuries, including VCR tapes, audio and video reel-to-reels, cassette tapes, vinyl records, and Dictabelt recordings. This consultant would provide a report that will offer direction and advice for us to generate a long-term preservation plan for our audiovisual collection. This will empower us to not only preserve, store, and organize the materials safely, but ultimately make them available for research via digitization or other methods.	Mississippi State University
Yes	201	$9,568	The grant supports a preservation assessment, which can help inform DEI efforts by identifying areas for improvement in policies, staffing, and collections care.		This grant will support a General Preservation Assessment of The New York Genealogical and Biographical Society’s collections which will provide us with recommendations on policies, collections care, staffing, building environment, and emergency planning.	New York Genealogical and Biographical Society, Inc.
Yes	202	--	Digitizing and preserving diverse cultural histories promotes inclusivity by making them accessible for research, education, and public engagement.		To support a large-scale digitization project for the John Van Lund Collection in the Jacob's Pillow Archives. Van Lund was a photographer at Jacob's Pillow located in Western Massachusetts from 1946-1998. The collection of over 57,000 images documents more than half a century of dance at one of the world's oldest and largest dance Festivals.	Jacob's Pillow Dance Festival, Inc.
Yes	203	--	NEH identified DEI involvement.		The project proposes “talk story” sessions with archivists, researchers, and community members across our islands, to invite their input on archival research, description and discovery. The result of these sessions and other data collection methods will be a white paper with recommendations and functional requirements for building a socially-culturally informed finding aid aggregator that will more effectively help researchers discover archival collections in Hawai‘i repositories.	University of Hawaii Systems

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	204	--	NEH identified DEI involvement.		This proposed NEH project will preserve and make accessible the Abalone Alliance Collection and their efforts to shut down the Diablo Canyon Nuclear Plant and the Ward Valley Nuclear Waste facility in California. The intellectual content focuses on efforts to address the nuclear power issue in the U.S. through the lenses of civil disobedience, environmental justice, and social and cultural change in the 1970s-1980s. The collection also addresses the use of Native American lands in the West and the civil rights of Native Americans regarding energy policy. With the combination of physical arrangement and description, digitization, metadata creation, and collection curation, the work plan deliverables will include the arrangement and description of 150 linear feet of archival material and the creation of 2,000 digital objects, the creation of a Lib Guide, a teaching lesson plan, and an online exhibition on the anti-nuclear power movement.	California State University, Dominguez Hills Foundation
Yes	205	--	The Chair's Disaster Recovery Grant for Humanities Collections relates to DEI through the support of a collections intern, aiding in project implementation.		The Chair’s Disaster Recovery Grant for Humanities Collections will provide funding for the care and preservation of approximately 1,500 objects in the Roswell Museum’s permanent collection that were displaced following a major flood on October 19-20, 2024. Specific tasks will include: cleaning of dust left from flood debris, documentation, rehousing in new archival materials, digitization of collections records, and support of a collections intern to aid in project implementation.	City of Roswell
Yes	206	--	NEH identified DEI involvement.		The significance of this project is a need to preserve and disseminate the cultural materials based on the Francis Cree tapes. Mr. Cree was a tribal elder who continued to practice traditional ways. Mr. Cree lived an extraordinary life, spoke numerous languages, engaged in ceremonial events, was elected tribal chairman, and was a highly recognized indigenous spiritual elder who inspired many young people living on the Turtle Mountain reservation. His father clearly understood the educational system would erode the culture and refused to allow him to attend boarding school. During his lifetime, Mr. Cree served as an important resource and gladly provided guidance to Tribal members seeking to improve their understanding and practice of the culture. He had the ability to communicate across generations and his life's journey was filled with incredible experiences. No one has yet been able to fill the void left by his passing.	Tribal Nations Research Group
Yes	207	--	NEH identified DEI involvement.		This project seeks to introduce undergraduate HBCU student interns to librarianship careers, focusing on preservation, archives and conservation work. The program includes a hybrid format of virtual seminars and on-site, hands-on internship experiences.	HBCU Library Alliance, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	208	--	NEH identified DEI involvement.		New England's Hidden Histories is a project sponsored by the Congregational Library & Archives which seeks to digitize, describe, transcribe, and make accessible early church records from the New England region for the use of scholars, educators, students, and community members. The project proposes to digitize 22,000 pages of records from six partner institutions, as well as to transcribe 7,500 pages of records, and make these resources available online for free to the public. Project activities will focus on recovering untold stories, especially of the experiences of African American and Indigenous people, from Congregational church materials during the Revolutionary War and its aftermath. As the nation begins to commemorate the 250th anniversary of the outbreak of the American Revolution, these primary sources provide material for new histories of this formative period, drawn from the communities where the Revolution began.	American Congregational Association
Yes	209	--	NEH identified DEI involvement.		This project will expand our knowledge of early American enslaved and indentured servant resistance and racialized law through a database of court cases about escape attempts. Our cross-institutional team will digitize a sample of 17th-century court records from Virginia, Maryland, and North Carolina. Faculty and history students at HBCUs, NC Central University and Virginia State University, and Virginia Tech will transcribe records, enter data, and preserve it. Our team will then clean the data and build a database interoperable with published "runaway" datasets history scholars use often. Lastly, we will create a website with the dataset and peer-reviewed research materials, publicized through our outreach plan incorporating historic sites, K-12 educators, and community organizations. The team will also design source guides, a usability study, and data visualizations for the website, making the data more accessible to descendant groups, students, and scholars in the future.	Virginia Polytechnic Institute and State University
Yes	210	--	NEH identified DEI involvement.		The project aims to collect oral history from individuals from the farming and maritime communities in the Northern Mariana Islands. The oral history will be about their various experiences from the COVID-19 pandemic era.	Northern Marianas College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	211	--	NEH identified DEI involvement.		Our project is to gather and document our own histories and knowledge with flooding and ways of living with the river, to foster climate resilience in our own communities, and to foster public dialogue about flooding by sharing selections from that knowledge with the wider world. We seek funds for a 17-month project to: 1) document through interviews and archival research, create our own internal archives, and introduce the project at town-level presentations, and 2) create public narratives of these activities to share in public programs. We request funds to manage these activities, hire our young Tribal citizens to assist with documentation, and develop public programs.	Anderson Center for Interdisciplinary Studies, Inc.
Yes	212	--	NEH identified DEI involvement.		The ETSU Center of Excellence for Appalachian Studies and Services will complete a revised, open-access, online version of the Encyclopedia of Appalachia, which first appeared as a print publication in 2006.	East Tennessee State University
Yes	213	--	NEH identified DEI involvement.		Despite a surge in “reparative description” across the archival field, most reparative work takes place in siloed institutions, individual collections, and through small-scale projects. Yet, Indigenous nations seek access to hundreds of millions of records, scattered in archives across the world through extractive colonial collecting practices. In this Tier II Research and Development project, we propose to collaboratively test and develop new scalable approaches to cultural-technical development workflows, standards, and controlled vocabularies that will enable aggregated Indigenous discovery and description. We utilize the SNAC (Social Networks and Archival Context) platform, which was designed for pan-institutional archival searching outside the Indigenous context, as a platform to model these interoperable approaches. Throughout, we will draw on Indigenizing, participatory research methods and evaluation, in partnership with Indigenous community scholars, students, and archivists.	University of Maryland, College Park

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	214	--	NEH identified DEI involvement.		The Japanese American National Museum (JANM) seeks NEH funding to digitize up to 10,000 items from its extensive permanent collection, which chronicles the Japanese American experience from the 19th century to today. Despite their significant contributions, Japanese Americans are often overlooked in mainstream historical narratives. JANM aims to rectify this by making its collection accessible to researchers, scholars, educators, and the public. What sets JANM's collection apart is its focus on the lives of ordinary individuals with extraordinary stories, creating a community archive rich in artifacts that resonate universally. The selected items for digitization explore themes crucial to scholarly inquiry, including immigration, grassroots activism, and cultural enrichment by immigrant and minority communities. By digitizing these artifacts, JANM will significantly enhance humanities education, scholarship, and research and promote a more inclusive understanding of American history.	Japanese American National Museum
Yes	215	--	This project directly relates to DEI by focusing on language revitalization efforts, community training, and updating a dictionary for Witsuwitâ€™en speakers.		Building on knowledge gained in part through previous NSF grants, the proposed project would collect information on the sentence-level grammar of Witsuwit'en (bcr), an endangered Dene (Athabaskan) language spoken in northern British Columbia, Canada. Data would come from texts and from interviews about syntax and semantics with native speakers of Witsuwit'en. One result of the project would be a book-length treatment on syntax, semantics and intonation, written in a way that would be useful to current and future Witsuwit'en language revitalization efforts, as well as to linguists. A second result would be preparing (transcribing, translating, glossing) already recorded texts and then disseminating those texts, with their media, on a Witsuwit'en texts website constructed and maintained by the PI. A third result would be community training in language documentation, in part through local dissemination of project results to Witsuwit'en learners and language teachers. A fourth result would be update and publication of an existing (2022) Witsuwit'en dictionary. [edited by staff]	University of Washington

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	216	--	The program supports DEI by focusing on under-resourced cultural institutions and providing training specifically designed to address complex born-digital creative works.		Myriad requests support to present an innovative, multi-channel, collaborative born-digital preservation and access training program, focusing on under-resourced cultural institutions located throughout the American Southeast. The training program will combine established digital preservation techniques and best practices with an expanded new curriculum developed by Myriad's NEH-supported Maintenance Culture project in consultation with a national network of preservation professionals. Designed specifically to address complex born-digital creative works such as video and audio works, illustration, design works, software-based art, and installation art, Myriad's newly developed curriculum and digital preservation guidelines have, at this writing, been deployed successfully at a training workshop in Seattle in April 2023; and five other regional training workshops, in Baltimore, Houston, New Orleans, Detroit, and Los Angeles, are scheduled through the summer and fall of 2023.	Myriad Consulting and Training Incorporated
Yes	217	--	Myriad aims to address DEI by targeting smaller cultural heritage institutions and providing accessible online training and on-site consultations.		Myriad requests support to present an innovative, collaborative born-digital preservation and access training program. The training program will combine established digital preservation techniques and best practices with an expanded new curriculum developed by Myriad's NEH-supported Maintenance Culture project in consultation with a national network of preservation professionals. Designed specifically to address complex born-digital creative works such as video and audio works, illustration, design works, software-based art, and installation art, Myriad's newly developed curriculum and digital preservation guidelines have been presented at six locations throughout the US. For the upcoming grant cycle, Myriad will target smaller cultural heritage institutions who have not previously had access to tailored practical support of this kind through accessible online training and the launch of a Field Conservation Department, which will provide 20 on-site assessment consultations.	Myriad Consulting and Training Incorporated
Yes	218	--	NEH identified DEI involvement.		The Library of the Jewish Theological Seminary holds a significant collection of ephemeral flat materials that are rare, often unique, and at risk of deterioration, and are therefore inaccessible for research or educational use. The 7,000 documents prioritized for this grant, created in a span between the 17th century and mid-20th century, represent a rich trove of material for research and education about American Jewish history and life, the experience and persistence of antisemitism, and stories of migration of Jews to the United States from around the world and their movement within the United States.	Jewish Theological Seminary of America

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	219	--	NEH identified DEI involvement.		The Ypsi Farmers & Gardeners Oral History Project is a community-driven digital humanities archive at the Ypsilanti District Library that shares and safeguards the wisdom, legacy, and traditional agricultural practices of Black, Indigenous, and people of color (BIPOC) and/or working-class food growers in Ypsilanti, MI. In recent years, Ypsilanti has experienced increasing gentrification and felt the impacts of climate change despite being identified as a climate refuge, sparking community concerns about the future of BIPOC and working-class residents, and in particular, their ability to access land to continue growing food as a method of climate and community resilience. The COVID-19 pandemic compounded the impact of these changes on marginalized communities and made more pressing the need for food sovereignty. In collecting oral histories, this project provides the people who have been the most directly impacted by these changes a platform to tell their own stories in their own words.	University of Michigan, Ann Arbor
Yes	220	--	This project promotes diversity, equity, and inclusion by preserving and making accessible the history of an African American Baptist church.		Our project will preserve and make accessible an irreplaceable trove of archival materials documenting the rich and nearly complete history of Southern California's oldest African American Baptist church from its founding in 1885 to the present. We will arrange and describe the SBCLA archive, which includes 175 linear feet of materials and a born-digital collection of 1,673 audio recordings that will be made accessible for public online listening. We will also digitize for free online public access 5,400 pages of records and hundreds of historic photographs from the papers of Rev. Thomas Kilgore, Jr., who led SBCLA's congregation as pastor from 1963 to 1985. Online finding aids for the SBCLA archive will be accessible via the SBCLA website, Online Archive of California, and the USC Libraries' archives webpage. Rev. Kilgore's papers will be made accessible online via the USC Digital Library, SBCLA website, Calisphere, the Digital Library of America, and other digital platforms.	University of Southern California
Yes	221	--	The restoration project of the Temple Bell relates to DEI as it involves preserving and celebrating the cultural heritage and resilience of Lahaina.		The large bronze Temple Bell of Lahaina Jodo Mission was damaged during its rescue from the fires that devastated Lahaina town on August 8, 2023. This project involves the restoration of this historic cultural object that symbolizes the resilience of Lahaina.	Lahaina Jodo Mission

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	222	--	This project will digitize and provide access to previously inaccessible and uncatalogued material, increasing inclusivity and promoting diversity in research opportunities.		This three-year project will digitize and create item-level metadata for 1442 manuscripts across 23 primarily non-R1 Midwestern institutions. Indiana U Libraries and the U of Iowa will digitize partner holdings. Researchers at IU Bloomington, U of Iowa, St Mary's C, and Ohio State U will create metadata for these objects, including many items unrecorded in previous bibliographical surveys. This initiative builds upon our project's first phase (2020-24) that digitized and described 663 items in 22 Midwestern collections. The 1442 current items will be added to an open-access, IIIF-compatible repository launching in November 2024, created in that initial phase. This regionally-focused project uses a consortium model, making discoverable small collections that are not economically feasible for holding institutions to digitize, describe, or host on their own. So doing, it brings a wealth of previously inaccessible and uncatalogued material to public and scholarly consciousness.	Indiana University, Bloomington
Yes	223	--	NEH identified DEI involvement.		The Mauka to Makai: Stories of Climate Change in Kohala, Hawai'i Island project documents and preserves the rich oral histories of the North Kohala community, focusing on the impacts of climate change on their 'āina (land), traditions, and cultural practices. The project's goals are to: 1) collect 60 video oral histories in collaboration with three community-based organizations to document stories from community elders, cultural practitioners, and environmental scientists and researchers; 2) develop the Mo'olelo Story Keepers youth oral history filmmaking program; 3) create and preserve a digital and print exhibit of the stories collected; and 4) produce two short documentary films from the interviews to disseminate to a broader audience.	North Kohala Community Resource Center
Yes	224	--	NEH identified DEI involvement.		History Colorado respectfully seeks two years of funding to continue expanding the Colorado Encyclopedia, a digital-first reference project to build knowledge and understanding around the fascinating people and impactful events that have taken place in the land we now call Colorado. It covers the history of Colorado specifically, but also the broader history and evolving cultural landscape of the American West.	State Historical Society of Colorado

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	225	--	The PBCore Data Model Project aims to develop a simplified data model for metadata, which can be adopted by different cultural heritage organizations, supporting diversity, equity, and inclusion in information management.		The PBCore Data Model Project will undertake research into institutional needs and metadata infrastructure to develop a simplified data model for the PBCore metadata schema that can be represented within a variety of tools and management systems. The project will generate documentation of the new model and an improved suite of tools demonstrating its usage, including the PBSpace plugin and PBCore Cataloging Tool, as well as detailed case studies showing how different kinds of cultural heritage organizations can adopt the data model. The project will also update the existing PBCore XML schema and controlled vocabularies to ensure that both current users of the schema and users who adopt the simplified data model can continue to exchange metadata in a standardized fashion.	WGBH Educational Foundation
Yes	226	--	The digitization and description of the White Studio Theatrical Photographs Archive will improve accessibility and highlight early photographs of Black artists, contributing to diversity, equity, and inclusion efforts in theatre scholarship.		The Library for the Performing Arts seeks $350,000 to address the rehousing, processing, digitization and description of the acetate negatives of the White Studio Theatrical Photographs Archive, part of the The Billy Rose Theatre Division. The photographs from this collection, one of the earliest acquisitions of the Division, are some of its oldest. The White Studio was the de facto photography studio of its time for commercial theatre, operating between 1904 and 1936 before its founder, Lucas White, passed. The collection consists of tens of thousands of prints and negatives, the latter largely unprocessed. Among these images are important early photographs of Black artists in shows by Black creators, which are among the most frequently requested from the White Studio collection. With better description and accessibility, this collection will have an even greater impact on theatre scholarship in the coming years.	New York Public Library
Yes	227	--	NEH identified DEI involvement.		Humanities Washington seeks a Planning Grant from the National Endowment for the Humanities to help complete a full assessment of an aggregated Washington State Folklife Collection. During the project period, Humanities Washington will prepare materials for digitization, perform a collection-wide assessment of geographic, cultural, or occupational connections and opportunities for individual and cross-disciplinary research, create a digitization plan, work with interested scholars and institutions to fully explore potential uses for the collection, and complete due diligence to identify a responsible final repository for the original materials. When properly preserved, made widely accessible for scholars and researchers, and made available for use by cultural communities and institutions serving the general public, these materials will provide a wealth of important information about and for the diverse communities of Washington State.	Humanities Washington

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	228	--	This project aims to increase access to material that focuses on personal immigration stories and Swedish-American culture, contributing to the understanding of immigrant lives and cultural traditions.		Implementation project fitting the following criteria: developing databases, virtual collections, other digital resources, or project-specific tools to codify information on a subject or to provide integrated access to selected humanities materials. This goal of this project is to digitize archival material at the Swedish American Museum. There are several stages to this project: digitization, rehousing, correcting and updating metadata in the Museum's database CatalogIt, and publishing digitized records online. Increase access to material that focuses on personal immigration stories and items that relate to the Swedish-American experience in Chicago between the late 1880s and the mid-1900s, when Swedish migration and Swedish-American culture flourished in Chicago. We believe that the Swedish-American stories can contribute to the understanding of immigrant lives, ethnic identities, and cultural traditions in Chicago and the United States more generally.	Swedish American Museum Association of Chicago
Yes	229	--	NEH identified DEI involvement.		Entre Nosotras: Preserving Oral Histories of Migrant Farmworker Mothers seeks to document and foster transcultural resilience in the face of climate change in the Rio Grande Valley among migrant farmworker mothers. Hazardous work conditions and severe increases in global temperatures are detrimental, and often deadly, for migrant farmworkers and their families. Entre Nosotras will engage in; 1) the collection and preservation of migrant farmworker mother oral histories to document and better understand the ways they leverage their cultural wealth and intergenerational knowledge through resilient transcultural and translingual practices as they confront and mitigate the effects of climate change, 2). the oral histories will be shared publicly through an online digital repository at the Museum of South Texas History, and 3). program personnel will prepare a scholarly essay, an accessible public-facing report, and disseminate the findings through community and academic presentations.	University of Texas Rio Grande Valley

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	230	--	NEH identified DEI involvement.		The three-year project will digitize, catalog, and create free and open online public access to 500 independently produced nonfiction videotapes from videomakers who participated in, or were inspired by, the landmark 1972-76 Women's Video Festival. In close collaboration with scholars, as well as with the original artists who produced these videos, Media Burn and the University of Chicago will create an online resource to present and contextualize the huge-but-forgotten wave of video produced and exhibited by women-run institutions in the 1970s, through the structuring lens of this hugely influential festival. This online resource will serve as a research hub for the history of the first generation of women videomakers, collecting videos, interviews, biographical information, scans of paper documents, and other relevant resources alongside detailed descriptions and information for each video.	Fund for Innovative TV
Yes	231	--	NEH identified DEI involvement.		The project constituyes the planning phase for the creation of the first Dictionary of Puerto Rico, a permanent digital compilation and in-depth study of the lexicon of Puerto Rico. The Dictionary will be an open-source digital platform, available free of charge to the public, and the international community and researchers.	University of Puerto Rico at Cayey
Yes	232	--	NEH identified DEI involvement.		A project to safeguard the knowledge and memories of Tribal elders and to encourage the intergenerational transmission of cultural practices disrupted by the pandemic. The project will collect oral history narratives from Tribal elders, focusing on the lives of our elders, their perspectives on the community, and their experiences with the COVID-19 pandemic. The project will also support the and participation of elders in and facilitation of a variety of cultural activities centered around engaging in or sharing our cultural heritage.	Port Gamble S'Klallam Tribe
Yes	233	--	The digitization of Franco-American collections increases access to diverse cultural experiences, supporting the principles of diversity, equity, and inclusion.		The University of Maine Franco American Programs, representing Franco American Collections Consortium (https://facconsortium.org), University of Massachusetts Lowell, University of Delaware, Manchester Historic Association, and the Maine Museum of Innovation, Learning, and Labor seeks to digitize, create metadata for, and increase scholarly access to approximately 31,900 minutes of at-risk audio recordings, 540 minutes of video recordings, and 65,675 pages of archival materials, including 3,000 photographs, 15,000 paper records, and 600 songbooks and pieces of sheet music that document Franco-American experiences of leisure and its working class context in the late nineteenth and twentieth century. These collections chronicle a rapidly evolving cultural community through the lens of creativity, labor, and community and will be hosted online and made discoverable through Franco American Digital Archives/Portail franco-américain (FADA/PFA; https://francoportal.org).	University of Maine System

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	234	--	NEH identified DEI involvement.		Dia Art Foundation was founded in 1974 with the mission of helping artists achieve visionary projects of ambitious scale and scope. As we celebrate Dia's 50th anniversary this year, we are redoubling efforts to tell the story of the enduring relationships with artists that form the bedrock of Dia's mission, collection, and history. This grant will support Dia as we gather data through engaging a group of artist's foundations in a survey process and the formation of an Advisory Committee working group. Data and feedback will then inform the creation of a governance structure and a technical implementation plan, providing a foundation for Dia to create a tiered-access Digital Archive promoting scholarship and public access while navigating privacy concerns and complex issues of artists' intent.	Dia Center for the Arts, Inc.
Yes	235	--	NEH identified DEI involvement.		The RIT Archives requests a two-year Implementation Grant to arrange, describe, and digitize key collections in the Deaf Studies, Culture, and History Archives (DSA). This project addresses a backlog of significant Deaf history and culture materials accessioned over the past five years. We will hire a Project Archivist to survey unprocessed collections, arrange and describe the materials in accordance with professional standards, and create associated records in ArchivesSpace to ensure the materials are discoverable. Additionally, we will enhance descriptions of previously processed collections, including reparative description when necessary. We will also initiate a pilot digitization project to digitize materials from three important DSA collections and make them publicly accessible via the RIT Libraries' Digital Collections platform.	Rochester Institute of Technology
Yes	236	--	NEH identified DEI involvement.		The School of the Art Institute of Chicago (SAIC), in partnership with the Art Institute of Chicago (AIC), aims to undertake a three-year Implementation project to process collections for the archives of six notable Chicago galleries: Randolph Street Gallery, Threewalls, ARC, Artemisia, Donald Young, and Rhona Hoffman. These collections provide a nuanced understanding of Chicago's independent gallery scene, tracing its evolution since the 1970s to the present and highlighting the emergence of new artistic practices in the Midwest, the development of forward-thinking administrative frameworks integral to artistic endeavors and advocacy that continue to have influence in gallery spaces in Chicago and worldwide.	School of Art Institute of Chicago

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	237	--	NEH identified DEI involvement.		"The pandemic was very good for Yiddish," asserted the subhead for an op-ed by Andrew Silow-Carroll on July 20, 2022. Why? How could this be when the majority of native Yiddish speakers—the memory keepers of secular Yiddish culture Silow-Carroll was referring to—are over 75, and elders died at accelerated rates during the COVID-19 pandemic? This project—led by the Yiddish Book Center's ongoing Wexler Oral History Project with input from relevant community partners and a board of expert advisors—will document one aspect of this phenomenon of cultural resilience in difficult times: the surge in online Yiddish-language study and community building during the COVID-19 pandemic. We will aim to answer questions such as "What purpose did online Yiddish-speaking spaces play in a period of widespread social isolation and collective anxiety?" and "What are the impacts of this phenomenon on the diasporic Yiddish language community?" [edited by staff]	National Yiddish Book Center, Inc.
Yes		**$43,984,492**				
Yes	238	$849,449	The partnership with National Association of Latino Arts and Cultures and focus on Latino poetry demonstrate an effort to promote diversity, equity, and inclusion in the literary arts.		Library of America, in partnership with the National Association of Latino Arts and Cultures, plans 400 YEARS OF LATINO POETRY, a national public humanities initiative comprising a groundbreaking published anthology; public programs and conversations with literary scholars, poets, and historians; and a website featuring a permanent digital archive of teaching and learning resources.	Literary Classics of the United States
Yes	239	$700,343	The documentary explores a historical event that significantly impacted Black civil rights, making it relevant to the topic of DEI.		The documentary tells the story of the Colfax Massacre, the single greatest incidence of anti-Black violence during Reconstruction, and its historical and legacy for Black civil rights in Louisiana, the South and in the nation as a whole.	Foundation for Excellence in Louisiana Public Broadcasting
Yes	240	$700,000	W.E.B. Du Bois' biography, activism, and writings contribute to the understanding of historical and social contexts related to DEI.		W.E.B. Du Bois will weave Du Bois' personal and professional biography with the historical and social context of his times, covering nearly a century – from the Emancipation Proclamation, five years before his birth, to the 1963 March on Washington, the day after he died. His writings, from academic journals to national magazines, from prose to poetry, reached a mass audience -- from workers seeking freedom and fairness -- to U.S. presidents grappling with the changing cultural tides -- to the leaders of developing nations. In the film, his writings take center stage, voiced by Du Bois himself or read by contemporary voices and supported by commentary from historians and other scholars. This American sociologist, socialist, historian and Pan-Africanist civil rights activist completed graduate work at the University of Berlin and Harvard, where he was the first African American to earn a doctorate. He became a professor of history, sociology and economics at Atlanta University.	Center for Independent Documentary, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	241	$700,000	Bombshell explores the role of the Black press in WWII and its reaction to the bombings of Hiroshima and Nagasaki through the prism of race.		Bombshell (w.t.), is a planned 90-minute documentary exploring America's reaction to the atomic bombing of Hiroshima and its legacy. Bombshell traces how the US government constructed an appealing narrative for American consumption, how one reporter's non-fiction masterpiece blew apart that narrative, and how Washington re-asserted its official line and instilled it in the national conscience. Bombshell introduces fresh insight into classified reports, speech drafts, letters and articles that some say shaped the official narrative, and others argue expose that narrative as government propaganda. It will probe the role of the Black press in WWII and how it reacted to the bombings of Hiroshima and Nagasaki through the prism of race. And Bombshell uncovers for an American audience what the Japanese reported in the first hours after the atomic strikes. Bombshell is about the power of narrative, perception, public opinion and what we convince ourselves ourselves regardless of the truth.	Filmmakers Collaborative, Inc.
Yes	242	$600,000	NEH identified DEI involvement.		To support DIEGO & FRIDA IN DETROIT, a feature documentary exploring the life and art of Diego Rivera and Frida Kahlo during their time in 1930s Detroit and the indelible mark they left on the cultural identity and political history of the city and its people. In Rivera's Detroit Industry murals, he depicted Detroit's working class, with its many races and ethnicities, on the rarefied walls of the city's art museum - legitimizing their long-ignored cultural and historical contributions to the city. Frida Kahlo faced some of her most challenging life events while living in Detroit, but through this adversity created some of her most critically acclaimed works of art and established the ground-breaking voice that would define her work until the end of her life - changing the face of modern art along with it. Together, Rivera and Kahlo brought the people of Detroit into a meaningful relationship with an art that was "theirs," a legacy that has continued to the present day.	Women Make Movies, Inc.
Yes	243	$600,000	NEH identified DEI involvement.		Crime and Punishment in America is the first documentary ever to offer a truly comprehensive look at the American criminal justice system from its origins in the colonial era to present day mass incarceration. It is an eight-hour, eight-episode PBS documentary film series, created by a diverse and inclusive team led by acclaimed filmmaker Lynn Novick, and advised by the leading scholars in the field. It is slated for national primetime premiere on PBS in 2026, the year we will mark and reflect upon the 250th anniversary of our nation's founding. Seeking to answer the seemingly simple question, "How did we get here?," this series will inform, educate and engage audiences with an expansive and original new telling of 400 years of American history through the lens of crime and punishment.	GWETA, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	244	$600,000	NEH identified DEI involvement.		How do you break into the boys club of film directing? Shirley Clarke (1919-1927) was a groundbreaking artist and a leader of the movement that created independent film in the United States. She declared war on Hollywood by telling stories about people who had always been excluded from the big screen. Black stories. Gay stories. True stories. She was the only American woman to win recognition for her independent films in the 1960s. But then she was almost excluded herself, written out of film history. In our film, her contributions and extraordinary life come back to life. A timely tale of cool, identity, and struggle in New York City, Cannes, and Los Angeles, from the 1950s to the 1980s. With jazz.	Center for Independent Documentary, Inc.
Yes	245	$600,000	The documentary highlights the experiences of Black women facing racial discrimination, which is relevant to DEI discussions.		Coming Home: Fight for a Legacy is a feature-length documentary film about the Women Airforce Service Pilots (WASP), the first female pilots to fly for the U.S. military during WWII. Interwoven with their story are the stories of the Black female pilots who served in the Civil Air Patrol but were denied entry into the WASP because of their race.	Women Make Movies, Inc.
Yes	246	$600,000	One More Mission explores the impact and activism of the VVAW, which relates to the promotion of diversity, equity, and inclusion within the context of veterans' experiences and anti-war movements.		One More Mission is a one-hour documentary that explores the rise, impact, and legacy of Vietnam Veterans Against the War (VVAW): the first American veterans' organization to demand an end to the war its members had fought in.	Catticus Corporation
Yes	247	$600,000	NEH identified DEI involvement.		Nancy Drew: The Case of the American Icon is a 90-minute feature-length documentary exploring the history and cultural significance of the fictional "girl sleuth." For nearly a century, Nancy Drew has been solving mysteries and inspiring generations of readers to be brave, curious and bold. Yet few know the story of the women and men who invented this iconic, and sometimes controversial, staple of children's literature. Weaving together interviews with leading historians and famous fans, archival material, animation, and vérité footage of "real life" Nancy Drews both young and old, the documentary uses the iconic literary detective as a lens to examine the changing lives of women in America and documents her legacy as a feminist role model.	Center for Independent Documentary, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	248	$600,000	"A Man Called White" examines the life and legacy of Walter White, a prominent figure in the Black freedom struggle, contributing to DEI discussions.		A Man Called White (w.t.) is a new two-hour film by AMERICAN EXPERIENCE for national broadcast on PBS that examines the life and legacy of Walter White, one of the most important and least understood figures in the Black freedom struggle of the 20th century. The film chronicles White's life from his childhood in Atlanta, through his decades as the pre-eminent leader of the civil rights struggle, to his final years, when a controversial divorce and remarriage to a white divorcée all but destroyed his standing in the NAACP and clouded his legacy. His biography offers a powerful lens through which to examine the movement for full citizenship and equal rights during a tumultuous and consequential era in American social and political history. The film will be presented on multiple media platforms in addition to PBS broadcast, including digital distribution in the audiovisual and home video markets, and online streaming on pbs.org.	WGBH Educational Foundation
Yes	249	$600,000	The film explores the role of baseball in strengthening national identities and healing wounds, which can be related to diversity, equity, and inclusion efforts.		The feature documentary film, Diamond Diplomacy examines how two vastly different cultures came to embrace baseball with different styles but equal passion, arguing that the nations' shared obsession with the game has been instrumental in healing wounds caused by World War II and the 1980s economic standoff between the U.S. and Japan. The film introduces a global perspective on the "great American pastime" and its surprising role in strengthening both countries' national identities, often in the midst of military and diplomatic conflicts.	Center for Independent Documentary, Inc.
Yes	250	$600,000	"Insurrection 1898" relates to DEI as it explores the historical events of a coup d'Ã©tat aimed at undermining Black political and economic power.		Insurrection 1898 is a documentary feature aimed at a wide, national audience through PBS airings on broadcast and digital platforms -- as part of PBS' acclaimed history series American Experience -- as well as screenings at prominent film festivals, educational distribution, and a robust national and regional community engagement campaign. The film brings to life the events surrounding the 1898 coup d'état in Wilmington, NC, in which white supremacists overthrew the multi-racial government of North Carolina's largest city through a coordinated campaign of violence and intimidation intended to undermine Black political and economic power and impose white control.	University of North Carolina

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	251	$599,998	NEH identified DEI involvement.		Verse Video Education requests $700,000 from the NEH Media Projects program to support a portion of expenses across the eight episodes that will make up Season Five of the public television series Poetry in America. The series gathers poets, distinguished persons in other fields, and individuals representing a range of ages, professions, and backgrounds to explore American poetry as a central part of American culture and history, exposing viewers to the ideas—and ideals—that American poets have articulated, the disillusionments and disappointments they have chronicled, and how American poetry has not only reflected, but also shaped, the richness and diversity of American culture, from its earliest days into our time.	Verse Video Education, Inc.
Yes	252	$590,615	The documentary addresses gender-based violence and overlooked histories, contributing to DEI by amplifying marginalized voices.		Production of "My Underground Mother," a feature-length documentary that explores the untold story of Jewish women's slave labor during the Holocaust through a daughter's search for her late mother's past, a collective camp diary in which she wrote and interviews with dozens of women survivors who reveal the gender-based violence they suffered and hid from their own families.	Center for Independent Documentary, Inc.
Yes	253	$550,000	The documentary explores the impact of Eyes on the Prize, a civil rights television history, and its relevance to DEI topics and issues.		90-minute documentary exploring the making of the landmark civil rights television history, Eyes on the Prize, the story of its creator Henry Hampton and its legacy today.	Center for Independent Documentary, Inc.
Yes	254	$500,000	NEH identified DEI involvement.		The High Desert Museum requests a $400,000 Implementation Grant for the reinstallation of our 4,500 square foot permanent exhibition on the Indigenous Plateau and $100,000 for a two-year Position in the Humanities. Through a dynamic new exhibition, visitors will learn about the Lighted Earth as the foundation of Plateau philosophy and law in which light gives everything life and as a result, we are all connected and have a responsibility to care for each other. Building from this theme, visitors will learn about Plateau lifeways, cultures, histories, and knowledge the same way a Plateau child learns—through experiences, observation and storytelling. Creating Together is bringing together Native knowledge holders and humanities advisors to create an innovative experience that will transform how visitors see the world around them. The Position in the Humanities will advance the long-term impact of the exhibition through Interpretive and Education Guides and extensive public programming.	High Desert Museum

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	255	$500,000	This documentary on Jamaica Kincaid explores themes of anti-colonialism, women's identity, and horticulture as a literary device, making it relevant to DEI.		We are requesting a $635,479 production grant to support an 87-minute documentary on the life and work of Caribbean writer Jamaica Kincaid. The film will trace her life from her childhood in colonial Antigua, to working as an au pair in Scarsdale, N.Y. as a teenager, to becoming the first black female staff writer for The New Yorker at age 26. Kincaid's life and work will be used to explore themes of anti-colonialism, women's search for identity, the use of horticulture as a literary device, and Kincaid's ability to blur the lines between personal stories and history, among others. The film will also address her frequently controversial voice and criticism of her work. Jamaica Kincaid's unique literary contributions will be brought to life through evocative documentary images set to narrated audio excerpts from her novels, rare archival material, interviews with scholars, and cinema vérité footage reflecting daily life of the now 72-year-old writer.	Women Make Movies, Inc.
Yes	256	$500,000	The exhibition highlights individual masquerade artists, challenges cultural stereotypes, and addresses issues of restitution, ownership, and research ethics.		New Masks Now: Artists Innovating Masquerade in Contemporary West Africa is a major traveling exhibition and publication project which presents the stories of four individual masquerade artists, their motivations, artistic choices, and the patronage and economic networks with which they engage in order to make clear that masquerade is fundamentally contemporary. The show offers fresh research models for contemporary masquerade, bringing to the fore issues relating to restitution, ownership, and research ethics. This is the first major exhibition on contemporary masquerade artists to focus on individual creators rather than the typical presentation of masquerades as products of entire cultures, which undermines the nuanced and layered stories that individual artists and masquerades tell.	New Orleans Museum of Art
Yes	257	$499,999	The project aims to address the experiences of Native Americans and underrepresented communities through public discussions and reframing narratives.		The USC-Huntington Early Modern Studies Institute requests an implementation grant of $400,000 for a Humanities Discussions Project, titled LA2026, and an additional $100,000 for a Position in the Public Humanities. Our project brings together members of the public and humanities scholars for eighteen conversations about museum and cultural exhibitions at six partnering institutions in the Los Angeles region. Each exhibition reframes conversations about the anniversary of 1776 from the perspective of California and the West. Our discussions respond to the American Tapestry and the A More Perfect Union NEH initiatives, encouraging public discussions about underrepresented groups, national identities, relationships between regional and national narratives, the struggle for democracy, climate change, and the nation's uneven journey to an equitable and just society. Our project answers the call to address the experiences of Native Americans and underrepresented communities.	University of Southern California

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	258	$499,956	The center explores the lives of underrepresented figures, advocacy for equality, and racial justice, all related to DEI.		The Thaddeus Stevens & Lydia Hamilton Smith Center for History and Democracy will explore the lives of two influential, yet underrepresented historic figures. Congressman Thaddeus Stevens (1792–1868) was a radical legislator during the Civil War and Reconstruction. His advocacy helped spearhead the “Second Founding” of the United States. Lydia Hamilton Smith (1815–1884), a free woman of color and Stevens’ housekeeper, defied barriers to become a successful businesswoman. Her commitment to Stevens enabled some of his greatest accomplishments and reveals the role of women in 19th-century political movements. Located in the historic property owned by Stevens and later by Smith, interpretive content will explore their contributions while providing context for the significant events they lived through. Exhibitions and immersive media experiences will invite visitors to investigate issues of equality, citizenship, democracy, and racial justice in the 1800s and in the United States today.	LancasterHistory.org
Yes	259	$498,599	NEH identified DEI involvement.		Climates of Inequality Discussions will bring together scholars, students, and diverse publics in 8 communities across the country for humanities conversations centering “frontline” communities -- those living in areas historically impacted by environmental destruction, now disproportionately vulnerable to the impacts of climate change. Discussions will explore how local histories of environmental inequality can help us understand the global shape of climate impacts to come; and how local communities who have struggled with environmental degradation over generations have developed resilience strategies from which we all can learn. Grounded in HAL's national public memory project, Climates of Inequality: Stories of Environmental Justice, COI Discussions bring history to the climate fight in two ways: increasing communities’ knowledge of histories that help guide a path through the climate crisis, and building skills to practice public history as a resiliency strategy.	Rutgers University, Newark

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	260	$494,284	The program fosters inclusive discussions on democracy, engaging diverse communities and perspectives, which aligns with DEI principles.		A New Agora for New York: Museums as Spaces for Democracy" is a humanities discussion program series produced in partnership with Humanities New York. The series will use the Smithsonian Institution's Museum on Main Street Exhibition, Voices and Votes: Democracy in America" as a launching point to support the work of twelve museums and their communities to explore, reflect on, and tell the story of their role in the evolution of American Democracy and envision the future of our nation as we approach the semiquincentennial. Programs will include two planning symposia, development and installation of an exhibition from the museum's collection that tells the story of their community's relationship with democracy, a lecture by a project scholar, an oral history gathering project, a Virtual Agora, Community Conversation discussion programs, and workshops for local teachers. The project will produce 36 public programs and reach 50,000 people.	Museum Association of New York
Yes	261	$493,865	NEH identified DEI involvement.		Carnegie Museum of Natural History (CMNH) is requesting funding from the National Endowment for the Humanities for the implementation of its upcoming permanent exhibition, Egypt on the Nile. Included in this request is funding to support the two-year appointment of a new Position in Public Humanities. Egypt on the Nile will be a groundbreaking and immersive exhibition that interprets natural and human history as codependent, presenting genuine anthropological materials and scientific specimens side by side to elucidate the integral role of the environment in the development of Egyptian society, daily life, religion, and funerary traditions. Through innovative object displays and interactives, visitors will discover how humans' relationship with the Nile River and surrounding landscapes formed the foundation of ancient Egyptian thought and practices, creating a society that still inspires us today.	Carnegie Institute
Yes	262	$400,000	The GNDA Virtual Museum aims to explore a diversity of perspectives, encouraging critical conversations and community building, which relates to DEI efforts.		The Gallup New Deal Art (GNDA) Virtual Museum project endeavors to create a multi-faceted, interactive, and analytical website that restores Gallup's legacy as a Federal Art Center by unifying an expansive and impressive collection of 156 New Deal artworks (currently housed in six separate locations) and by putting public art to public purpose. The Virtual Museum's primary objectives are to make Gallup's New Deal art collection widely available as a rich and engaging artistic, historical, and cultural resource and to leverage its potential for critical conversations and community building. Through original scholarship and creative interpretations, the GNDA Virtual Museum excavates the past, elevates and explores a diversity of perspectives, and encourages the exchange of ideas.	gallupARTS, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	263	$400,000	"WALKING CINEMA: MUSEUM OF THE HIDDEN CITY" explores the history of affordable housing in San Francisco, highlighting how it informs present and future efforts for shelter. This relates to the topic of DEI by addressing housing access and affordability.		WALKING CINEMA: MUSEUM OF THE HIDDEN CITY (MHC) is a mobile application and walking tour exploring San Francisco's history of affordable housing. Due to its unique mix of preservationist and progressive policies, San Francisco's affordable housing stock spans a range of eras: from Depression Era minimalist housing blocks, to inclusionary housing in expensive new glass towers, to the largest concentration of Single Room Occupancy hotels left in the United States. The project will use this architecture and its surrounding neighborhoods as stages to show how the history of affordable housing informs present and future efforts to create shelter for all the city's residents. Amidst numerous cranes, ubiquitous upscaling, and notorious evictions, MHC will reveal a saga of unintended consequences for a project that may just be getting its footing in one of the most expensive cities in the country.	Center for Independent Documentary, Inc.
Yes	264	$400,000	NEH identified DEI involvement.		The revisioning of the Spencer Museum of Art's collection galleries will expand the diversity of cultures and identities represented in these exhibitions, center the experiences and comfort of visitors, and foster sustained inquiries into broad humanistic themes. The resulting exhibitions will be organized around four overlapping themes exploring ideas of intersections, empowerment, displacement, and illumination. These new thematic exhibitions will rebalance the collection galleries to showcase a breadth of mediums and foreground works of art by Black, Indigenous, and other artists of color and by women. An award from the National Endowment for the Humanities would provide critical support for continued community involvement in the realization of the project, as well as for casework, seating, production and installation, and evaluation of these fully reinstalled collection galleries across their first three years on view (2022-2025).	University of Kansas Center for Research, Inc.
Yes	265	$400,000	The Barbara Johns Project highlights the African American struggle for freedom during segregation, contributing to the discourse on racial equity and inclusion.		The Barbara Johns Project will produce, test, assess and host an educational interactive documentary website to illuminate a missing piece of American history often overlooked in racial discourse—the African American struggle for freedom during the era of segregation (Jim Crow) in the South between the Civil War and the Civil Rights movement.	Catticus Corporation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	266	$400,000	Resonant VR game explores Native American heritage, challenges stereotypes, and promotes understanding, which aligns with DEI principles.		Resonant is an educational virtual reality (VR) game and companion web experience allowing players to explore Native American heritage, history, and culture through the lens of a changing climate. Players are transported to the American Southwest through immersive 3D environments of Mesa Verde National Park and Wupatki National Monument. Guided by voices from Native American descendant communities, players will grow their understanding of these storied landscapes, reflect on their own culture and relationship with a changing environment, and challenge stereotypes of Native Americans historically and today.	CyArk
Yes	267	$399,960	NEH identified DEI involvement.		Knowing the West is a traveling exhibition that embraces and examines the American West to be more inclusive, complex, and reflective of diverse peoples. The checklist of 130 artworks from the 19th to early 20th century by Native and non-Native artists includes textiles, baskets, paintings, pottery, sculpture, beadwork, saddles, and prints. This major art exhibition holds historic artwork accountable, encourages deeper exploration of a familiar topic, and celebrates the rich cultures that reflect the complexity of the American West. Exhibition development is collaborative and interdisciplinary. Directed by co-curators Mindy N. Besaw and Jami C. Powell (Osage), a Curatorial Advisory Council provided guidance to refine the exhibition's parameters, define themes, and inform the checklist. Knowing the West prioritizes Native American and other underrepresented artists to celebrate the depth of creative expression within the context of American art and history.	Crystal Bridges Museum of American Art
Yes	268	$399,207	Spirit of a Nation educates students about Indigenous experiences, highlighting the history and resilience of American Indigenous communities.		Mission US: Spirit of a Nation is an online learning game about the Apalachees, an Indigenous people from northwestern Florida, spanning the 1500s to the mid-1600s. The eighth installment of Mission US, WNET's award-winning series of free classroom games on American history, it will enrich the teaching and learning of Early American history in middle schools. As players progress through the game narrative, they will take on the roles of Apalachee youths of different periods and interact with contemporary experts studying Apalachee history. The story of the Apalachees offers a compelling perspective on Indigenous, as well as Spanish, experiences in North America. Spirit of a Nation will develop young people's knowledge of how American Indigenous communities persisted and adapted during early encounters with Europeans, and of how this past is researched, interpreted, and remembered.	WNET

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	269	$399,199	NEH identified DEI involvement.		Mystic Seaport Museum (MSM) seeks NEH implementation funding for “Stoked! Surfing’s Global Legacy.” The project (temporary exhibition, traveling exhibits, associated programs, and related publications) explores the arc of surfing history from its Indigenous origins through the impacts of colonization to today. Tracing the sport’s recent return to community-minded roots, it spotlights innovators across the globe leveraging surfing as a powerful tool for social change and environmental awareness. “Stoked!” will debut at MSM in May 2025 and run for 10 months, then travel in a truncated form to 2-3 smaller museums. Project planning involving humanities themes, stories, loans, and program ideas benefits from the knowledge, lived experiences, and authentic voices of a diverse team of advisors from academia, museums and the global surfing community. This collaboration will continue through project implementation with the shared goal of engaging surfer and non-surfer audiences alike.	Mystic Seaport Museum
Yes	270	$396,000	The project promotes cultural understanding and representation, aligning with DEI principles through global art and public programs.		This project supports "Ethiopia at the Crossroads," a landmark international loan exhibition that celebrates the artistic traditions of Ethiopia from antiquity to the present. Opening at the Walters Art Museum in Fall 2024, this exhibition will explore the cultural significance and humanistic legacy of Ethiopia, from the earliest prehistoric origins through today. This will be the first major art exhibition in America to examine Ethiopian art in a global context by examining how Ethiopia embodies the idea of "crossroads" geographically, historically, and culturally. Accompanied by interpretive experiences in the galleries, contemporary art installations, a dynamic suite of public programs, and a field-leading scholarly publication, "Ethiopia at the Crossroads" will enrich scholars and the public alike with a greater understanding of the complex exchange of visual culture between Ethiopia and the world.	Trustees of the Walters Art Gallery, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	271	$395,713	The application includes diverse audiences and prioritizes audience discussions, which aligns with the principles of Diversity, Equity, and Inclusion (DEI).		This application requests a $398,946 Humanities Discussions grant for "Music Unwound," a consortium of orchestras, music festivals, and institutions of higher education determined to prioritize humanities-infusion as a strategy of audience growth and engagement. The grant would fund 9 cross-disciplinary festivals in 6 states. The centerpiece of each festival is a scripted concert with a continuous visual track. The music is placed in a cultural/historical context via multimedia components including actors, photographs, film, and scholarly commentary. Each festival includes additional ancillary events. Each deals with a topic in American music – and uses that as a springboard to explore present-day concerns. The audiences are exceptionally diverse. All events prioritize audience discussions. The applicant organizations include 3 orchestras, a music festival, and 2 schools of music. The application also includes 3 NPR documentaries.	Brevard Music Center, Inc.
Yes	272	$395,439	The project aims to expand knowledge of global slave trading, including the participation of Africans and Asians, contributing to a more comprehensive understanding of slavery.		The project will create, incorporate, and contextualize an Indian Ocean and Asia (IOA) slave voyages database as an integral part of the open access SlaveVoyages website. Pioneering scholarship highlights the need to expand the spatial, chronological, and conceptual parameters of Americans' knowledge of their history as they pursue social justice in the early 21st century. The IOA database will demonstrate that the maritime commerce in slave labor was a truly global phenomenon, that millions of enslaved Africans and Asians were caught up in this traffic between 1500-1939, and that Arabs, Asians, Europeans, and Indians actively participated in this trade, knowledge of which is crucial to expanding public and scholarly understanding of the complexity of the human experience with slavery since 1500. The project will also lay the foundation for expanding this database further as research on the IOA trades continues.	William Marsh Rice University
Yes	273	$394,160	NEH identified DEI involvement.		Game shows in America emerged in the 20th century from the confluence of several key cultural factors: the centuries-long dream that anybody with enough pluck and luck can strike it rich; the rise of mass media as the unifying glue of American culture; and the unique power of fans to actively shape the cultures they are consuming. Through the design, fabrication, and implementation of a 5,200-sq. ft. permanent, long-term exhibit tentatively entitled Beyond the Buzzer: Game Shows in America, The Strong National Museum of Play will create the first major museum exhibit dedicated to deeply exploring the historical evolution of game shows and their impact on/reflection of American society and culture. Digital formats and online exhibit elements will extend the exhibit's educational value while broadening its reach and accessibility.	Margaret Woodbury Strong Museum

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	274	$385,000	NEH identified DEI involvement.		Houston Grand Opera seeks to invite community discussion around topics in the humanities with the goal of identifying, celebrating, and preserving Houston's shared history, using its season of operatic productions and new works – which embody the practice of storytelling told through words and music – as a starting point for discovery. By examining themes in a set of HGO opera productions and by inviting the Houston community to directly participate in the development of a set of new operatic works, the multi-disciplinary, humanities-rich artform of opera will serve as the medium for discussions and activities for a broad, non-expert audience, in-person of approximately 115,000 community members of all ages and backgrounds.	Houston Grand Opera Association, Inc.
Yes	275	$362,862	Nihunavea: My Heart, My Center explores the struggles of reclaiming Native California Indian cultural heritage and Tribal Sovereignty, aligning with DEI goals of recognizing and preserving indigenous cultures.		Nihunavea: My Heart, My Center is a feature length documentary film project that bears witness to the complex struggles of reclaiming Native California Indian cultural heritage, spirituality, and Tribal Sovereignty. Set shortly after the Tejon Indian Tribe's decades-long struggle for sovereignty through Federal Reaffirmation, Sandra Hernandez—an enrolled member and elected official of the Tejon Indian Tribe and film co-director—reconstructs the history of her tribal family, weaving her way through government agencies, museum institutions, & academia as she works to revitalize the Kitanemuk language, repatriate artifacts, and strengthen the foundational core of her Native identity: family & community. The film serves as a 21st century creation story of a California Native Tribe, one in which we experience the acquisition of land, the retelling of stories, and the returning of a community that had been disbanded for generations.	Film Independent, Inc.
Yes	276	$350,000	The Islamic art exhibition promotes cultural understanding and diverse perspectives through global artistic traditions.		Implementation of "Wonders of Creation: Art, Science, and Innovation in the Islamic World," a temporary traveling exhibition on Islamic material culture through the framework of wonder presented by 13th-century scholar Zakariyya al-Qazwini in his cosmography, "Wonders of Creation and Rarities of Existence." Inspired by Qazwini's cosmography and humankind's inherent curiosity, "Wonders of Creation" will employ wonder as a heuristic guide to discovering the cosmos, exploring scientific knowledge and practice in dialogue with Islamic thought and material culture from the 7th century to today. "Wonders" will feature over 150 works from Spain and North Africa to Southeast Asia and the modern diaspora, including manuscripts, scientific instruments, jade cups, talismanic shirts, and contemporary art. Curated by SDMA's Ladan Akbarnia, the project is supported by humanities research, advisors, and external audience evaluation, and accompanied by a publication and robust public program series.	San Diego Museum of Art

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	277	$350,000	The podcast series explores cultural erasure of Uyghur people, preserves their culture, and promotes awareness and understanding.		Production of seven 40-minute episodes of Sounds of the Uyghurs, an immersive 3D podcast series. The podcast explores China's ongoing cultural erasure of the Uyghur people in its Xinjiang province and profiles the herculean efforts underway around the world by Uyghurs to preserve their living culture. The podcast has two companion components: the creation of a website-hosted, open-access digital archive of Uyghur cultural output, and an audio installation designed for a museum setting.	Coda Media Inc
Yes	278	$349,991	The SNCC discussion series engages historically marginalized communities and highlights Black history and activism.		The Movement History Initiative in collaboration with six historically black colleges and universities plans "SNCC and Grassroots Organizing: Building a More Perfect Union," a public discussion series examining central themes in the Student Nonviolent Coordinating Committee's (SNCC) grassroots organizing--the organizing tradition, voting rights, Black Power, women and gender, freedom teaching, and art and culture in movement building--and their contemporary relevance to the ongoing project of building a more perfect union. The series includes multi-day community gatherings at HBCUs, workshops at civil rights/African American museums, and virtual community conversations where humanities scholars and movement veterans engage a broad public audience in rich humanities resources. New developed Interpretive Booklets and Learning Toolkits with primary source materials, analysis, and questions will provide further opportunities to engage.	Duke University
Yes	279	$334,140	NEH identified DEI involvement.		The American Musicological Society requests funding for a Humanities Discussions implementation grant to support an innovative public program of twenty events exploring the role of music in the history and evolution of the United States and its people. Called the "Many Musics of America," the series will offer engaging public programs that convey humanistic knowledge about a variety of American musical traditions. Held all over the country and online, the proposed series builds on a pilot program launched in 2022 and will explore how Americans have understood and expressed themselves through music since the country's founding. Particular attention will be paid to exploring the music of several underserved communities, including communities of Native Americans, African-Americans and diverse groups living in Appalachia.	American Musicological Society, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	280	$315,150	The project's inclusion of Storytellers, partnering with community collaborators, and ADA assistive technology reflects a commitment to diversity, inclusion, and accessibility.		The project includes production of three interactive interpretive elements called Storytellers to ensure diverse and inclusive history is presented. To assist in the development of the exhibition content that is fully representative of all the lived experiences of people on the site, the HSMCC will partner with community collaborators and humanities scholars. The project includes ADA assistive technology to enhance accessibility for those visitors who are blind or visually impaired by creating Visual Descriptions of the interactives that can be accessed by the visitor through technologies embedded in the exhibition or a personal cellphone.	Historic St. Mary's City Commission
Yes	281	$304,885	NEH identified DEI involvement.		Division Street Revisited is a seven-episode podcast, plus a 1-hour opening special for airing on public radio, written and narrated by 2012 Pulitzer Prize winner for commentary Mary Schmich. In it, we will revisit Studs Terkel's seminal debut oral history collection, "Division Street: America," by finding and talking with the children and grandchildren of the original participants to explore what their lives tell us about the country today. Each of the seven episodes will stand on its own and focus on a primary theme: race, work, labor rights, indigenous rights, LGBTQIA+ rights, conservation and poverty. These episodes will be full stories that will show how and why each of the original portraits was created, and how those same themes echo and evolve in the present.	PRX, Inc.
Yes	282	$300,000	The project uses historical research and Augmented Reality to showcase a demolished Chinatown, inviting reflection on the Asian American experience.		Los Angeles Chinatown was demolished in the 1930s to make way for Union Station Passenger Terminal. Based upon a cache of historic photographs made prior to destruction, this project brings historical research together with Augmented Reality tools. The latter will allow users, as they walk through the grand rail depot, to see a lost neighborhood. Because the imagery had been meticulously addressed, the Chinatown History Project can locate the images with geospatial accuracy across the throughout the byways of the station and its entrance esplanade. Historical research into census and immigration records, newspaper accounts, oral histories, and other sources further invites users to learn who lived in this or that building, who worked here, who once called this vibrant place home. In a fraught time of anti-Asian thought and behavior, the project invites the public to reflect on the history of the Asian American experience in Southern California and beyond.	University of Southern California

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	283	$300,000	Mission US: Isla Preciosa promotes DEI by centering diverse Puerto Ricans' experiences, exploring the effects of U.S. overseas expansionism, and highlighting the role of Puerto Ricans in historical transitions.		Mission US: Isla Preciosa (w.t.) is a digital learning game about the U.S. invasion of Puerto Rico in 1898 and its aftermath, centered on the experiences and perspectives of diverse Puerto Ricans. The ninth installment of WNET's award-winning Mission US series of immersive games on American history, it will develop young people's knowledge of the causes, and especially the effects, of U.S. overseas expansionism. As players progress through an interactive narrative – encountering key events, historical figures, and multiple perspectives – they will explore how the shift from Spanish rule to American governance affected the lives of Puerto Ricans at the turn of the 20th century and what role Puerto Ricans, including young people, played in those transitions.	WNET
Yes	284	$300,000	'The Bridge - Mapping Jazz and Hip-Hop in Queens' relates to DEI as it explores the intersection of two musical genres and highlights the role of diversity and community in their evolution.		The Bridge - Mapping Jazz and Hip-Hop in Queens will be an interactive website, inviting desktop and mobile users to explore the interconnected histories and evolutions of two of America's most significant musical genres: Jazz and Hip Hop. The website will explore how the Borough of Queens played an important and distinct role in the evolution of both Jazz and Hip-Hop. Furthermore, the character of the borough—a diverse assortment of almost-suburban communities situated right alongside some of the country's largest public housing projects within a city of eight million people--helped these genres connect and influence each other.	Louis Armstrong House Museum
Yes	285	$300,000	This project explores the history of African Americans in New England, highlighting key experiences and their struggle for freedom and self-determination.		This project will produce an engaging website that will increase understanding of New England slavery and African Americans in early rural New England. Its focus will be on Lucy Terry Prince, the first documented African American poet. Her life, from birth and captivity in Africa c.1726 to enslavement in Deerfield, MA, to her death as a free woman in Vermont in 1821, encompasses key experiences in the lives of African Americans. Lucy's life illuminates important aspects of the Revolutionary era: a) how the slave trade and enslaved African American labor were instrumental in creating a thriving maritime economy in colonial New England; b) how desire for independence fueled by that economy gave rise to Revolutionary political principles that enslaved people seized upon to obtain their freedom; c) how African Americans struggled to enact those principles after the Revolution; and d) how, in this context, African Americans cultivated and expressed their humanity and self-determination.	Pocumtuck Valley Memorial Association

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	286	$297,288	This project explores the historical and cultural significance of postcards during the Siege of Leningrad, shedding light on the complexities of the event and challenging our understanding of communication and artifacts.		The Blavatnik Archive is building an exploration website for its collection of postcards printed during, and in the immediate aftermath of, the Siege of Leningrad (1941-1944), a military blockade by Nazi Germany that took nearly a million Soviet lives during World War II. This project offers a unique perspective on a significant event in world history through immersive stories based on individual postcards, overviews of the ideologies that shaped their production, and human-interest stories about their creators. Examining the Siege through the lens of postcards brings to light the complex relationship between the dire conditions of the blockade, the Soviet state's propaganda tactics, the city's artistic perseverance, and the Leningraders' desperate efforts to maintain contact with their loved ones. At the same time, it challenges and enriches our understanding of the possible roles and functions of the postcard as a communication medium and cultural and historical artifact.	Blavatnik Archive Foundation
Yes	287	$272,126	The podcast series explores the American Revolution through various perspectives, including Indigenous nations, enslaved Africans, and transatlantic communities, highlighting diversity and promoting DEI.		R2 Studios at the Roy Rosenzweig Center for History and New Media at George Mason University requests funding from the National Endowment for the Humanities to support the production of Season Two of Worlds Turned Upside Down, a narrative documentary podcast series about the history of the American Revolution for a public audience. The series draws on contributions from an international cast of leading experts to explore the conflict through the lives of British Americans, Indigenous nations, enslaved Africans and African Americans, Europeans, and other peoples who experienced it as a transatlantic crisis and imperial civil war. Season Two is entitled "The War of Reconciliation." It covers the period between the outbreak of the War for Independence in April 1775 and the Declaration of Independence in July 1776. Over the course of ten, 45-to-60-minute episodes, we will challenge the public's common assumption that rebelling American colonists intended independence from the war's outset.	George Mason University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	288	$269,788	NEH identified DEI involvement.		The Library of Virginia (the Library), in partnership with the JXN Project (JXN), respectfully requests an implementation grant of $282,975 from the National Endowment for the Humanities (NEH) to support the fabrication of House to Highway: Reclaiming the Hidden History of Jackson Ward, an exhibition for two successive venues—the Library in 2025, and JXN's Skipwith–Roper Complex in Jackson Ward in late spring 2026—as well as a pull-up banner exhibition that will be available to small venues throughout Virginia. The total comprehensive cost of this project is more than $500,000. The grant time period will be 24 months (September 1, 2024 – August 30, 2026). As the 250th anniversary of the signing of the Declaration of Independence approaches, House to Highway seeks to tell our nation's history in all its complexity and diversity through the eyes of one man, his descendants, and his community that was torn apart but is slowly reclaiming its history.	Library of Virginia
Yes	289	$200,000	NEH identified DEI involvement.		Harlem As An Incubator is a series of programming to present the history of Harlem as an incubator of arts, culture, and activism for people of the African Diaspora, specifically, and the world, more generally. Through lectures, public discussions, and readings, Harlem As An Incubator will provide in-depth programming to construct a more holistic cultural narrative of Harlem beyond the currently limited focus of the Harlem Renaissance, the drug epidemic of the 1980s, and current gentrification. Programming will focus on significant people, organizations, and places of the African Diaspora and radical people of color active in Harlem during the 20th century.	While We Are Still Here
Yes	290	$199,949	NEH identified DEI involvement.		An exhibit examining maritime practices of people of African descent along America's Pacific Coast, with a gallery exhibit, traveling banner exhibit, small vessel build, and documentary film, extending our understanding of this population's roles in the maritime enterprise and American genesis.	Maritime Museum Association of San Diego
Yes	291	$100,000	NEH identified DEI involvement.		Virtual Aquapolis is an immersive virtual reality (VR) and interactive web experience that invites visitors to explore the past, present and future of New York Harbor from beneath the surface of the water. Virtual Aquapolis will examine the Harbor as a dynamic ecological and cultural crossroads transformed by human beliefs, knowledge and values, and as a hydrological commons, shaped by inequality and exclusion. Visitors will experience over 400 years of human-driven transformation in five scenes, each depicting a key era in the Harbor's underwater environmental history.	SUNY Research Foundation, College at Old Westbury

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	292	$100,000	NEH identified DEI involvement.		This project will create the prototype for Paccha, an immersive, community-informed, narrative puzzle game and humanities curriculum that exposes players to the everyday lives of ancient Peruvians as they established civilization and innovated new societies over thousands of years in a place called Hualcayan (3000 BC-AD 1532). The game will have a high entertainment value for the general public with state-of-the-art graphics, the option for interactive virtual reality experiences, and powerful storytelling. Yet the game's core goal is to teach key concepts about the methods and sources of archaeological information, the processes of long-term social change, the diverse cultures and societies of people in Andean South America, and the value of Indigenous knowledge. An interactive online curriculum will allow educators to explore these humanities lessons more explicitly in high school and college classrooms and provide an opportunity for the general public to discover source material.	University of Texas, San Antonio
Yes	293	$100,000	The exhibition highlights the life and career of Belle da Costa Greene, who was a prominent librarian and cultural executive in American history, and also acknowledges her roots in a predominantly Black community. This contributes to the diversity, equity, and inclusion conversation.		To mark the 2024 centennial of its life as a public institution, the Morgan Library & Museum will present a major exhibition devoted to the life and career of its inaugural director, Belle da Costa Greene (1879–1950). Widely recognized as an authority on illuminated manuscripts and deeply respected as a cultural heritage executive, Greene was one of the most prominent librarians in American history. The exhibition will trace Greene's storied life, from her roots in a predominantly Black community in Washington, D.C., to her distinguished career at the helm of one of the world's great research libraries. Through extraordinary objects—from medieval manuscripts and rare printed books to archival records and portraits—the exhibition will demonstrate the confidence and expertise Greene brought to her roles as librarian, scholar, curator, and cultural executive, and honor her enduring legacy.	Pierpont Morgan Library
Yes	294	$99,997	NEH identified DEI involvement.		Finding Our Way (FOW) is a deep mapping project designed to build community engagement, civic capacity, and create a sense of place for underserved communities, while also addressing historical inequities and the cultural effects of climate change. As a multimodal project, FOW combines a digital platform with the physical environment to craft active learning and engagement experiences, which in turn, allow communities to inscribe meaning into their home places.	Gonzaga University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	295	$99,877	Entangled Ecologies incorporates the environmental humanities, digital technologies, and public outreach to highlight and interpret socio-ecological interactions, emphasizing diverse communities' histories and relationships within the forest.		Entangled Ecologies is an augmented reality application that would reveal hidden histories and relationships entangled in the 995-acre Shaker Forest, a property located in Enfield, NH. Integrating the environmental humanities with digital technologies and public outreach, this application provides a dynamic historical narrative of the socio-ecological interactions in the area and an opportunity for those engaging with the forest to connect to its rich historical and environmental legacy. Our application will use digital storytelling to highlight and interpret the signs of the complex and at times conflictual intermingling of different human and nonhuman communities in the forest. Through the encounter with augmented reality objects, users will experience the forested landscape as a series of socio-environmental narratives capable of evoking the Shaker Forest's multi-layered histories in which humans, trees, animals, and geological forces interacted and affected one another.	Trustees of Dartmouth College
Yes	296	$75,000	NEH identified DEI involvement.		The Valley of Ashes is a feature-length documentary film that offers a close examination of the history of solid waste and wasting in New York City and how a knowledge of that history can help guide us toward a more regenerative and less destructive relationship to waste—in the city and beyond.	SUNY Research Foundation, University at Buffalo
Yes	297	$75,000	NEH identified DEI involvement.		We are applying for a Planning Grant in order to develop a traveling exhibition about the artist Edward Mitchell Bannister (1828-1901), the first widely recognized landscape painter of African Heritage in the US. The exhibition will travel to four locations in the US in this sequence: Pennsylvania Academy of Fine Art (PAFA), Rhode Island School of Design (RISD) Museum, Smithsonian American Art Museum (SAAM). Anticipated dates are 2026 (to commemorate Bannister's First Prize at the International Exhibition in Philadelphia in 1876) to 2028 (200 years after his birth).	Brown University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	298	$75,000	The exhibition explores artistic, intellectual, and diplomatic exchange during Ghana's independence. It invites decolonization efforts.		In 1957, Ghana became the first African country to declare independence from its colonizers: by 1970, 45 of today's 54 African states had regained their independence. The autonomy of these nations coincided with artistic revolutions: everywhere, artists began rethinking their relationship to the new nation-state, the African continent, and the world at large, fractured by the Cold War into socialist and capitalist blocs. The University of Michigan Museum of Art requests planning support for Ghana 1957: African Art After Independence, an exhibition that explores how Ghana served as a locus for international networks of artistic, intellectual, and diplomatic exchange during this turbulent era. Emphasizing the relationships forged among artists and activists in Ghana and the US, this traveling exhibition invites audiences to connect with and contribute to global efforts to decolonize the institutions and social structures through which we narrate the history of art and its makers.	University of Michigan, Ann Arbor
Yes	299	$75,000	The proposed documentary explores the contradictions in Washington, D.C., reflecting the contradictions in American society, which relates to DEI.		A Capital Documentary: Washington, D.C., an Embodiment of America's Contradictions (w.t.) is a proposed two-hour documentary film about the founding of the Nation's Capital and its fundamental contradictions, which reflect and embody those at the heart of American society.	Institute of Politics Policy and History
Yes	300	$75,000	NEH identified DEI involvement.		Historic Huguenot Street, a nationally landmarked 10-acre site located in New York's Hudson River Valley, requests funding through a Historic Places Planning Grant to facilitate the development of a new interpretive plan. In collaboration with scholarly advisors and community partners, Historic Huguenot Street will explore the interrelated themes of 1) Interculturality: Examining how navigating historical narratives between distinct cultures reveal challenges, patterns of behavior, and varied outcomes with relevance to visitors today; 2) Historical Contingency: the dynamic political landscape of early colonial New York challenges the idea that the outcomes of historical struggles are predetermined; and 3) Cultural Landscapes: Emphasizing the reciprocal relationship between people and the natural environment yields insight into how identities influence the use and experience of land.	Huguenot Historical Society of New Paltz New York Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	301	$75,000	NEH identified DEI involvement.		Common folk songs and folklore about John Henry recount the story of an African American laborer in the late 19th century who raced against a steam engine to determine whether man or machine could drill faster through a mountain to create a railroad tunnel. John Henry wins, but his heart gives out and dies from the effort—for some, becoming both martyr and hero. Presenting and exploring a century and a half of evolving John Henry representations, JOHN HENRY also reveals important and contemporarily significant humanities themes—folklore and vernacular music as a means of self-expression for marginalized communities; misrepresentation, appropriation and commodification of Black culture as American culture; afterlife of slavery in American labor and legal systems; racial capitalism and the making of the United States; and constructions of gender in the Black community and the American imagination—making the case for the centrality of Black folk culture in American culture.	Center for Independent Documentary, Inc.
Yes	302	$75,000	The documentary explores the impact of segregation on education and the ongoing search for answers concerning Lloyd Gaines's disappearance.		A feature documentary tells the full story of Lloyd Gaines, the plaintiff in the first case challenging segregation in education to reach the U.S. Supreme Court. Represented by the NAACP, Gaines won a decision requiring the state of Missouri to admit Gaines to the public university's law school, or provide him access to equivalent education within the state. The state immediately opened a new black law school. When the NAACP moved to challenge the state's action, insisting the new school was not the equal to the long-established public university, Gaines had vanished, never to be heard from again. 85 years later, Searching for Lloyd Gaines follows Gaines's great-niece, Tracy Berry, a veteran criminal prosecutor, as she revisits the case, hunts for elusive answers to his unsolved disappearance, and confronts its painful legacy.	Inside Out Media, Inc.
Yes	303	$74,998	The Avondale Neighborhood History Initiative focuses on the history of Cincinnati's African American neighborhood, promoting inclusivity and representation.		The Avondale Neighborhood History Initiative proposes an innovative community-engaged strategy for researching and planning a four-part exhibition focused on the history of Cincinnati's largest African American neighborhood. The exhibition will serve Avondale residents, outsiders, and school groups.	University of Cincinnati

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	304	$74,994	SAUND vs. COCHRAN relates to DEI as it highlights the challenges faced by an Asian, Indian, and Sikh American candidate in a campaign influenced by ethnicity and gender.		SAUND vs. COCHRAN is a nonpartisan documentary about a dramatic and groundbreaking congressional campaign in 1956. In this all-American underdog story, Dalip Singh Saund– a judge and naturalized citizen– campaigned against celebrated aviator and WWII leader Jackie Cochran Odlum to represent California's 29th District. Their political competition prompted local debate and nationwide conversations about his ethnicity and her gender. Cochran had unlimited resources and Presidential support. Senator John F. Kennedy saw Saund as a vehicle to promote democracy abroad. Ultimately, Cochran's own party conspired against her and Saund's grassroots voter registration drive led to a narrow and unexpected 3,300-vote victory. Saund served three terms as the first-ever Asian, Indian, and Sikh American member of the U.S. Congress. Based on original research of primary sources, this surprisingly overlooked story from America's past speaks to the limits and possibilities of democracy today.	Center for Independent Documentary, Inc.
Yes	305	$74,978	The 430 Project aims to uncover historical processes and highlight community narratives, informing collective identity in a transnational and multicultural society.		The 430 Project is a 6 episode documentary series prompted by the upcoming 50th commemoration April 30, 1975–the "end" of the so-called Viet Nam War. There have been many commemorations in various forms, but it remains crucial to build on the complex generational memory that structures the everyday lives of so many. This project is not just about recovering history, but about uncovering the processes through which history has been made, ultimately highlighting the power of our community to forge our own narratives and futures. As Vietnamese-American filmmakers, we stand on the bridge of the hyphen, with a unique vantage point to look both backwards and forward. Through this project, viewers will see our community from the bottom up and come to a new understanding about how existing historical narratives inform our collective identity. This is not a corrective vision, but rather an offering, an introspection, about who we are in a changing transnational and multicultural society.	Visual Communications Media

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	306	$74,820	MoMI's proposed exhibition planning grant aims to explore how people create and engage with the moving image, considering contemporary approaches to exhibition design and addressing the differently-abled through interactivity. This relates to DEI by promoting inclusivity and diverse perspectives.		Museum of the Moving Image (MoMI) respectfully requests a $75,000 exhibition planning grant to develop a major new core exhibition, to be on view for a decade, that explores how people create and engage with the moving image, defined as film, television, videogames, social media, and other forms of digital media. Located on two floors of gallery space comprising 13,000 square feet, the new core exhibition will address major changes in our subject matter over the past three decades, and take advantage of contemporary approaches to exhibition design and interactivity that consider the differently-abled. Drawing on the Museum's extensive material culture collection, and including interactive experiences and moving image content, it will explore the practices of inventors, makers, industry leaders, artists, audiences, and collectors, and examine key historical milestones, with technical innovations a major point of major interest.	American Museum of the Moving Image Inc.
Yes	307	$74,813	NEH identified DEI involvement.		TAKING THE REINS examines the figure of the cowboy in America's popular imagination and its role in shaping myths and identities throughout our nation's history. The film explores the unexpected ways in which marginalized Americans, often cast out of both regional and national narratives, have reimagined, reinvented, and redeployed the iconic cowboy archetype as a means of demanding inclusion into an "authentic" American identity. Throughout American history, the figure of the cowboy has coalesced identity markers such as independence, resilience, self-invention, and freedom. Now, on the eve of another pivotal presidential election, as we find ourselves more bitterly divided than ever, the debates roiling the national conversation center on questions about who belongs on this soil and what it means to be American. Our film rides into that conflicted space, exploring the cultural and political significance of the cowboy, how and why we have crafted its image, and who gets to claim it.	Center for Independent Documentary, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	308	$74,802	Bread and Roses examines the contributions of women labor leaders, highlighting their efforts to transform the American workplace. This aligns with DEI by recognizing the historical impact of diverse individuals in shaping labor reforms.		Bread and Roses: Three Visions of Change for Women and Labor will be a 60-minute documentary and interactive web platform vividly depicting three early twentieth-century women labor leaders whose lifelong commitments to change helped to transform the American workplace. Drawn together in the aftermath of the Triangle Shirtwaist Factory fire, Frances Perkins, Rose Schneiderman, and Clara Lemlich Shavelson took divergent paths — policy, organizing, and activism — to avert future disasters. This is the first feature-length documentary to take a broad view of women's labor history during the first decades of the twentieth century — a time of ferment and reform chronicled in academic scholarship since the mid 1970s, but little known to the general public. Emerging amid a resurgence in labor organizing, Bread and Roses aims to fill that gap through an accessible yet scholarly film well-suited to public television audiences as well as classrooms.	Women in Film and Video, Inc.
Yes	309	$74,000	The Aqui en Chicago exhibition explores the historical development of the Latino/a/x community, which is related to diversity, equity, and inclusion (DEI).		The Chicago History Museum seeks support from the National Endowment for the Humanities for planning of the Aqui en Chicago exhibition. The temporary exhibit explores the historical development of the Latino/a/x community in Chicago. The Aqui en Chicago exhibition planning project seeks to support exhibition design and development, including schematic design, interpretive writing, and graphic design. The temporary exhibition will be on view at the Chicago History Museum between October 2025 and October 2026.	Chicago Historical Society
Yes	310	$73,595	Queens to Comadres focuses on Maya women's contributions, exploring their influence on Indigenous and non-Indigenous communities, promoting diversity, equity, and inclusion.		The Denver Art Museum (DAM) seeks support for the development of a traveling exhibition, Queens to Comadres: Maya Women Then and Now (working title) co-curated by Dr. Victoria Lyall, Frederick and Jan Mayer Curator of the Art of the Americas at DAM, and Dr. Michelle Rich, the Ellen and Harry S. Parker III Associate Curator of Indigenous American Art at the Dallas Museum of Art (DMA). Queens to Comadres will focus on past and present visual culture featuring Maya women to offer an innovative exploration of their contributions to Maya societies and of their wider influence on Indigenous and non-Indigenous communities. Queens to Comadres is planned to open in Fall 2026 at the DMA, and then travel to the DAM in early 2027. A full-color illustrated catalog, scholarly symposium resulting in an edited digital volume, and series of public engagement programs will accompany the exhibition.	Denver Art Museum

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	311	$64,710	This initiative promotes DEI by centering Seneca language, culture, and history, educating about its effects on the Seneca people. NEH funding supports collaboration with a Seneca artist and public media producer for a podcast.		The Seneca Nation of Indians (SNI) Onöhsagwë:de' Cultural Center (OCC) will be collaborating with multimedia artist and enrolled Seneca Nation member Caleb Abrams and public media producer Scott Sackett. Proceeds from this NEH funding opportunity will support the creation of a podcast centered around Seneca language, culture, and history. The podcast will alternate between historical reenactments, conversations with contemporary humanities experts, and educational content aimed at enlightening listeners about the contemporary effects of this past on the Seneca people. The first season of the podcast is to have 8–10 episodes, each lasting between 25 and 45 minutes, though the project is still in the planning stages.	Seneca Nation of Indians
Yes	312	$40,000	This project aims to promote diversity and inclusion by showcasing the heritage and culture of the Dena'ina people at the Alaska Native Heritage Center.		This project intends to execute planning activities, primarily exhibit design, for a Dena'ina Exhibit at the Alaska Native Heritage Center	Alaska Native Heritage Center, Inc.
Yes	313	$40,000	The William Walker exhibition highlights Black liberation struggles and racial justice.		The Chicago Public Art Group (CPAG), in partnership with the Chicago History Museum, requests a $40,000 planning grant for a temporary exhibition featuring William Walker, widely recognized as the founder of the contemporary community mural movement. Tentatively titled "William Walker: Walls of Truth," the exhibition will focus on the significance of the artist's work in the context of Black liberation struggles of the 1960s and 1970s as well as today's movements for racial justice.	Chicago Public Art Group
Yes	314	$30,000	The project aims to interpret and animate the social and material culture of the Mount Pleasant Indian Industrial Boarding School site, acknowledging diverse sources of culture and working with the Saginaw Chippewa Indian Tribe and Anishinaabe culture.		This project will utilize digital assets created from LiDAR and photogrammetry for spatial analysis, coupled with social scientific research, architectural history survey methods, and archival research to interpret and animate the social and material culture of the Mount Pleasant Indian Industrial Boarding School site. The project undertakes a discovery process to identify and mobilize diverse sources of culture, memory, media, and knowledge towards a cohesive digital project narrative and design strategy that evokes and informs public audiences and visitors of the Ziibiwing Center of Anishinaabe Culture & Lifeways. The outcome of the discovery phase will be a comprehensive design document that will evolve in the prototyping phase. The project is a collaboration between the Saginaw Chippewa Indian Tribe of Michigan, the Ziibiwing Center, and a cross-disciplinary team of humanities scholars, architects, and digital-media specialists at the University of Michigan.	University of Michigan, Ann Arbor

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	315	$30,000	NEH identified DEI involvement.		Advance early research and development of the Center's new museum project. This project covers scholar honoraria, travel, and lodging, allowing the center to convene and engage thirty-two (32) scholars, in-person, over a series of focused convenings. The three key convenings include: 1)Strategic Museum Steering Round-table 2)American Abolition Movement 3)Contemporary Abolition Movement Each convening will ground the museum's planning team on the breadth, scale, and scope of abolition efforts in the Americas and abroad. Collectively, these convenings will shape the museum's organizational structure, planning, and development strategy. The latter two will inform, define, and generate substantive content and scholarly framing for the museum's core institutional programmatic offerings. The Center is keenly aware that the Abolition movement extended beyond the borders of America and plans to conduct Abolition Across the Globe, a fourth convening, in the near future.	Trustees of Boston University
Yes	316	$30,000	The Chair Action Grant supports events that address themes of racism, bias, and hate using arts and humanities as counterforces. DEI may be relevant.		The Chair Action Grant supports NYPL's collaboration with Artists for Understanding to host two events at the Library in 2024 and 2025. The first convened invited participants from a wide range of cultural institutions and practices for a roundtable discussion, workshop, and learning session with the goal of launching Artists for Understanding's initiative and fostering a network for future programs and other activities. The second event will build upon the first through a public program that will be a centerpiece of LIVE from NYPL's spring season. While the content and theme has not been finalized, LIVE's programming frequently addresses issues like racism, bias, and other forms of hate, and shares A4U's belief in the power of the arts and humanities to counter these forces. LIVE often enriches its conversations with one-night-only displays from the Library's archival collections, and items from our Judaica and Islam/Middle Eastern collections may be incorporated.	New York Public Library

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	317	$29,770	NEH identified DEI involvement.		The Charles H. Wright Museum of African American History will host a dynamic series of events celebrating Juneteenth, centered on the themes of freedom and resilience. Taking place over the Juneteenth weekend, the programming includes docent-led tours, a documentary screening with a scholar-led discussion, a panel featuring descendants of Clotilda, and storytelling sessions with interpretive context. These events aim to educate and engage the public in exploring the historical and cultural significance of Juneteenth, connecting past struggles for liberation to contemporary conversations about justice and equality. By offering free, accessible activities, the project fosters community engagement and deepens understanding of African American history and culture.	Museum of African American History, Inc.
Yes	318	$29,680	HHV's project highlights the history of domestic enslavement, resistance, and gradual emancipation, fostering understanding of the history of slavery in America.		Historic Hudson Valley (HHV) seeks funding to support the exploratory stages of an immersive digital multimedia project that invites visitors into a specific place and time – New York's Van Cortlandt Manor during the Revolutionary War – and introduces them to Bridget and Jin, two enslaved women who planned to use the chaos of wartime as an opportunity to self-liberate to British lines. Their story, which is grounded in primary documents from HHV's archives, will serve as the jumping-off point for an exploration of domestic enslavement and resistance at Van Cortlandt Manor from the American Revolution through gradual emancipation acts to the legal abolition of slavery in New York in 1827, using the interior spaces of the manor as its design framework. Through the individual stories of enslaved women, HHV will call attention to the drawn-out process of gradual emancipation in the North and contribute to a greater public understanding of the complicated history of slavery in America.	Historic Hudson Valley
Yes	319	$25,000	The proposed project aims to enhance public interpretation at a historic immigration station, providing a platform to engage with diverse communities and promote understanding of immigration experiences.		Angel Island Immigration Station Foundation (AIISF) respectfully requests $25,000 from the National Endowment for the Humanities' Public Impact Projects at Smaller Organizations. The proposed project will enhance public interpretation at the Angel Island Immigration Station, a National Historic Landmark. Located in the San Francisco Bay, Angel Island was the site of the largest immigration station on the West Coast. In operation from 1910 to 1940, over 1million people from 88 different countries were processed or detained there. The project will support the development of a new interpretive strategy for the site's exhibits, programs, and tours based on increased and consistent use of dialogic approaches. The project will include a review of current interpretive strategies, a community assessment, development of an interpretive theory of change; training in dialogic interpretation for all staff and volunteers; and technical assistance to support ongoing implementation.	Angel Island Immigration Station Foundation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	320	$25,000	GCV&M's project addresses DEI by incorporating the history of enslavement and striving for comprehensive integration and responsible delivery of content.		Encompassing the first two phases of a larger strategic interpretive project, GCV&M will use research completed in 2023 to produce interpretive panels for two buildings, and both develop and launch a daily guided tour to four buildings in our Historic Village, interpreting the history of enslavement in 19th century Western New York for our general public. The goal of this project is to ensure the history of Black Americans in the Genesee Valley Region told on our site is comprehensive and fully integrated into our Historic Village, daily interpretive programming, and staff knowledge base. GCV&M will work with local community partners as well as both local and non-local subject experts to create and review the panel and tour content as well as train our staff to responsibly deliver it to GCV&M's 80,000 annual visitors.	Genesee Country Museum Inc.
Yes	321	$25,000	Kin/Folk/Lore is a community-led history project that promotes diversity, equity, and inclusion by empowering Philadelphia communities to share their stories and build civic participation.		Kin/Folk/Lore is a community-led history project that offers a grassroots, translocal approach to 21st century storytelling by, for, and about Philadelphia communities. Residents forge unlikely connections across cultures, generations, and neighborhoods while considering changing landscapes, core values, and hopes that define their lives—past and present. Through long-term partnerships with neighborhood coalitions, healthcare centers, and schools, participants reclaim the time-honored role of the humanities in building civic participation.	COSACOSA Art at Large, Inc.
Yes	322	$25,000	NEH identified DEI involvement.		The Greensboro History Museum requests $25,000 to expand the content of its permanent 2010 "Voices of a City" core-history exhibition to include local African Americans and women who called Greensboro home and had national impact in the history of the arts. There is a small gallery in the pre-WWII area of "Voices" that focuses on the local short story writer William Sydney Porter, known as O. Henry. We are proposing to redesign the space so that we can add some highly significant creative voices who are missing from their city's museum: African American Harlem Renaissance-era artist Malvin Gray Johnson; formerly enslaved Orpheus McAdoo who brought Black American music to South Africa in the late 1800s; musician Margaret Mitchell Faulkner who founded NC A&T's music department; and mathematician Virginia Ragsdale, known for her 1906 Ragsdale Conjecture. Grant funds would help pay for a new installation and associated interpretation to be added within the "Voices" exhibition.	Greensboro Historical Museum
Yes	323	$25,000	NEH identified DEI involvement.		The Outwords Archive seeks funding for a community interpretive specialist and a humanities interpretive specialist to aid in ideation for the expansion of OUTWORDS public impact via exhibitions.	Outwords Archive, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	324	$25,000	NeTIA's efforts to restore and preserve Historic East Towson, a historically African American community, and collect oral histories contribute to diversity, equity, and inclusion.		The Northeast Towson Improvement Association (NeTIA) is a nonprofit organization that aims to restore and preserve what's left of Historic East Towson, Baltimore County's oldest African American community. The neighborhood's roots trace back to 1853, when the area was built and settled by recently freed African Americans who were enslaved by Maryland's fifteenth governor on the Hampton Plantation. Once a thriving community, Historic East Towson has shrunk from having 300 Black families in 1929 to only 94. The knowledge of the location's history is primarily contained to its residents. This project will have our team collect oral histories from both current residents and descendants of the original families. There are multiple ways we will interpret and share these oral histories, such as through publications, a colloquium, story maps, an exhibit, and towards enhancing our neighborhood walking tours and the Road to Freedom Trail, a pedestrian and cycling route in current development.	Northeast Towson Improvement Association, Inc.
Yes	325	$25,000	NEH identified DEI involvement.		Weston Historical Society, Inc. in Weston, CT seeks $25,000 in NEH funding for the fabrication and installation of interpretive panels, banners, labels and exhibition cases for the new, permanent exhibit, "Weston at Work". The exhibit will explore the theme of industry in the form of manufacturing, agriculture and domestic textile production and the people who played roles in these sectors from the 18th – early 20th century in Weston. It will highlight marginalized groups including the enslaved, free Blacks, immigrants, women, and children and their changing involvement in these industries and activities over the course of a century and a half. Opening in late September 2025, "Weston at Work" will be an 1800 square foot exhibit featuring over 100 artifacts, original documents and photographs, interpretive panels and labels, and interactive activities for children and adults, telling inclusive history and highlighting the mostly forgotten story of Weston's industrial past.	Weston Historical Society, Inc.
Yes	326	$25,000	The creation of wayside signage to interpret the history of the school and its neighborhood can contribute to diversity, equity, and inclusion by engaging the broader community and internal community of Girard College.		The Fund for Girard College is requesting funds that would be used by the Girard College Historical Collections to create permanent outdoor wayside signage to interpret the history of the school and its surrounding North Philadelphia neighborhood. The signage would engage the broader community, both those who visit the school and passersby, as well as the internal community of those who work at, learn at, or have a child at Girard College.	Fund for Girard College, The

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	327	$25,000	This initiative aims to expand storytelling of African Americans enslaved by the Stocktons, examine wealth from slave labor, and engage the community in discussing the legacy of slavery.		We would use this grant funding to implement the latest phase of Morven's ongoing plan to expand the stories we tell of the African Americans enslaved by the Morven-based Stocktons and Morven's ties to slavery. We would contract with a historical research consultant to collaborate with Morven's curators to write interpretive text for a new gallery exhibition examining the Stockton family's connections to slavery in the South and the ways wealth built on slave labor was used in the North, and collaborate with Morven's Curator of Education and Public Programs to develop related public programming. We will also engage a Community Expert who has deep knowledge of Princeton's Black history and strong connections to the community. Through this exhibition and programming, Morven is providing a space for the community to learn, grapple with, and discuss the legacy of slavery at a local, state, and national level.	Historic Morven
Yes	328	$24,998	NEH identified DEI involvement.		The Heartland is often seen as the "norm" in the popular imagination - the uncontested site of middle America, with a middle-class income and a white heteronormative family— not a place where queer people live and thrive. While these assumptions flood popular culture, humanities research has propelled that narrative by focusing their research on large cities. This project seeks to fill in the narrative gap and argue that queer people can and do flourish in the Heartland by uncovering the experience of living queer in a small Midwest city. Using humanities-based approaches, the project will add oral histories, objects, and archival materials to our LGBTQ+ resources, which will enable us to develop an interpretive exhibit plan and create educational resources that will focus on how a place shapes queer identities and choices— when or how to come out, organize for change, live authentically, foster community, and decide where to call home.	McLean County Historical Society
Yes	329	$24,956	This project aims to create a guiding narrative that promotes understanding and appreciation for the culture and history of the People of Ki tu wah. It involves collaboration, training, and inclusion of Keetoowah Tradition Keepers and Culture Bearers.		The primary goal of this project is to produce a guiding narrative relating the culture and history of the People of Ki tu wah that will inform and guide both the interpretive exhibits of the John Hair Cultural Center and Museum and the content of the curricula that supports the education activities of the facility. The project will also provide training in interpretive scholarship for content development staff, establish a framework for evaluation of outcomes, and involve Keetoowah Tradition Keepers and Culture Bearers in visioning and implementing a plan for future exhibits based on key aspects of the guiding narrative.	United Keetoowah Band of Cherokee

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	330	$24,909	NEH identified DEI involvement.		The Laurel Historical Society seeks funds to conduct comprehensive evaluation and analysis of collections and public programs. The proposed project would strengthen interpretation as a result of internal and outward-facing evaluations to assess the gaps in our current collection, evaluate our programs and community needs, engage in listening sessions, and interview community members and stakeholders. These approaches would aid the organization in strengthening interpretation and public programming at the Laurel Historical Society.	Laurel Historical Society, Inc.
Yes	331	$24,854	The request to explore labor history aligns with Diversity, Equity, and Inclusion (DEI) values by recognizing the importance of diverse narratives and integrating them into historical interpretation.		Ball & Socket Arts requests funding to convene historians and exhibition experts to research, create, and develop a detailed interpretive site plan that will explore the best way to tell the labor history of Ball & Socket Manufacturing.	Ball and Socket Arts, Inc.
Yes	332	$24,750	The initiative aims to bring together different historical elements, engage underrepresented communities, and share stories of Black and Immigrant steel workers. It addresses DEI by highlighting their experiences and relevant topics.		Roebling Museum requests $25k to invite volunteers, the community and local historians to work with consultants to create an interpretive plan.The plan will bring the museum together with a newly acquired immigrant worker house, the company town, and historic millyard into a cohesive experience that shares stories of Black and Immigrant steel workers. Staff and consultants with experience with underrepresented histories will assemble a team, conduct research, ask for community input, and draft a plan with implementation goals. Consultants will lead a workshop on interpretive methods for volunteers, staff and board members. This grant builds staff capacity to create appropriate interpretive interventions that engage visitors with the Great Migration, immigration, environmental impact of industry, unionization, and other topics that are still relevant today. The outcome is an interpretive plan that uses multiple historic places to tell the story of Black and Immigrant steel workers.	Roebling Main Gate Museum

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	333	$24,645	The Kohala oral history project preserves diverse cultural traditions in Hawai‘i.		A Taste of Kohala: A Youth Oral History Documentary Film Project” is an oral history project focused on collecting narratives of the rich food traditions of Kohala, Hawai‘i Island. Food will be the lens through which to examine the historical and contemporary experiences of various peoples of Hawai‘i. The stories gathered will reflect the diversity of the Kohala community and the complexities of its histories and culture. Elements of this project include: 1) A youth documentary filmmaking program to train students in oral history documentation and filmmaking, to capture up to 20 oral histories from the community; 2) Digital exhibit of oral histories and recipes; 3) A printed cookbook with recipes and curatorial text; 4) Interactive exhibit at Kohala Heritage Center; and 5) Public events. American Tapestry https://egms.neh.gov/Grants/ViewApplication.aspx?ApplicationID=304064TA-304064Public ProgramsPublic Impact Projects at Smaller OrganizationsBlack Heritage Trail of New Hampshire, Inc.Ms. JerriAnne BoggisFragile Freedoms: Black Revolutionaries in New Hampshire, 1750-1800.2025-05-01 00:00:00.0002027-04-30 00:00:00.0002024-11-21Approved0.00Implementation of a statewide traveling panel exhibition on the history of Black Revolutionaries in New Hampshire as part of the observance of America’s 250th anniversary. The Black Heritage Trail of New Hampshire (BHTNH) is seeking funding for a project in line with the NEH initiative American Tapestry" and in commemoration of the country's 250th anniversary. The project is also in line with BHTNH's strategic plan to engage with 1/3rd of NH's population through social media and programming over the next three	North Kohala Community Resource Center
Yes	334	$24,581	This project relates to DEI by preserving the cultural heritage and promoting dialogue about the impact of the wildfires on the Buddhist community in LÄhainÄ.		Three Buddhist temples were lost in the Lāhainā wildfires of August 8, 2023. This project seeks to preserve stories and memories of these lost temples through video oral history interviews, and to facilitate a discussion about the uncertain future of these temples in Lāhainā.	Japanese Cultural Center of Hawaii
Yes	335	$24,000	Canterbury Shaker Village aims to link Shaker history to contemporary human rights and social justice issues, promoting diversity, equity, and inclusion (DEI) principles.		Canterbury Shaker Village (CSV) will create a new and more comprehensive, humanities-based program of historic site interpretation, one linking Shaker tenets and history to contemporary human rights and social justice issues. CSV proposes a 12-month project to (1) undertake and complete internal and external reviews of current site interpretation and related materials; (2) create an implementation plan for a more coherent and integrated interpretive program, one that includes a comprehensive training program for tour guides, volunteers, and staff; and (3) design a more visitor-responsive site map and create visitor materials linking CSV to the Town of Canterbury’s Center Historic District.	Canterbury Shaker Village, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	336	$23,738	NEH identified DEI involvement.		Exhibition Development: "Out of the Ashes" is a planning project that will create a ready-to-install exhibition exploring the recent and historical human impact of wildfire activity within the State of California as well as locally, within the Butte County towns of Paradise, Magalia, and surrounding communities (the area known collectively as the “Ridge”).	Gold Nugget Days, Inc.
Yes	337	$23,701	NEH identified DEI involvement.		The proposed project seeks to develop and implement a storytelling program for children to accompany the traveling exhibition and digital archive in development for the Collective Care project. Collective Care: Responses to Natural and Human-Made Disasters in Puerto Rico (CCPR} is a participatory research, preservation, and storytelling project developed at the University of Puerto Rico-Cayey in partnership with the Smithsonian National Museum of American History and community-based organizations in Puerto Rico. The project works with communities impacted by hurricane Maria {2017), earthquakes (2020) and the pandemic to document and tell stories about local responses to disasters and their intersection with problems related to climate change and colonialism. This project will support the first phase of development for children's programming.	University of Puerto Rico at Cayey
Yes	338	$23,562	OurStoryBridge's capacity-building project aims to engage underserved rural and Indigenous communities, prioritizing younger populations, and promoting the use of oral histories for public programming.		OurStoryBridge Inc. proposes a capacity-building project to identify best and innovative uses for the 1,000+ short-form oral histories in our growing archival collection, with the goal of new interpretation and storytelling opportunities for humanities-based public programming opportunities. Our target audiences are underserved rural communities and Indigenous communities, with particular emphasis on engaging younger populations. The deliverables of the project will include 1) a collections review and audience research based on the OurStoryBridge archival collection as public humanities work and 2) a strategic plan for the future development and implementation of interpretive public programming tools and resources.	OurStoryBridge Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	339	$22,693	The project will highlight the contributions of women and minorities in railroad history, promoting diversity, equity, and inclusion in the museum's exhibits and educational resources.		The Museum of the American Railroad seeks funding to develop an interpretive plan that highlights the contributions of women and minorities in railroad history. The museum houses a superlative collection of trains and artifacts from the golden age of rail travel in need of new interpretation that is relevant and accessible. This project will engage scholars and community advisors to research and re-imagine exhibits, tour programs, and educational resources. Consultants will provide staff, volunteer, and educator training, facilitating an inclusive approach to storytelling that brings the museum's collection to life. The project aims to create an immersive experience through public and educational tours, the development of new exhibits, and professional development for teachers. These coordinated efforts will foster a deeper public understanding of underrepresented histories in the context of the American railroad, enriching museum visitors and enhancing community engagement.	Museum of the American Railroad
Yes	340	$20,650	Through My Eyes program aims to diversify insights, raise awareness of African Heritage history & complement cataloguing efforts.		Through My Eyes, is a program that will diversify our interpretive insights into our collections, raise awareness of African Heritage history and complement our current work to catalogue our archive (some 7,000 linear feet) . We will create a series of monthly videos that bring the insights of community members (students, teachers, politicians, local celebrities, etc.) to the documents found in the archive. Each month, our archivist and other RIBHS members will teach the community members about a different document, and the community members will, in turn, talk about their personal intertest in or connection to the document, which we will capture on video. These will be distributed on YouTube, at our website, and through our social media channels to simultaneously: provide our community with a deeper understanding of our work, introduce our community to the broader world, and raise awareness of African Heritage history and culture as far as our digital presence will reach.	Rhode Island Black Heritage Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	341	$19,354	The project aims to build capacity for engaging with complex topics, including Indigenous history and current issues, promoting diversity, equity, and inclusion.		The Wilson Museum, in collaboration with Castine History Partners and other community groups and individuals, will build the capacity of the museum and the wider community to engage with complex topics in the humanities by providing training in facilitated dialogue. Through a two to three day workshop in facilitated dialog, participants will gain an understanding of the dialogic approach to group learning, develop their skills in facilitating dialogue, and begin the process of creating dialogic programs around Indigenous history and current issues, climate change and community resilience, the American Revolution, and other topics important to participants. The project will give Wilson Museum staff and volunteers, and staff and volunteers from other local historical organizations, enhanced capacity to interpret our collections, exhibits, and cultural landscapes.	Castine Scientific Society
Yes	342	$19,000	The project aims to interpret African American history, which is a key aspect of diversity, equity, and inclusion (DEI) efforts.		This project will create a plan to interpret African American history and the legacy of slavery and servitude on the Gettysburg campus of United Lutheran Seminary.	Seminary Ridge Historic Preservation Foundation
Yes	343	$10,000	The creation of a Native American Wisdom Council and inclusion of regional tribal members reflects an effort to promote diversity, equity, and inclusion in the museum's exhibits.		The Jim Gatchell Memorial Museum would like to create a Native American Wisdom Council by gathering regional tribal members from the Crow, Shoshone, Arapaho, Sioux, and Cheyenne tribes. This council would then be paid as guest curators/consultants to reinterpret their Native history throughout the museum's exhibit galleries. Museum staff and volunteers would coordinate meetings, document, and facilitate the installation of new interpretation and exhibits throughout the museum.	Johnson, County of
Yes	344	--	NEH identified DEI involvement.		TO HAVE AND TO HOLD: A HISTORY OF MARRIAGE is a groundbreaking 2-hour broadcast special destined for PBS that will tell the story of marriage in the United States, and how gender roles, politics, economics, the law, religion, and culture, as well as personal agency and activism, have affected the institution throughout history. The documentary will trace marriage in the U.S. from its earliest versions to its present downturn, and its uncertain future, with emphasis on: the diversity of early models of marriage; the rich and complex political, economic, legal, religious and cultural trends that have impacted marriage practices; the impact of marriage on shaping gender roles; and those who have supported traditional marriage norms and those who have resisted those norms to push for a broader definition and experience of partnership.	Center for Independent Documentary, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	345	--	The program aims to engage and exchange ideas, develop critical thinking, and expand to additional units, all promoting diversity, equity, and inclusion (DEI).		The Philosophy and Literature Circle is a lifelong learning public humanities program which is currently available to people incarcerated at two prisons in Texas. The program offers a rigorous and dynamic curriculum to engage and exchange ideas on enduring questions in the humanities and how we might better understand ourselves and one another. Through reading, discussion, and writing, we engage celebrated works in philosophy and literature in order to develop capacities in critical thinking, logical and ethical reasoning, close reading, interpersonal communication, and creative expression. We are interested in applying for a two-year implementation grant. After pivoting to a correspondence model in 2020, we resumed in-person programming in fall 2022. We want to strengthen our ongoing programming, prepare program alumni to facilitate Circle discussions on the dorms and in the day rooms, and expand to at least one additional unit.	University of Texas, San Antonio
Yes	346	--	NEH identified DEI involvement.		Juneteenth in Germantown will support the installation of “Documenting the Philadelphia Juneteenth Festival in Germantown” featuring the photography of Tieshka K. Smith, a community zine-making workshop facilitated by Smith, and a history-based panel discussion on the legacy of the Johnson’s House Historic Site's abolitionist roots as connected to social movements over the past 175 years.	Historic Germantown Preserved
Yes	347	--	The DuSable's Juneteenth celebration aims to promote Black history, accessibility, and education to the public, contributing to DEI efforts.		For the past three years, The DuSable has hosted the city’s largest-growing Juneteenth celebration. This past year we hosted a record-breaking 10,000 attendees throughout the day-long event. As always, our 2025 celebration will remain free and open to the public with special accessibility considerations in mind. Our Juneteenth celebration is just one way we strive to make Black history and educational methods more attractive and accessible to the general public in order to gain more sustainable institutional support.	DuSable Museum of African American History, Inc, The
Yes	348	--	This initiative aims to collect and share untold stories, promoting inclusivity, diversity, and equity by giving voice to the residents and stakeholders of Orange Mound.		This Is Orange Mound will collect and share untold stories of residents and other stakeholders through oral histories, genealogical research, and material cultural (artifacts). The culminating public-facing event will be a Reader's Theatre and a community conversation that will engage audience the importance of the past and future of this historic community.	Blues City Cultural Center

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	349	--	This project aims to explore the history of enslavement's end in Mississippi, promote public understanding, and support Black-led museums' efforts.		This project will explore the history and legacy of the end of enslavement in Mississippi with public programs in three different towns that were sites of major events in the story of freedom's expansion and contraction. Through commemorations, lectures, living history demonstrations, and historic tours organized by three different Black-led museums, this project will foster a greater public understanding of a transformative moment in American history. While Juneteenth commemorates the news of slavery's end in Texas, Black communities in Mississippi have been marking their own communities' histories of emancipation and freedom for over a century, and our project aims to support and build upon these local efforts.	Shape Up Mississippi
Yes	350	--	NEH identified DEI involvement.		Montana State University Billings (MSUB) and the Museum of the Yellowstone seek a Public Humanities Planning Grant from the National Endowment for the Humanities (NEH) to support the development of a special exhibition entitled "Indigenous Yellowstone: The Past, Present, and Future" with accompanying curricular materials, exploring the history, traditions, and meaning of Yellowstone National Park to the 27 tribes that have historical connections to it. This exhibit will explore the meaning of Yellowstone Park to Native Americans and how tribes sustain their connection to the land, their traditions, and the stories of their ancestors in not only a historical framework but also a contemporary context.	Montana State University, Billings
Yes	351	--	The proposed historical documentary aims to promote diversity, equity, and inclusion by highlighting the challenges faced by free Black people in the Northeast U.S. during the 18th and 19th centuries, and their efforts towards self-determination and self-actualization.		We seek a Media Production grant to create a 2-part historical documentary, "A Peculiar Freedom." Our title defines free Black life in the Northeast of the U.S. between the 1780s and 1900, when White racism limited the opportunities of Black citizens, resulting in their social, political, and economic disenfranchisement. To be free and Black at this time meant confronting White assumptions about Black inferiority and having to prove ones worthiness as an American. Thus, our documentary will analyze the tensions between the theory of free Black life and the lived experiences of free Black people in late 18th- and 19th-century New England. We have two main objectives: to dispel the myth of a historically all-White New England, and to reveal the role that literacy, allies and activism played in Black self-determination and self-actualization.	Olaleye Communications, Inc.
Yes	352	--	The proposal by the National Center for Civil and Human Rights aims to increase public knowledge and celebrate Juneteenth, which aligns with DEI principles of inclusivity and promoting understanding of historical events.		The National Center for Civil and Human Rights (the Center) proposes a commemorative and educational family-centered celebration of Juneteenth using multiple activations to expose and deepen the general public's knowledge and celebration of Juneteenth as a major event in American history. Attendees will increase their understanding of the importance of Juneteenth and its impact on celebrations of freedom.	National Center for Civil and Human Rights, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	353	--	"Radical Chic" examines race, wealth, and activism through historical and cultural analysis.		The documentary film Radical Chic will examine the landmark cultural moment in 1970 when Felicia and Leonard Bernstein tried to cross the American divide of race and wealth to hold a fundraiser for wrongfully imprisoned Black Panthers. What followed became known as “the social disaster of the century”. The press harshly criticized the Bernsteins and the beloved conductor was booed on the podium. These events might not have achieved lasting cultural importance if journalist Tom Wolfe hadn’t immortalized them in his 24,000-word takedown "Radical Chic: That Party At Lenny’s." Wolfe satirized the Bernsteins and their guests as status-seeking ‘limousine liberals’ motivated by white guilt and a desire to appear chic. Wolfe’s sensationally-written attack was nominated for a National Book Award, and haunts the culture wars that divide America today. This film studies the original controversy, Wolfe’s famous article, and its current re-examination by humanities scholars.	Center for Independent Documentary, Inc.
Yes	354	--	"J.O.Y. | Juneteenth on the Yard" celebrates African American history and culture.		“J.O.Y. | Juneteenth on the Yard," provides a joyful afternoon of music, dance, and festivities held in the African Ancestors Memorial Garden at the International African American Museum, fusing critically important history with contemporary expression. By honoring this historic day, we not only commemorate the legacy of those who came before us but also inspire future generations to continue the pursuit of freedom.	International African American Museum
Yes	355	--	"Belongings" examines colonial-era African art collecting and global historical narratives.		The Fowler Museum at UCLA will develop "Belongings: Legacies and Futures for Historical African Arts," encompassing a nationally and internationally traveling exhibition, scholarly publication, digital teaching resources, and K-12 and public educational programming. "Belongings" is the culmination of over five years of global outreach, partnership-building, and in-depth research into the layered histories of colonial-era collecting in Africa and the subsequent movement of objects over time and across continents.	University of California, Los Angeles

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	356	--	"Nguni Nation" addresses African diaspora, colonial history, and racial identity through art and education.		Presenting the interconnected life stories of five 19th-century African rulers, the exhibition Nguni Nation: Migrant Kingdoms of Southern Africa addresses the topic of the Nguni diaspora following the Mfecane ("crushing" in the isiZulu language), a tumultuous period of war and societal upheaval that shaped southern African history. Around 150 Nguni artworks dating from the 19th century-on loan from museum collections in South Africa, the U.K., and France-will be presented in conversation with specially commissioned images by the South African photographer Jabulani Dhlamini as well as a new video by the director Nomawonga Khumalo. Curators and educators will collaborate with Yale faculty across disciplines and consultants representing a broad sweep of the humanities to produce an exhibition, catalogue, and programming that engage diverse audiences at every educational level.	Yale University
Yes	357	--	The project seeks to update the museum's interpretation of whaling history to create an inclusive and impactful experience, which is aligned with DEI principles.		The Whaling Museum & Education Center respectfully requests an NEH Grant Award of $25,000 to support the reinterpretation of its humanities-based exhibitions in a new permanent gallery for the public as part of its Design Development phase of a larger project tied to exhibit reinstallation. This project supports an outside consultant to update the museum's current site interpretation about whaling history and design a visitor-responsive, inclusive, inquiry-based and impactful experience in a new 1300-square foot pavilion housing a full-size whale skeleton in line with the best museum practices today.	Whaling Museum Society, Inc.
Yes	358	--	NEH identified DEI involvement.		Out of the Ashes represents a strategic planning initiative in which the Gateway Regional Arts Center seeks to identify, research, and select relevant and compelling historical narratives from the Black community in the Gateway region of Eastern Kentucky. This will also include the initial creation of interpretation materials and plans for the sharing of these narratives with the public.	Montgomery County Council for the Arts, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	359	--	NEH identified DEI involvement.		The Erie Canal Museum will develop an interpretive plan to guide the transformation of our permanent exhibitions as part of our work to expand the dominant historical narrative of the Erie Canal. The goal of this project is to determine the narrative content and collections materials to be included in the design of new Museum exhibitions. We will also identify an exhibition designer to whom we can give this information for the next phase of the project: developing a shovel-ready exhibit. Since its construction was completed 200 years ago, the Erie Canal has been treated as an icon of American exceptionalism. Negative aspects of the Canal's history, such as its relationship with Indigenous and Black populations as well as its impact on the environment, have been excluded. To complete this project, we will work with local community partners as well as humanities scholars to guide us as we fully integrate these histories into the Museum's narrative.	Erie Canal Museum Inc.
Yes	360	--	Arch Street Meeting House Preservation Trust will research Quakers and people of color, honoring their legacy through an interpretive program.		Arch Street Meeting House Preservation Trust (ASMHPT) staff will research and explore the complex legacy Quakers have with people of color. An important starting point will be the writings of Sarah Mapps Douglas and Bayard Rustin, black Quakers who attended various gatherings at Arch Street Meeting House. Out of that research ASMHPT will hire two interpreters and a project manager who will draft a first person interpretive program based on the research findings. This public program will be presented to visitors, on-going, from Memorial Day, 2026-the end of August, 2026.	Arch Street Meeting House Preservation Trust
Yes	361	--	The Black Heritage Trail project highlights Black Revolutionary War figures and engages diverse audiences.		The Black Heritage Trail of New Hampshire (BHTNH) is seeking funding for a project in line with the NEH initiative American Tapestry" and in commemoration of the country's 250th anniversary. The project is also in line with BHTNH's strategic plan to engage with 1/3rd of NH's population through social media and programming over the next three years. Black soldiers, sailors, and activists played a key role in New Hampshire's participation in the American Revolution and in fighting for the liberties it espoused. This is history that everyone in NH should know. The project consists of researching and creating portable text panels featuring Black Revolutionaries and their stories that will travel to public libraries, schools, businesses, and city and town halls throughout the state. Each will have QR codes connecting viewers to additional information and resources.	Black Heritage Trail of New Hampshire, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	362	--	Black Photojournalism exhibition highlights the work of Black photographers, contributing to diversity, representation, and inclusion in the field of photojournalism.		Black Photojournalism is the first comprehensive traveling museum exhibition considering the work of Black photojournalists active in the United States from the conclusion of World War II to the presidential campaigns of 1984. The exhibition will include images of historic events, such as the March on Washington and the assassination of Dr. Martin Luther King, Jr., as well as everyday community occasions, such as birthdays, weddings, and funerals. Featuring original photographs, moving images, and printed ephemera—the majority of which have never been exhibited—this unprecedented show will present significant imagery by approximately 40 Black photographers drawn from collections of journalists, libraries, newspaper archives, museums, photographers, and publishers around the US.	Carnegie Institute
Yes	363	--	Dorchester Heritage Center's collaboration with local Native American tribes and scholars in designing an exhibit, prioritizing accurate information and the tribes' storytelling preferences, aligns with DEI principles.		Dorchester Heritage Center is currently in the process of designing and, in the near future, constructing, a new 20,000 sq ft facility near Ridgeville, SC. DHC will be joining with 3 local Native American Tribal Chiefs and 2 scholars knowledgeable in Native American activity and history through South Carolina to develop the content for our new Native American exhibit at our new facility. DHC will rely on these experts to provide us with accurate information to allow us to showcase South Carolina's Native American history in general and the local history in particular. This exhibit and its contents will have a huge educational impact on all who visit, from students to elders, locals to tourists. DHC wants the Tribes' stories to be told the way the Tribes want them told.	Dorchester Heritage Center, Inc.
Yes	364	--	NJACRF's grant request demonstrates a commitment to diversity, equity, and inclusion by helping history-based nonprofits assess and improve their interpretive strategies regarding the Underground Railroad.		NJACRF is requesting a grant of $25,000 from the NEH's Public Impact Projects at Smaller Organizations program over one year to 1) work with up to six small to midsize history-based nonprofits in New Jersey to assess their current interpretative strategies and frameworks regarding the history of the Underground Railroad in the state; 2) provide these organizations with assessment results that outline each organization's successes, challenges, and opportunities for more expansive interpretive methods; and 3) hold a one-day public symposium that shares out the results of our project and engages a broader group of organizations.	New Jersey Arts and Culture Renewal Fund, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	365	--	The Whose Land? Project supports community-driven interpretation and storytelling, promoting diverse voices and perspectives in Northside Milwaukee.		The Whose Land? Project, under the auspices of the Race and Place Coalition, requests $24,977 from the NEH to support the development of a methodology and enhanced digital platform that encourages community-driven interpretation and storytelling in Northside Milwaukee. The proposed project builds off a 2023-24 community archiving initiative funded by a Wisconsin Humanities planning grant that convened a coalition of eight Milwaukee-based cultural and community organizations, led by Whose Land?, to develop a vision for collaborative, community-based collecting and preservation.	Race and Place Coalition, Inc.
Yes	366	--	NEH identified DEI involvement.		Missing Stories: The LGBTQ+ Community in Boston's West End aims to have The West End Museum partner with community experts to complete a thorough study of local archival collections that are likely to contain information on the LGBTQ+ history of Boston's West End Neighborhood. Using this research, the Museum will produce a public exhibit sharing the West End's LGBTQ+ history with West End residents and the larger Boston community, and produce complementary educational programming including a walking tour and talks. Research materials gathered during this project will be organized and filed within The West End Museum's research files, part of its archival collections, and will be available for further use both by the Museum and the public. Additionally, findings from this project will result in permanent inclusion of LGBTQ+ persons within WEM's exhibits, walking tours, and website, expanding its ability to tell the stories of the entire West End community.	West End Museum, Incorporated, The
Yes	367	--	By conducting oral histories with leaders in the historic preservation movement and creating a podcast, this initiative aims to provide accessible information, which can contribute to diversity, equity, and inclusion efforts by reaching a wider audience.		Through utilizing our existing oral history collection and conducting up to a dozen new oral histories with leaders in NYC's historic preservation movement, we will create a podcast whichwill offer accessible information to listeners who may not have formal preservation education or experience.	New York Preservation Archive Project

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	368	--	NEH identified DEI involvement.		The Museum of the City of New York respectfully requests a Public Humanities Projects implementation grant of $400,000 to support costs related to Unceded: 400 Years of Lenape Survivance, a year-long installation at MCNY that will travel to three Indigenous cultural spaces in the United States and Canada. Unceded will explore how fundamental aspects of New York City – home to the largest urban Native population in North America – are rooted in Dutch-Lenape interactions. These include the city's culture of commerce and trade, its fierce land speculation dynamics, and its cultural and demographic diversity. By highlighting the Lenape's past, present, and future ties with the city, Unceded offers an important reframing of New York's foundation. Unceded is created in partnership with the Eenda-Lunaapeewahkiing (Land of the Lunaapeew) Collective, the American Indian Community House, and the Amsterdam Museum.	Museum of the City of New York, Inc.
Yes	369	--	"Diary from the Ashes" relates to DEI by showcasing the experiences of a young girl during the Holocaust, promoting historical understanding and empathy.		The 86-minute television documentary "Diary from the Ashes" will be the first in-depth film on the life and diary of Rywka Lipszyc, an intensely imaginative and intelligent 14-year-old girl whose diary was found in the rubble of an Auschwitz crematorium in 1945. Remarkably, Rywka's diary remained hidden until well into the 21st century, when it ended up in San Francisco, unopened and untranslated.	Headfirst Arts & Media, Inc.
Yes	370	--	NEH identified DEI involvement.		The Black LGBTQ Worlds of the Harlem Renaissance is a major exhibition and educational initiative that will premiere in New York from October 2025 to March 2026 and then embark on a national tour. Marking the centennial of The New Negro, Alain Locke's landmark edited volume, this immersive exhibition uniting painting, sculpture, artifacts, documents, photographs, and music from collections across the country will examine the Harlem Renaissance and the queer artists, writers, and performers who expanded the boundaries of identity through their creative and community-building work, opening new worlds of possibility for themselves and their audiences. By moving this marginalized population to the center, the exhibition will show visitors that the lives of these historical actors were not, in fact, marginal at all. The exhibition will be accompanied by an ambitious slate of programs, educational initiatives, and a suite of digital resources for teachers, students, and the general public.	New York Historical Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	371	--	"Who Tells Your Story?" explores diversity and evolving representation in Broadway musicals.		Presented by Great Performances on PBS, this documentary film explores the dramatic changes in the Broadway musical over the past two decades, "Who Tells Your Story?" will bring the six-part Broadway: The American Musical series (2004) up to date with a seventh installment, examining how this uniquely American art form has evolved since 2004. Facing unprecedented challenges, today's Broadway musical—and the commercial industry that supports it—has had to reflect and refract seismic changes in American culture while embracing new audiences and a chorus of new voices.	WNET
Yes	372	--	The Penn Center's Juneteenth events acknowledge the journey of Black people from slavery to freedom and highlight ongoing struggles for equality and rights.		The Penn Center National Historic Landmark District (https://www.penncenter.com/) will celebrate Juneteenth on June 19, 2025, by hosting several events, free and open to the public, that critically consider the long journey of Black people from slavery to freedom. Juneteenth celebrates the end of African American enslavement, when Major General Gordon Granger of the Union Army issued his General Order No. 3 in Galveston, Texas, on June 19, 1865, manumitting Black people still enslaved in that state. This annual commemoration also has promoted African Americans' ongoing struggle for equality and the full rights of American citizenship. Our program will commemorate how Gullah Geechee communities, unique African American cultures in the coastal South and Low Country that date to early sixteenth-century colonization efforts, and communities of the Gullah Geechee diaspora. which extend north into Canada and west into Oklahoma, Texas, and Mexico, have advanced ideas of democracy and freedom	Penn Center, Inc.
Yes	373	--	CPF's collaborative research project aims to uncover the narrative of enslaved individuals, increasing knowledge, and integrating research into interpretation. This supports DEI by shedding light on underrepresented histories and engaging the community.		Partnering with regional historical societies, genealogists, researchers, and public historians, CPF will facilitate a collaborative research and program development project to uncover and share the narrative of enslaved individuals in rural Southeastern Pennsylvania, specifically the Pratt family farm and surrounding Quaker communities. The outcome is to increase the knowledge and training of staff and volunteers to more fully integrate the research into sitewide interpretation. Building off the foundation of existing research and programs, this critically important research project will both engage key community stakeholders and expand programming offerings to attract a wider audience to the farm.	Colonial Pennsylvania Plantation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	374	--	The project aims to provide a comprehensive understanding of enslaved communities in coastal New England, emphasizing their agency and resistance, addressing historical misrepresentations, and highlighting the ongoing impact of slavery in the region.		The Marblehead Museum & Historical Society, Inc. seeks to finalize and implement an interpretative and exhibit plan for the 1768 Jeremiah Lee Mansion and Slave Quarters that incorporates both structures and the surrounding landscape into a cohesive whole to provide visitors of all ages with a rich, multi-faceted picture of the enslaved communities of coastal New England while highlighting individual stories that reflect enslaved people's persistent quest to forge and maintain their humanity via resistance, control, and various forms of agency. Through exhibits, recreated spaces, and guided interpretation, the project will allow the Museum to tell an often overlooked, misunderstood, and misrepresented regional history with national implications for understanding how the history of slavery in the northeast continues to impact our communities today.	Marblehead Historical Society
Yes		**$26,549,390**				
Yes	375	$647,757	NEH identified DEI involvement.		NHD proposes a four-year cooperative agreement with the National Endowment for the Humanities (NEH) to continue educational programming that promotes student learning while producing opportunities to deepen and inspire the teaching of history. Programs and activities would focus on the 250th anniversary of the Declaration of Independence and the continued struggle toward "a more just, inclusive, and sustainable society." NHD programs and content will examine how, in pursuit of this end, our founding ideals have been applied, challenged, and reconceived from before our nation's founding to today's headlines. The agreement centers on NEH's agency-wide initiative, "A More Perfect Union: America at 250."	National History Day, Inc.
Yes	376	$234,939	NEH identified DEI involvement.		The team behind Enslaved: Peoples of the Historical Slave Trade, based at Matrix: Center for Digital Humanities and Social Sciences at Michigan State University is applying to host a National Endowment for the Humanities Level II Institute for Higher Education Faculty on data-informed methods in slavery studies. The program, designed for fifteen participants, will run for four weeks in the summer of 2023, with two weeks on-site at Michigan State University followed by two weeks of virtual work. Year one of this two-year project (2022-2024) will focus on preparing for and hosting the institute. During the second year, the project will publish, in the Journal of Slavery and Data Preservation, data articles, datasets, and supporting data documentation created by institute participants.	Michigan State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	377	$219,996	NEH identified DEI involvement.		The project will explore recent changes in the production, structuring, and sharing of knowledge about Asian cultures and societies, and how these changes might foster knowledge communities that are more collaborative, responsive, and attuned to the pluralities of Asian experiences.	East-West Center
Yes	378	$219,407	NEH identified DEI involvement.		Visual Wests is a four-week Summer Institute for Higher Education Faculty to be held at the University of Oklahoma (OU) in 2025. The Institute reexamines the visual imagery and material culture that shaped ideas about the American West since the nineteenth century. The West that emerges - which we center - pays greater attention to the complexities of Indigeneity, race, gender, sexuality, and nature and to new methods of interpreting and communicating research in visible forms. In doing so, we recapture the stories of people too often marginalized in or erased from traditional narratives. Guided by an interdisciplinary faculty, the Institute draws on OU's rich archival and museum resources such as the Western History Collections, Carl Albert Congressional Research and Studies Center, Fred Jones Jr. Museum of Art, Jacobson House Native Arts Center, Sam Noble Museum of Natural History, and Charles M. Russell Center for the Study of the Art of the American West.	University of Oklahoma, Norman
Yes	379	$207,916	NEH identified DEI involvement.		Revisiting Religion and Place, an NEH Summer Institute with the UVA’s Religion, Race & Democracy Lab, will bring together religious studies faculty and advanced graduate students for an immersive 3-week exploration of critical new perspectives on the theme of "place." Given recent, dramatic advances on the study of place in the environmental humanities, social sciences, legal studies, and indigenous studies, the time is ripe for rethinking place as a fundamental feature of the study of religion. We wish to introduce scholars in religious studies and related fields to this enormously productive re-thinking of the idea of "place" that has occurred across disciplines, to assist scholars in developing a richer and more nuanced understanding of the opportunities and pitfalls that come with using the category of "place" in thinking and teaching about diverse manifestations of human engagement with the world.	Rector and Visitors of the University of Virginia

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	380	$199,999	NEH identified DEI involvement.		Punishment is an essential object of humanistic inquiry in schools throughout the United States and in history, civics, social studies, and literature courses at the middle and high school level. Teachers regularly use materials in which the fact of punishment, its purposes, or its fairness are central issues. This Institute will address three questions about punishment that are perennial sources of lively debate. 1. What is punishment and why do we punish as we do? 2. What can we learn about politics, law, and culture in the United States from an examination of our practices of punishment? 3. What are the limits of punishment? Together with the Visiting Faculty, we will take a fresh look at familiar texts and explore new resources on which participants might draw when they teach about punishment.	Trustees of Amherst College
Yes	381	$199,985	NEH identified DEI involvement.		The Center for Climate Literacy at the University of Minnesota-Twin Cities proposes a three-week Summer Institute for thirty English Language Arts teachers to explore strategies of teaching about climate justice. The notion of climate justice refers to considerations of climate change vulnerability relative to responsibility. It requires conceptualizing a socially and environmentally just transition from an unsustainable to a sustainable civilization. Climate justice has been the key demand in Indigenous, youth-led, BIPOC, and citizen action climate movements of the past decade. It is also becoming a large theme in literature and media addressed to young audiences. The Institute will provide thirty teachers with an opportunity to develop a literature-based, theory-informed, actionable understanding of climate justice for the ELA classroom. Participants will learn how to use young people's narratives and media as portals into exploring climate justice issues.	Regents of the University of Minnesota
Yes	382	$199,797	NEH identified DEI involvement.		In partnership with Loyola University Chicago and University of Illinois Chicago, the Chicago History Museum proposes to reprise "Rethinking the Gilded Age and Progressivisms: Race, Capitalism, Democracy, 1877 to 1920" for a seventh year. The program's core output is a three-week summer institute in Chicago for 30 resident teachers across grades 6-12 during the period of July 6-25, 2025. Participants will deepen their understanding of the period through readings, lectures, primary sources, and Chicago's historical and cultural resources. The institute creates a space where teachers may contemplate and debate how individuals and groups defined, reformed, and contributed to visions for American democracy during a period when different perspectives often dominated political and cultural discourse. Participants will leave with the current scholarship about the history of the Gilded Age and Progressive Era, along with teaching materials rooted in their own inquiries.	Chicago Historical Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	383	$199,585	NEH identified DEI involvement.		This proposal is for a three-week combined institute for 25-30 secondary English language arts teachers entitled, Hip Hop as Humanities: Counterstories for the Canon, Classroom, and Country. The institute will be held virtually for two consecutive weeks, July 7 to July 18, 2025, and in-person on the campus of Drexel University in Philadelphia, Pennsylvania from July 28 to August 1, 2025. Through a variety of readings, guest lectures, professional development workshops, collaborative teaching and learning activities, and place-based learning experiences, participants will explore Hip Hop's history, philosophy, language, literature, and arts and its possibilities for reimagining what, how, and why they teach English language arts.	Drexel University
Yes	384	$197,388	NEH identified DEI involvement.		SSU proposes a new combined format, 3-week summer institute with in-person and virtual convening for 25 English teachers of grades 6-12. The institute will be held virtually & in-person on SSU's campus & through field trips to various locations in northern California. The institute will guide participants in an in-depth inquiry into climate futurism alongside literary scholars, teacher-artists, naturalists, & media literacy scholars. Climate futurism is defined here as storytelling that uses climate science as a catalyst to imagine possible climate futures. Storytelling is essential to the humanities, but it also bridges other disciplines like the sciences & helps people imagine alternative outcomes to complex problems. The institute starts with Octavia Butler's Parable of the Sower & young adult literature in the genre of "cli-fi," or climate science fiction, to frame field experiences & leads to the development of curricular "Action Plans" for teachers' use in their own classrooms.	Sonoma State University
Yes	385	$191,619	NEH identified DEI involvement.		The American Historical Association (AHA) proposes to convene a three-week, fully virtual institute over fifteen days in June and July 2025 for 30 K–12 educators on the theme of Africa in World History. The participants will enhance their content knowledge, allowing them to expand beyond the often-limited engagement with African perspectives in many world history textbooks and state standards. Building on previous AHA professional development programs, this institute will engage teachers of world history in a collaborative effort with university faculty to begin assembling a free digital source collection that will be hosted on the AHA's website as a permanent resource for world history teachers. In addition, teacher-participants will develop lesson plans and assignments built around the new sourcebook and focus on integrating African perspectives in a way that aligns with the needs of students in busy classrooms.	American Historical Association

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	386	$191,219	NEH identified DEI involvement.		Participants in this three-week combined institute will explore the connections between the Great Migration, the Harlem Renaissance, and contemporary society. The first portion will take place online and introduce participants to the general history of the Great Migration and the Harlem Renaissance. The second portion will take place in Alabama where participants will explore the conditions that led to the Great Migration. The final, New York City, portion will examine the ways in which the Great Migration influenced the culture and society of the Harlem Renaissance. Participants will explore the connection between these historical events and contemporary society. Throughout the institute, participants will investigate the ways in which representation shapes our understanding of history. From this investigation of historical content and representation, participants will create project-based humanities curricula inspired by their experiences in the institute.	Alabama A&M University
Yes	387	$190,682	NEH identified DEI involvement.		This 3-week Institute for higher-education faculty, titled "Slavery and Early Modern Philosophy," focuses on philosophical debates about slavery in Europe and North America in the seventeenth and eighteenth centuries. Unlike other humanities disciplines, the field of philosophy has largely ignored early modern texts about slavery so far. The Institute directors aim to change the conversation in their field and bring philosophical debates about slavery into mainstream philosophy research and teaching. They believe that it is extremely valuable—and indeed, necessary—for Americans to grapple with the legacies of slavery and learn to discuss them openly. Historians of philosophy can play a vital role in facilitating such discussions. This Institute will have 25 participants and 6 faculty visitors who will each spend one or two days with the group. The Institute will be completely residential and take place at Georgetown University in Washington, DC, from June 16 to July 4, 2025.	Georgetown University
Yes	388	$190,000	NEH identified DEI involvement.		The Wing Luke Museum of the Asian Pacific American Experience seeks to present our popular in-person Landmarks workshops, In Our Own Voices: Asian Americans, Native Hawaiians, and Pacific Islanders in the Pacific Northwest. Building on the success of our 2014, 2016, 2019, 2021, and 2023 workshops, we propose two 2025 workshops (July 7-12 and July 21-26, 2025) for K-12 educators, led by our 2023 team of Education staff in partnership with preeminent scholars and veteran K-12 educators.	Wing Luke Memorial Foundation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	389	$190,000	The Kansas City workshop highlights diverse histories, including Black and Latinx communities, in the Jazz Age and Great Depression.		Wide-Open Town: Kansas City in the Jazz Age and Great Depression is a K-12 Teacher and Museum Educator week-long workshop that connects recent scholarship, historic sites, and cultural resources to examine the significance of the 1920s and 1930s in US history. These were particularly vibrant years in Kansas City, sometimes described as the city's "Golden Age." The economy boomed and culture flourished, yet these events were intertwined in a political, social, and economic landscape fraught with notorious machine politics, vice, and long histories of diverse peoples fighting for their rights and freedoms. Much of what played out in Kansas City is a reflection of the larger cultural and historic forces that shaped this era in US history. The workshop includes visits to the National WWI Museum and Memorial, the Truman Library and Museum, the Nelson-Atkins Museum of Arts, the Negro Leagues Baseball Museum, the American Jazz Museum, and the Guadalupe Center.	University of Missouri System
Yes	390	$190,000	Cincinnati Sounds explores music, social justice, and historically underrepresented communities in urban development.		Cincinnati Sounds explores spaces, places, and sounds in a musical city. Urban planning and development in the "Queen City" has created a dichotomy of painstakingly preserved and restored landmarks simultaneously leaving others lingering only in public memory. The project considers how sound is integral to these spaces, transforming them as flagships of education, music performance, sacred communities, and sociocultural, historical social justice innovation. Participants will triangulate multiple perspectives in multidisciplinary scholarship and sound mapping, site visits, and applications to humanities research and teaching. Workshops will include discussions of reading and listening materials, instruction on storytelling and mapping sound, a keynote address and presentations from Cincinnati area university faculty, arts leaders, authors, historians, librarians, a photojournalist, and visits to historic and modern landmarks defined by curated and oft forgotten music and sound.	University of Cincinnati

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	391	$189,999	NEH identified DEI involvement.		The American Society of Landscape Architects Fund is seeking a grant for a Landmarks of American History and Culture project for two 1-week workshops aimed at developing and piloting a framework for K-12 educators nationwide enabling educators to explore local and national landscapes through a design-centered lens. Led by leading experts, participants will engage in guided site visits to urban spaces, immersing themselves in the design-centered framework learning how to integrate elements of history, storytelling, and environmental awareness into their lessons, teaching students about the historical significance of landscapes and how these sites help sustain an equitable and democratic society. Participants will depart with the tools to seamlessly integrate landscape-centered educational activities into various humanities curricula, with a specific emphasis on environmental humanities, reinforcing the idea that landscapes honor the past while informing and educating the future.	American Society of Landscape Architects Library & Education Advocacy Fund, Inc.
Yes	392	$189,946	NEH identified DEI involvement.		At the core of the workshop is the weighty issue of race reform in a contested southern past. Atlanta, destroyed in the Civil War, was rebuilt as a “New South” city where memorials to the Old South became symbols of white supremacy that relegated African Americans to legal and economic second-class status. The struggle of resistance begins with Atlanta University and continues to W. E. B. Du Bois to Martin Luther King. Atlanta has an ideal nexus of historic sites where teachers can explore these struggles, from the legacy of slavery, the promise of emancipation, the betrayal of Reconstruction, the terror of redemption and race riot, the erection of the color line and resistance to segregation, the civil rights movement, legal desegregation, and integration to a multicultural and pluralistic society. Teachers from middle and high school can bring home lessons for many subjects for their students, colleagues, and districts.	Georgia State University Research Foundation, Inc.
Yes	393	$189,792	NEH identified DEI involvement.		In 2025, we will host 72 K–12 educators for a residential workshop, From the Fragments: Places and People in Colonized New England, which we first ran in 2023. Our primary site will be what is known as the Great Bay Estuary, a distinctive ecosystem that formed an important English colonial frontier in the 17th century and has been occupied for millennia by Abenaki/Penacook peoples, who know it as P8bagok. Each of the first four days will consider, in depth, the lives of a different population experiencing global colonialism, placing the experiences of Native Americans and African Americans alongside narratives of what would eventually become the white majority, with a final day for curriculum building. We will include background reading and lectures, but place-based encounters will be at the heart of the workshops.	University of New Hampshire

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	394	$189,791	This institute explores the tensions between competing traditions in reading instruction, highlighting the changing conceptions of literacy and its societal impact.		This institute will examine K-12 educators' and school reformers' changing conceptions of what constitutes a "good reader" across the twentieth century. To do so, we will trace two competing traditions in reading instruction: one emphasizes the role of literature in the student's social, moral, and civic development; the other values skill-development and sees literature as a pathway to scientific, self-disciplined thinking that is also vital to the civic good. These tensions matter more today than ever. In developing a deeper understanding of this history, participating teachers will prepare to serve as stronger school leaders and more effective and creative practitioners.	University of Texas, El Paso
Yes	395	$189,708	NEH identified DEI involvement.		The Massachusetts Historical Society and the Concord Museum have partnered to propose a 6-day workshop, teachers would explore famous and lesser-known sites related to the American Revolution and its aftermath in Massachusetts. These place-based experiences in the greater Boston area and the south shore of Massachusetts will be guided by academic and public historians, literary scholars, and community experts, whose work prioritizes inclusive storytelling and engages the histories of Black and Indigenous people and women. Teachers will investigate rich primary sources from the Revolutionary period, including artifacts, letters, paintings, and petitions through archival inquiry, museum exhibitions, performances, and historical tours. These experiences–and the multiple perspectives which they engage–leverage the richness of the humanities to equip educators with a more complex understanding of the Revolution and its legacies.	Massachusetts Historical Society
Yes	396	$188,812	NEH identified DEI involvement.		Spring Hill College (SHC) seeks funding from the National Endowment for the Humanities(NEH) for "From Clotilda to Community: The History of Mobile, Alabama's Africatown," a five-day Landmarks of American History and Culture workshop to immerse K-12 educators of all grades in the history of the 110 survivors of the slave ship Clotilda, their descendants, and the post-Civil War community of Mobile, Alabama's Africatown.	Spring Hill College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	397	$188,178	NEH identified DEI involvement.		This project offers two one week long residential workshops and four virtual follow-up meetings on the topic of school desegregation in Virginia. Participants include 60 K-12 school-teachers with an emphasis on Grade 6-12 social studies/history teachers. In these workshops, participants will visit significant historic sites associated with the history of school desegregation, learn how to use primary sources in the archives, and created their own curriculum on the topic. The first workshop will take place from July 13th through July 18th, 2025, and the second from July 27th through August 1st, 2025. The virtual meetings for the first week workshop participants will be held on December 6th, 2025, and May 2, 2026, and for the second week workshop participants, on December 13th, 2025, and May 9th, 2026. Two meetings in May, 2006, will be arranged with the potential approval by NEH.	Old Dominion University Research Foundation
Yes	398	$187,868	SUU's program incorporates elements of NEH American Tapestry and aims to expand the American narrative by exploring the archaeology and oral history of the Fremont people.		Building on the successes of the NEH Landmarks Voices of the Ancients 2021 program and incorporating elements of the NEH American Tapestry area of interest, Southern Utah University (SUU) seeks to help teachers grapple with difficult and complex history and expand the American narrative investigating the archaeology of the ancient Fremont people, engaging with the oral history of their living descendants, and connecting with five culturally significant American landmarks.	Southern Utah University
Yes	399	$186,928	The proposed workshops aim to bring fresh perspectives and examine the relationship between history, memory, and citizenship, enhancing diversity and challenging participants' pedagogical tools.		We propose to engage K-12 educators at Gettysburg College and on the battlefields of the Gettysburg National Military Park in 2 week-long workshops on history and the construction of collective memory, bringing fresh perspectives to the study of Gettysburg and to Civil War history. This program sustains and enhances the themes of our successful 2014 and 2022 Landmarks programs, sharpening the focus and adding new content. The 2025 proposed workshops will examine the relationship between history and memory and the conflict between what happened and how we remember it. Participants will explore how perceptions of the past shape how we document and remember and how we conceptualize what it means to be a citizen in a complex democracy. K-12 teachers will extend their content knowledge and expand and deepen pedagogical tools in fresh and challenging ways. Our proposed program leverages the scholarly expertise of the College and its faculty to attract a diverse and talented participant pool.	Gettysburg College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	400	$186,587	NEH identified DEI involvement.		Bvlbancha Rising: Louisiana Landmarks and Climate Change Challenges will encompass two week-long workshops in June 2025. Each will invite 20 higher education and humanities practitioners to explore coastal Louisiana cultural landmarks imperiled by human action, i.e., sea-level rise due to climate change, threats to biodiversity, and impacts of extractive industries. We pay particular attention to sites and place-based practices important to Indigenous, Black, and Asian American histories. Through site visits, experiential learning, discussions, and guest lectures by artists, writers, scholars, filmmakers, and community activists, we explore ways that the humanities play an important role in understanding environmental change and creating expressive responses to ecological pressures.	Tulane University
Yes	401	$186,147	This summer institute promotes diversity, equity, and inclusion by involving faculty from various humanities disciplines and addressing societal concerns around AI.		We propose a 3-week summer institute for 30 higher education faculty on “Humanities Perspectives on Artificial Intelligence,” to be held onsite at the University of Utah from July 14th to August 1st, 2025. Drawing participants from all humanities disciplines, this new summer institute enables participants to gain a deeper understanding of the technological workings and societal implications of artificial intelligence. Starting with a week-long introduction to AI, the institute then delves into pressing concerns around AI including labor, the environment, misinformation, and surveillance. By centering readings, discussion, field trips, and hands-on experimentation, the Institute will equip participants with foundational knowledge about AI, enabling them to use their humanities competencies to carry out urgently needed research on AI development, regulation, and impact as well as preparing them to teach the next generation of tech developers, policymakers, and concerned citizens.	University of Utah
Yes	402	$185,626	the project explores the social history of the working class, including issues related to race and community, which are key components of DEI.		Car culture shapes media and popular culture in America. In this project, educators learn how the automobile illustrates social history of the working class, including the Great Migration, and the accompanying shadow of racism. The workshops also explore industrial preservation and adaptive reuse to examine why place matters in our communities and how participants can help their students to look at old structures in any community across America. Participants create virtual field trips from the sites they visit for their students and students in other places to use as they conduct inquiry. In an inquiry process, they question, use a disciplinary framework, and evaluate sources, before communicating their conclusions and taking action in their community. As educators have learned in the recent pandemic, access to digital resources is crucial for student learning as they conduct their own investigations.	Ball State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	403	$184,866	NEH identified DEI involvement.		This National Endowment for the Humanities Landmarks Workshops for School Teachers features a series of discussions with leading scholars about the intersection of the Underground Railroad, whaling, and the maritime trade within the United States. New Bedford, MA, a premier seaport and whaling capital of the United States during the Antebellum period, provides a perfect backdrop for our focus on the Underground Railroad and sea routes to freedom. The workshop emphasizes the powerful abolitionist forces within the free African-American community and the Quaker establishment of New Bedford.	New Bedford Port Society
Yes	404	$183,226	NEH identified DEI involvement.		From the exhausted hope of the Joads to the tenacity of Cesar Chavez; from the austere Garveyian self-reliance of Allensworth to the lyricism of the Bakersfield Sound, very few locales have captured the promise, struggles, and artistry of Rural America more than California's San Joaquin Valley. The San Joaquin Valley demonstrates the extent that the historic, literary, and musical wealth of Rural America has been stitched together by a truly multi-ethnic mosaic of Americans united in their pursuit of the American Dream. Four principal landmark sites frame the experience, including: Allensworth, Sunset Labor Camp, Delano, and the National Cesar Chavez Center in Keene, California. Through readings, films, and primary source documents related to each location's history, participants will explore the contributions of African Americans, Filipinos, ethnic Mexicans, and Dust Bowl Okies in the making of America's most productive agricultural region in the heart of California's Central Valley.	CSUB Auxilliary for Sponsored Programs Administration
Yes	405	$181,039	NEH identified DEI involvement.		The Tenement Museum requests a grant to support "Under One Roof: Teaching Immigration and Black History through the NYC Tenements," a new series of two one-week, residential workshops for Middle and High School educators. These workshops, to take place at the Tenement Museum in New York City on July 20-25 and August 3-8, 2025, invite 60 educators to examine the stories and experiences of immigrant and Black families and communities at two key moments, the Civil War/Reconstruction (1860s-1870s) and the Ellis Island era of immigration (1890s-1920s). Through guided tours of the Museum, conversations with leading scholars, and visits to other key historic and cultural sites, participants will identify new ways to explore themes of race and identity in their curricula; relate Black and im/migrant history in their teaching; and explore the evolution of legislation that shaped experiences of inclusion, exclusion, and American identity for these and other families and communities.	Lower East Side Tenement Museum

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	406	$180,256	NEH identified DEI involvement.		Rutgers University, the Ramapough Culture and Land Foundation and Liberty State Park will support two identical week-long workshops for seventy grades 5-12 educators, librarians, curriculum consultants/supervisors, museum educators, and administrators to explore the histories, cultures, and science of the Coastal and Land Area in and around Liberty State Park. In addition to readings and visiting scholar presentations, indigenous knowledge bearer conversations, our workshop will use the Liberty State Park itself as a classroom, with visits to coastal landmarks, historic waterfront areas, and significant areas in and around the harbor to support lesson plan development in advance of the Quarter Millennial.	Rutgers University
Yes	407	$175,045	NEH identified DEI involvement.		National History Day's Inclusive History Initiative combines teacher training and curriculum development to enhance classroom teaching and student learning, moving beyond the textbook and into the depth and breadth of history. That initiative includes a series of volumes of essays and lessons that address the histories of marginalized communities. The second volume will focus on Jewish and Jewish American History. NHD will begin in May 2024 to solicit historians and master teachers to research and write the essays and lessons for "L'dor V'dor": Teaching Jewish History from Generation to Generation. As with others in this series, the volume on Jewish and Jewish American history will comprise articles of approximately 1,500–2,500 words, each one by noted scholars, and lesson plans crafted by NHD identified teachers. NHD will collaborate with the NEH to identify the scholars to craft and edit the specific article topics.	National History Day, Inc.
Yes	408	$175,000	NEH identified DEI involvement.		The American Social History Project/Center for Media and Learning at the Graduate Center, City University of New York (ASHP/CML) proposes a two-week summer institute, entitled LGBTQ+ Histories of the U.S.	CUNY Research Foundation, Graduate School and University Center

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	409	$175,000	NEH identified DEI involvement.		The University of New Mexico (UNM) College of Fine Arts proposes “Reimagining the U.S./Mexican Border Through Multimodal Storytelling” as a new combined two-week institute designed for twenty-five K-12 educators. The proposed institute focuses on K-5 educators, including classroom teachers, arts educators, museum educators, librarians, and curriculum support staff. However, the content and approaches apply to all K-12 learning environments, and educators from all grade levels are encouraged to attend. The U.S.-Mexican border encompasses many aspects of human and non-human lives. Throughout the institute, educators will engage in multimodal inquiry by working with contemporary border artists and cultural workers who facilitate sound, visual, and embodied modalities related to extending children’s literature and promoting empathetic discourse regarding the border.	University of New Mexico
Yes	410	$175,000	NEH identified DEI involvement.		Upstander Project proposes a residential two-week NEH Institute in July 2025 for 3rd to 12th grade humanities teachers and museum educators as a continuation of its Upstander Academy (UA) programming. The 2025 Institute, Upstander Academy: Rethreading the Needle of Native American History Through Land and Water-Based Learning, is designed to give 25 participants an immersive and experiential understanding of Native American history and contemporary realities in the Dawnland. The residential program will take place across multiple ecosystems and significant sites of Indigenous history from Monday, July 14th through Sunday, July 27th. NEH funding would support the two weeks of programming, including support for core faculty and guest speakers, and stipends for participants from across the country.	Upstander Project Inc.
Yes	411	$174,997	This study of Jewish print culture contributes to the wider study of print culture, an essential aspect of comparative scholarship in the humanities.		The study of “print culture” – material features of books -- is essential to the humanities. Knowledge about how print culture evolved across different cultures and languages provides a foundation for comparative scholarship. Jewish print culture – texts printed in languages that use the Hebrew alphabet – emerged in the early modern period and spread worldwide, to the myriad locations of Jewish life. This Institute will take place at the YIVO Institute for Jewish Research and the Cary Graphic Arts Collection at the Rochester Institute of Technology and examine this evolution of Jewish print culture. Combining scholarship, archival work, and the hands-on practice of letterpress printing will enrich participants' work and afford them tools and methods to invigorate their teaching. This Institute is part of the “maker turn” in the humanities and will contribute to the wider study of print culture in global and American settings.	Case Western Reserve University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	412	$174,986	NEH identified DEI involvement.		This NEH Summer Institute will investigate Buddhist perspectives and practices concerning the natural world, especially in relation to our climate and ecological crisis. Building on the consensus in the emerging field of environmental humanities–that this crisis has cultural or even spiritual dimensions and not merely technological ones–this Institute will first provide an overview of how Buddhists in different times and places have considered the natural world, and then outline the various ways in which contemporary Buddhists have adapted traditional ideas and practices to address local and global ecological challenges. Faculty presentations will examine traditional and contemporary Buddhist perspectives in different parts of Asia and the West, including Buddhism's dialogue with indigenous traditions in Asia and North America, and in conjunction with current scientific findings on the cognitive abilities of plants, animals, and human beings.	Mangalam Centers
Yes	413	$174,182	NEH identified DEI involvement.		This institute will explore the lived history of diverse religious people and communities of early Philadelphia and its impact on national conversations about democracy and religious freedom. By the end of the eighteenth century, Philadelphia had more religious diversity than anywhere else in the new nation. That diversity extended beyond the varieties of Protestantism that are typically highlighted in the period. Philadelphia had Jews, Catholics, Freethinkers, Muslims and practitioners of traditional African religions. The promises of religious and political freedom were experienced differently, and the legacy of race, class, and settler colonialism continued to shape society's power dynamics. This two-week, in-person institute will equip 25 K-12 educators (primarily grades 9-12) in areas of social studies, history, or related fields to develop classroom curricula related to the role of religious diversity in social / political life in the U.S through the lens of Philly	Dialogue Institute
Yes	414	$174,088	The proposed institute aims to explore the changing narratives and content of college-level music instruction, with a focus on American music. This relates to the broader DEI conversation in academia.		The American Musicological Society proposes a new, two-week residential Institute for Higher Education Faculty entitled Musics of the United States: Telling Our Stories, to be held at the University of Maryland, 14-26 July 2025. This institute will apply insights from innovative scholarship in humanistic music studies (musicology, ethnomusicology, music theory) and related fields ($E.g. American Studies, folklore). Bringing together an interdisciplinary group of scholar-teachers, it will explore how the stories we tell about American music are changing and how this changing curriculum might be taught. The institute will provide thirty (30) participants with opportunities to engage with new scholarship and to explore ways of reshaping the narratives and content of college-level instruction about music in the United States.	American Musicological Society, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	415	$173,044	NEH identified DEI involvement.		Indigenous Histories of the U.S.-Mexico Borderlands is a 2-week NEH K-12 Institute led by faculty from the History Department in collaboration with NAU Institute for Native-Serving Educators (INE). The program aims to expose Secondary Social Studies educators to new historiography, primary sources, and teaching strategies for incorporating Native American histories into their curriculum. Ultimately, this program will equip teachers with the knowledge and skills needed to center Indigenous histories, themes, and ways of knowing in their classroom instruction. At the conclusion of the institute, participating educators will produce curriculum materials to be shared on the INE website.	Northern Arizona University
Yes	416	$172,935	NEH identified DEI involvement.		The University of Texas at El Paso (UTEP) and in collaboration with the Center for InterAmerican and Border Studies (CIBS) and the Institute of Oral History (IOH), non-profit research and education centers at UTEP, propose a residential Summer Institute for School Teachers from July 20-August 3, 2025. Building on the successful participation of Summer Scholars in the in-person 2017 and 2019, while virtually in 2021 Summer Institute for School Teachers titled Tales from the Chihuahuan Desert: Borderlands Narratives about Identity and Binationalism, the 2025 Summer Institute will provide 25 secondary school teachers of art, language arts, sciences, social studies/history, and world languages in grades 6–12 with two weeks of intense, guided exploration of borderlands narratives from the Chihuahuan Desert.	University of Texas, El Paso
Yes	417	$172,260	NEH identified DEI involvement.		Bridging Histories: Angel Island and Asian American Immigration, is a two-week hybrid institute for 25 K-5 teachers to visit Angel Island and develop content knowledge and critical perspectives on Asian American immigration. Immigration is often taught through the experience of European immigrants arriving through Ellis Island, who are welcomed by the inscription on the pedestal of the Statue of Liberty, "Give me your tired, your poor, your huddled masses yearning to breathe free." For Asian Americans, the immigration experience has been marked by exclusion and discrimination, which continues to shape the way in which Asian Americans are still viewed as foreigners. While less known than Ellis Island, Angel Island served as an important gateway for Asian American immigration, which is complex and shaped by exclusion based on race, class, and gender. Teachers participating in the institute will visit Angel Island in San Francisco and engage in lectures and workshops remotely.	Montclair State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	418	$171,962	NEH identified DEI involvement.		The Souls of Black Folk and the Foundations of African American Studies is a new, Level 1 residential institute from June 22 – July 3, 2025. It supports 25 teachers of grades 9-12 interested in offering the new A.P. African American Studies course or expanding their content knowledge and pedagogy in African American Studies. This request builds upon our team's experience of offering workshops for K-12 teachers in Massachusetts. Institute participants explore the interdisciplinary contours of African American Studies framed by W. E. B. Du Bois' book Souls of Black Folk. Participants learn the fundamentals of antiracist education to equip them to teach teens of diverse backgrounds. Excursions include the Du Bois Boyhood Homesite in Great Barrington, MA and other sites. Overall, the Souls Institute addresses the needs of teachers lacking formal training in the discipline by pursuing the sort of collective knowledge production and interdisciplinarity central to African American Studies.	University of Massachusetts, Amherst
Yes	419	$171,776	NEH identified DEI involvement.		San Jose State University (SJSU) proposes to host a two-week Summer Institute for twenty-five K-12 school teachers titled: The Immigrant Experience in California through Literature and History. We have hosted this institute four times previously (in 2014, 2016, 2017, and 2022) and found it to be a great success. We propose to host it again from July 13 to July 27, 2025. While we welcome applications from all K-12 teachers, librarians, and administrators, our primary participant audience is middle and high school teachers of literature, social studies, history, foreign languages, and theatre.	San Jose State University Research Foundation
Yes	420	$170,670	NEH identified DEI involvement.		The Virginia Museum of History & Culture (VMHC) will provide workshops to educators in grades K-12 from around the country to learn about Virginia's role in the American Revolution by visiting historical sites and landmarks, discussing teaching strategies, and analyzing primary source documents. Educators will have access to the vast collections at VMHC, as well as "Give Me Liberty: Virginia and the Forging of a Nation" – a groundbreaking exhibit serving as the official state exhibition for the Virginia 250th effort, and co-curated by both VMHC and the Jamestown-Yorktown Foundation. With specific emphasis on a series of anniversaries starting in 1775 and extending into the following decade, educators will be prepared to tackle the following school year fully armed with new knowledge and techniques related to teaching the American Revolution.	Virginia Historical Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	421	$169,642	NEH identified DEI involvement.		Japanese American National Museum (JANM) requests $190,000 to host educators from schools nationwide to its third in-person workshop, "Little Tokyo: How History Shapes a Community Across Generations." Over two sessions in June and July 2025, secondary teachers (grades 6-12) will explore how historic events and ongoing challenges have shaped this dynamic community.	Japanese American National Museum
Yes	422	$163,906	NEH identified DEI involvement.		Land as Archive: Natural and Human Histories of the New York Botanical Garden is a proposal for two new one-week workshops (July 7-13 and July 21-18, 2025) hosted by the Humanities Institute at the New York Botanical Garden (NYBG). Registered as a National Landmark in 1967-, NYBG will be a case study to read the land as a multilayered archive of human and non-human interactions and examine its history and cultural relevance to different peoples through the lens of its rich ecology. Each workshop will host 20 participants working in the Humanities fields to develop analytical and practical skills and integrate scientific and Traditional Ecological Knowledge, environmental humanities, and archival resources into their place-based research and teaching practice. NYBG's team of humanists and scientists will lead the workshops, along with guest scholars, for lectures, discussion sessions, and hands-on explorations of the institution's archives and land.	New York Botanical Garden
Yes	423	$157,202	NEH identified DEI involvement.		The proposed Institute, "Pandemics and Public Health Crises in United States History," will train 30 educators in the humanities and health sciences to teach interdisciplinary courses on the history of disease and other public health crises, by immersing them in gripping historical case studies and by demonstrating innovative teaching methods by expert faculty. The COVID-19 pandemic has demonstrated the need for nuanced, critical, and multidisciplinary thinking about public health in the U.S. COVID-19 and the threat of infectious diseases are far from the only ongoing public health crises: others include stark disparities in chronic disease rates, surges in mental illness, and health consequences of climate change. Studying and teaching these crises with a humanist and historical perspective enables students and instructors to grasp the roots and layered social contexts in which they are embedded and to thoughtfully contribute to efforts to address them.	Ohio State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	424	$150,000	NEH identified DEI involvement.		Buried Blueprints will illuminate the unknown, or often invisible, contributions of Black educators as founders of pedagogy and practice of Black education in America from the Colonial period to Civil Rights era. This Humanities Initiative illuminates the legacies of founding Black educators missing from curriculum and classrooms. This initiative aims to deconstruct oversimplified stories and caricatures of a few exceptional Black educators, and reconstruct a more full rendering of the beliefs, philosophies, practices, influences, curriculum, challenges, and insights—of the blueprints they left behind. As a recovery project for erased knowledge, Buried Blueprints offers a more complete story of the widespread efforts of many Black people, reframing Black architects of education from exceptions to the norm. This project will sync two new courses: Buried Blueprints of Black Education and Digital Storytelling as Curriculum, disseminating the courses at 25 partnering HBCUs.	Morgan State University
Yes	425	$150,000	NEH identified DEI involvement.		This proposed curricular initiative centers and cultivates young people as agents in and storytellers of the struggle for racial justice in Colorado and the Front Range region of the larger Rocky Mountain West. With an initial focus on the history of Chicanx youth activism, it is an intentional university-wide and public good focused humanities-centered curricular collaboration that involves students, faculty, and various community partners in the collaborative work of recovering and documenting the racial justice efforts of earlier youth populations in the region, while fostering an historically informed perspective for racial justice work in the present and future.	University of Denver
Yes	426	$150,000	NEH identified DEI involvement.		“Ecologies of Extraction, Extinction, and Repair” consists of two yearlong institutes for LaGuardia Community College faculty, CUNY doctoral students, and undergraduates to discuss pressing topics in the environmental humanities. Our first year will explore “Environmental Consequences of Extraction.” Our second will examine “Global Flows and More-Than-Human Entanglements,” including plant and animal relationships. The institutes support course development, experiential learning, and publications informed by recent environmental humanities scholarship. Six invited scholars will discuss resource extraction, extinction, multispecies entanglement, and related topics. Faculty and doctoral students will develop related teaching modules that support global learning requirements. They will also share and receive feedback on their scholarship related to the theme. LaGuardia undergraduates will participate in the institutes as co-learners and as evaluators of the faculty teaching materials.	CUNY Research Foundation, LaGuardia Community College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	427	$150,000	NEH identified DEI involvement.		The Lives in Translation (LiT) program, which is housed within the Department of Spanish and Portuguese Studies at Rutgers University-Newark, where we embrace our role as an anchor institution in our diverse social milieu as central to our identity, is proposing a three-year humanities initiative to (1) expand curricular offerings in translation, interpreting, and multilingualism, (2) to provide language services in a multitude of languages to our Limited English Proficiency members of our community, including indigenous and endangered languages, and (3) to support innovative teaching and learning of language documentation of multilinguals. Through this proposal, Lives in Translation's vision is to cultivate the linguistic richness of our Rutgers-Newark campus by making languages a cornerstone of educational opportunities and providing deeper knowledge and understanding of global cultures as an integral part of our academic capacity.	Rutgers University, Newark
Yes	428	$150,000	NEH identified DEI involvement.		Prairie View A&M University, a federally designated Historically Black College and University (HBCU), seeks funding from the National Endowment for the Humanities (NEH) for faculty enrichment and curriculum development to bolster support for the university's newly launched African American studies program.	Prairie View A & M University
Yes	429	$150,000	NEH identified DEI involvement.		Iona Black Humanities Initiative (IBHI) project aims to build out our existing Black Studies (BST) minor into a full major, and diversify the Humanities curricula university-wide. In Fall 2024 there will be a convening of eight faculty members collaborating to develop six new BST-designated courses. Upon Iona's approval, the courses will go through NYSED approval process in Spring 2025. Seven faculty members will join the fall cohort in a two-week symposium during Summer 2025. They will revise their respective Humanities courses to integrate content from black studies. These will be slated for inclusion in Fall 2026. In the end, we aim to have a dedicated pool of faculty that will teach courses in Black Studies major and minor, and a critical mass of university -wide faculty that help embed and disseminate more diverse curricular content into the university humanities and core curricula. This will have a significant impact on program development, and the promotion of diversity at Iona.	Iona University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	430	$150,000	NEH identified DEI involvement.		NYC College of Technology, CUNY proposes the project "Enriching the Humanities Curriculum to Embrace Cultural Relevance", to expand course offerings for the minor in Hispanic Studies. The project objectives are (1) the development of five new culturally relevant courses to support the new Hispanic Studies minor; (2) professional development workshops on culturally responsive teaching in the Humanities; and (3) establishment of partnerships with Hispanic studies departments across CUNY. The proposed courses will provide a wide range of enrichment in the humanities through the study of history, linguistics, art, and the social and cultural experiences of the Hispanic/Latinx population. The professional development workshops will engage faculty discuss issues of inclusivity and diversity in a classroom. This project will establish partnerships with departments across CUNY to help promote our new courses to other campuses and expose more students to culturally relevant courses.	CUNY Research Foundation, NYC College of Technology
Yes	431	$150,000	NEH identified DEI involvement.		The University of Wisconsin-Eau Claire will implement an Integrative Health Humanities Certificate that engages four humanities departments as well as departments of Psychology, Social Work, Biology, and the Institute for Health Sciences. Its integrated curriculum requires students to take a core course: Health Humanities, and engage in an experiential practice, including collaborative research and internship opportunities. Focusing on long-term sustainability we will 1) Develop new and revise existing courses, and create an interdisciplinary Advisory Board responsible for assessment 2) Expand on existing experiential learning opportunities and build a system to track student participation and 3) Create a public-facing website to house ongoing Health Humanities projects. Our program will enroll 25 students in year 1 and 75 annually by year 5. This certificate will play a crucial role in realizing the University's goal of attaining national distinction in "health and wellbeing" by 2025.	University of Wisconsin, Eau Claire
Yes	432	$150,000	NEH identified DEI involvement.		The project "Exploring the Dimension of Russia and Otherness" will focus on an underexamined aspect of Russian, East European, and Eurasian Studies (REEES): how African Americans and Black intellectuals have interpreted their encounters with Russian/Soviet intellectuals, and how Russian/Soviet intellectuals have interpreted their encounters with African Americans and Black intellectuals and their culture(s), to include cultural exchanges with national minority cultures of the former Soviet Union and Russia's near abroad.	Howard University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	433	$150,000	NEH identified DEI involvement.		This project is intended to increase access to the oral histories of De Anza College's California History Center (CHC), while also creating new oral histories, digital stories, and an educational walking tour, within a Humanities context and curriculum. De Anza College is eager to undertake the work of reframing historical narratives that better reflect an authentic identity for the people of Silicon Valley. In keeping with the National Endowment for the Humanities' special initiative, A More Perfect Union, this project is motivated by the recognition that the American story is incomplete without the stories of the countless Americans who have been bypassed, ignored, and forgotten. By addressing such marginalization, this project: (1) increases accessibility of the local oral histories already housed at CHC; (2) promotes the creation of new historical narratives, and (3) works with campus and community partners to develop new curriculum and experiential learning activities.	De Anza Community College
Yes	434	$150,000	NEH identified DEI involvement.		"Building Community and Belonging for Hispanic Students through the Humanities" (BCBHS) is a 2.5-year language, literature, oral and urban history, and community engagement initiative. We propose to create an advanced Spanish language literacy program for heritage speakers that combines oral history, urban history, literature, and digital humanities. The program will use a multiliteracies approach that seeks to adapt the teaching of linguistic and cultural literacy to the current trends in the digital globalized world that students navigate in their everyday lives. BCBHS will incorporate advanced literature and history into the multimodal format and the production of an open-source Spanish language and literature textbook created, in-part, through collaboration with students. The BCBHS program will also create a space and medium for community members to engage in listening to and learning from each other.	Research Foundation for the State University of New York
Yes	435	$150,000	NEH identified DEI involvement.		This project will promote the humanities on the University of Puerto Rico Medical Sciences Campus (UPR-MSC) by expanding "Libraria", the Historical Repository for Health Science Information in Puerto Rico and the Caribbean, and its implementation as a teaching resource for seven courses taught at UPR-MSC. The expanded digital repository will also be a vital resource for an elective course on the history of health in Puerto Rico that the proponents of this project will create and offer with the collaboration of the Library's Special Collections section, the UPR-MSC Institute of History of Health Sciences, and the Museum of Pharmacy and Medicinal Plants of the School of Pharmacy.	University of Puerto Rico, Medical Sciences Campus

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	436	$150,000	NEH identified DEI involvement.		UC Santa Barbara proposes a 36-month initiative to create two new minors that will address issues facing the humanities in higher education by linking humanities content and skills to pre-professional education in medical and legal fields. Grant funds will be used to support the development, implementation, and evaluation of new minors in the Medical Humanities and the Legal Humanities. The project includes (1) two cohorts of faculty interested in teaching in the minors; (2) workshops to design curricular content and create new gateway courses and 14 new or revised upper-division courses; and (3) co-curricular events including a speakers' series that attracts faculty and students to engage with health- and justice-related topics and demonstrates the affinities between the two minors. Participating faculty will create inclusive and equitable humanities curricula and incorporate strategies into their courses that speak to students' diverse identities and backgrounds.	University of California, Santa Barbara
Yes	437	$150,000	NEH identified DEI involvement.		Pace University requests $150,000 for The Ground Beneath Our Feet project to center place-based, experiential humanities in our undergraduate core curriculum and humanities degree programs. Recognizing the location of our Lower Manhattan campus on unceded Lenape land near the African Burial Ground–at the convergence of Chinatown, Civic Center, Financial District, and the Seaport–we will engage student participation and community collaboration in investigating the area's previously obscured people, places, and events. A Lower Manhattan Humanities Consortium (LMHC)--including NYC Municipal Archives, American Indian Community House, Bowery Residents' Committee, Billion Oyster Project, South Street Seaport Museum, and Trinity Church Archives–and Pace courses in ethnic and gender studies, language, literature, history, and peace and justice studies will uplift stories of marginalized people in the historical record through co-creation of digital humanities and public humanities projects.	Pace University
Yes	438	$150,000	NEH identified DEI involvement.		The UHV College of Liberal Arts and Social Science will develop, implement and evaluate three minor curricula for Race and Ethics Studies, Women and Gender Studies, and Disability Studies.	University of Houston, Victoria

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	439	$150,000	NEH identified DEI involvement.		This is an interdisciplinary, collaborative teaching initiative, using a historic cemetery as a basis for curriculum that focuses on the multifarious histories of the South Side of Chicago, in particular the histories of Jews and African Americans and the interactions between them. Exploring the theme of “A More Perfect Union,” it invites students to engage with the interrelation between race, religion, ethnicity, immigration status, and socio-economic factors, as they have shaped the area. We also aim to develop curricular material that can be used by others, in particular strategies and materials for teaching with and around historical cemeteries, and site-specific teaching about urban history more broadly. Building on existing UChicago courses and programs, and through partnerships with local educational and cultural institutions, this new model will become a permanent feature of the College curriculum at the University and can serve as a platform for similar initiatives elsewhere.	University of Chicago
Yes	440	$150,000	NEH identified DEI involvement.		The Mapping Resistance of Africans and African Descendants to Colonialism and Segregation 1945-1990 project is designed to expand on existing materials to improve the teaching and study of the history of resistance at Delaware County Community College and the broader region. Emphasis on resistance will bring the stories from civic response to armed revolt from across the African diaspora into the classroom via an interactive, digital modality that will resonate with students.	Delaware County Community College
Yes	441	$150,000	NEH identified DEI involvement.		This project seeks to develop and expand a robust experiential, project-based learning program focused on identity and place-making on the six diverse campuses of Perimeter College, a two-year degree granting college of Georgia State University, by training faculty, creating resources, and piloting “Project Lab” courses. These courses will be embedded in pre-existing “Perspectives” courses, core classes that focus on critical thinking and humanities-focused topics and will engage students with community-facing projects developed around the theme of identity and place-making. The program will consist of faculty development workshops, resource building, and community-engagement that will lead to the creation of humanities-focused project lab courses.	Georgia State University Research Foundation, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	442	$149,999	NEH identified DEI involvement.		We propose to expand the role of the humanities at the University of Colorado Boulder by developing a curricular initiative that combines the humanities and data science. Team members will design eight courses, each of which will promote experiential learning and foster engagement with humanistic questions in the context of quantitative inquiry. Key components of the project include, first, a two-year course design and development workshop facilitated by CU Boulder's Center for Teaching and Learning. Second, we describe an ambitious plan for disseminating our findings and for fostering local and national conversations about best practices for teaching data science and the humanities. Our project aims to provide a model of cutting-edge pedagogical collaboration and an example of how the humanities can help equip twenty-first century learners with the intellectual resources they will need responsibly to inhabit a world being remade by data.	University of Colorado, Boulder
Yes	443	$149,999	NEH identified DEI involvement.		This project will construct a digital resource bank for teaching and learning health narratives at the postsecondary level, emphasizing the benefits to many kinds of learners of both reading and writing stories about health, illness, and caregiving. By the time they reach college age, many college students have increasingly complex experiences of mental and physical illness, their own or that of their loved ones. Courses that lead students through reading and writing about health issues teach them to contextualize those experiences within broader perspectives on language, meaning, relationship, and ethics. The digital resource bank will facilitate courses in many English disciplines and for Spanish majors and minors, encouraging both health humanities programming and community outreach. PIs will lead in person workshops and webinars to maximize use of the website, and an online journal will be created to publish peer-reviewed undergraduate health narratives in Spanish.	University of Iowa

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	444	$149,998	NEH identified DEI involvement.		Building the Humanities through Brazilian Studies is a three-year curriculum development and public engagement project housed in the Center for Brazilian Studies at San Diego State University. The project adopts an intersectional approach to the humanistic study of Brazil, foregrounding the cultural production of underrepresented authors, artists, filmmakers, and scholars. Funding will enable us to advance our humanities curriculum by (1) creating core classes; (2) promoting academic engagement that fosters the development of Brazilian studies via scholarly and creative events on campus; (3) disseminating project outcomes to the public through the expansion of the Center for Brazilian Studies award-winning digital humanities platform, the Digital Brazil Project. Overall, the initiative will contribute to our objective to give students an understanding of Brazil as a pluralistic society while strengthening global perspectives in the humanities.	San Diego State University Foundation
Yes	445	$149,996	NEH identified DEI involvement.		The NYU Applied Humanities in Professional Education Project will integrate the Humanities into NYU Steinhardt's professional education programs through first-year seminars that meet core requirements. These courses will focus on the role of history, literature, ethics, culture, ways of knowing, and interpretative practices in contemporary topics relevant to professional education while also developing students' capacity to apply humanities methods in conducting inquiry. In contrast to positivist or techno-rational professional preparation, these courses will broaden and humanize students' learning in preparation for professions of human development at a time when questions about which humans matter and how well artificial intelligences can mimic humans are extremely salient. Courses will offer experiential learning with community partners and serve as a foundation for a university-wide initiative to bring the Humanities into NYU's many other professional schools.	New York University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	446	$149,995	NEH identified DEI involvement.		Humanities and Arts faculty and health professionals at VCU will collaborate to create a Health Humanities Minor to bridge gaps between humanistic studies and professional fields, teach students critical frameworks to better understand inequities, and help them develop empathy and observational or clinical skills informed by multidisciplinary cultural-historical, social, political, ethical, and aesthetic perspectives. We will develop a cross-disciplinary team-taught curriculum with ten new and revised Health Humanities courses, including a core Health Humanities course specifically tailored to our institution and students. It will focus on: 1. ethics/social inequities; 2. art, historical, or cultural/literary perspectives to immerse students in multiple modes of humanistic analysis, enable them to apply interdisciplinary connections within and beyond this program, and adapt coursework toward their career goals; and 3. community-based experiential learning.	Virginia Commonwealth University
Yes	447	$149,994	NEH identified DEI involvement.		With Sport Studies in the 21st Century, we propose to enhance the humanities-centered study of sport at Manhattanville College through the lens of Latinx studies, exploring the social, political, historical, and cultural frameworks of sport in Latinx communities. The proposed project will create a speaker-in-residence series focused on Latinx scholarship and accompanied by cross-institutional learning clusters and experiential learning components. Its aim is to broaden scholarship and pedagogy of an understudied area and augment an all-encompassing liberal arts experience by leveraging a topic so many are wildly enthusiastic about: sport. Manhattanville's current Sport Studies curriculum and the broader fields of sport studies, Latinx studies, and American studies fall short in examining the impact of Latinx athletes and the role of sport in Latinx communities. The proposed project is meant as a corrective to this underrepresentation.	Manhattanville College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	448	$149,992	NEH identified DEI involvement.		Our proposal seeks to establish a program in the medical and health humanities at Sam Houston State University (SHSU). The program, an administrative unit in the History Department, will launch a minor, establish five new courses, create four short lessons for STEM classes, and expand a speaker series. The need for interdisciplinary perspectives on health and medicine has never been greater. The liberal arts bridge the gap between biomedicine and the cultural aspects of health, uncovering the ways that social structures shape experiences of illness and disability and even determine healthcare outcomes. Offering a unique opportunity to improve humanities teaching and learning at SHSU, the program will expand the audience for the humanities, provide distinctive insight into the formation of societies and power structures, highlight the applicability of the humanities to solving real world problems, and afford students the opportunity to refine their humanistic skills.	Sam Houston State University
Yes	449	$149,989	NEH identified DEI involvement.		The Alabama Prison Arts + Education Project (APAEP) at Auburn University (AU) offers quality educational experiences to those inside of state correctional facilities in Alabama. APAEP is proposing a redesign and implementation of year-long Alabama History-themed writing program for incoming first-year college students at Staton Men's Correctional Facility and Tutwiler Prison for Women. First-year APAEP students will have a greater understanding of Alabama history from their unique place and time, and will imagine their current and future contributions to their state's history. Faculty and students based at the AU main campus will serve as instructors and peer tutors to APAEP students, thereby building the connection between APAEP students and the greater AU community.	Auburn University
Yes	450	$149,989	NEH identified DEI involvement.		We will design and implement a 6 course (24 credit hour) humanities sequence around the theme of Identity, Transformation and Agency for incarcerated women, trans-identified and gender nonconforming people at the Coffee Creek Correctional facility to enrich and expand Portland State University's Higher Education in Prison Program. Faculty from six departments (Anthropology, Black Studies, Chicano & Latino Studies, English, Indigenous Nations Studies, and Philosophy) will participate in a community of practice to create student-centered, engaging, and rigorous curriculum along a Liberal Studies degree pathway.	Portland State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	451	$149,989	NEH identified DEI involvement.		Juniata College in Huntingdon, PA will implement the Explorations of Rural Experience: Fostering Narrative Imagination and Civic Curiosity minor. Grounded in Juniata's local rural community, the minor will provide faculty with the opportunity to use interdisciplinary approaches to teach students how to tackle complex problems, such as rural poverty, in a way that blends the humanities emphasis on narrative, historical context, and story-telling with social science data-driven methods. We will create a space for faculty to collaborate on interdisciplinary curriculum development; support professional development; institutionalize experiential learning opportunities in Pennsylvania and in study away through partnerships in Alabama; launch core courses and electives for the minor; establish the Rural Community Reading Group; mount a symposium on the topic of rural poverty; create a digital humanities hub as a repository for student research projects; and establish a research assistantship.	Juniata College
Yes	452	$149,986	NEH identified DEI involvement.		This project aims to advance humanities studies at Howard University by developing a team-taught interdisciplinary course and digital library that explore the history of shared Afro-diasporan liberation movements between the Caribbean and the USA. Addressing a largely underexplored area of research in the field of African Diaspora Studies, this intervention expands relational understanding across the diaspora and places freedom movements in perspective for students witnessing, sometimes experiencing, the global rise of authoritarianism and threats to human liberty, particularly for groups that have been minoritized.	Howard University
Yes	453	$149,985	NEH identified DEI involvement.		The Humanities Initiatives at HBCUs grant will support the design of three new Spanish courses at Florida Memorial University (FMU). These courses, focusing on business, the medical field, and Hispanic culture, will enrich the offerings of FMU's Department of Arts and Humanities. Despite FMU's location in Miami Dade, where Spanish is prevalent, only two elementary-level Spanish courses are offered. This limited curriculum restricts our students' engagement with the city's resources and places them at a disadvantage in the job market, where there is a high demand for this language. This disadvantage is particularly alarming given our predominantly black student body, facing increased job market obstacles due to systemic racism. By expanding their language skills, these courses will enrich our students' human experiences and enhance their job prospects. This initiative aligns with FMU's mission of creating global citizens and serves as a vehicle for advancing social justice.	Florida Memorial University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	454	$149,984	NEH identified DEI involvement.		The Vertical Writing Program at John Jay College of Criminal Justice (a CUNY senior college, HSI, and MSI) proposes a two-year humanities initiative to expand curricular offerings in rhetoric-based writing for transfer students, a population identified in our assessment data as performing poorly in research-based academic writing. This humanities-driven project would expand upon an existing pilot of four upper-division “Writing in the Disciplines” (WID) courses: Writing in Humanities, Writing in Social Sciences, Technical Writing in Computer Science and Math, and Writing in Criminal Justice. Development of an upper-division writing program based in rhetoric would include curriculum design, faculty development, a case study of transfer students’ ability to write in increasingly complex contexts, and outcomes assessment. This coherent curriculum will improve transfer student academic and career success to address COVID-19 learning loss and its exacerbated effect on minority students.	CUNY Research Foundation, John Jay College
Yes	455	$149,957	NEH identified DEI involvement.		Despite an abundant understanding of the scientific basis of many of today’s pressing environmental issues, promising scientific and technical innovations struggle to be implemented in particular social, cultural, and political contexts. Scientists and policy makers need the aid of knowledge generated in the humanities to translate their research into meaningful societal interventions. We propose to implement a place-based, humanities-informed Environmental Studies major at the University of Tennessee at Chattanooga that will offer a formal framework for exploring and advancing the humanistic side of environmental issues in a region steeped with a rich and complex environmental and social history. This program of study will provide new learning opportunities for students, synthesize existing strengths of and create new scholarly activities for UTC faculty across disciplines, and foster community partnerships that support UTC’s mission of being an engaged metropolitan university.	University of Tennessee
Yes	456	$149,952	NEH identified DEI involvement.		During the Initiatives project period we will (1) expand the membership and reach of the existing Higher Education for the Justice-Involved interdisciplinary working group, (2) revise and adapt WMU’s existing First Year Experience course (FYE 2100) for the prison context, (3) revise two existing transformative humanities literature courses from the College of Arts and Sciences (A-S 1100 and A-S 1200), (4) obtain Western Essential Studies status for the revised A-S courses via WMU’s curricular approval process, and (5) develop processes and materials for recruiting, onboarding, and supporting course instructors.	Western Michigan University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	457	$149,952	NEH identified DEI involvement.		The Cape Fear Watershed Project (CFWP) is an environmental humanities approach to place-based teaching and learning. Using watersheds to reflect on social connections and human relationships in and with nature, the CFWP increases our sense of place to improve care for human and non-human life. Focusing on the online M.S. in Sustainability & Environment, we will integrate humanities practices in a summer field course, three new topics courses, and flexible online modules, as we unify the M.S. curriculum via the theme of the Cape Fear Watershed. We will also: 1) bring faculty and students together in places studied in courses; 2) build connections between people, institutions, and places in the watershed, especially UNC Greensboro and UNC Wilmington, situated in the headwaters and near the mouth of the watershed, respectively; and 3) emphasize humanities approaches in sharable curricula and resources with regard to topics that are usually the purview of the natural and social sciences.	University of North Carolina, Greensboro
Yes	458	$149,951	NEH identified DEI involvement.		This project will develop a 7-course, interdisciplinary, and humanities-centered Creative Industries (CI) minor at Portland State University. Experiential learning with community partners is a key feature. Students apply humanities methods into industry frameworks, informed by a prototype developed over twenty years in PSU's book publishing program.	Portland State University
Yes	459	$149,949	NEH identified DEI involvement.		The overarching goal of the proposed project is to create a digital photo collection that documents the history of Mt. SAC and to incorporate the use of that collection across the humanities and other academic disciplines	Mt. San Antonio Community College District
Yes	460	$149,926	NEH identified DEI involvement.		Roger Williams University (RWU) seeks funding to support a sixteen-month effort by the RWU Public Humanities and Arts Collaborative (The Co-Lab) to initiate programming in support of: 1) developing and enhancing courses contributing to a new community-engaged public humanities minor and graduate certificate, 2) supporting faculty in community-engaged public humanities teaching and, 3) convening a consortium of public humanities scholars and community organizations in the southeastern New England region investigating issues of race and racial equity. This Co-Lab effort aligns with the NEH initiative "A More Perfect Union" in the project's efforts to support a critical aspect of the notion of collective citizenship and a more just, inclusive, and sustainable society: equitable representation in the public realm and in public narratives.	Roger Williams University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	461	$149,926	NEH identified DEI involvement.		The Department of Society, Environment and Health Equity (SEHE) will establish two undergraduate majors and minors at the University of California, Riverside: a B.A. in Environmental Studies and a B.A. in Global and Community Health. These majors will offer students the opportunity to study social inequities, health, and sustainability - issues that deeply matter to them - in theoretically grounded scholarly literature that transcends disciplinary boundaries. Our students will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, environmental toxicity and climate-related crises, health, disability and disease. They will be exposed to community-engaged approaches that prepare them to create and share evidence-based solutions to these inequities. The new degrees will train students for socially relevant careers in areas of high employment demand, and will serve community needs of the Inland Southern California region and beyond.	University of California, Riverside
Yes	462	$149,922	NEH identified DEI involvement.		This project will bring together Native and non-Native faculty at the University of Wisconsin-Madison to create linked educational modules about the expropriation of Indigenous lands in what is now called Wisconsin. These modules will be embedded in a suite of UW-Madison undergraduate and graduate courses and shared with faculty at other land grant universities. This project centers on the transfer of 1,337,895 acres of land across Wisconsin taken through treaties with the Menomini (Menominee), Chippewa (Ojibwe), Sioux (Dakota), and Winnebago (Ho-Chunk) and redistributed to 30 land grant universities through the Morrill Act of 1862. The team will create 17 modules across three thematic areas, integrate those modules into 13 courses across six departments at UW-Madison, and share those modules with faculty at land grant institutions across the country.	University of Wisconsin System
Yes	463	$149,910	NEH identified DEI involvement.		Azusa Pacific University (APU) is proposing a three-year humanities initiative to enhance our current Ethnic Studies Program by planning and piloting three new Ethnic Studies Certificates in Africana Studies, Asian American Pacific Islander (AAPI) Studies, and Latinx Studies. In the third year of the initiative, the Ethnic Studies program will host an on-campus, one-day event welcoming our local high school students to a college-readiness, connections program that will include a guest speaker that will address the theme, A More Perfect Union as it relates to Ethnic Studies.	Azusa Pacific University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	464	$149,889	NEH identified DEI involvement.		The proposal introduces an integration of several courses between engineering and foreign languages as well as cultural studies, and proposes to create two new courses, one on intercultural competence and one in exploring science through literature and film, as well as implementing experiential learning opportunities for engineering and language students in RI diverse and Indigenous communities.	University of Rhode Island
Yes	465	$149,842	NEH identified DEI involvement.		The Kansas Land Treaties Project foregrounds the knowledge that Kansas State University, the first land grant institution in the United States, rests entirely on land that was once held in common by the Kaánze níkashinga (Kanza people), today known as the Kaw Nation. Our project creates public-facing digital resources—annotated treaties, oral histories, educational videos, curricula—that augment humanities in Kansas by promoting essential understandings about Indigenous peoples and histories as a best teaching practice within our university and region. This project rests on a foundation of Indigenous knowledges and centers Indigenous perspectives and voices to infuse place-based understandings into our principals and methods of teaching at K-State, concretely extend these understandings for use across the state, and offer another powerful example of how land-grant institutions can grapple with their complicated histories through humanities education.	Kansas State University
Yes	466	$149,772	Ramapo College's proposal to advance its digital humanities initiatives promotes digital literacy and expands access to DH projects, fostering diversity, equity, and inclusion.		Ramapo College of New Jersey proposes to advance its digital humanities (DH) initiatives to revitalize the College's humanities programs and enhance humanities education across the College and in the surrounding community. Faculty fellows will design and implement innovative digital humanities projects in every humanities major so that all humanities students graduate with an understanding of DH and with experience working with at least one DH tool. Yearly workshops for faculty, community partners, and local high school students will expand the reach of Ramapo's DH initiatives, creating opportunities for Ramapo College undergraduates to work on public-facing community DH projects. Finally, the revision of a required general education humanities course to include a DH project will ensure that all Ramapo College undergraduates engage with DH, increasing their digital literacy and deepening their understanding of how the humanities impact the wider world.	Ramapo College of New Jersey

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	467	$149,700	NEH identified DEI involvement.		At the heart of our NEH proposal is the continued development, assessment, and scaling of a general education course for entering freshmen focused on metro Atlanta content, including memoirs, walking tours, current events, local speakers, and digital humanities projects. This focus on our city provides a natural way to incorporate experiential, interdisciplinary, and applied learning and will highlight how the humanities are critical to "real world" issues. This Perspectives 2003 class is a significantly underused course in the core curriculum, which is meant for humanities topics. Our 2-year NEH funded project will include 1) faculty development and assemblage of course modules focused on interdisciplinary, location, and project-based learning, 2) assessment of course, components, and student learning, and 3) scaling up the number of modules and Perspectives 2003 courses.	Georgia State University Research Foundation, Inc.
Yes	468	$149,696	NEH identified DEI involvement.		The Inclusive Public History project entails faculty development, curriculum development, and student enrichment activities. The project focuses on the history of racial and ethnic groups in the United States, as it mirrors our student interests and demographics. First, the project will train faculty in public history research, methods, and scholarship through a shared reading program and guest speakers. In turn, faculty will create courses in public and digital history as well as incorporate best public history practices into their existing courses. Second, the project will enrich student educational experiences by establishing opportunities for place-based learning at public history sites and museums throughout New Jersey, New York City, and Washington DC. Importantly, faculty will gain practical experience as they lead students on the site visits. The history department will further develop its curriculum in permanently establishing a place-based learning opportunity in our courses.	Montclair State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	469	$149,673	NEH identified DEI involvement.		Early in the pandemic, a group of physicians declared that healthcare might not be prepared, but “the new reality is that virtual care has arrived.” COVID-19 has made healthcare more digital—and revealed how data-driven and digital it already was. We propose to implement a curriculum at Northeastern to prepare students to address the social and cultural aspects of this digital revolution and to be alert to the significant ethical issues it raises. Our digital health humanities curriculum will train students with diverse interdisciplinary skills for tomorrow’s jobs. Humanities, health, and computer science faculty will collaborate to design courses to grow our Health Humanities minor into a half major, which will pair with Health Science and Public Health to form two new combined majors with a focus in digital health. The grant will also support experiential learning opportunities for NU students in and beyond the university and open-access modules made freely available for all.	Northeastern University
Yes	470	$149,637	NEH identified DEI involvement.		The project team for “Digital Fluency and Experiential Learning: Promoting Digital Humanities in Undergraduate Research” will create a Digital Humanities Undergraduate Research (DHUR) track for UNC Asheville’s Undergraduate Research Program. DHUR courses will engage students in digital humanities through experiential learning and undergraduate research activities. The grant will facilitate faculty development efforts in order to increase the number of courses that employ humanistic inquiry and digital tools and to adapt and pilot courses for the DHUR track. These courses will incorporate practices such as community engagement, archival research, story mapping, oral history collection, and other forms of experiential learning. Students in DHUR courses will contribute to the crafting and dissemination of an inclusive online museum housing archival materials and interactive projects that illuminate the experiences of historically excluded people in Asheville and its environs.	University of North Carolina, Asheville

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	471	$149,497	NEH identified DEI involvement.		This project proposes creation of new pathways (curricular and co-curricular) that integrate humanities concepts with the first-year experience of Creighton and Arizona State University first-generation pre-health undergraduates. With a focus on health justice that provides context for the value of the humanities, our approach prevents the humanities from becoming an afterthought. By integrating humanities content with the first year at Creighton/ASU, students will be on an early path to becoming more just, humanistic care providers. This provides an alternative to the typical immediate heavy focus on science courses, which can derail first-generation students who are dealing with unique challenges already. We expect students in this program to have strong retention levels due to this overall approach delivered through high-impact practices. With this early formative experience, students will be well-positioned to become providers who will promote greater health equity.	Creighton University
Yes	472	$149,494	NEH identified DEI involvement.		Development of a course, Food, Floods, and Rivers in Modern World, that will compare the history of food and floods in the Red River Valley of Minnesota and the Red River Delta of Vietnam from 1800 to 2020, combining home campus and study away learning experiences. The new course curriculum and set of open educational resources (OER) will be available to be used by humanities educators at Normandale and other community and tribal colleges.	Normandale Community College
Yes	473	$149,363	The proposed initiative aims to recruit and train faculty across STEM and humanities to develop interdisciplinary courses, which can contribute to diversity, equity, and inclusion (DEI) efforts.		In this Implementation Grant, the Loyola University Chicago team proposes to build off their pilot work—a set of co-taught Biology/Philosophy courses—to recruit and train additional faculty across STEM and humanities departments to develop at least four new interdisciplinary courses/course sets for Loyola undergraduate students.	Loyola University, Chicago
Yes	474	$149,312	NEH identified DEI involvement.		With support from the NEH for a Humanities Initiative, D'Youville University (DYU) will develop Humanities Interprofessional Education (HIPE) (pronounced hype) curricula/co-curricula for graduate health professions programs. The US healthcare system, by design, perpetuates social, cultural, economic, and racial inequality in that the receipt of health insurance and healthcare is tied to income and job status as well as class and race. Additionally, healthcare providers can consciously and unconsciously perpetuate injustices in their unequal and often biased delivery of care. HIPE intends to redress these problems.	D'Youville University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	475	$149,197	NEH identified DEI involvement.		Recovering Auraria's Past is a three-year collaborative project with faculty and community members designed to collect, organize, and share existing course materials and research on the history of the Auraria neighborhood in Denver, Colorado. The current Auraria campus in downtown was built in the 1970s through the razing of a Chicano neighborhood and the displacement of over 300 families. This project examines the lasting impact of this displacement at its 50-year anniversary by creating a website that includes primary and secondary documents along with syllabi and lesson plans available to instructors across three campuses. The project will take on additional collecting work, including oral histories and culminate with a digital tour of campus that focuses on displaced Chicano community members. It will also include a faculty and graduate student reading club and lecture series welcoming scholars who address the racial reckoning on American university campuses.	Regents of the University of Colorado
Yes	476	$149,178	NEH identified DEI involvement.		Reimagining African American Studies at Illinois College will expand African American Studies through a public humanities approach, increase faculty expertise, develop curriculum, and improve community engagement. Project objectives include: (1) engaging at least 15 faculty members in two summer curriculum development institutes; (2) substantially revising or creating eight courses for the African American Studies minor that will also meet general education requirements; (3) creating at least seven humanities-focused African American Studies curriculum modules for use in non-humanities courses, especially in pre-professional disciplines; (4) supporting six undergraduates in a new community-based humanities internship at the new Jacksonville African American Museum; and (5) launching a half-day, annual Sankofa Symposium focused on African American history and culture. Dr. Brittney Yancy, assistant professor of history and African American Studies, will serve as the project director.	Illinois College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	477	$148,899	NEH identified DEI involvement.		MSMU's proposed Women at the Los Angeles-Tijuana Border Project ("WALAT Border Project") is a three-year humanities initiative to study and preserve the history and culture of women at the Los Angeles-Tijuana border. The project will 1) Develop a new WALAT Border Project minor—"Gender and Border Studies"—highlighting women's experiences at the border. This minor will include new multidisciplinary humanities courses and include undergraduate humanities research opportunities, co-teaching, and/or guest lectures. 2) Form a WALAT Border Project Working Group comprised of MSMU faculty and external faculty partners at other universities in Southern California and Baja. 3) Launch a WALAT Border Project Symposium in final year of the project. These activities ensure engagement in the content by a wide range of scholars and the public while also encouraging the participation of emerging undergraduate scholars.	Mount St. Mary's University
Yes	478	$148,764	NEH identified DEI involvement.		Florida Atlantic University's (FAU) Dorothy F. Schmidt College of Arts and Letters proposes a three-year project to create an interdisciplinary minor in Health Humanities. This minor will serve as a bridge connecting the teaching of topics related to health and medicine, typically rooted in scientific and biomedical disciplines, with the methods and aims of the humanities and humanistic social sciences. Faculty and staff in the College of Arts and Letters and College of Medicine will collaborate in the implementation of the minor. The minor aims to create opportunities for dialogue between humanities and non-humanities students and for faculty, increase enrollment in humanities courses from students outside of Arts and Letters, prepare students for future education and careers related to health and medicine, and strengthen connections between FAU and the local community.	Florida Atlantic University
Yes	479	$148,728	NEH identified DEI involvement.		The Center for the Study of the American West (CSAW) at WTAMU undertakes "Forgotten Frontera: The Mexican American Southern Plains" to preserve cultural heritage and to further teaching/learning in the humanities, including Spanish language and culture, through curricular innovation, faculty development, and community outreach. To build strength in humanities through HSI status, the project emphasizes a marginalized ethnic regional history and the under-appreciated importance of that group's contribution to regional culture. Visiting scholars will address annual topics of "The Llaneros," "Mexicanidad," and "Becoming Mexican American." WTAMU faculty will develop and offer thematically aligned humanities and language courses each year. Working between the university, its museum, and the community, CSAW will oversee curricular development, discussion of HSI best practices, delivery of new research, and student internships.	West Texas A & M University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	480	$148,716	NEH identified DEI involvement.		After two years of institutionally funded planning, Whitman College, an undergraduate liberal arts institution of 1500 students located in Walla Walla, WA, is launching a new interdisciplinary academic concentration in Human-Centered Design (HCD), in 2023-24. Students will be able to take the introductory course for the concentration (HCD 101) for the first time in Spring 2024. We request two years of NEH support for our faculty to design, refine, enhance, and implement three components of the program that will expand the intellectual and curricular impact of the program—the upper-level capstone course (HCD 497) and Deepening courses, a community-engaged Collaborative Practice Experience, and a Designer-in-Residence program. This NEH implementation project will create new and inspiring ways for the humanities to integrate productively with non-humanities disciplines at higher conceptual levels.	Board of Trustees of Whitman College
Yes	481	$148,692	NEH identified DEI involvement.		The project, Integrating the Humanities and Global Engineering, significantly expands the role of the humanities in engineering degree options and also offers new interdisciplinary learning opportunities to all students at Purdue University. We will raise the stature of the humanities at the local level of campus and community, as well as at the national and international level. The proposed humanistic-engineering approach will be implemented through a series of five courses that intersect with students' international experiential learning activities and an invited speaker series. Through educating students to be critically thinking people who have greater appreciation for learning from cultural products ($E.g., literature, film, arts) and local perspectives ($E.g., via history, narrative), this project will shape the choices that students make as people and professionals, as well as the future of higher education.	Purdue University
Yes	482	$148,594	NEH identified DEI involvement.		This NEH-funded project will facilitate the development of thematic "tracks" within the college's highest-enrollment US History survey courses, then adapt these tracks to build-out several new history and humanities courses, including newly approved courses in Mexican-American History and African-American History. Within this track model, students will have the opportunity to choose from among three dedicated subfields of study through which to examine the wider subject matter covered in the state-mandated survey courses.	Lone Star College System District

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	483	$148,560	NEH identified DEI involvement.		We propose to develop advanced French and Spanish courses with high-impact practices and humanities sources that will prepare students to work with refugees and immigrants–populations in which our students are showing interest. We also propose faculty development workshops that will: train humanities faculty and others to incorporate oral history projects into their courses and create open educational resource (OER) textbooks; educate them on refugees and immigrants in the U.S.; and guide them in the application of place-based theories. We will develop a robust curriculum and a collection of primary documents (oral histories) for our Spanish and French courses that will be used by Mercer faculty and freely shared as an OER. We will claim a place for the humanities in an area of study that already attracts students to majors in Global Health and related fields.	Mercer University
Yes	484	$148,500	NEH identified DEI involvement.		Niagara University in Lewiston, NY, a liberal arts university in the Vincentian and Catholic traditions, requests a three-year implementation grant to launch a new Vincentian Social Justice General Education Minor (VSJ minor) that will provide Niagara's undergraduates with choice and flexibility to integrate humanities-focused social justice courses, content, and experiential learning into their major area of study. By the end of the grant period, Niagara's goal is to have 25 new or revised courses for the VSJ minor that serves 500 students annually (regardless of enrollment in minor), and then 10 students enrolled in the minor by the third year. Furthermore, implementation of the minor will include 30 faculty across 19 disciplines, including eight in the humanities.	Niagara University
Yes	485	$148,391	NEH identified DEI involvement.		The goal of Oral History in Interdisciplinary Community College Pedagogy is to empower community college faculty with the skills to bring oral history interviews into their own pedagogical practices through a series of year-long workshops. The faculty will engage in interviewing, deep listening, and analysis of oral history materials in their disciplines. Through this engagement, the faculty will explore how oral history practices can help re-center their teaching practices to the vantage points of individuals and community of the minority groups whose perspectives are often marginalized in published materials and media.	CUNY Research Foundation, LaGuardia Community College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	486	$148,136	NEH identified DEI involvement.		Writing History Curriculum for the 21st Century will create a community of practice at WSU to produce and test World History teaching modules that are student centered, inquiry driven, and delivered through active learning. Our project will guide faculty authors through the process of producing materials that are peer reviewed by content experts, vetted by experienced educators, and capable of revision based on future evidence. These learning materials will then be made available to faculty and students across the United States at no charge. We intend these materials particularly for faculty at community colleges, primarily minority-serving institutions, for graduate students teaching or any other faculty who have high teaching demands, but less experience, training or institutional support than they need. These will also include structures and processes that allow for continued revision of materials that is evidence-driven, student-centered, and faculty-led.	Washington State University
Yes	487	$147,389	NEH identified DEI involvement.		St. Bonaventure University (SBU) in southwest New York State proposes “Native American and Indigenous Studies in the General Education Curriculum,” an initiative that will enhance Native American and Indigenous Studies (NAIS), strengthen humanities teaching and learning on campus, and further develop a mutually beneficial relationship with the nearby Seneca Nation of Indians. The proposed project, which will reach all incoming students annually, will include (1) the creation of six modules for incorporation into all sections of two required, first-year, first-semester general education course co-requisites, (2) three faculty professional development workshops featuring external NAIS experts, and (3) recurring campus events featuring guest speakers and cultural heritage knowledge keepers. Oleg V. Bychkov, director of SBU’s NAIS program, will serve as project director. Justin Schapp, a member of the Seneca Nation and adjunct professor of NAIS at SBU, will support project implementation.	St. Bonaventure University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	488	$147,157	NEH identified DEI involvement.		In keeping with the National Endowment for the Humanities' "Protecting Our Cultural Heritage" and "Providing access to NEH-funded products" priority areas, Hawai'i Community College will engage students, faculty, and the community in a project that utilize a wide array of humanities-based activities in a newly formed Pālamanui Forest Preserve adjacent to our campus. Combining experiential learning, we plan to study, teach, and share the rich cultural heritage of indigenous Hawaiian people in a region containing an important remnant of the world's most endangered ecosystem, the lowland tropical dry forest. The project includes creating a map and digital archives of the ancient and modern trails and rich cultural heritage of the forest, establishing a cultural speaker series and workday for the community, and faculty professional development opportunities to develop curriculum that recognizes the region as a cultural heritage.	University of Hawaii Systems
Yes	489	$146,645	NEH identified DEI involvement.		A set of pedagogical interventions to explore the ethical, historical, and cultural impacts of "place" and "displacement" in West Central Illinois.	Monmouth College
Yes	490	$146,547	NEH identified DEI involvement.		We propose to further develop Deaf Studies through curricular change and the development of an interdisciplinary doctoral program. Curricular change, incorporating innovative methodologies relevant to the digital landscape, will lead to more engaged faculty and students, especially as they see themselves in the material. Through the lifecycle of the grant, we will develop a set of five core courses for an interdisciplinary doctoral program that focuses on the lived experiences of deaf people throughout the world. Those courses are: Deaf Queer Studies, Deaf Studies in the Global South, Digital Humanities, Deaf Ethnographies, and Sensing Washington, DC. The curriculum centers issues of power, history, racism, and violence and the ways in which they manifest in the lives of deaf people.	Gallaudet University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	491	$146,322	NEH identified DEI involvement.		The REACH Initiative is a collaboration between the departments of Philosophy, Psychology, and Biology at SU. The humanities are at the center of a reframing of the role and meaning of ethics in undergraduate education at our institution, state-assisted university with a public mission. We bring together, via a slate of new community-sourced resources focused on ethics, two major elements of institutional revision: (i) Curriculum change in the sciences via early exposure to public ethics, and (ii) Community-driven learning, where our immediate community has a say in defining areas of ethical concern. Our implementation will extend the REACH model to four targeted curricular areas: Biology, Honors First Year Seminars, Henson Science Honors and Social Work. We will utilize REACH planning phase outputs to generate resources for faculty implementation in the classroom, assess ethics learning outcomes, and create workshops and internships for our 200-member Community Ethics Network.	Salisbury University
Yes	492	$145,877	NEH identified DEI involvement.		The English Program at SC State proposes to develop an online, asynchronous M.A. in English Program with a focus on Intersectional Studies, a framework with the goal of understanding how aspects of individual identity (which can include but are not limited to race, class, gender, sexuality, disability, and religion) intersect to construct different degrees of power and powerlessness. This graduate program will be part of the continuing initiatives in the English Program for outreach to adult learners interested in the Humanities and for development of more programs in Intersectional Studies.	South Carolina State University
Yes	493	$145,832	NEH identified DEI involvement.		Creating Expansive Approaches to the Teaching of Writing in a Southern California Border Region is a three-year faculty intellectual enrichment, teaching resources, and curriculum initiative within the Department of Rhetoric and Writing Studies (RWS) at San Diego State University. The core humanities theme this project will address is exploring the exclusionary practices within and throughout our teaching of writing when we privilege primarily Western forms of rhetoric. The intellectual enrichment opportunities and curricular resources created from these initiatives, and the insights gained from these activities will then be used to create an expanded model of a first-year and upper division writing course curriculum that centers a global rhetorics approach. This grant would assist RWS enhance humanities teaching and learning, specifically in required undergraduate writing courses by expanding our rhetorical instruction to account for the varied and global rhetorical practices.	San Diego State University Foundation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	494	$145,186	NEH identified DEI involvement.		Taught as part of the newly redesigned Honors Scholars' Collaborative, this project will teach a set of courses that will train students to engage with Americana music from the perspectives of two disciplines in the Humanities: religious studies and rhetoric. Through this lens, the project will allow for the creation of a template for supporting students in the University Honor's program in the development and implementation of a research project in a humanities topic.	Belmont University
Yes	495	$142,800	NEH identified DEI involvement.		The Center for the Humanities at Washington University in St. Louis seeks support for our work in reimagining doctoral training in the humanities and supporting the next generation of graduate students: launching an internship program to connect humanities graduate students with mission-driven and justice-oriented local organizations. Over three years, this program will place 15 graduate students with partner organizations and provide student interns with multiple mentors. This program will also have a broader impact: in addition to connecting WashU and local organizations, we will host a conference engaging regional Midwest graduate internship programs to explore the possibility of cross-campus exchanges.	Washington University in St. Louis
Yes	496	$142,797	NEH identified DEI involvement.		Morningside University will use NEH funding to implement the Rooted: Integrated Humanities and Agriculture project to establish an agricultural humanities minor. This minor will focus on the interrelation of humanistic inquiry with agriculture and food studies and will be part of a new agricultural and humanities pathway. The university is located in Siouxland, the crossroads of Iowa, Nebraska, and South Dakota, where supplying the nation with food has been woven into the rural fabric for generations. Therefore, a central tenet of the minor will be a humanities-based exploration of rurality—what it means to live close to the land in rural communities and on working farms. Rooted will be relevant to the realities of the lives of rural students, and will use a place-based pedagogical framework that recognizes that students learn best when the knowledge they acquire in their courses is directly connected to the way of life, background, and culture that roots them to their physical homes.	Morningside University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	497	$140,230	NEH identified DEI involvement.		We seek to develop a broader, more encompassing vision of both business and business ethics that will help our students develop the knowledge, the skills, the vision, and the passion to help business move beyond doing less harm and become restorative. The humanities have an absolutely essential role to play in this project, but they must be brought to bear: for this work, a humanities education without business will be impotent while a business education without the humanities will be blind. Meeting the challenges of the world today will require a familiarity with the practices, values, and structures that define the institution of business; a deep sense of the history and potential of that institution and of the people who are so deeply enmeshed in its workings; and an unapologetic kind of radical hope that both personal and institutional transformation are possible. Our program makes a strong start on this project.	College of the Holy Cross
Yes	498	$137,522	NEH identified DEI involvement.		Data Science is often thought of as a purely STEM field. However, Data Science needs the Humanities to be an effective and complete discipline. We see humanistic and ethical issues arising for Data Science on topics like facial recognition software, AI, and self-driving cars. Humanities also needs Data Science. Linguists make essential use of data when they complete corpus searches. Sociologists study the impacts of algorithms and data on our lives, while criminologists use data to reduce crime. Data Science and the Humanities are essential partners. The NEH Implementation grant will be used to establish two new programs to explore the relationship between Humanities and Data Science. We will establish a concentration in the Data Science major and a separate minor to allow students to develop a deeper understanding of the relationship between the Humanities and Data Science. By establishing both programs, we will be able to reach both Humanities and STEM students.	Old Dominion University
Yes	499	$136,528	NEH identified DEI involvement.		“Blank Spaces in the CSUN University Library Archives” is a community-based learning pedagogical preservation and digitization project that brings together students, community members, and local experts to document and publicize the underrepresented lived experiences of people of color from the eighteenth to the twentieth centuries.	California State University, Northridge, University Corporation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	500	$135,482	NEH identified DEI involvement.		This project will use two forthcoming Wittenberg programs, a minor and certificate in Heath Humanities and Equity as a launching point for a dynamic health humanities initiative that will 1) strengthen the teaching and learning of humanities at Wittenberg, 2) highlight the importance of humanistic inquiry in critical community efforts, and 3) connect students to robust experiential learning activities. The goal of the project is to facilitate access to humanities-based teaching and learning that will empower students and community members with the skills and habits necessary to understand and impact the life and health of the communities they live in ethical and equitable ways. The project has four objectives. Briefly, 1) to create a Health Humanities Faculty Fellowship, 2) to develop curriculum for the programs through faculty development, 3) to establish a Community Advisory group, and 4) to increase visibility and learning in Health Humanities in the community through workshops.	Wittenberg University
Yes	501	$120,000	NEH identified DEI involvement.		To create a Bachelor's of Arts degree in Native American Studies. This bachelor degree will be in aligned with the current associate degree in NAS that offers concentration areas of: History & Law; Arts & Culture; and Anishnaabemowin (tribal language). A Bachelor of Arts degree will offer students a deeper understanding of the Anishinaabe culture, language, and history as compared to just offering the basic associates degree in Native Studies.	Saginaw Chippewa Tribal College
Yes	502	$119,504	NEH identified DEI involvement.		Historic Hudson Valley will offer a one-week NEH Institute for K-12 teachers entitled Slavery in the Colonial North. This Institute would host 30 participants for a fully residential program in Westchester County, New York from July 13– 19, 2025. The institute will present slavery as a central element of American economic and political development in the North as well as the South and will equip participants with the tools needed to teach this history to their classes with accuracy and sensitivity.	Historic Hudson Valley

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	503	$110,013	NEH identified DEI involvement.		This project will support the expansion of Native American and Indigenous Studies at Texas Tech University. The three-year project will include workshops for faculty to develop courses on Native American and Indigenous themes in direct collaboration with local Native communities, specifically the Comanche Nation, Kiowa Tribe of Oklahoma, and the Cheyenne and Arapaho Tribe. Project funds will support visiting speakers from these communities to visit classrooms at Texas Tech. Project participants will hold a symposium at the end of the process to reflect on this collaboration and ensure continued support for faculty training, community engagement, and curriculum development. The project will coordinate teaching initiatives with the Humanities Center at Texas Tech, and support integration of new courses in the Certificate Program in Native American and Indigenous Studies.	Texas Tech University System
Yes	504	$100,000	This proposal aims to foster a transdisciplinary environment that engages with social constructions of AI, supporting diversity, equity, and inclusion in education.		This proposal aims to foster a transdisciplinary environment where humanities and STEM students can think critically, engage, and interact with technical and social constructions of machine learning (ML) and artificial intelligence (AI) algorithms and systems. This grant will support the design of an undergraduate certificate program entitled “Intelligent Media and Society” at the School of Arts, Media and Engineering at Arizona State University. This certificate will focus on humanistic and socio-cultural engagement with AI with a core set of classes with complementary domain knowledge including Minds and Machines; Science Fiction, Creativity and Responsibility; and Algorithmic Reading. Implementation of this certificate program includes curriculum building, development of online modules, and community/partnership development for experiential learning opportunities.	Arizona State University
Yes	505	$100,000	NEH identified DEI involvement.		St. John Fisher College (SJFC) proposes “Rochester: Mapping Place, Space, and Identity.” This three-year implementation project will feature interdisciplinary collaboration between humanities faculty from history, American studies, and religious studies and non-humanities faculty from biology, chemistry, sociology, and data science. Participating faculty members will engage in collective learning and develop a series of five new courses for SJFC’s core curriculum focused on topics related to greater Rochester’s history, culture, and environment that will engage students from their freshmen to senior year. Through experiential learning activities designed for and embedded in each of the five courses, participating faculty and students will develop content for a web-based “deep map” of the Rochester region, which will include historical primary documents, media coverage, and Census and other data to create an interactive view of Rochester from the 19th century to the present.	St. John Fisher College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	506	$100,000	This collaboration aims to uplift and recognize the contributions and experiences of Chinese American veterans, which is in line with the principles of DEI.		The Chinese Historical Society of America and the WWII Chinese American GI Project will collaborate to host a series of discussions titled, War Heroes: Chinese American Experiences. This series of programs will uplift Chinese American veteran experiences in WWII, the Korean War, the Vietnam War, Gulf and Afghanistan Wars while discussing humanities sources such as documentaries, memoirs, and historical writings that documented Asian American experiences. Discussions will cover themes from training, going overseas and their return home. These perspectives are often overlooked in history but this program will uplift and recognize their service and contributions to America. The project team will recruit discussion facilitators and participants from San Jose State University, Burdick Memorial Military History Project; Civilian Liaison to the Army; Chinese American Citizens Alliance; American Legion Cathay Post 384; Veterans of Foreign Wars; National WWII Museum among other organizations.	Chinese Historical Society of America
Yes	507	$99,880	NEH identified DEI involvement.		Warrior's Path III: Talking with Monuments: Veteran Dialogues on Remembering is a program that engages war memorials as powerful stages to recall and reflect on military service. Often, monuments tell one story, at the cost of omitting the sacrifices of many. As a result, the experiences of diverse veterans and their stories become overlooked or forgotten, widening the military-civilian social divide. This can intensify veterans' reintegration challenges. This program activates remembrance and expands cultural narratives around who serves and the stories that are untold. Through memorial site visits, poetry, and veteran-led conversations, we cultivate discussion around military service, forgetting, and moral injury. Our aim is to acknowledge the stories that have not been told or remembered and gain a deeper understanding of diverse veterans' lives and service.	Medical College of Wisconsin
Yes	508	$98,700	The PCVI's focus on facilitating discussion, supporting veterans, and fostering community connection aligns with the principles of diversity, equity, and inclusion.		The Providence Clemente Veterans Initiative (PCVI) has been funded in part by an NEH Dialogues grant since 2019. Through our trauma-informed approach, we (a) facilitate peer discussion of the personal and universal experiences of war and homecoming throughout time, as embodied by texts and materials in history, philosophy, literature, art history, film, and creative disciplines; (b) support the return to civilian life by historicizing and contextualizing the experience of homecoming within ethical and existential frameworks across cultures; and (c) foster veteran well being and a purpose filled life through developing opportunities for civic engagement, creative expression, and community connection. In the wake of its successful program and in partnership with the Clemente Course in the Humanities, the PCVI seeks to deepen, refine, and extend its existing mission.	Clemente Course in the Humanities, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	509	$98,278	NEH identified DEI involvement.		The Complicated Service discussion series will bring together Veterans and community members to examine the experiences of service members who identified themselves as female, Black, Native American, LGBTQ, or an immigrant, and the dynamics, reasoning, and strength behind serving a country that does not always serve you in return.	Minnesota Humanities Center
Yes	510	$94,125	Phase II of Same Mission. Many Stories. aims to promote DEI by training MVAA staff to understand underrepresented populations in the military.		In Phase II of Same Mission. Many Stories., Michigan Humanities will partner directly with the Michigan Veterans Affairs Agency (MVAA). MVAA staff from all 10 regions in Michigan, representing all 83 counties, will complete training on how to host reflective community conversations while exploring and gaining a greater understanding of underrepresented populations in the military throughout history. This training will bring all 10 regional representatives together at one central location in 2024. After successfully completing training, MVAA staff will organize 2-3 sustained conversations in their respective districts over the following 12-18 months. The conversations will bring together diverse groups of veterans in each of Michigan's 10 regions. Conversations will be grounded in humanities themed objects to create a central starting point.	Michigan Humanities Council
Yes	511	$90,640	This proposal aims to implement a collaborative, cross-campus Medical Humanities Minor, contributing to scholarship in the field of medical humanities and enhancing well-being of pre-health students.		This proposal aims to implement a collaborative, cross-campus Medical Humanities Minor at Georgetown and to expand the Medical Humanities Initiative (funded by a NEH Humanities Connections Planning Grant). Funded outcomes will be an interdisciplinary Medical Humanities undergraduate minor featuring Main/Medical faculty team-taught courses, experiential learning, and researched Capstone, as well as a cross-campus Medical Humanities Program with Student Research Fellowships, Medical Humanities Colloquium (open to the public), open-access Medical Humanities digital platform, and an international Medical Humanities Symposium. We aim to cultivate meaningful partnerships across campuses, equip students with a breadth of humanistic tools, contribute to scholarship in the field of medical humanities, enhance the well-being of pre-health students, and change the patient/clinician encounter from a grassroots level, by shaping the training of health care professionals at a critical stage.	Georgetown University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	512	$89,110	This initiative focuses on utilizing digital archival material to develop teaching materials and engage with the university community and citizens, promoting diversity, equity, and inclusion.		Faculty and staff from Humanities disciplines within the College of Arts, Social Sciences, and Humanities at North Carolina Central University will form a cohort to participate in a two-year project (2022-2024) that uses the NCCU materials at Digital NC ($Especially the newspapers and yearbooks) and the materials in the NCCU Archives to develop teaching materials to be implemented in their courses. In the first year, we will coordinate with the Digital Humanities Research Institute at CUNY for workshop materials and instructors who would be willing to run a week of workshops. After the workshop, faculty members will be expected to create and implement course modules using this digital archival material. In the second year, faculty members will participate in a symposium discussing their results and will engage with other faculty members in their disciplines as well as the greater university community and the citizens of Durham, NC.	North Carolina Central University
Yes	513	$81,489	NEH identified DEI involvement.		The Mashantucket Pequot Tribal Nation (MPTN) is excited to be pursuing a grant application for your 2024 Institutes for K-12 Educators Grant Program. If awarded, the Tribe would host a week-long workshop between July 7, 2025 and July 11, 2025 at our Mashantucket Pequot Museum and Research Center (MPMRC). MPTN through its Education Department, MPMRC, and through collaboration with outside stakeholders will conduct an Institute for K-12 Educators entitled “The Pequot War: America’s First Attempted Genocide and the Resilience of the Pequot People” in Summer 2025. The thematic focus of the institute is the survival of Pequot culture despite the violence of European colonization and the United States’ later treatment of Indigenous peoples.	Mashantucket Pequot Tribal Nation
Yes	514	$79,233	NEH identified DEI involvement.		We propose to create a place-based experiential curriculum and a related website. We intend to design and implement the curriculum for two place-based college-level history courses that will engage students in hands-on activities with original archival sources and the development of public humanities content. The research and in-class artifacts produced by the project personnel and students enrolled in the proposed courses will contribute to a website that will offer open-access educational resources to educators, K-12 students, and the public. The intellectual and conceptual foundation of the project is a 1935 mural by Joe Jones titled "The Struggle in the South." The mural is housed and accessible to the public at UA Little Rock Downtown, which is part of the Downtown campus of the University of Arkansas at Little Rock and the leading partner on the proposed project. Other project partners include the Center for Arkansas History and Culture and UALR History Department.	University of Arkansas, Little Rock

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	515	$60,000	NEH identified DEI involvement.		The Southland History Collective is a proposed historical collections project that aims to uncover and document the rich and diverse history of Chicago's southland, specifically in the minority-majority villages surrounding Governors State University in southern Cook and Will counties. These communities' stories risk being forgotten without careful commemoration and preservation. The project would disrupt archival trends that have silenced the voices and histories of marginalized communities, providing an accessible set of resources for local educators, teacher candidates, and researchers to use in their curriculum development and original research. GSU students and scholars from multiple disciplines will participate in collecting and organizing a growing archive, creating lesson plans, and presenting their learning to the community.	Governors State University
Yes	516	$60,000	NEH identified DEI involvement.		Linfield is an emerging Hispanic-serving, comprehensive university that serves over 1700 students. 64% are new majority students (1st Gen, Pell, BIPoC, or Transfer). As Linfield's demographics shift, its faculty are revising the general education (GE) first-year requirements to focus on the key humanistic questions of "Who Am I" and "Who are We?" that allows each student to reveal their unique voice through inquiry-based writing/rhetoric. This GE revision will give first-year students a robust introduction to writing and inquiry within a framework of belonging that uses justice-based pedagogies, so that all students can explore the humanities as a platform for making their diverse voices heard. The NEH Spotlight grant will fund the creation and pilot of Inquiry Seminar (INQS) 101 as a newly required humanities course at the heart of the GE core. The new course embraces linguistic diversity by centering student voices in a profound way that will ground and inform all other coursework.	Linfield University
Yes	517	$60,000	NEH identified DEI involvement.		Thomas Edison State University (TESU), New Jersey's public university for adult education, seeks a Spotlight on Humanities Grant to revise and incorporate Diversity, Equity, and Inclusion (DEI) concepts and content into seven selected humanities courses. DEI is reshaping how higher education is addressing inequality in our society, and it is providing strategies to institutions and educators on how to transform student learning to meet DEI goals. Despite the research and progress within the humanities, many academic programs and courses still do not feature diverse and inclusive content. This project aims to address these deficiencies in our selected courses. These courses are taught entirely online, and our primary audience are those students who are considered nontraditional. Grant funds will support the cost of subject matter experts and an external DEI consultant. TESU's Center for Learning and Technology staff will assist the subject matter experts in course development.	Thomas Edison State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	518	$60,000	NEH identified DEI involvement.		This project is an extension of work that the Native American Studies department has developed on the Cal Poly Humboldt campus. While our university has made laudable efforts in the integration of Traditional Ecological Knowledge within STEM disciplines, particularly natural resources sciences, this same effort has been lacking within the arts, humanities and social sciences. Due to the success of these initial pilot faculty professional development book circles aimed at ethically integrating Indigenous perspectives and knowledge systems across campus with social science and STEM faculty, we seek to expand this work and emphasize the significance of Indigenous perspectives and knowledge systems that engages humanities disciplines and creates opportunities to bring humanities content and projects into disciplines across the campus.	Cal Poly Humboldt Sponsored Programs Foundation
Yes	519	$60,000	NEH identified DEI involvement.		The Finding Your Place project involves developing a new course about the history of long-neglected communities of color, with content specific to Connecticut. This course primarily aims to model new ways of training future educators earning their Bachelors in Secondary and Elementary History/Social Studies Education, before they get to the classroom. Methods include place-based learning and efforts to highlight events and communities where people of color and their histories meet, intermingle, and intersect. In addition to building upon proven instructional strategies with which we already train our teachers, faculty can enhance CCSU's Social Studies education and Public History programs by enlisting university resources and community partners to empower teachers to include more voices and perspectives with project and place-based curriculum.	Connecticut State University System
Yes	520	$60,000	The Southern Reading program promotes diversity, equity, and inclusion by fostering engagement and dialogue surrounding African American literature within the Black communities.		The Southern Reading program will use workshops and discussion groups focused on literary depictions of the African American experience to increase interaction between the HBCU Southern University and the surrounding historically Black communities in Shreveport, Louisiana.	HARK
Yes	521	$60,000	NEH identified DEI involvement.		The proposed project will support the creation of a class called 'Publishing Today' that will reinvigorate interest in majoring in English literature at Le Moyne College. The course will teach English majors about the current landscape of the publishing industry today. The course will feature guest speakers and experts from a range of different kinds of presses and will also include editors or other professionals from media outlets and popular literary magazines as well as literary focused nonprofits and independent bookstores. Funding for this class will provide students with needed internships.	Le Moyne College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	522	$60,000	NEH identified DEI involvement.		A Spotlight on Humanities award will expand iCAMP Academy by offering critical pedagogical experiences, digital skills, and DIY cultural practices through a lens of public digital humanities (DH). We build on iCAMP, a successful program for college-readiness, critical thinking, and digital skills with high school students from School District of Philadelphia. We expand iCAMP with 3-phases to critically engage participants with DH, before, during and after iCAMP: Phase 1, Pre-iCAMP Academy a 5-day workshop led by an external DH expert for faculty and undergraduate near-peer mentors; Phase 2, iCamp Academy, modeling and teaching principles of DiY praxis to 30 high school students; and Phase 3, Reflection and Renewal Workshop a key step in the critical praxis process, in which participants reflect on pre-Workshop and iCamp. The award will result in an expansion of iCamp by focusing on humanistic inquiry centered on student-created public humanities projects centered on Philadelphia.	West Chester University of Pennsylvania
Yes	523	$60,000	NEH identified DEI involvement.		This project will improve humanities teaching and learning at Central Oregon Community College (COCC) and in the community by expanding and improving an educational lecture series with a focus on a variety of humanities topics taught at COCC, including journalism, social justice, literature, ethnic studies, and art.	Central Oregon Community College
Yes	524	$60,000	NEH identified DEI involvement.		This project will provide a series of lectures by four pairs of nationally-recognized scholar-designers, focused on diversifying graphic design history, which will result in new content for shareable course materials (digital and print) for use by undergraduate students enrolled in design history courses/programs across the country.	St. Edward's University
Yes	525	$60,000	NEH identified DEI involvement.		Felician University requests National Endowment for the Humanities (NEH) Spotlight on Humanities in Higher Education development grant support to strengthen and modify the current Global Peace & Justice concentration (renamed to Global Peace, Law, & Justice (GPL&J). Two new humanities (HUM) courses, 1) Environmental Ethics Seminar and 2) Introduction to Global Social Justice will be offered as part of the core curriculum for GPL&J concentration. Additionally, Felician is one of the few universities in the world to be granted Non-Governmental Organization (NGO) status at the United Nations (UN). In proposing the modified GPL&J concentration, Felician aims to work with the UN to bring about impactful change, revitalize the current HUM content, and attract and retain the student population it serves.	Felician University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	526	$60,000	NEH identified DEI involvement.		A Spotlight on Humanities in Higher Education grant will support the enhancement of a Medical Humanities major at the University of Pikeville (UPIKE). Our proposed project is the final phase of an ongoing restructure of the University's Division of Humanities and is a natural progression of UPIKE's focus on the health professions, our mission to address health needs in Eastern Kentucky, and our goal to produce liberally-educated students who are prepared to make an impact on the region.	University of Pikeville
Yes	527	$60,000	NEH identified DEI involvement.		UNC Pembroke (UNCP), located in Southeastern North Carolina, requests funding to develop a two-year summer program to promote undergraduate research by underrepresented students in the humanities (approximately ten per cohort) who will create a new oral history archive that will inform two public humanities projects: a digital story map and photograph exhibit. The focus of the program will expand an understanding of the Federal Writers' Project's (FWP) representation of Indigenous peoples in the American Life Histories collected from 1936 to 1940.	University of North Carolina, Pembroke
Yes	528	$60,000	NEH identified DEI involvement.		The goal of this project is to further develop Manhattanville's Interdisciplinary Studies Initiative (ISI) by meeting three objectives: (1) develop syllabi for two interdisciplinary core courses; (2) pilot three interdisciplinary core courses; and (3) strengthen faculty awareness of and commitment to interdisciplinary teaching. The ISI is a result of a directive to design a new curricular model to reinvigorate the humanities at Manhattanville, where, as at institutions of higher education nationwide, we see a trend of declining enrollment in traditional humanities courses and majors. The ISI involves the creation of a set of interdisciplinary majors that share a core of three courses that blend major content with an explicit focus on humanistic skills, including data and information literacy, storytelling, problem solving, and ethical decision making. Core humanities topics include but are not limited to English, history, philosophy, art history, and legal studies.	Manhattanville College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	529	$60,000	NEH identified DEI involvement.		A two-year faculty development initiative at Dominican University will, through the sharing of humanities concepts and content with faculty from diverse disciplines, advance their ability to make connections between social justice and sustainability teaching and learning in a new core curriculum course meant to focus on one or both of these themes. Framing this requirement as an “and/or” choice reflects the complexities of meeting many different curricular needs with a limited number of courses, but this project will ensure, by drawing on the humanities, that instructors of the course are equipped to guide students in grasping the interrelatedness of social justice and environmental studies concepts, This faculty academy will likewise open up an important conversation among instructors about the powerful message of the Pope's 2015 encyclical Laudato Si’, namely, that social justice and care for the Earth are inseparably connected.	Dominican University
Yes	530	$59,991	NEH identified DEI involvement.		This project is designed to further advance the humanities at North Carolina Wesleyan University by enhancing a new digital humanities lab, developing a digital humanities undergraduate course to be included in the university's core curriculum, and embarking on a major digital humanities project by documenting a cultural history of auto racing in the state of North Carolina.	North Carolina Wesleyan University, Inc.
Yes	531	$59,983	NEH identified DEI involvement.		The Community Writing Center (CWC) extends the services of Duquesne University’s on-campus Writing Center—individual and small group writing instruction and literacy programming—to underserved populations beyond campus. It provides afterschool writing education for underserved youth and their families in the Hill District, a historically African American community near Duquesne, as well as support to secondary school writing centers in the greater Pittsburgh region. The only writing center in Western Pennsylvania to bring these services into the surrounding community, the Center’s goal is to develop the skills of community members in areas that are the hallmark of a humanities education, including written communication and personal reflection. This application addresses the CWC’s work to create a newsletter with a local senior center and to create an edited collection of stories with a non-profit supporting returning citizens.	Duquesne University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	532	$59,962	NEH identified DEI involvement.		Our institution seeks an NEH Division of Education grant to infuse African American literature more broadly and deeply into our English undergraduate curriculum. We will fulfill this project in three ways: (1) revise the English 101 and 102 composition curricula to include texts from at least five additional African American authors, (2) develop a new upper-level Special Topics course, “Contemporary African American Writers of the South,” and (3) convene a faculty workshop and tri-state HBCU symposium sharing best practices. Our grant period will run from June 1, 2023, to May 31, 2025.	Mississippi Valley State University
Yes	533	$59,936	NEH identified DEI involvement.		The proposed project by Saint John's University will conduct research and develop learning materials on racial covenants and segregation in Central Minnesota. The project will develop five humanities learning modules around property deeds and other primary sources for use in general education courses at CSB and SJU. To make research opportunities accessible for students traditionally underrepresented in higher education, we will hire underserved students to research materials for use in the modules under the mentorship of project faculty. The modules will allow faculty to embed humanities-based instruction about structural racism in their courses, benefitting underserved students across the institutions.	St. John's University, Collegeville
Yes	534	$59,920	NEH identified DEI involvement.		We request a development grant to develop a humanistic Indigenous Literatures and Cultures undergraduate certificate program at our small, regional university, Lake Superior State University in the Upper Peninsula of Michigan. Our certificate program will offer undergraduate students of all majors an opportunity for humanistic study of the literature, languages, and cultures of Indigenous people. Our program will revitalize the role of the humanities across all fields in higher education at the same time that it creates recognized academic spaces for the Indigenous peoples who are notoriously absent from much humanistic study.	Lake Superior State University
Yes	535	$59,781	NEH identified DEI involvement.		Oral History and Identity: Developing an Oral History Curriculum for First-Generation College Students is designed to fill a gap in the Humanities curriculum and expand the Digital Storytelling major at St. Edward’s University. Because the university’s History major does not include oral history, students will be trained in oral history as part of a new Humanities major, Digital Storytelling and Content Creation (DSCC). Students enrolled in this major now take one audio storytelling course. This existing class will be redesigned and a second class added, expanding the major and introducing oral history into the curriculum. The goal is to create an oral history curriculum rooted in Digital Storytelling that empowers first-generation students by helping them to amplify voices that have been traditionally marginalized in the historical narrative.	St. Edward's University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	536	$59,748	NEH identified DEI involvement.		This two-year project built around Butler's timely novel enriches humanities instruction and learning by seeding spatial pedagogy across the curriculum at the University of Redlands' campuses, neighboring community college, and local high schools, strengthening partnerships in the process. Centering humanist practice in high-impact elements of our curriculum, we deepen students' engagement with literature, history, religious studies, and art criticism by employing spatial tools. The first year of reading and planning will produce an interactive map. This spatially-informed work will enhance first-year seminar revision, mixed-level interdisciplinary humanities seminars, and intensive study away opportunities for Redlands students, and innovative classroom practice for our partners. We will share this work with the broader community through One City One Book events, public lectures, and as online resources on the University's website, including blogs, StoryMaps, and interactive map.	University of Redlands
Yes	537	$59,633	NEH identified DEI involvement.		This project integrates humanities content into Olin College STEM courses to: (a) Create and pilot humanities modules in STEM classes; (b) Increase the STEM faculty members' comfort and confidence in their ability to integrate humanities topics into their courses; (c) Create curricular coverage of humanities topics across the STEM curriculum; and (d) Disseminate outcomes/learnings to scholars outside of Olin. The project consists of faculty development workshops in summers ‘24 and ‘25, and support in the 24-25 and 25-26 school years. Olin faculty participants (10/year) will integrate humanities content related to Artificial Intelligence and/or Climate Change into STEM courses. Workshops include content expertise and course design advice from external humanities experts, and work with Olin humanities and STEM faculty on curricular implementation. STEM faculty participants will create humanities content, incorporate it in courses, and participate in post-course reflection and reporting.	Franklin W. Olin College of Engineering

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	538	$59,625	NEH identified DEI involvement.		Saint Mary's College of California proposes the creation of a Faculty Learning Community to develop innovative and high impact course experiences designated for the new humanistic practice requirement of the undergraduate Core Curriculum. This new requirement introduces students to the various ways humanities disciplines are adopting 21st century technologies, communication media, and opportunities for positive social change. The application of humanities disciplinary content with practiced skills promotes diversity in humanities as students in the historically underrepresented groups in academia can more easily recognize and articulate the utility of classroom based learning to prospective post-graduation outcomes. This proposed project will provide faculty with centralized support from Academic Affairs to create and adapt skills-based humanities practices for broader undergraduate audiences through the Core Curriculum.	Saint Mary's College of California
Yes	539	$59,404	NEH identified DEI involvement.		Elmhurst University, a small, private, liberal arts institution located near Chicago, proposes a National Endowment for the Humanities Spotlight on Humanities in Higher Education Development project to enrich and enhance an existing program that introduces underserved high school students to college-level humanities study and encourages them to pursue higher education. High school seniors, most of whom are low-income, first-generation, and/or from racial/ethnic minority backgrounds, enroll in English and communications courses for which they receive collegiate credit from Elmhurst. Proposed project activities include establishing a two-day summer program on the Elmhurst campus for the rising high school seniors enrolled in collegiate credit courses, providing diverse and enriching field trips and access to public lectures for students enrolled in the collegiate credit courses, and offering annual one-day professional development workshops at Elmhurst for high school English teachers.	Elmhurst University
Yes	540	$59,386	NEH identified DEI involvement.		Rock Valley College (RVC), a two-year college located in Rockford, Illinois, proposes a project to create a collection of oral histories of and primary source documents related to the 1989-2002 federal desegregation order of the Rockford Public Schools (RPS205).	Rock Valley College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	541	$58,542	NEH identified DEI involvement.		We will create a summer bridge program in the humanities for high school juniors and seniors from underserved schools in the Dayton area. Students will explore four themes that relate humanities methods, insights, and texts to real-world contemporary problems and will actively engage with students and faculty from STEM in examining these problems and exploring solutions. Students will interact with humanities alumni engaged in various public institutions in the community, including museums, archives, and other non-profits.	Wright State University
Yes	542	$58,358	NEH identified DEI involvement.		Through the Spotlight on Humanities in Higher Education grant, the History Program at Prairie View A&M University (PVAMU) seeks NEH support to enhance its curriculum through the creation of two new courses (Introduction to Digital Storytelling and Podcasting Oral Histories) that will anchor a new history minor in digital storytelling.	Prairie View A & M University
Yes	543	$58,201	The Modern Language Association's initiative aims to align humanities courses with career outcomes for underserved students, thus relating to DEI.		The Modern Language Association (MLA) requests $60,000 over two years to support the creation of a virtual professional development workshop series to prepare humanities instructors at small and mid-sized institutions to align humanities courses in languages and literature with career-minded outcomes that benefit underserved students. Through a workshop series for twenty faculty members from small and mid-sized institutions, MLA will demonstrate how to 1) align learning outcomes in humanities classrooms with career-minded outcomes, including skills development through humanities learning; 2) use currently available data, resources, and partnerships (both internal and external to their institutions) to strengthen career readiness and build effective connections between the classroom and applied humanities contexts; and 3) develop course designs and action plans for implementation.	Modern Language Association of America, Inc.
Yes	544	$57,607	NEH identified DEI involvement.		The University of Washington Tacoma Careers and Community Initiative is intended to provide paid experiential learning opportunities in the humanities for our first generation and economically marginalized students.	University of Washington

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	545	$56,867	NEH identified DEI involvement.		To demonstrate the essential value of the humanities and facilitate their continued inclusion in the curriculum a “Spotlight on the Humanities in Sustainability” project at Plymouth State University in New Hampshire is proposed. A speaker series with The Museum of the White Mountains, the development, teaching, and evaluation of two new permanent courses, and creating resources for educators on our campus and beyond will provide students, faculty, and the public with a series of engaging opportunities to learn about the necessity of including humanistic thought in sustainability science. The design of the “Spotlight on the Humanities in Sustainability” project is well supported by research on the outcomes of the activities proposed, which include an innovative immersion course integrating the humanities and environmental science. The project will demonstrate the importance of the humanities to students and the public, will result in the creation of two new permanent courses that integr	Plymouth State University
Yes	546	$56,659	NEH identified DEI involvement.		The project is based on the development of five (5) competencies in students in order to prepare them for the 21st century professional world with a solid humanistic base that goes beyond the training of a discipline of study. The competencies are developed through the 21st century skills academic component which comprises 13 general education requisite courses. The proposed Spotlight project will comprise five (5) masterclasses throughout a 2-year timeframe in Communication, Critical Questioning, Innovation & Entrepreneurship, Research & Exploration, and Ethical Sense & Social Justice.	Universidad del Sagrado Corazon, Inc.
Yes	547	$50,000	NEH identified DEI involvement.		Our project is aimed at developing a general education pathway consisting of a suite of new and revised scientifically-themed humanities courses with shared learning goals. This pathway would encompass high-impact practices, with experiential or on-site learning, and a service-learning component that allows students to engage in the wider community. Students who successfully complete four courses within this pathway would earn a Scientific Humanities certificate at graduation.	Mercy College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	548	$50,000	NEH identified DEI involvement.		Human Dimensions of Infectious Diseases initiates and sustains a faculty collaboration exploring the relationship between humans and diseases with the goal of producing new approaches to undergraduate instruction connecting the humanities and health sciences. The project team representing five departments (Biological Sciences, English, History, Population Health Sciences, and Science, Technology and Society) will participate in an intensive summer workshop and then meet regularly during the academic year. These activities will provide opportunities to discuss thematic issues, explore new pedagogical approaches, and advance interdisciplinary instruction at a public land grant research university. This collaboration will result in the creation of three new courses, on human dimensions of infectious diseases, history of infectious diseases, and health disparities and infectious diseases, cross-listed by multiple departments and offered on a regular basis.	Virginia Polytechnic Institute and State University
Yes	549	$50,000	NEH identified DEI involvement.		We will work to create a new minor at Wayne State College entitled Regional Awareness and Social Dynamics. This minor will benefit WSC students by connecting humanities courses and methodologies with non-humanities courses and methodologies to maximize exposure across campus. It will also address students' need for heightened cross-cultural understanding for our region's increasingly diverse population.	Wayne State College
Yes	550	$49,978	NEH identified DEI involvement.		Emerson College seeks a planning grant to support the development of a new interdisciplinary humanities-focused undergraduate major in Climate and Sustainability Communication. This major will (1) integrate coursework from the School of the Arts, the School of Communication, and the Marlboro Institute for Liberal Arts & Interdisciplinary Studies; (2) convey the many interlinked phenomena that make up the full breadth of sustainability or sustainability studies and the ethical issues involved; and (3) teach students how to communicate these ideas successfully in an environment that includes hands-on experiential learning.	Emerson College
Yes	551	$45,590	NEH identified DEI involvement.		Smith College seeks a Humanities Connection Planning Grant to support the development of a Health, Science, and Society Program (HSSP) anchored in humanistic inquiry and spanning the college's three divisions: humanities, social sciences, and sciences. With NEH support, we will explore the development of a proposal for an academic major as well as co-curricular programming comprehending student-faculty research; activities to promote cohort building among pre-health students; lectures on timely issues, such as health disparities and race in the US, or the nexus of climate change and health; and workshops to bring attention to humanities-science connections on our campus and in our community.	Trustees of Smith College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	552	$37,384	NEH identified DEI involvement.		The University of Scranton, a private, Jesuit university located in Scranton, Pennsylvania, requests support from the National Endowment for the Humanities (NEH) Humanities Connections program for a planning project entitled “Developing Black Studies through the Humanities.” The project will reinvigorate interest in the humanities by developing four new interdisciplinary courses for the newly launched Black Studies concentration; launch a Black Studies Learning Lab that integrates methods and tools from the humanities into courses from other fields; offer faculty workshops to increase skills in interdisciplinary teaching; create 10 new course modules that support more robust humanistic approaches to teaching and learning in Black Studies; and develop a collection of faculty and student projects that feature stories from residents in the Scranton area. The project will elevate the role of the humanities within both the curriculum and the intellectual life on the Scranton campus.	University of Scranton
Yes	553	$34,995	NEH identified DEI involvement.		The San Diego State University campus in Imperial Valley (SDSU-IV) and the San Diego State University campus in San Diego (SDSU-SD) are Hispanic Serving Institutions situated at the intersection of the borders among California, Arizona, and two states in Mexico (Baja California and Sonora). SDSU alongside community partners seeks support from the NEH to develop a new undergraduate and interdisciplinary minor in Human Rights and Border Studies. The minor, which is in the early planning stage, shall integrate curricula and faculty expertise from colleagues in Chicana/o Studies, Criminal Justice, History, International Security and Conflict Resolution, Philosophy, Political Science, and Psychology, and shall provide courses and experiential learning opportunities for undergraduate students from all backgrounds.	San Diego State University Foundation
Yes	554	$25,000	This project relates to DEI by aiming to generate collaborative responses to the challenges of A.I. and to highlight the advantages of humanities training for institutions, businesses, and communities impacted by A.I.		An exploratory project to develop humanities curriculum engaging A.I. across five regional universities, all members of the Council of Public Liberal Arts Colleges (COPLAC) consortium. The project will bring together public liberal arts institutions, all small or medium-sized, from distinct regions of the country to develop humanities curriculum on/about A.I., to generate collaborative responses to the challenges that A.I. presents, and to articulate the advantage humanities training brings to regional institutions, businesses, and communities impacted by A.I.	Eastern Connecticut State University
Yes	555	$25,000	NEH identified DEI involvement.		A one-year exploratory land-based learning initiative that will bring together college students and Indigenous high school students for shared educational programming structured around Indigenous history, knowledge, and cultural practices.	Concordia College Corproation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	556	$24,971	NEH identified DEI involvement.		The SERCA Scholars program will develop and test an independent study course sequence to pair students with faculty mentors to conduct independent research	Harry S Truman College
Yes	557	$24,927	NEH identified DEI involvement.		At Worcester State University, we are currently in the process of expanding our Asian Studies, Ethnic Studies, Global Studies, and Women, Gender and Sexuality Studies programs. All of these programs support minors and concentrations which are housed within a relatively new department - Interdisciplinary Studies. Since many courses in the aforementioned programs satisfy humanities requirements, we want to offer dynamic learning experiences that give students the chance to refine their skills beyond the college classroom. In today's tumultuous socioeconomic climate, we want to encourage WSU students to navigate topical challenges and envision themselves as civic agents of positive change. To get there, we will embark on thoughtful curriculum mapping that aligns the academic structures within these minors with intentional engaged experiences to create a pathway for students that is meaningful, supported and relevant.	Worcester State University
Yes	558	$24,628	"Voices of the Treasure Valley" aims to document diverse histories, build skills, and foster conversations, aligning with DEI principles.		"Voices of the Treasure Valley" will provide the region's residents with a place to document and reflect on the past, the present, and future of their home. Guided by an Advisory Board, students at the College of Idaho will play a central role in bringing together historic preservationists, tribal historians, community activists, and other guardians of local history to consider what narratives we want to preserve and share. As part of their coursework, students will conduct oral histories and present their research at the end of the year. This project will achieve three goals that will improve humanities teaching and learning. The material created by students will document histories that might otherwise not be recorded and shared; in the process, students will build skills as humanist researchers and interpreters, and develop connections with their neighbors. In attending to the Valley's diverse past, we hope to foster informed and empathetic conversations about its present and future.	College of Idaho

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	559	--	NEH identified DEI involvement.		The History Program at Mercy University is proposing a three-year humanities initiative to reimagine the traditional history survey taught at the University. NEH grant funds will be used to support the development, implementation, and evaluation of new history surveys that are thematic in focus and span at least two geographical areas. By the end of year three, the project proposes the creation of approximately twenty new global history survey courses by three cohorts of faculty who will spend one year developing a global thematic survey course in their respective area of expertise and attending professional development workshops, as well as assessment and evaluation of the new survey courses. By requesting this funding, we strive to increase the number of majors and minors through the survey as it is a gateway course, but also to strengthen the surveys as part of the general education curriculum.	Mercy University
Yes	560	--	NEH identified DEI involvement.		North Side: Discovering the Spirit of Place is an interdisciplinary, digital humanities project that uses geospatial technology to capture and record the oral, architectural, and natural history of the North Side neighborhood in Ft. Worth, TX. In conjunction with North Side community, students, and faculty from Tarrant County College, Trinity River Campus will be engaged in the practice of place-based learning, tightening the bonds connecting the college to its constituents and preserving the legacy of a community for generations to come.	Tarrant County College District
Yes	561	--	NEH identified DEI involvement.		This two-year initiative is designed to expand curricular Indigenous Humanities content in various disciplines across the college, provide community-engaged learning opportunities for OCC students to work on Indigenous-focused community projects, and strengthen the partnership between the college and the Skä-Noñh Great Law of Peace Center through collaborative humanities-themed programming.	Onondaga Community College
Yes	562	--	NEH identified DEI involvement.		The Writing Across the Curriculum (WAC) Program at Lehman College, City University of New York (CUNY) is proposing a two-year humanities initiative to create multilingual pedagogical materials that engage with the rich and diverse cultural histories of our neighborhood: the Bronx, New York. This initiative will expand Lehman WAC's current offerings of faculty development seminars and workshops that focus on fusing writing pedagogy with anti-racist and abolitionist pedagogy.	CUNY Research Foundation, Lehman College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	563	--	NEH identified DEI involvement.		Atlantic Cape Community College aims to build capacity to continue to grow our existing cohort of Hispanic learners, to improve the retention and success of those students and to broaden community understanding of and appreciation for Hispanic history, literature and culture through a three-pronged plan. The first part of the plan will focus on developing and implementing a formal humanities curriculum that teaches about the history, literature, language and culture of Hispanic people. The second part will center on providing humanities faculty with the professional development, mentoring and tools to refine their skills as culturally responsive teachers. The third part of the plan is to foster stronger relationships with the communities we serve, especially our Hispanic audiences, through public-facing humanities programming and implementation of an advisory board.	Atlantic Community College
Yes	564	--	NEH identified DEI involvement.		Inland Echoes is a three-year initiative to broaden History Social Science (HSS) education through teacher workshops and development of resources that focus on the experiences of historically marginalized and underrepresented populations. It addresses a crucial need in humanities scholarship by supporting students and teachers in asking new questions using novel resources focusing on regional narratives traditionally overlooked. Workshops and curricula development will contextualize Inland Empire (San Bernardino and Riverside counties) and Coachella Valley local history in national and global contexts to illustrate its broader significance. Inland Echoes leverages the work of scholars, community leaders, and newly published digital archives to create more inclusive teacher resources. It will expose regional teachers and pre-service CSUSB teaching students to new concepts that support career development.	University Enterprises Corporation at CSUSB
Yes	565	--	NEH identified DEI involvement.		The project “Dress Right” – which takes its name from a military drill command – is above all a Dialogues project that seeks to foreground the LGBTQ+ veteran experience in war. According to military doctrine, the command “dress right” literally means to align oneself with the individual standing to one’s right in a military formation. Here, to “dress” is to model uniformity with others, which in itself presumes (and requires) homogeneity. Yet, military service is neither now nor has ever been homogenous. In short, this project seeks to re/dress the popularized conception of military wartime service as a heteronormative experience. In this context, to dress “right” is to embrace gender and sexual diversity in the military. The complete undertaking will unfold over 12 months and include both a preparatory program and discussion program offered for course credit at Duke University.	Duke University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	566	--	NEH identified DEI involvement.		Latino-led, Latino-serving community-based non-profit agency Amistades, Inc. proposes to develop and deliver culturally-tailored dialogue groups and discussion leader preparatory programming examining the unique historical relationship between patriotism, military service and citizenship for Latino veterans and nonveterans specific to the Vietnam and Iraq Wars. In line with NEH's United We Stand: connecting Through Culture theme, this project seeks to further promote civic engagement, social cohesion, and cross-cultural understanding by examining the deep historical impact of intolerance of Latinos in the US as experienced through the lens of war. Amistades is ideally suited for this work as a community-driven organization dedicated to fostering cultural understanding and empowerment and eliminating false narratives about Latinos through system focused strategies that change the conditions that perpetuate inequities. Dialogue and leader development work will be conducted in partnership	Amistades, Inc.
Yes	567	--	NEH identified DEI involvement.		The Grantwriting In Valued Environments (GIVE) program in the English Department at Towson University advances undergraduate and graduate students' professional writing goals by connecting coursework and internships to the writing needs of small nonprofit organizations in the Baltimore/Washington region. Building on GIVE's successes, we now seek to create new undergraduate and graduate nonprofit certificates to develop student skill sets commensurate with the nonprofit sector's professional needs, increase real-world nonprofit internship opportunities for students at local organizations, increase on-campus student employment in engaged positions, and strengthen placement of graduates in a nonprofit sector that continues to grow exponentially.	Towson University
Yes	568	--	NEH identified DEI involvement.		We seek Development-stage funding to develop two humanities courses in connection with a new, community-engaged research and pedagogy initiative, Asylum for the Arts. The purpose of Asylum for the Arts is to study, teach, and promote refugee and immigrant literature and arts in California's Central Valley, a region with a richly diverse, underrecognized literary history in which migration, displacement, and resettlement feature prominently. Based at the University of California, Merced, a Hispanic-Serving Institution, this proposal is aimed at designing two undergraduate courses, Introduction to Refugee and Immigrant Literature (lower-division lecture) and Advanced Refugee and Immigrant Literature Lab (upper-division seminar), that will draw on Refugee-Centered Pedagogy and community-engaged humanities teaching.	University of California, Merced

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	569	--	The initiative aims to enhance internship opportunities, promote community engagement, and create a more inclusive and diverse internship culture.		The Humanities Division at Eureka College seeks to enhance and expand our internship offerings, both on and off campus. We intend to research area businesses and organizations to identify potential community affiliates that can provide experiential learning opportunities for humanities students. Ultimately, we aim to develop off-campus internships that meet a broader range of students' geographical and disciplinary needs than in the past. We also plan to redesign an existing on-campus internship at the Eureka Literary Magazine ($ELM), following its recent transition to a digital format. We will incorporate expanded digital publication training for ELM interns and build the framework for outreach initiatives that serve our community and promote creative writing. Finally, we will work to build a division-wide internship culture by creating a shared humanities internship database and by implementing standardized intern recruitment processes.	Eureka College
Yes	570	--	NEH identified DEI involvement.		The grant will be used to run a summer institute on the topic of the "public uses of the past." The institute will be for rising seniors from historically marginalized and under-served populations at Los Angeles high schools (LAUSD and Catholic). The institute will introduce students to thinking about public history and how we grapple with "difficult pasts," using examples from Los Angeles (and including field trips), the United States, and internationally. As part of the institute, there will also be sessions about how to apply to college, college opportunities, career pathways, etc. The goal is both to deepen students' understanding of history as content and discipline and to strengthen faculty capabilities in using public history as a pedagogical approach.	Loyola Marymount University
Yes	571	--	The establishment of the Digital Humanities Lab aims to provide underserved/underrepresented students with valuable skills, contributing to diversity, equity, and inclusion in education.		The School of Arts and Letters at Middle Georgia State University (MGSU) will use an exploratory grant to establish a Digital Humanities Lab (DHL). This initiative aims to provide underserved/underrepresented students with valuable Digital Humanities (DH) skills through curriculum revision and instructional enhancements. The DHL will serve as an interdisciplinary hub, integrating digital technologies with humanities, connecting students and community partners through hands-on opportunities. The connections built will allow 1800 students/yr to develop career-ready DH skills otherwise inaccessible to them. The project seeks consulting with DH professionals to establish best practices, faculty development planning, creating a curriculum redesign strategy, and exploring the logistics of establishing the DHL, with particular consideration for our community partners' needs. Ultimately, our overarching goal is to equip MGSU students with the skills to achieve their professional aspirations.	Middle Georgia State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	572	--	The Pathway to Chaplaincy program promotes DEI by providing students with religious literacy and interfaith understanding, essential for excelling as chaplains.		In partnership with the Association of Professional Chaplains (APC), Georgia State University's Department of Religious Studies will open the first Pathway to Chaplaincy at a public institution in the United States in the fall of 2024. Students in the Pathway will earn an MA in Religious Studies, a Certificate in Chaplaincy Studies, and a total of at least 48 graduate credit hours in coursework that prepares them for careers in spiritual care. By studying the world's religious traditions and the traditions' approaches to community and caretaking, Pathway students gain skills in religious literacy and interfaith understanding necessary for pursuing APC certification and excelling as chaplains.	Georgia State University Research Foundation, Inc.
Yes	573	--	NEH identified DEI involvement.		We propose a Humanities Summit, a campus and community-wide program to bring together University of Wyoming faculty, students, prominent guests, and members of the public to engage thoughtfully and deeply with challenges to the quality of democracy in our community, on campus, in Wyoming, and the Rocky Mountain region.	University of Wyoming
Yes	574	--	This project supports DEI by creating opportunities for diverse groups to engage in discussions about war experiences and reintegration.		This project will fund a discussion series hosted at the Veterans Community Project (VCP) and will train residents and affiliates of the VCP to lead discussions of the experiences of war and reintegration to civilian life with both groups of other veterans and groups of a mix of veterans, members of the community, and students.	Curators of the University of Missouri
Yes	575	--	NEH identified DEI involvement.		A Humanities Connections grant from NEH would support the planning of a new Oceanic Humanities (OH) program at California State University Maritime Academy (CSUM), a technically oriented institution specializing in training merchant marine deck and engineering officers. While CSUM provides instruction in the humanities through general education courses in literature, history, cultural studies, ethics, and arts, the university offers no major or minor in a humanities discipline. A new OH program integrating the resources and perspectives of oceanography into a humanities degree will fill a major programmatic gap at our university, attracting new students and offering existing ones the opportunity to use practical and theoretical methods to study the diverse interactions of humans and the sea. The project team includes faculty from the department of Culture and Communication, who will develop a new BA program in partnership with colleagues from the Oceanography department.	California State University Maritime Academy

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	576	--	NEH identified DEI involvement.		The College of Staten Island's Division of Humanities and Social Sciences proposes a three-year initiative to revise and redesign curriculum in its global humanities requirement, known as the “Contemporary World (CW).” CW is a group of internationally-focused required courses that form part of the College's undergraduate general education program. The "Re-Centering Global Humanities" project aims to reconceptualize and theorize the campus’s teaching and learning of global humanities and to draw direct connections between curricular content and career-readiness for our students. It is designed to forge pathways between the content of global humanities courses and the professional aspirations of underserved student populations. These include building career readiness opportunities within courses, identifying student acquisition of work competencies, and providing training to faculty in work-integrated learning techniques.	CUNY Research Foundation, College of Staten Island
Yes	577	--	NEH identified DEI involvement.		The objective of this project is to build a comprehensive website, AfricanCalifornios.org, that reconstructs the African descendant presence in Spanish and Mexican California using data science and user-friendly visualizations. To accomplish this, we will be combining all existing data sets on the demographics of California to create a large database of African descendants in California from 1768-1850. Then we will create visualizations such as maps and family trees that match children to their parents, and spouses to each other. In this way we will discover the familial and social connections between Afro-descendants in California. This site will be made public, complete with lesson plans for teachers that will allow this information to be publicly distributed. In addition to creating the site we plan on hosting a teacher workshop to help K-12 teachers use these resources in the classroom as part of their instruction on the history of California and the United States more broadly.	Cal Poly Corporation
Yes	578	--	NEH identified DEI involvement.		The proposed project involves the development of a 15-credit certificate program and 12-credit minor in Museums, Archives, and Gallery Studies. Proposed courses in the program are grounded in Humanities and Arts curriculum, with the primary goal to prepare students to work in these spaces upon completion of the certificate or minor program or to be competitive when applying to graduate school.	Regis University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	579	--	NEH identified DEI involvement.		Western Oregon University seeks to invigorate the study of the humanities—critical for deepening its mission to cultivate student belonging and empowerment—by broadening faculty and student engagement with humanities themes that are regionally significant:labor history and migrant history in the Pacific Northwest, and language identity/language use in the Pacific Northwest, especiallySpanish. Exploration of these themes will guide university-community partnerships to help students bridge academic and applied knowledge, and help community organizations learn how to utilize the University as a trusted resource. There are three components: cultivation of formal partnerships between WOU and community organizations that will support:humanities-based experiential activities related to the project's themes; creation of a faculty community to grow faculty capacity to develop community-engaged humanities learning; and creation or revision of four new courses related to the project's themes.	Western Oregon University
Yes	580	--	NEH identified DEI involvement.		The Jane Addams Hull-House Museum, on the campus of the University of Illinois-Chicago, seeks NEH funding to develop new humanities curriculum that utilizes the museum as a dynamic teaching resource for faculty. The museum draws on the legacy of social reformer Jane Addams (1860-1935), the first American woman to receive the Nobel Peace Prize, and her colleagues whose work changed the lives of their immigrant neighbors as well as national and international public policy. Through an intensive week-long summer 2025 workshop followed by a fall series of Friday seminars, UIC faculty from across the humanities will build courses that are integrated into the university's curriculum, including required courses for majors, seminars in the Honors College, and courses in both First-Year Writing and General Education, an important part of every undergraduate degree program and a foundation for lifelong learning.	University of Illinois at Chicago

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	581	--	The MLA's request aims to support underserved students by aligning humanities courses with career outcomes and strengthening career readiness initiatives.		The Modern Language Association (MLA) requests $60,000 over two years to support the revision and expansion of a virtual professional development workshop series to prepare humanities instructors and leaders at small and mid-sized institutions to align humanities courses in languages and literature with career-minded outcomes that benefit underserved students. In a workshop series for twenty faculty members from small and mid-sized institutions, the MLA will demonstrate how to 1) align learning outcomes in humanities classrooms with careers; 2) use data, resources, and partnerships strengthen career readiness and build effective connections between the classroom and applied humanities contexts; 3) develop course and curricular designs, action plans, and methods for studying impact; and 4) make the case for career readiness initiatives with upper administrators to strengthen humanities programs.	Modern Language Association of America, Inc.
Yes	582	--	The Spanish course revision aims to increase Hispanic and Latino student retention.		This project revises the required course in the humanities for Spanish majors and minors: "Readings in the Literary Genres" taken by approximately 1,000 students a year. The revised course explores the theme of life as a road or journey through four geo-cultural modules: (1) the Iberian Peninsula; (2) Latin America; (3) the US/Mexico Borderlands; and (4) the student's own life. The course crosses multiple borders to expose students to the cultural heritage of the Luso-Hispanic world through an examination of the arts and literature treating the theme. The revision is designed to increase the retention of Hispanic and Latino students in our programs in the College of Humanities, currently at 36%, by using evidenced based teaching strategies found to be effective with these students. The class demonstrates for students how studies in the humanities enrich life in ways that are both tangible (by giving them skills with practical applications in work and non-work settings) and intangible.	University of Arizona

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	583	--	NEH identified DEI involvement.		Health and medicine are increasingly technology-focused and deeply imbued with questions of disability, access, and justice extending beyond traditional medical training. This proposal supports the creation of a curriculum in the humanities focused on Health, Access, and Technology at RIT. Based in the College of Liberal Arts, the proposal authors have organized a collaborative, multidisciplinary team who will hold a series of workshops during the 2025-26 academic year for health professions and technical programs currently siloed in separate colleges to facilitate dialogue about curricular spaces for the humanities across RIT's curriculum. Over the course of these workshops, the team will identify areas to develop new courses on disability, access, and technology to create an intentional curriculum that complements student training in technical and health fields, to infuse humanistic analytic skills and tools into broader health, science, and technology education.	Rochester Institute of Technology
Yes	584	--	NEH identified DEI involvement.		The American Historical Association proposes a three-week combined format Summer Institute for twenty-five higher education faculty on US environmental policy and responses to environmental changes from the early nineteenth century through the twentieth century. Recognizing and interpreting this long historical context is crucial for understanding what differentiates current emissions-driven climate change from what came before. The institute will be held at the William J. Clinton Presidential Library and Museum in Little Rock, Arkansas. Drawing on the collections at the Clinton Library and the local environment as a laboratory, the institute will provide a combination of historical content, methodological approaches, and additional professional development opportunities.	American Historical Association
Yes	585	--	NEH identified DEI involvement.		Special Collections will bring Washington University students in the Prison Education Project closer to restricted access materials through a series of humanities courses that combine skills-building in humanities research with introductory archival theory. A months-long partnership between staff in the Prison Education Project and University Libraries will serve to develop syllabi and packages of reproductions of library collections (paper and digital) for an introductory course and two elective courses, each offered at the two PEP campuses, resulting in a total of six course offerings. These courses will focus on special collections housed at WashU University Libraries, with electives in Visual and Literary Arts and Culture and History and Historiography. The aim of this project is to introduce students to archival exploration in the humanities and to undo challenging and pernicious limitations on access to library resources, materials, and staff that are a function of incarceration.	Washington University in St. Louis

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	586	--	NEH identified DEI involvement.		The University of Montevallo (UM) seeks funding to develop a scalable health humanities minor comprised of two core courses and an array of electives forming an 18-credit hour (6 course) path of study. The main goal of this initiative is to connect the humanities and sciences, enhancing critical thinking, empathy, and cultural competence among UM students pursuing careers in physical or mental health fields. There are three project objectives for the planning year: to 1) design the core courses for the health humanities minor emphasizing collaborative interdisciplinary team-teaching, 2) map existing elective courses to the minor and identify new courses to further develop during subsequent implementation, and 3) establish new and strengthen existing outside partnerships to provide resources for medical/health historical research, archival work, and other experiential learning opportunities.	University of Montevallo
Yes	587	--	NEH identified DEI involvement.		Comunidad en Crisis, Comunidad a la Acción will provide a counterbalance to the gap in local historical materials for Perth Amboy, New Jersey and raise visibility to counter the impending threat of destruction that climate change poses to this environmental justice community. There is a need for an ethnically-sensitive narrative and experiential approach that evokes compassion, builds empathy, and expands attention reflecting diverse heritage. We will plan to address this gap at Middlesex College and New Jersey Institute of Technology (NJIT) by developing interdisciplinary digital humanities curricula from the collaboration of students in humanities and human rights courses with tech-centered design students-- resulting in engaging and immersive digital, visual, and interactive media narratives from collected oral histories. Student learning communities will explore history and civic engagement while also developing research, communication, and digital design skills.	Middlesex County College
Yes	588	--	NEH identified DEI involvement.		The ubiquity of AI means that humanities-forward approaches that encourage cultural awareness, critical thinking, and digital literacy are more important than ever. This project will support an intensive two-week summer institute, creation and revision of courses, public outreach, and programming on the ethical use of AI at West Virginia University. Participants in the institute will be either Humanities scholars who seek to engage issues related to AI in their classrooms, or scholars from more technical fields like data science who want to infuse their courses with humanities perspectives. With other interested faculty and mentors, they will form a learning community to pursue questions about AI and related technologies through a humanities lens. This project will directly impact at least ten faculty members and six hundred students enrolled in their courses, in addition to other community stakeholders who will benefit from the activities and materials disseminated through the grant.	West Virginia University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	589	--	NEH identified DEI involvement.		The State University of New York (SUNY) Oswego proposes a three-year implementation project to launch a new interdisciplinary minor in Ecomedia Studies. The new minor will integrate scientific and humanistic inquiry to help students use analytical, technical, critical, and creative skills to carry out and communicate the findings of environmental humanities research through visual media ($E.g., film, video, photography, video games, infographics). Project activities include creating and teaching the minor's two new required courses, revising an experiential learning field course, revising five elective courses, and developing and implementing the minor's capstone experience. SUNY Oswego will begin enrolling students in the new minor in Fall 2025. The project is co-led by Tiffany Deater (cinema studies), Jarrod Hagadorn ($English and cinema studies), and Kamal Mohamed (biological sciences).	SUNY Research Foundation, College at Oswego
Yes	590	--	NEH identified DEI involvement.		This proposal will support a Science and Technology Studies Master of Science/Arts program at Southern Connecticut State University. This MA/MS program will bridge the gap between science (STEM) and humanities programs, in that all courses will be purposefully multidisciplinary to provide students with the necessary skills and information needed to make the next step in their career, be it professional employment within the science/technology industry or PhD programs across the sciences and humanities. From its inception, courses within the program will center around the skills found and taught in humanities courses, and teach those as a necessary, if not primary, importance for science and technology education. We believe that today's student, across the STEM and humanities fields, needs this type of multidisciplinary contextualization in order to best understand their career pathways and options, as well as the future role science can play within their communities.	Southern Connecticut State University
Yes	591	--	NEH identified DEI involvement.		The 1-year project will make vital connections between the humanities and non-humanities disciplines, which will encourage our undergraduate students on campus and in a nearby state prison to appreciate the relevance of the humanities in their lives.	Stetson University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	592	--	NEH identified DEI involvement.		The project seeks to develop online courses for the Micronesian Studies program at the University of Guam, enhancing the accessibility of humanities education to a broader audience. By delivering courses online, the program will overcome geographic barriers, enabling students from across the region and globally to engage with Micronesia's rich cultures, histories, and societies, while also fostering research and professional skills. The project includes faculty training for online instruction certification, content development and course design to ensure usability and accessibility, and a pilot of the program. This effort will preserve and promote Micronesian studies, providing students with high-quality, interdisciplinary education while preparing future professionals to serve Micronesian communities. Ultimately, the project will strengthen the program's role in advancing regional scholarship and ensure that Micronesian knowledge continues to inform global humanities education.	University of Guam
Yes	593	--	This project promotes diversity, equity, and inclusion by providing training to HBCU students and showcasing overlooked contributions of Southern artists.		Guided by art historians at Alabama State University (ASU) and Jackson State University (JSU), this project provides HBCU undergraduate students with training to create educational resources centered on African American art history. Students will act as researchers and designers—developing content, curriculum, graphic, and web designs—to enhance www.AfricanAmericanArtHistory.com and publish a catalog showcasing JSU's African American art collection. These efforts will generate globally accessible resources, with a special focus on overlooked contributions of Southern artists. The project culminates in a joint ASU-JSU exhibition of their storied collections and symposium featuring student-scholars, showcasing their content expertise and newly developed resources. This initiative strengthens the academic reputation of the participating HBCUs, enriches their art history programs, fosters interdisciplinary collaboration, and provides much-needed funding support.	Alabama State University
Yes	594	--	NEH identified DEI involvement.		The Hudson Oral History Project employs the practices and tools of the humanities in the field of oral history in order to engage our students and the surrounding community by capturing the stories as the city around us transforms radically, and to embed oral history into relevant courses and curricula.	Hudson County Community College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	595	--	This proposal aims to integrate humanities education for science majors, promoting diversity, equity, and inclusion in STEM education.		To counter deficiencies in humanities education of science majors, we propose to: 1) outline an integrated and humanities-grounded curriculum through an equal partnership of educators from both the humanities and the sciences, aimed at educating well-rounded scientists and to help science majors become better scientists; and 2) develop a plan for an interdisciplinary minor to implement and support the curriculum long-term. To accomplish these aims, we will convene a collaborative group of colleagues from the humanities, sciences, and education sciences to articulate the goals of the integrated curriculum and design it. We will explore student motivations and interests using surveys and focus groups. Additionally, we will also investigate the feasibility and barriers to implementation in consultation with humanities and science faculty, university leadership, and faculty senate. Finally, we will also seek advice from external consultants to develop and evaluate the curriculum and minor.	University of Dayton
Yes	596	--	NEH identified DEI involvement.		We aim to develop and implement an interdisciplinary oceanic humanities program at Stanford University. Our program will offer a critical lens on the human relationship to the seas that will serve undergraduate students across STEM and humanities disciplines. In crafting this program, we will synthesize and distill the vibrant research and conversations of oceanic humanities scholarship, include experts in teaching practically oriented ocean skills at CSU Maritime Academy and integrate humanities study with ocean science, as well as exploring experiential learning at Stanford's Hopkins Marine Station. We aim our program to be transportable to a variety of institutions, where it can be made relevant to their resources, programmatic needs, and student populations, and we propose to consult with leading experts, faculty, administration and students at Stanford and nationally. We will further build a website to host our program and disseminate our model.	Leland Stanford Junior University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	597	--	This project focuses on enhancing Indigenous languages and cultures, promoting diversity and inclusivity in education, which relates to DEI.		This project aims to strengthen and expand the teaching and study of the humanities by enhancing the University of Colorado Boulder's existing Indigenous languages and cultures Program and creating new curricula and educational resources to show the diversity of Indigenous cultures, ideas, and practices—both past and present—in the Americas. This project builds a comprehensive understanding of both Central Zapotec and Central Quechua varieties highlighting that Indigenous languages and cultures hold key concepts stemming from a plurality of traditional worldviews. We will create 12 modules for the teaching of these languages and cultures in two respective introductory courses. We will organize pedagogical workshops and create these modules with consultants and expert collaborators in the US and Latin America. These materials will be published digitally in Zapotec, Quechua, Spanish, and English, in an open-access platform for use by other instructors at other institutions.	University of Colorado, Boulder
Yes	598	--	NEH identified DEI involvement.		The University of Utah is a leader in environmental humanities. In addition to hosting the nation's first environmental humanities master's degree, the Environmental Humanities Program uses humanities inquiry to address environmental crises facing society. In an effort to expand the program's far-reaching impact, we propose a new undergraduate certificate in Environmental Humanities and Transformative Justice that will strengthen the teaching and study of the humanities at the University of Utah by highlighting the essential role of humanities study in environmental problem solving. This project is guided by the following objectives: (1) to offer a humanistic and justice-oriented lens to the interdisciplinary study of environmental topics; (2) to build and strengthen relationships between the EHP and local community organizations and Native nations for community-based experiential learning; and (3) to train faculty in the goals and intellectual foundations of the certificate.	University of Utah

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	599	--	NEH identified DEI involvement.		Baldwin Wallace University (BW) in Berea, OH, will implement a Core Competency and Minor in Health and Medical Humanities, building upon the success of its NEH Connections Planning Grant in 2023-24. Our innovative plan for a Core Competency area in Health and Medical Humanities builds upon our new core curriculum, making this Competency attainable for all students. The Minor, which expands upon the Core Competency, will be founded upon humanistic learning outcomes and is designed to appeal to majors in the Humanities, Health Sciences, Natural Sciences, Nursing, and Business. BW, which was founded in 1845 upon the values of social justice and the liberal arts, is located minutes away from the healthcare mecca of Cleveland, allowing us to draw upon our extensive external partners in the region to develop exciting programming and experiential learning opportunities for students.	Baldwin Wallace University
Yes	600	--	NEH identified DEI involvement.		Sports increasingly has become a platform and area of study to understand critical local, national, and international issues that affect communities and nations. While often taught from a business management or communications perspective at the university level, we are looking to further develop and implement a holistic minor and certificate program that integrates a humanistic approach, utilizing the study of sports to examine community development, campaigns for social justice, the history of debates over race, religion, and gender, and more. The program will increase enrollment in the humanities, build important links between numerous colleges and departments at the university, and further develop an innovative learning experience for students in the classroom and throughout the South Jersey community.	Rowan University
Yes	601	--	The initiative aims to create a more integrated student experience, increase visibility of humanities, and better prepare students for diversity and ethical challenges.		Lasell University seeks an NEH Spotlight Development Award to reinvigorate our community's appreciation for the Humanities, particularly philosophy, by enhancing an eight-year element of our core curriculum: the Junior Ethics Experience (JEE). The JEE has been a pivotal component of our inquiry-based education in the humanities and liberal arts and requires all junior students take a cohort-style course in Ethical Reasoning (PHIL302) that explores ethical dilemmas while studying value theory and critical thinking. A Development Award from the Spotlight program would provide the seed money necessary to reshape the JEE to better integrate the classroom experience into the broader campus through community book clubs, explicit reading instruction, and peer mentoring. Our Spotlight Project seeks to create a more integrated student experience, increase the visibility of humanities at Lasell, and better prepare students to navigate ethical challenges in a diverse world.	Lasell University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	602	--	NEH identified DEI involvement.		We all eat but we do not know how to feed ourselves. While food is a universal part of the human experience, embedded within it are complex aspects that are self-contradictory ($Ex: malnutrition and obesity; food insecurity and food waste). It is perhaps for this reason that Food Studies is one of the fastest-growing interdisciplinary fields of study in North America. Accordingly, our team of scholars is planning to develop a new Food Studies program at UNC-Greensboro, where there is a growing interest among students for holistic training in food and the human experience, broadly conceived. The hallmarks of the proposed Food Studies program will center the humanities, with a particular focus on equity, justice, and environmental sustainability, and include important community engagement and partnerships to build strong resilient communities. We will undertake two interrelated activities during the grant period: a series of faculty development workshops and curriculum development.	University of North Carolina, Greensboro
Yes	603	--	NEH identified DEI involvement.		We propose extending our current digital humanities (DH) curriculum by developing an Interdisciplinary Major in Digital Humanities. We will develop the major and its constituent courses, and will offer professional development opportunities to increase faculty capacity to teach in the major. This will include a year-long institute (offered in each of the two grant years) focused on teaching our General Education Introduction to Digital Humanities course that will serve as a gateway course for the major. Our Center for Digital Humanities (CDH) will support this major by expanding several campus initiatives, particularly those at the intersection of race, inclusiveness, and DH. These initiatives aim to equip all students, especially those from traditionally underserved backgrounds, with essential humanities perspectives and digital career competencies. In doing so, we aim to both prepare them for a dynamic workforce and foster the development of well-informed global citizens.	Framingham State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	604	--	NEH identified DEI involvement.		Mount Mary University (MMU), located in Milwaukee, Wisconsin, submits “Foundations for Flourishing, Cultivating the Collective” as a development proposal to the NEH Spotlight on Humanities in Education program. The proposed project promotes the humanities through the development of a digital interview collective in the context of our new humanities-forward first-year seminar (FYS) course. In FYS, students will respond to humanities research by conducting interviews in Milwaukee. The collective will weave Milwaukee voices and content across course sections and diverse spaces throughout our community to investigate how – despite economic and social challenges – individuals and organizations in Milwaukee are striving to flourish. The project's objectives are to 1) finalize the FYS interview collective curriculum; 2) support the FYS Director and faculty as they implement the curriculum; and 3) fund, deliver, and assess community and on-campus workshops for first-year students.	Mount Mary University
Yes	605	--	NEH identified DEI involvement.		This proposal describes a new academic minor at Lenoir-Rhyne University (LR). This minor, Storytelling and Society, harnesses the unique affective power of the humanist methodology of storytelling—simply put, stories engage us on a human level. This engagement enables a deeper understanding of “our diverse heritage, traditions, and history,” and it lays a foundation for creating social change with an eye toward justice and equity in the “human environment” in which we live. The methodology of storytelling will be integrated into specific courses across core liberal arts disciplines: History, Philosophy, Creative Writing, Psychology, Religion, and Theatre. This concept taps into LR’s identity as a liberal arts institution in the tradition of the Evangelical Lutheran Church in America: LR seeks to develop the whole person and clarify personal faith. Furthermore, one of our key values is Care and Concern. This minor is a natural outgrowth of these guiding frameworks.	Lenoir-Rhyne University
Yes		**$24,743,685**				

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	606	$500,000	The Wihanble Sâ€™a Center aims to integrate Indigenous knowledge and cultural perspectives into AI development, diversifying the technological and ethical framework of AI.		The Wihanble S'a Center at Bard College will develop Indigenous protocols to guide the creation and refinement of AI wearable and digital technologies. The project team aims to imagine, design, test, and prototype a series of research and technological development activities that build AI-driven systems grounded in both Indigenous knowledge and Western dream science. By framing AI development within the context of Indigenous methodologies and dream sciences, the Center seeks to contribute a novel perspective to the existing AI research landscape. This approach not only diversifies the technological and ethical framework of AI but also bridges a significant gap in the humanities, where technology often feels detached from cultural and spiritual aspects of human experience.	Bard College
Yes	607	$500,000	The establishment of EASE Center shows a commitment to addressing ethical issues in AI, promoting diversity and inclusion in research, and engaging with the public.		With artificial intelligence (AI) rapidly developing across economic and social sectors, ethical frameworks are urgently needed for its assessment and implementation. This project establishes the Embedding AI in Society Ethically ($EASE) Center to confront emerging areas of agent-based AI. The center facilitates interdisciplinary research, graduate training, and public and civic engagement. EASE will be the hub of ethical AI research, provide an interdisciplinary "AI Ethics" graduate minor, and a series of conferences and special journal issues on 1) Autonomous Vehicles (AVs), 2) Large Language Models (LLMs), and 3) AI-based technologies for eldercare.	North Carolina State University
Yes	608	$491,863	CLAAI aims to bring together researchers, students, and experts from diverse backgrounds, including historically black colleges, religiously-affiliated, and nonsectarian-private institutions, to study AI's social, cultural, and legal implications.		CLAAI will bring together researchers, students, and pedagogy experts working within small liberal arts colleges to study the social, cultural, and legal possibilities and challenges of AI. We will (1) develop collaborative research through Research Fellowships, (2) expand course offerings on the ethical issues that arise within AI and ways we can use AI to address pressing social issues through Course Transformation and Professional Development Grants, and (3) expand access to AI methods through in-person and digital workshops and talks, and (4) support knowledge sharing and creation within and beyond Richmond by building on UR's strength in Visual AI. With UR as the central node, CLAAI will be a networked collaboration with the Associated Colleges of the South (ACS), a consortium of 16 small liberal arts colleges in the southern United States including historically black colleges, religiously-affiliated institutions, and nonsectarian-private institutions from Texas to Virginia.	University of Richmond

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	609	$439,320	The UC Davis Center for Artificial Intelligence and Experimental Futures promotes diversity, democracy, and interdisciplinary collaboration in AI governance and responsible innovation.		The UC Davis Center for Artificial Intelligence and Experimental Futures (CAIEF) promotes the democratic governance of AI systems by engaging diverse stakeholders in processes of creative worldmaking—crafting the world of tomorrow, together. The center takes an experimental humanities approach that combines fundamental research on the social dimensions of AI with forward-looking research on designing sociotechnical systems. CAIEF explores the cultural narratives, discursive practices, and imagined futures that shape decisions about AI and influence the course of its development. CAIEF also experiments with new AI systems and community-design methods to prototype democratic modes of AI governance and responsible innovation. CAIEF's long-term vision underscores the importance of interdisciplinary collaboration, democratic participation, and creative imagination in navigating the complex challenges and opportunities presented by AI technologies.	University of California, Davis
Yes	610	$399,000	The proposed funding supports long-term fellowships at the AAS, allowing scholars from diverse backgrounds and career stages to conduct research. (128 characters)		The American Antiquarian Society seeks renewed funding for the term 1/1/2022 through 6/30/2025 in the amount of $399,000 to support long-term fellowships for a total of 26 fellowship months per year at the stipend level of $5000/month. Founded in 1812, the AAS is a learned society centered on an independent research library of pre-20th century American history and culture. The Society offered its first National Endowment for the Humanities funded fellowships in 1976-77. The proposed renewal of NEH-supported fellowships will enable scholars from around the country, from diverse backgrounds, and at varied career stages, to conduct research at AAS for periods of 4 to 12 months. The Society asks that NEH provide it with the means to maintain the long-term fellowship program and thus to continue to serve the cause of humanistic scholarship in the United States.	American Antiquarian Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	611	$390,000	Emphasizes diversity in disciplines, institutions, backgrounds, and perspectives.		The National Humanities Center, an independent center exclusively devoted to advanced humanities research, seeks three nine-month fellowships for the next three-year cycle (grant period January 1, 2022 - June 30, 2025). Since 1978, the NEH has generously supported NHC fellowships during each granting cycle. Designated "NEH Fellows," recipients of these awards are chosen through a rigorous vetting process and join a vibrant intellectual community of 30-40 total Fellows. Each works on a major research project throughout the academic year with significant support from our library staff and scholarly programs office. End-of-year evaluations from the roughly 1,500 Fellows who have been in residence generally describe their year at the NHC as the most inspiring and productive of their careers. The NHC focuses attention to diversity in all of its dimensions so that Fellows represent a broad range of disciplines, institutions, backgrounds, and perspectives.	National Humanities Center
Yes	612	$381,000	The proposed renewal of NEH-supported fellowships aims to enable scholars from diverse backgrounds to conduct research at AAS.		The American Antiquarian Society seeks renewed funding for the term 1/1/2025 through 6/30/2028 in the amount of $385,000 to support long-term fellowships for a total of 25 fellowship months per year at the stipend level of $5000/month. Founded in 1812, the AAS is a learned society centered on collecting, preserving, and making available materials that support a broad community of inquiry. The Society offered its first National Endowment for the Humanities funded fellowships in 1976-77. The proposed renewal of NEH-supported fellowships will enable scholars from around the country, from diverse backgrounds, and at varied career stages, to conduct research at AAS for periods of 4 to 12 months. The Society asks that NEH provide it with the means to maintain the long-term fellowship program and thus to continue to serve the cause of humanistic scholarship in the United States. ($Edited by staff.)	American Antiquarian Society
Yes	613	$375,000	The Einstein Papers Project's publication of his writings and correspondence highlights an influential figure in history, culture, and science. It contributes to the diversity, equity, and inclusion by providing access to diverse perspectives and promoting intellectual inclusivity.		The Einstein Papers Project at Caltech publishes the Collected Papers of Albert Einstein, a multi-volume series that appears in print and is also freely available online, in both a documentary and an English language translation edition. Fifteen double volumes and a comprehensive index volume have been published so far. The edition will include all of his writings, as well as all incoming and outgoing correspondence. Einstein is undoubtedly the most significant and revolutionary modern scientist. He was also a major figure in European and American history, culture, and politics. The edition is now entering the transition years 1930-1933, when the rise of fascism in Germany compelled Einstein to leave Europe and seek refuge in the United States. We seek support for work on three English translation volumes containing more than 1,700 documents as full text and covering this period and their online presentation.	California Institute of Technology

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	614	$324,616	The project aims to make the influential philosopher's work available, which contributes to diversity, equity, and inclusion by increasing access and representation in the humanities field.		The aim of our project (The Deleuze Seminars) is to translate the seminar lectures given at the University of Paris between 1979 and 1987 by the influential French philosopher Gilles Deleuze (1925-1995) and to make them available online at a website devoted to the project (deleuze.cla.purdue.edu). Deleuze is widely recognized as one of the most important and influential European philosophers of the twentieth century, and his writings have had a significant impact not only in philosophy but in disciplines such as film studies, psychology, political science, art history and art criticism, and literary theory. The project will make Deleuze's work available to a broad English-speaking audience in the humanities.	Purdue University
Yes	615	$315,000	This proposal supports diversity, equity, and inclusion by providing opportunities for post-doctoral scholars from all fields in the humanities to conduct research in India.		This proposal seeks support for the award of about three fellowships per year for three years to post-doctoral scholars in all fields of the humanities to enable them to undertake their research projects in India.	American Institute of Indian Studies
Yes	616	$309,996	The New York Public Library's request for funding will support the Center for Research in the Humanities, providing opportunities for scholars and promoting broader community engagement.		The New York Public Library (NYPL) respectfully requests $385,000 from the National Endowment for the Humanities to support stipend and selection expenses for long-term fellowships housed at the Center for Research in the Humanities (CRH) at the Library's landmark Stephen A. Schwarzman Building. Fellows will benefit from the Schwarzman Building's 4.3 million volume general humanities collection, which includes many rare and unique items, as well as NYPL's system-wide resources. During their time at the Center, Fellows will have opportunities to connect and share their work with other scholars and NYPL's broader community of patrons.	New York Public Library
Yes	617	$299,748	METS provides open-access critical editions of medieval texts and expands understanding of multicultural culture, aligning with DEI values.		The Middle English Text Series (METS) is now in its 32nd year of providing affordable and open-access critical editions of medieval texts for researchers and students. 106 volumes have been published as of Fall 2020. This proposal requests funding to support the print and digital publication of 6 volumes, and implementation of a re- designed digital edition to enhance and expand user access, support, and interaction. The primary purpose of METS is to make available for scholarly use critical editions of the textual tradition of medieval Britain. The focus of this project is upon vernacular texts from the 13th to the early-16th centuries that move beyond the 'canonical' authors, expanding our understanding of and access to the multilingual and multicultural culture of a vibrant and global British Isles. With its digital and print editions, the Series has a global reach and influence, with users from the UK, France, Italy, and Germany to China, Korea, India, and Australia.	University of Rochester

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	618	$297,256	The AHF project aims to increase access to African narratives and contribute to a more global canon in the humanities, aligning with diversifying perspectives and promoting inclusion in DEI efforts.		The African Humanities Folkloric project (AHF) will provide students and scholars with web and print access to hundreds of vivid stories written for centuries in Egypt, Sudan, Eritrea, and Ethiopia about the miracles that the Virgin Mary performed for the faithful, whether sinners or saints. By increasing U.S. access to short, meaningful African narratives about healing, reparative justice, and personal ethics in a violent world, the AHF project is part of ensuring that the humanities in the United States is founded on a truly global canon. The NEH Scholarly Editions and Scholarly Translations Grant would fund the labor of experienced researchers with rare language skills to catalog stories in parchment manuscripts, translate dozens of stories into English, and write short introductions to them. The project will begin October 2021 and end 36 months later, in September 2024.	Trustees of Princeton University
Yes	619	$294,750	The NYPL request supports DEI by providing resources for research on the Black experience, promoting representation and inclusivity.		The New York Public Library (NYPL) respectfully requests $384,750 from the National Endowment for the Humanities to support stipend and selection expenses for Fellows in the Scholars-in-Residence Program at the Schomburg Center for Research in Black Culture. Fellows will benefit from dedicated space at the Schomburg Center, as well as access to its 11 million item collection, which contains rare and unique materials chronicling the Black experience in America and abroad. Notable research collections at the Schomburg Center include the archives of James Baldwin, Maya Angelou, and Malcolm X; the records of the Civil Rights Congress; writings in 60 different African indigenous languages; artwork by Aaron Douglas, Jacob Lawrence, and Romare Bearden; photographs by Chester Higgins; and radio broadcasts and recordings by Marcus Garvey and Booker T. Washington, among many other items.	New York Public Library
Yes	620	$293,893	This project promotes cultural sustainability by preserving and promoting Nepali folk performance and challenges Eurocentric structures of knowledge.		This project will translate six volumes of Nepali performer Subi Shah's work into English and publish them digitally and in print, with accompanying scores, and audio and video recordings. Shah (1922-2008) was a Nepali performer and educator who made it his life’s work to develop, sustain, and promote Nepali folk performance. His writings on the varied genres that make up the Pangdure tradition of the central Nepali hills are the only existing scholarship that analyzes and provides concrete examples of all aspects of performance (song, instrumental music, dance, drama) with detailed information about their interrelationships. They thus provide an essential resource for scholars and performers, including information published nowhere else. This project contributes to these traditions' cultural sustainability by involving local performers, and to decolonizing performance studies by challenging and posing concrete alternatives to Eurocentric structures of knowledge.	University of Hawaii Systems

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	621	$286,143	The request supports the Schomburg Center, which focuses on research in Black culture, promoting diversity, equity, and inclusion.		The New York Public Library (NYPL) respectfully requests $286,143 from the National Endowment for the Humanities to support stipend and selection expenses for Fellows in the Scholars-in-Residence Program at the Schomburg Center for Research in Black Culture. Fellows will benefit from dedicated research space at the Schomburg Center, intellectual exchange with fellow scholars, and access to the Schomburg Center's 11 million item collection, which contains rare and unique materials chronicling the Black experience in America and abroad. Notable research collections at the Schomburg Center include the archives of James Baldwin, Maya Angelou, and Malcolm X; the records of the Civil Rights Congress; writings in 60 different African indigenous languages; artwork by Aaron Douglas, Jacob Lawrence, and Romare Bearden; photographs by Chester Higgins; and radio broadcasts and recordings by Marcus Garvey and Booker T. Washington, among many other items.	New York Public Library
Yes	622	$283,189	This project focuses on understanding the unique experiences of Black faculty, particularly women, teaching in HBCU spaces, expanding the literature beyond PWIs.		This project focuses on understanding the reciprocal impact of Black faculty, especially women, teaching in Historically Black College and University (HBCU) spaces. Historically, much of the literature about Black faculty experiences focuses solely on those working at Predominately White Institutions (PWIs). While relevant, this limited lens does not account for the nuanced experiences that exist among Black faculty in the Academy who work in HBCU settings. Further, the PWI studies have been primarily quantitative in nature, which provides some insight into the social phenomena, but does not allow for in-depth dialogue and the breadth of lived experience of Black faculty at HBCUs. Utilizing an ethnographic approach, this project seeks to examine the culture of the faculty experience at HBCUs from the viewpoint of its members who work there. The goal is to provide a space for them to tell their stories and discover meaning and understanding through their lived experiences.	Winston-Salem State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	623	$276,000	The NEH Fellowship program promotes the study of humanities by providing opportunities for scholars, contributing to the knowledge and understanding of Greek ideas in the humanistic disciplines.		The NEH Fellowship program at the American School of Classical Studies at Athens promotes and facilitates the study of the humanities in the United States by providing opportunities for American-based, post-doctoral scholars to pursue research projects in humanistic disciplines relating to Greece. Access to world-class libraries, archaeological sites, museums, storerooms, excavation records, and archival collections along with the creative and intellectual energy that results from engagement in a dynamic academic community, makes the American School an ideal place for conducting such research. The publication and presentation of this research in scholarly venues, public lectures, on-line platforms, and classrooms at all levels back in the United States add new ideas and approaches to the body of knowledge that emanates from, responds to, and offers historiographic critique of Greek ideas that inform the humanistic disciplines.	American School of Classical Studies at Athens
Yes	624	$275,155	The project aims to produce a comprehensive edition of Roman laws, which contributes to understanding Roman history and law. DEI can involve promoting diverse historical and legal perspectives.		The project will produce the first comprehensive, accurate, scholarly, and freely-available edition of all surviving inscribed legislation from classical Rome. The corpus of Roman laws has been continually enriched through new archaeological work, and new editions have been made as the corpus has expanded. The last decades have witnessed a remarkable sequence of discoveries. The current project will nearly double the amount of Latin and Greek text contained in the last major work in the field, produced by an international team of 23 scholars between 1983 and 1996. Mobilizing the resources of the Centre for the Study of Ancient Documents at Oxford University, we plan to produce a new print edition and open-access repository of this important historic material, with introductions, translation, and commentary designed to appeal to students and experts alike. It will amount to a revolution in the fields of Roman history and Roman law, and all areas of endeavor wherein these matter.	University of Chicago

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	625	$251,125	This grant supports the development of a resource that values care and highlights underrepresented perspectives, aligning with DEI principles.		The Value of Care explores both how we center care as an ethical value and how we value care as a practice. This grant would support the development of an open-access digital resource emerging from an international, interdisciplinary research network and highlighting innovative but underrepresented perspectives. The project starts from three core principles: 1) a recognition of the inextricability of ecological, social, and cultural care and the importance of examining them within a shared framework 2) valuing these various forms of care entails a recognition of time, effort, and expertise at a variety of scales from the intimate, household and community to the national, regional, and global 3) knowledge production from the global south and underrepresented communities–particularly where people are seen not as autonomous individuals but rather as beings enmeshed in broader webs of care and dependency–often offer more creative and sustainable solutions to the crisis of care.	Duke University
Yes	626	$250,000	NEH identified DEI involvement.		We are applying for Manuscript Preparation with a completion date of December 2026. We propose to develop the first comprehensive Indigenous history of Northeast Florida. Our book challenges pervasive colonial triumphalist narratives that erase Indigenous peoples to focus solely on colonial “firsts”: the “first” Protestant colony (La Caroline, 1564-65) and the “first” and “oldest city” (St. Agustín, 1565) in the present-day United States. Centering the Timucua-speaking Mocamas, Yamasees, and Guales, we intend a cohesive Indigenous history that does not begin or end with colonization. We will demonstrate how Indigenous people shaped and survived colonialism, undermining prevailing myths of Indigenous “extinction.” Our study will transform not only regional but also national understandings of Indigenous history, European colonization, and Indigenous survivance—advancing the effort to craft inclusive narratives that reshape the understanding of scholarly and public audiences alike.	University of North Florida

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	627	$250,000	NEH identified DEI involvement.		The Design Justice Labs are conceived as a networked scholarly digital project that connects researchers and students with community partners in the US, Australia, and South Africa to develop and share research on the "AI" modeling of human languages, communication, arts, and cultures ("generative AI"). Inspired by design justice principles as elaborated by Costanza-Chock (2020), our labs center groups that are marginalized by design processes. Rutgers will focus on large language models (LLMs) through "probing" experiments that assess bias and errors; explore the tendency for homogeneity and normalization in AI-generated storytelling; and propose new humanities-inflected benchmarks for machine "understanding." Australian National University (ANU) will work with large image models (LIMs) to explore their visual logics, and the modes of creativity and politics they enable or foreclose in the context of decolonial and contemporary arts and media practices. University of Pretoria (UP) will extend the capacity of research with, and data creation for, local African languages, while exploring the socio-cultural impacts of LLMs that marginalize these languages. ($Edited by staff)	Rutgers University
Yes	628	$249,963	This project contributes to DEI by examining the experiences of Afro-Latinx communities and their struggles with segregation and discrimination.		This project will create and publicize an open-access digital archive and website, Building Community, Fighting Exclusion. The site will not only be a Black digital archive of oral histories, but will analyze, for the first time, how Afro-Latinx communities were affected by housing and school segregation, Jim Crow laws, intra-ethnic racism and post-civil rights racial politics through the lens of the lives of Black Cubans. In doing so, it will re-narrate the story of Cuban immigration after the 1959 Cuban Revolution and make several key contributions to the humanities, Black studies, Afro-Latinx studies, migration studies and Cuban studies. The website will provide an essential historical resource not only for researchers, but for K-12 and college instructors through videos, maps and family histories that analyze and tell the stories of housing, education, segregation and political behavior among Afro-Latinx communities in the south during the 1960s and 70s.	University of Texas at Austin

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	629	$249,842	The proposed project examines the history and experiences of Jews in the Middle East, exploring their inclusion and exclusion from societies, impacting the salience of remembering their presence.		We propose a large-scale collaborative project to rewrite the histories, narratives, and memories of and by Jews in the Middle East in the 19th-21st centuries. Drawing on original primary sources in numerous languages, diverse interdisciplinary approaches, and creative synthesis of the recent scholarship, we reframe Jews at the center of the modern Middle East and globe rather than on its margins. By analyzing, historicizing, and contextualizing the multifaceted processes of minoritization and sectarianization that took place in different contexts (imperial, colonial, national) beginning in the mid-19th century, we examine the overlapping ways that Jews were both incorporated into and excluded from Middle Eastern polities and societies. These varying trajectories across the region impacted the changing and ongoing political salience of remembering and erasing Jewish presence in the Middle East. We will publish a journal special issue, a multi-authored book, and a robust, dynamic website.	Pennsylvania State University
Yes	630	$249,706	This project explores the historical context and urban geography of early modern London theaters, which can contribute to understanding diversity and inclusivity in theater during this period.		Shakespeare’s Theaterscape: London Playhouse Districts (1576–1642) is a scholarly digital project that couples theater history scholarship with GIS technology to better understand the place of particular playhouses within their urban contexts. This collaborative project by an international team of scholars centers on digital cartographic reconstructions of four discrete theatrical and entertainment districts in early modern London. A fully open-access website will feature these interactive maps, a collection of edited source materials on which the maps are based, and a series of interpretive essays exploring the implications of the research. The first phase of the project will be completed in September 2026.	Purdue University
Yes	631	$247,131	NEH identified DEI involvement.		Project Description A Scholarly Digital Projects application, TransRural Lives is the first digital storytelling project that, through interviews, archival materials, and scholarly interpretation, explores the lives of transgender older adults from non-metro areas in the Pacific Northwest. This digital project seeks to document and make accessible these understudied narratives and the transgender histories they reveal through an interactive website. TransRural Lives offers analytical examinations of thematics related to transgender older adults and rural living left out of prevailing socio-political discussions. The website will contain at least 600 audio vignettes that will be tagged and categorized in relation to the themes identified in our narrative analyses, as well as transcriptions, relevant documents from collaborator archives, scholarly guides, and data visualizations. Peer-reviewed scholarly articles and public-facing outputs will raise additional awareness of the project.	Central Washington University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	632	$244,624	This project aims to provide new perspectives on the early Cold War era and examine China-India interactions, which aligns with the principles of diversity, equity, and inclusion by highlighting an intra-Asian perspective and addressing various historical and contemporary issues.		This project is submitted to the Scholarly Digital Projects category. It offers new perspectives on the early Cold War era by studying interactions between China and India. Our work pivots around the analysis and digitization of China-related materials from the recently declassified papers of Jawaharlal Nehru (1889-1964), India's first Prime Minister. These documents reorient existing narratives of the Cold War by illuminating China-India as a critical nexus which foregrounds an intra-Asian perspective in global histories of the 1950s. Studies of China-India exchange have largely focused on International Relations. In contrast, employing diverse disciplinary perspectives we will develop a digital archive and a peer reviewed open-access edited volume that will provide new understandings of issues that hold historical and contemporary significance, including scientific development, food security, gender and social equity, and popular culture.	New York University
Yes	633	$229,985	The Cherokee Nation history project centers Indigenous perspectives and addresses gaps in historical representation.		The most recent comprehensive history of the Cherokee Nation was written in 1963; it continues to sell more than 500 copies a year through an academic press. It fails to address key issues, such as gender and race, raised by social and cultural historians since the 1960s, let alone cover the last sixty years of Cherokee history. Cherokee Nation citizens, journalists, and academics understand its limitations and have requested an up-to-date book written in accessible, engaging prose. We are working with an agent to pitch this project to presses able to bring this book to the widest audience. As we identify a publisher and seek funding, we already are writing "Sovereign Kin: A History of the Cherokee Nation." With the support of the NEH Collaborative Grant, we intend to conduct research trips to the Cherokee Nation and the Oklahoma Historical Society and collect interviews with key Cherokee Nation citizens. We will complete a draft of the manuscript by August 2025.	Pennsylvania State University
Yes	634	$217,800	The Papers of Martin Van Buren project contributes to DEI by providing accessible resources that promote a more comprehensive understanding of the political and cultural changes during Van Buren's lifetime.		The Papers of Martin Van Buren is making the eighth president's papers accessible in digital and print editions. By doing so, this project will provide fresh insight into the founding of the Democratic party, the evolution of formal politics between the War of 1812 and the Civil War, and the changes in political culture that occurred during Van Buren's lifetime. Additionally, it will help scholars, students, and the public better understand the maturation of United States political parties and political systems during the nation's early development.	Cumberland University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	635	$213,238	The Center for Jewish History's NEH Scholar in Residence Fellowship promotes diverse and inclusive research in Jewish culture and history.		The Center for Jewish History cultivates multilingual, interdisciplinary scholarship by providing access to the world's largest collection on Jewish culture and history held outside of Israel and maintaining a vibrant community of Fellows. The NEH Scholar in Residence Fellowship supports high-level original research resulting in collections-based scholarship and offers Fellows opportunities to form meaningful connections with their fellow cohort, other scholars, and with the Center. The Center has hosted NEH Scholars since 2011 thanks to generous previous NEH funding. This fellowship has consistently attracted distinguished scholars who have produced significant publications. The Center respectfully requests renewed support for three further NEH Scholar in Residence Fellowships, one 12-month fellowship each year for three years. Renewed NEH support would ensure that the Center can continue to offer an intellectual home to accomplished scholars through its most prestigious fellowship.	Center for Jewish History
Yes	636	$209,375	The book explores a Black-led project that revitalized urban areas, engaged communities, and serves as a model of community-responsive urban design.		Funding support for manuscript publication is sought for a collaborative multi-authored book, Urban Repair: The Southwest Corridor and the Transformation of Boston, 1970-89. This will be the first scholarly assessment of the groundbreaking Southwest Corridor Project. Directed by the Black-led architecture firm of Stull and Lee, Inc., the project included a new mass transit line, eight new passenger stations, as well as an arts program, community development, and linear park, all on urban land cleared for a proposed highway project. The product of decades of activism, the corridor remains a vital component of the city. Through critical essays, interviews, and unpublished archival material, Urban Repair will demonstrate how the Southwest Corridor Project engaged local communities, designers, and government officials in the revitalization of areas of the city damaged by urban renewal and how it continues to serve as a model of community-responsive urban design.	Northeastern University
Yes	637	$200,000	The CMSOL project contributes to the understanding of the literary and cultural contributions of a prominent woman writer, aligning with DEI goals of inclusivity.		The Catharine Maria Sedgwick Online Letters Project (CMSOL) seeks to publish an open-access digital edition of the complete, unexpurgated letters written by Sedgwick (1789-1867) to her more than 250 correspondents over seven decades. This phase of the project begins in 1827 and continues through 1836. Sedgwick's literary status as the premier American woman writer of the Early National Period as well as her contributions to the most important cultural and political conversations of the day argue for the publication of this heretofore unpublished personal correspondence.	California State University, Dominguez Hills Foundation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	638	$200,000	The project contributes to DEI by recovering and highlighting voices of individuals from diverse communities who were part of Washington's life.		The Papers of George Washington is a scholarly documentary editing project that edits, publishes, publicizes, and makes accessible a comprehensive edition of Washington's public and private papers. The project plays a crucial role in preserving and disseminating the historical record of one of America's most important and iconic figures, providing valuable insights into the early history and development of the United States. Washington's documentary record offers perspectives on political, military, agricultural, economic, diplomatic, and cultural developments for the entire span of his life. The documents also enhance our understanding of the communities, social networks, and relationships Washington engaged with and was surrounded by, recovering the voices of individuals who might otherwise be lost in the historical record. The editorial team works collaboratively to produce edited materials for the print and digital editions.	Rector and Visitors of the University of Virginia
Yes	639	$199,994	NEH identified DEI involvement.		This Manuscript project is aimed at the publication of a book titled “The Color of Farming in the Heartland: A History of Land, Race and Memory in Wisconsin Since 1820” with the University of Wisconsin Press. “The Color of Farming” investigates how the dynamics of race shaped the development of agriculture and rural land settlement in Wisconsin. It also examines how intersections of race and farming in Wisconsin helped shape state identity while normalizing the “whitewashing” of formerly diverse spaces. It will excavate little known histories of communities of color in agriculture and explore the dynamics of public memory that have racially characterized the state’s urban and rural spaces. In keeping with the ethos of public humanities, the manuscript will be informed by collaborations cultivated with community partners over the past decade and will include the voices of a wide range of community contributors and the insights of experts in the histories of communities of color.	University of Wisconsin, Oshkosh

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	640	$199,737	NEH identified DEI involvement.		“Archiving Puerto Rico: Digital Memory and the Temporalities of Disaster” explores the intersections of critical disaster studies, digital humanities, and lived experiences in the Puerto Rican archipelago, utilizing the non-hierarchical collaborative strategies of AREPR. The proposed volume, composed of six chapters and an afterword, incorporates contributions from AREPR’s team members and community partners that are grounded in new theories of digital humanities and disaster studies that emerged from the project. Authors explore post-custodial archiving practices used in building AREPR’s digital repository that allow community partners and academics to cocreate research and collaboratively design project outputs. Related topics sit at the nexus of participatory design, memory work, social and climate justice, and digital time. Archiving Puerto Rico provides a framework for scholars, cultural institutions, and community organizations to develop similar collaborative projects.	Michigan State University
Yes	641	$199,487	This anthology explores Jewish writers' engagement with the Holocaust in the USSR, highlighting themes of witnessing, memory, and resilience.		In the Shadow of the Holocaust: Short Fiction by Jewish Writers from the Soviet Union (under advance contract with Stanford University Press) provides researchers, educators, students, and general readers with a critical, annotated translation into English of Yiddish and Russian works written in the aftermath of the most significant Jewish tragedy of the 20th century. The volume recovers a body of literature whose very existence has been denied because of prevailing attitudes about the lack of Jewish culture in the USSR. The stories show that Soviet Jews profoundly engaged fundamental questions about the Holocaust: how to witness and provide testimony, how to remember victims, and how to live on in the face of overwhelming destruction. The anthology brings readers into an encounter with language, settings, images, events, memories, and experiences that are utterly distinct and yet also shared by communities everywhere that have suffered mass public violence, dislocation, and loss.	University of Washington

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	642	$197,030	The Harvard Library of Ukrainian Literature project aims to promote cultural diversity by providing English translations of Ukrainian literature and encouraging research on Ukrainian culture.		The Harvard Library of Ukrainian Literature project aims to provide English-speaking audiences with high-quality translations of modern Ukrainian literature. With the beginning of Russian aggression against Ukraine in 2014, and especially after the full-scale invasion of Ukraine by Russia in February 2022, the demand for knowledge about Ukraine, its history and culture has reached an all-time high, and the Harvard Ukrainian Research Institute aims to satiate this demand for both general and academic audiences. The project aims to produce 5 volumes of works by Ukrainian authors, with the majority of featured works being translated into the English language for the first time ever. The broader goals of the project include responding to the rising interest among the general public, complementing existing Ukrainian Studies programs, and stimulating new research among scholars of Ukrainian culture and/or literature.	Harvard University
Yes	643	$195,669	This project aims to restore the legacy of a marginalized woman writer, reshaping our understanding of Russian, Soviet, and Jewish cultural history.		This project aims to translate and disseminate the work of Rokhl Brokhes, one of the earliest modern Yiddish women writers. Brokhes's stories document Jewish women's experiences across five decades of civil war, world war, and revolution in Russia and later the Soviet Union. On the eve of the Nazi invasion of Minsk in 1941, an 8-volume collection of her more than 200 stories, novellas, and plays was scheduled for publication. Brokhes was murdered by the Nazis and plans for her collected works abandoned. Nazi violence towards Jews resulted in a transformation of the canon of Yiddish literature and led to the erasure of women writers from its history. Translating her work not only recovers a major woman writer, but also reshapes our understanding of Russian, Soviet, and Jewish cultural history of the period. We request funding to restore her legacy through the publication of a translation of her short fiction, with a scholarly introduction and annotations.	Vanderbilt University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	644	$194,346	This initiative promotes DEI by recognizing and elevating Arabic diaries, authors, and language, challenging Western dominance in Egyptology.		In 2006, a unique collection of Arabic diaries documenting over 30 years of excavation (1913–1947) at 15 archaeological sites in Egypt and Sudan resurfaced in the rural community of Quft (near Luxor) in the south of Egypt. Originally part of the Harvard-Boston MFA expedition archive, these 73 Arabic volumes had become separated from it and were unknown to scholars. Written in an idiomatic mixture of literary (Standard) Arabic and colloquial Egyptian dialects, they were authored by two generations of archaeological foremen from Quft, whose role in knowledge production has long been marginalized. Overlooked since the time of their production, these texts belong among the canon of archaeological literature that has until now been published only in Western languages. This scholarly edition of 3 select volumes in translation, accompanied by a digital archive of all 73 volumes, promotes Egyptian Arabic as a proper language of research and takes a concrete step toward decolonizing Egyptology.	Harvard University
Yes	645	$187,500	The initiative supports the advancement of scholarship in the field of history of science, technology, and medicine, which can contribute to diversity, equity, and inclusion in academic research and knowledge production.		The Consortium for History of Science, Technology & Medicine seeks support for postdoctoral fellowships in the humanities over a three-year period for advanced study and research in the history of science, technology and medicine. Specifically, the Consortium requests funding for 12 fellowship months per year which would be awarded to junior and/or senior scholars as determined by the selection committee for projects typically ranging from four to eight months in duration.	Philadelphia Area Center for History of Science
Yes	646	$187,373	The project aims to understand how carceral systems criminalize care and how people resist, which relates to DEI by examining oppressive contexts and advocating for transformative care.		Mass incarceration is a broken, harmful, and criminogenic system. Its stated goal of creating safe communities is undermined by how it disrupts the very caring relationships that undo harm. Knowledge of how carceral systems criminalize care and how people nonetheless resist already exists within communities of incarcerated and formerly incarcerated people, and their loved ones. This project captures that knowledge and shapes it into an edited volume titled, The Praxis of Care: Carceral Disruptions and Community Resistance. The project team includes people with expertise formed through direct experience and scholarly research. Through narrative analysis, oral histories, story-telling, feminist ethics, philosophical theories of the self, restorative practice, and deep personal experience of our team and collaborators, we show how a humanities-based critique of carcerality can build a transformative theory of care relevant to research on prisons and world-making in oppressive contexts.	Colby College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	647	$182,486	This book explores the contributions of Dr. Haunani-Kay Trask to Native Hawaiian movements for justice and addresses issues of gender justice, Indigenous-settler relations, and the impact of universities on democratic life.		An intellectual and political biography of Dr. Haunani-Kay Trask. A poet, political scientist, activist, and international advocate for human rights, Trask is arguably the most important Native Hawaiian scholar of the 20th century. Her life and works contributed to the global rise of Indigenous subjectivity, and she profoundly shaped Hawaiian movements for justice from the 1970s onward. Written for broad audiences, the book will shed light on ways Native Hawaiians have navigated and organized against inequalities resulting from forced political incorporation into the US in 1898. Charting Trask's roots and routes, the project illuminates connections between major social movements that transformed Hawaiian, Pacific, and American life in the late 20th century and early 21st centuries, including the ways such movements changed universities. The project engages Trask's work to consider issues of gender justice, Indigenous-settler relations, and ways public universities shape democratic life	University of Hawaii Systems
Yes	648	$165,000	The fellowship program supports DEI by providing opportunities for scholars in American history to conduct research, collaborate with professionals, and bring their work to the public.		The New-York Historical Society's fellowship program provides promising scholars in American history a distinctive opportunity for intensive scholarly research and professional development: one that leverages our status as a Museum, Library, and premier national center for public history to offer fellows the chance to not only advance their academic research, but also to bring their work to the public and collaborate with public humanities professionals across a wide range of fields. Over the course of their term, fellows conduct interdisciplinary research in history, art history, and material culture. Scholar advisors who have worked extensively with our collections can guide new fellows in conducting effective research in our holdings. New-York Historical respectfully requests funding for one FPIRI fellowship in the 2023-2024, 2024-2025, and 2025-2026 years.	New York Historical Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	649	$154,422	The research examines the economic and judicial activities of Black historical actors and their impact on Caribbean markets and political systems, which relates to DEI.		We are applying for an NEH Collaborative Research Fellowship in the “manuscript preparation” category. Our book approaches enslaved and free people of African descent as economic agents who subtly shaped Caribbean markets in the age of enslavement with lasting political consequences. We argue that Black historical actors contested economic and moral value systems that relegated their bodies to low status by intervening in processes of appraisal within slave and free labor markets. They did so through economic negotiations to purchase their freedom and through judicial actions to retrieve their freedom payments after owners’ theft and to protect themselves against violence and excessive labor demands relative to their ability. Some of the roots of the calls for racially inclusive national citizenship in the Spanish Caribbean go back to Black economic and judicial activity and the understandings of the Black body that emerged thereof.	University of Wisconsin System
Yes	650	$150,000	This project focuses on the history and experiences of a Black community, shedding light on their resilience and cultural contributions.		Nashville’s Bass Street Community was a neighborhood formed by Black Civil War veterans and survivors at the foot of St. Cloud Hill on the UNESCO site of Fort Negley Park in the late 1860s. For three generations, descendants of this tight-knit community resisted white terror until the city’s urban renewal efforts displaced them. Previous oral history work with descendants of the space has revealed a population eager to talk about memories which shed light on the foundations and intact cultural deposits that prior test pits at the site have revealed. This project collects descendant testimony in oral histories which will guide an excavation of a Reconstruction-era home and two public spaces in the neighborhood. Together, descendants and scholars will revisit questions of US history throughout the Jim Crow era while they explore ways that residents utilized material culture to fortify their precarious status as free Black Americans in the late 19th and early 20th centuries.	Vanderbilt University
Yes	651	$149,827	This project aims to inventory culturally modified trees and document Indigenous knowledge, promoting diversity, equity, and inclusion.		In collaboration with the Indigenous Tribal communities and the US Forest Service, this project proposes to inventory culturally modified trees and document associated cultural practices, oral histories, and symbolism with Indigenous knowledge holders for a traditional landscape in the western Oregon Cascades. The proposed fieldwork includes archaeological and ethnographic methods and seeks to create a digital record of this endangered cultural heritage resource.	University of Oregon

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	652	$147,340	This project aims to document the cultural, ceremonial, and nutritional significance of black seaweed for Indigenous peoples in SE Alaska, with a focus on DEI.		Black seaweed is one of the favorite foods of the Lingít (Tlingit), Xaadas (Haida), and Ts'msyen (Tsimshian) people of Southeast (SE) Alaska. Each year, harvesters await the arrival of spring when it is gathered and later distributed widely throughout the community. Black seaweed is a highly valued food source, playing a critical role in the cultural and ceremonial life of the Native people, even holding a prominent position in artistic traditions. However, quite astonishingly, very little documentation exists on the cultural, ceremonial, nutritional, and artistic role of black seaweed for Indigenous peoples in SE Alaska. This Indigenous-led collaborative project will document how, why, and where SE Alaska Natives are harvesting, utilizing, and distributing black seaweed now and in the past. This will be done with a focus on how a warming climate is affecting this culturally important species and the knowledge mobilization, traditional practices, and ideological expressions.	Sealaska Heritage Institute, Inc.
Yes	653	$135,000	"Murals in Landscape" explores the ancient Maya site of San Bartolo, considering Indigenous and local communities' perspectives on human-nature relationships and placemaking practices, which are central to DEI.		"Murals in Landscape" uses archaeology and ethnography to investigate a newly discovered road system and previously undocumented art and architecture at the ancient Maya site of San Bartolo, Guatemala. San Bartolo is well known for its vivid wall paintings and early writing dating to the 4th to 1st centuries BCE. New lidar data have made visible dispersed landscape features and ancient infrastructure obscured by dense tropical rainforest in the region, including a radial pattern of ancient raised roads leading to termini architecture. Ground verification also revealed ten stone monuments located at periphery groups and in isolated natural areas. During three seasons of fieldwork, the research team will investigate road/termini groups and consider the landscape within cosmologies represented in the murals. In collaboration with Indigenous and local communities, this project will explore multiple views on human-nature relationships, Maya art, and placemaking practices.	Skidmore College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	654	$129,939	"Soundscapes of the People" explores the role of music in identity formation, social navigation, and cultural resilience in Pueblo, Colorado. It focuses on the neglected American West, impacting DEI through cultural inclusivity and highlighting underrepresented voices.		Soundscapes of the People: A Musical Ethnography of Pueblo, Colorado" identifies music as an active force in identity formation and cultural resilience. This endeavor to explore the rich musical heritage of Pueblo will result in the first comprehensive study of the city's musical culture. In exploring the protagonism of music in Puebloan identity, we will reveal music's role as a means of social navigation through major 20th-21st century issues of industrialization, migration, urbanization, and the impacts of late capitalism. In doing so, we center the American West—a region long neglected in American music studies—in the history and experience of American music and the cultures and identities that it expresses and produces. Collaboration with local stakeholders will inform our gathering of ethnographic data and our creation of a free and accessible digital archive of interviews. This research will result in multiple publications and presentations for academic and general audiences.	University of Colorado, Boulder
Yes	655	$113,711	The works of Anne de Graville had an enduring impact on the literary and social women's movements, which relates to DEI.		For this project, the collaborators will produce an annotated literary edition and English translation of the works of Anne de Graville. This French noblewoman's works had an enduring impact on the literary and social women's movements.	Middle Tennessee State University
Yes	656	$100,000	This project promotes inclusion and representation by translating and annotating Indigenous language historical newspaper, providing access to diverse perspectives.		This project will translate and annotate issues from the Dakota-language historical newspaper: Iapi Oaye: The Word Carrier (1871-1939), the longest running Indigenous language newspaper in the history of the United States. The newspaper offers rare and important insights into Dakota cultural and linguistic survival, as well as encounters with settlers and the federal government at a time of immense challenge and change. Through an open-access website and print volume of annotated translations and historical and literary scholarship, the project will provide new access to the history of westward expansion as viewed through the multiple lenses of Christian missionaries, educators, Dakota writers, and the wider communities in which they were enmeshed.	Trustees of Amherst College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	657	$99,960	This project provides scholars with an edition of books excluded from the Jewish Bible, offering insight into Jewish thought from two thousand years ago.		This project will provide scholars and the general public with an edition of a collection of books attributed to Moses but excluded from the Jewish Bible. The two books, Jubilees and the Testament of Moses, provide important insight into Jewish thought from two thousand years ago, complementary to insight from the Dead Sea Scrolls and the New Testament. These texts are concerned with Jewish law and a figure who sacrifices his own life to bring about the kingdom of God. The books are preserved in Latin translation in a single manuscript that was erased and heavily damaged. Advanced multispectral imaging has recently made it possible to read text and observe other features of scribal culture. A stable scholarly edition will be produced, peer-reviewed, printed, and distributed by a major scholarly publisher. The images, transcription, translation, and notes will be linked in a free interactive online edition.	St. Mary's University of San Antonio
Yes	658	$95,273	The proposed study aims to investigate the historical role of circular shrines and their cultural significance, while involving consultation and participation with descendant Tribal Nations. This aligns with the principles of diversity, equity, and inclusion (DEI).		Circular shrines, including sweat lodges, rotundas, and associated circular platform mounds appear de novo at or after AD 1050 in the Greater Cahokia region and then disappear around AD 1200. Originally thought to be part of the “paired mound” building blocks of Cahokian urbanism, their historical role in the spread of Middle Mississippian culture has been largely overlooked since. This proposed study will use non-invasive geophysical explorations and limited soil coring to determine the extent to which circular platform mounds and surmounting circular architecture comprised what we hypothesize to have been an 11th-century politico-religious or civilizing movement. This work will be conducted in consultation and participation with descendant Tribal Nations. Importantly, the project will incorporate 3D and VR technology to produce interactive visualizations that can be shared widely via the web and an onsite platform.	University of Illinois
Yes	659	$73,853	This project relates to DEI by examining the impact of cultural assimilation on Native Americans and documenting how Blackfeet children asserted their identity.		This project focuses on the archaeology of “Indian” boarding schools at the turn of the 20th century. Boarding schools form a legacy of the US philosophy of cultural assimilation of Native Americans, a legacy with major relevance today. We propose to document this system through archaeological fieldwork in the Blackfeet Indian Reservation of Montana and at the request of the tribe. We aim to assess, through material culture, how Blackfeet children may have asserted their identity and outlived the boarding school system. We will conduct fieldwork at one federal and one religious school and employ a combination of geophysical and pedestrian survey, as well as excavation, to document the living spaces of children and its associated material remains.	University of Arizona

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	660	$64,987	The Naval Documents of the American Revolution project includes diverse perspectives and voices, including women, enslaved people, and common seamen.		The Naval Documents of the American Revolution project at the Center for Digital Editing is a scholarly digital editing project with the mission of creating an edition that provides a comprehensive overview of the American Revolution at sea. The collection includes American, British, Dutch, French, and Spanish points of view and gives voice to common seamen, civilians, women, and enslaved people, as well as policymakers, political leaders, and naval and military officers. NDAR's corpus of documents represents the most extensive collection of source materials on the naval war of the American Revolution in existence.	Rector and Visitors of the University of Virginia
Yes	661	$64,905	ECHT relates to DEI as it seeks to collect and translate historically significant Cherokee documents, making them accessible to a wider audience.		Developing Eastern Cherokee Histories in Translation ($ECHT) is a project to collect, translate, and annotate handwritten Eastern Cherokee social documents as a series of printed critical editions with interactive digital components. We are seeking funding from the NEH as a planning grant to support phase one of the project in which we will determine the overall scope and corpus, a site for hosting digital components, and plans for print dissemination. The archival materials under consideration stand as the largest body of existing Cherokee documents that articulate the history of the Eastern Band of Cherokee Indians ($EBCI) from the mid-nineteenth century through the early twentieth century from a Cherokee perspective in the Cherokee language. However, this perspective is inaccessible for all but a handful of fluent, literate Cherokee speakers because only a small fraction of these documents has been translated into English.	Western Carolina University
Yes	662	$60,000	The biography of Ginetta Sagan foregrounds new perspectives and reinterprets the human rights movement, which relates to the principles of diversity, equity, and inclusion.		My second book project, Ginetta Sagan: The Life and Legacy of a Human Rights Icon, 1925-2000, will be the first biography of one of the human rights movement's most important leaders. Centering Sagan—a woman, an immigrant, a survivor of human rights violations—requires foregrounding new perspectives. The book will use Sagan's story to reinterpret the scope and nature of the human rights movement in the United States in the second half of the twentieth century.	Dr. Amanda C. Demmer
Yes	663	$60,000	NEH identified DEI involvement.		Unruly Girls is the untold story of the imprisonment of girls in Washington and nationally using documents from the Washington State archives that no one has requested in at least twenty years. Through the stories of three girls at different time periods, the book tells a broader story about how the state has punished girls who lived outside the bounds of what society deemed appropriate gender and sexual behavior.	Dr. Tanya E. Erzen

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	664	$60,000	The photography project addresses immigrant labor and extractive industries.		Three minerals necessary to most photographic processes—mercury, silver, and gold—were all discovered in present-day California and Nevada within a few years of photography's 1839 invention. The co-existence of these raw materials in one geographic region—together with an abundance of timber, water, light, and, crucially, access to cheap immigrant labor—allowed photography to flourish in the West in the era of Manifest Destiny. Contributing to the emergent field of ecological art history, this project denaturalizes assumptions of photography as a technology that is inorganic, machine-made, and removed from natural conditions. Instead, drawing on the methods of technical art history, this project resituates photography within its contingent material contexts and those associated with extractive human labor. This research radically transforms the national geographies heretofore associated with "American photography" to consider transpacific networks.	Prof. Monica Cecilia Bravo
Yes	665	$60,000	Researching the history of a racially-integrated institution like Highlander and its role in the civil rights movement contributes to the understanding of DEI efforts.		I propose to write a new history of the civil rights movement focused on the Highlander Folk School and on the relationship between education and social change. A small racially-integrated institution in the hills of Tennessee, Highlander was founded in 1932. In the 1950s and 1960s, Highlander hosted hundreds of civil rights activists, including Rosa Parks, Ella Baker, John Lewis, and Martin Luther King. At the core of my research are one hundred hours of audio recordings made of civil rights meetings at Highlander, audio recordings that have been largely overlooked by scholars and that offer a unique opportunity to listen in as civil rights activists debate goals and tactics, use role-play to practice nonviolent protest strategies, and learn from each other and from a range of guest speakers from across the country and abroad. By examining the history of Highlander, I will contribute to the scholarship on civil rights struggles and on the role of education within social movements.	Dr. Nico Isaac Slate

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	666	$60,000	The book project explores IBM's expansion in Brazil, its collaboration with authoritarian regimes, and its role in developing data infrastructure, highlighting historical aspects of DEI.		My book project tracks the expansion of IBM in Brazil from its entrance into the country in 1917, through its contribution to Brazil's U.S.-backed military regime in 1964, to its ouster from and reentry to Brazilian markets in the 1970s and 1980s. It argues that IBM's ability to grow its operations across South America prior to modern computing is due to three under-explored sources: its embrace of the United States' imperial relationship to Latin America, its close collaboration with Brazil's twentieth-century authoritarian regimes, and its strategic location developing the data infrastructure in Brazil and across the Americas for a liberalized trade order. Learning from this history opens new avenues for humanities research into democratic forms of global media governance. Based on research in 21 archival repositories in the U.S. and Brazil, my monograph is the first book-length study of a multinational IT monopoly and its relationship to U.S. empire in the global South.	Dr. Colette Perold
Yes	667	$60,000	The mentioned questions highlight aspects of the historical relationship between corporations, state institutions, and city infrastructures, which are central to understanding DEI issues.		There is little written history about Imperial Sugar or Sugar Land, and there are few places where one could learn about their relationship to Texas prisons. Two questions in particular stand out as central to understanding the significance of the discovery: 1) what can the discovered graves help us uncover about the historical relationship between corporations, state institutions, and city infrastructures?; and 2) what does this history teach us about the ongoing significance of these relationships relative to understanding how violence and care shape our everyday lives through commodities like sugar? While we commonly think of sugar as something that we consume, The Carceral Life of Sugar asks us to think about sugar as something that also captures: bodies, land, and our very imaginations.	Dr. Ashante Monique Reese
Yes	668	$60,000	The Samuel R. Delany biography highlights Black and LGBTQ+ representation in literature.		My book project, "Time Considered as a Helix: The Life of Samuel R. Delany," which is under contract with Temple University Press, is the first biography of Samuel R. Delany, the very first openly gay Black science fiction writer in history. Still living today, Delany is the author of such canonical works of the genre as Babel-17 (1966), Nova (1968), and Dhalgren (1975), his crowning achievement and the book that made him an icon of popular culture. In the early 1960s, when Delany was first starting out as a writer, science fiction was dominated by straight white men. As a gay Black intellectual, Delany was the first writer to take the speculative genre in politically challenging new directions, creating fictional worlds with Black protagonists, queer and transgender characters, and gay sexual relationships. Written in cooperation with Delany himself, "Time Considered as a Helix" uses his life as a focal point to reveal the hidden cultural histories of 20th-century Black and gay life.	Dr. Justin David Gifford

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	669	$60,000	The book on American women in Paris highlights race, gender, and social identity struggles across time.		This book unfolds the long and tangled love affair between American women and Paris, from the late nineteenth century to the 1960s—a period of radical change in the political and social status of women in the US and France. Beginning with the aspiring artists who flocked to Parisian academies in the 1890s, the story moves through World War I and Edith Wharton's reports from the front lines, into the myth-saturated 1920s, when Josephine Baker stormed the cabaret stage and sang of her "deux amours" for her home and Paris, capturing the conflicted emotions of expatriate American women. In the wake of another war, the 1950s saw a resurgent transatlantic exchange of ideas and culture, a new wave that built to the youth-led revolts of May 1968. Throughout the book, famous names take their place among a riotous and racially diverse assembly of lesser-known artists and adventurers, who daringly asserted their own identity against the twin pressures of patriarchy and patriotism.	Dr. Joanna Catherine Scutts
Yes	670	$60,000	This project contributes to general linguistic scholarship and the study of Eastern Tukanoan languages, supporting diversity and preservation of endangered languages.		This project supports to the creation of a comprehensive reference grammar of Desano (ISO [des]), a highly endangered Tukanoan language spoken in communities in the Brazil-Colombia border in Northwest Amazonia. The project builds on an extensive corpus linguistically annotated data (texts, word-lists), and previous publications from previous projects directed by the PI. The grammar will contribute to general linguistic scholarship in significant ways, furthering (i) typological understanding of languages; (ii) theoretical linguistics; and (iii) the study of Eastern Tukanoan languages, including linguistic analysis, contact, change, history in the multilingual region of Vaupés River in the Brazil-Colombia border, where little is known and information is need. All recordings and notes will be deposited in the existing Desano Collection at the California Language Archive (CLA).	Dr. Wilson de Lima Silva PhD

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	671	$60,000	The migrant labor book highlights marginalized workers' struggles and legal battles across racial and ethnic groups.		My book project, Lineages of the Deportable Labor State: Migrant Workers and the Law in American History, examines the political and legal institutions that have governed migrant labor in the US since the end of the nineteenth century until today. By following migrants from the Caribbean, Mexico, India, and China as they use American legal protections "from below," Lineages also focuses upon how migrants have surprisingly and continuously sought redress from workplace violations and abuse through the law across time and sectors. We know very little about the longstanding, yet changing, relationship between migrant labor and the American political and legal system because scholars of US immigration have previously focused on immigrant admissions and exclusions from the polity rather than the deportation power and rights in the workplace. Lineages will thus be a considerable contribution to the study of migration in the US and in the humanities and social sciences.	Prof. Gabrielle E. Clark
Yes	672	$60,000	Analyzing race and print culture explores historical racialization and its lasting societal impacts.		This project traces the historical emergence of the idea that a single book, by virtue of its author's racial identity, might reveal profound truths about an entire race of people. Through an intertwined cultural history of print, race, and aesthetics, from the sixteenth to the nineteenth centuries, "The Racialization of Print" marks the origins and consequences of the notion that printed books provide a special kind of racial knowledge.	Dr. Joseph Rezek
Yes	673	$60,000	This book-length project explores the construction of the Latin American art canon, challenging the dominance of Western narratives and highlighting the undervalued contributions of Brazilian artists and critics.		This book-length project examines the construction of the current canon of Latin American art since the 1970s. It challenges the conventional view that the regional canon that came to be showcased when major US-European museums began to actively display Latin American art was part of a so-called "global art turn" in which mainstream institutions expanded western modernism to integrate peripherical areas. In contrast, based on extensive archival research, this analysis argues that today's prevalent canon of Latin American art was largely a creation of Brazilian artists and critics that had been in the making since the 1970s. By closely tracing the genealogy of the recent Latin American art boom and the local intelligentsia's contribution to that canon, it demonstrates that the impact of distinctively Latin American thought in prevailing discourses of art history has been largely unacknowledged and unjustly undervalued.	Dr. Camila Maroja

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	674	$60,000	This proposal relates to DEI as it seeks to contribute to the study of the diversity of Jewish culture, highlighting social networks and expanding understanding of marginalized groups in late antiquity.		I am proposing a program of research towards a study of the role and social location of ritual experts in Jewish society in Palestine in late antiquity beyond the central circles of rabbinic authorities and cultural producers. This project will focus on literary forms designed for ritual use and performance, including Hebrew and Aramaic poems for weddings and funerals; manuals for divination; and selected magical texts. I will argue that it is helpful to look at this evidence as a kind of archipelago, a cluster of outcroppings; that the relationships between those outcroppings are barely detectable below the surface; and that some new developments in the study of late antiquity can help us uncover the cultural and social networks that lie behind these materials. In this way I hope to contribute to the growing study of the diversity of Jewish culture in late antiquity, drawing on recent studies of ritual and material studies and social networks in the ancient Mediterranean.	Prof. Michael Dov Swartz
Yes	675	$60,000	The proposed grant explores the participation of Quechua speakers in the colonial emergence of a literary tradition, highlighting indigenous agency and the erasure of native languages.		The proposed grant will result in a monograph on Quechua speakers' participation in the colonial emergence of a literary tradition in their native language. The book builds on the case of the Huarochiri Manuscript, the only colonial text about Andean people and culture written in Quechua, critically reexamining the roles native speakers played in the writing and translation of a diverse body of texts—from idiosyncratic manuscripts to the printed grammars and vocabularies that circulated widely in the colonial Andes, and from scholarship on Andean peoples to literary works by native speakers. The book contributes a critical perspective on indigenous agency in the emergence of Latin American literary traditions, foregrounding erasure and fragmentation as well as continuities that have been obscured by European language ideologies. Finally, it offers a model case study for researchers interested in the history of the book, environmental history, and colonial studies.	Dr. Angelica Serna Jeri

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	676	$60,000	Easy Fixes explores how attempts to transition from slavery to freedom in the West Indies contributed to the reconstitution of racism in new forms.		Easy Fixes explores the obsessive focus on finding quick, cheap, and easy ways to navigate the transition from slavery to freedom in the West Indies. An unlikely and often uneasy coalition of plantation owners, abolitionists, and colonial policymakers worked towards this goal by developing social engineering schemes which attempted to fuse laissez-faire capitalism with paternalistic humanitarianism. Within a decade, they claimed, the British West Indies would be such a shining example of free labor's potential for stability, profit, and humanity that enslavers throughout the Atlantic world would emulate the British example. These claims helped to legitimate British imperialism at a key moment of its expansion across the world. In practice, though, these schemes contributed to the reconstitution of racism in new forms.	Dr. Christopher Bischof
Yes	677	$60,000	NEH identified DEI involvement.		This project is a history of the encounters between the Muslim diaspora and Chinese merchants across maritime Asia during the time of the Mongol retreat from China and governance by a revived Chinese dynasty. Analyzing these encounters is central to our understanding of the relationship between the flow of people and the society that nourishes that flow, and thus the dynamics of globalization itself. Globalization, I argue, is indeed the result of varied family formation through gradual layering of diasporic processes (i.e., chain migration), facilitated by gender and ethnicity. Countering the focus on European exploration and economic expansion, this project thus enriches global maritime history with the human agency of gender and ethnicity, defamiliarizing accepted understandings of processes and periods, and revising the commonly accepted picture of "maritime Asia" among general audiences and scholars alike.	Prof. Guotong Li PhD
Yes	678	$60,000	"Unofficial Diplomats" relates to the concept of DEI by exploring the historical role of American citizens representing the United States abroad, including missionaries, teachers, and businesspeople.		Unofficial Diplomats is a history of Americans abroad and how they have influenced U.S. foreign policy. The book analyzes the impact of expatriates from early American missionaries through the kidnapping of American academics in Lebanon in the 1980s. Mapping expatriate outposts and influence reveals an American network of schools, churches, clubs, and even cemeteries constructed by missionaries, teachers, businesspeople, and journalists. Over time the role of these Americans evolved – from early American pioneers, to those who forged colonies overseas, to individuals who persisted as representatives of the United States in increasingly hostile communities. They served as unofficial diplomats, representing the United States when formal relations did not exist or functioning as informal ambassadors to foreign communities alongside official U.S. representatives. Unofficial Diplomats uncovers how private American citizens shaped the place of the United States in the world.	Prof. Sarah Baldwin Snyder

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	679	$60,000	This book project explores the grassroots activist network that challenged white power in the late 20th century US, highlighting diverse groups joining forces to challenge white supremacists and transform understandings of racism.		This book project examines the grassroots activist network that challenged the white power resurgence in the late 1970s and 1980s United States. This multiracial coalition – comprised of black freedom struggle veterans and younger activists – took root in southern cities and then spread across the nation. The project traces how diverse groups of activists joined together in organizations as the National Anti-Klan Network to mount a formidable challenge to white supremacists. I examine how these activists used a litany of tactics – protests, lawsuits, and media campaigns – to curtail the growth of white power organizations. Yet, I also document activists' simultaneous struggle to transform prominent understandings about race that equated racism with overt violence rather than the systematic denial of opportunities and life chances.	Dr. Benjamin Holtzman
Yes	680	$60,000	This project addresses the entanglements of technology, religion, and economics, highlighting the global history of Akron and its impact on a representative American population.		I seek funding to complete a book project on the global history of Akron, Ohio from the 18th century to the aftermath of deindustrialization in the 1980s. This project takes the long history of a midwestern industrial city as an opportunity to address how the entanglements of technology, religion, and economics play out in and around a representative American population. My history begins well before the founding of Akron in 1825 with scenes of white settler violence and strategies of displacement. It locates the origins of Akron industry in Christian missionary activity in Africa, the founding of Liberia in 1847 and the establishment of the Firestone Rubber plantation there in the 1920s. Mine will be the first book to address how religious institutions and religious experiences were integral to the making and unmaking of Akron into the global center of tire production and polymer science in the twentieth century.	Dr. John Lardas Modern
Yes	681	$60,000	Caribbean writers challenge romanticized stereotypes of the Caribbean, exploring economic dynamics and criticizing global dynamics.		Caribbean tourism creates a global picture of a romanticized Caribbean ready to serve the global north. These images diminish the people and homogenize the rich complexity and diversity of the region. Caribbean writers interrogate and respond to such constructs by retelling the Caribbean's story, writing complex characters back into the narrative, exploring the economic dynamics that produce stereotypes of the region, and using literature to criticize international dynamics. I aim to research how Caribbean writers over the past seventy years have probed the region's global positioning using motifs of travel and travelers. The project considers three categories of literary travelers: visitors, returning migrants, and inter- and intra-island travelers. I will consider how Caribbean literary representations of travelers and travel provide narratives that counter the image of a Caribbean ready to serve, show how people's lives are shaped by travel, and depict the complexity of the region.	Dr. Kim Evelyn

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	682	$60,000	This research examines the impact of the U.S. military presence on Japanese communities, highlighting DEI concerns such as power dynamics, justice, and local experiences.		This project shows how the U.S. military presence in Japan and Okinawa during the Occupation and the Korean War shaped the everyday lives of the residents of Japan's postwar base towns. By examining the fundamental effects that the U.S. military had on local communities—the routine prosecution of Japanese citizens by U.S. military courts, the regular commission of crimes by U.S. soldiers, the military employment of Japanese workers, and the military procurement of Japanese supplies and buildings, among others—I show how many Japanese experienced the Occupation as a concrete project that directly impacted their daily lives. By viewing the Occupation as a military project, my research substantially revises existing understandings of the Occupation and uncovers deep links between the Occupation and the Korean War. An accurate understanding of this militarization of postwar Japanese life is vital for addressing some of the most pressing issues in contemporary U.S.–Japanese relations.	Dr. Connor Martin Mills
Yes	683	$60,000	NEH identified DEI involvement.		In Pakistan, patriarchal Islamization efforts have been codified in the legal and social fabric in ways that severely curtail women's bodily autonomy and movement. Yet, women in urban Pakistan today are accessing public spaces, paid work, formal education, and media in unprecedented numbers. My book argues that these expanded mobilities are eroding norms of gender-based segregation and sexual regulation in the every day, and are creating new opportunities for the articulation of self, intimacy, and relationality in public and private life. I analyze how women negotiate these new openings with structures of kinship, care, and economic sustenance that anchor their lives. Ultimately, I reveal how seemingly universal liberal feminist concepts of individual choice, agency, resistance, and freedom are shaped by specific cultural contexts. I am applying for the NEH Award for Faculty to finish my book manuscript. [Edited by staff]	Dr. Khanum Shaikh
Yes	684	$60,000	This project analyzes the experiences and contributions of Black children in the Atlantic world, shedding light on their perspectives and resistance to slavery.		This project is a study of slavery and childhood in the Atlantic world. It examines oral and written testimonies by young people who lived in or in proximity to slavery in the 18th and 19th centuries and who recounted their experiences in real time. Focusing on six Black children whose lives spanned Africa, the Americas, and Europe, this study analyzes untapped archival sources, many of which were produced by children, in order to reconstruct a child-centered account of captivity and resistance. These letters, poems, songs, and short stories illuminate young people's contributions to broader ideas about freedom, citizenship, and belonging in the Atlantic world.	Dr. Annette Joseph-Gabriel

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	685	$60,000	This book uncovers forgotten stories of women and immigrants in the 19th-century art market, questioning power dynamics and DEI in the humanities.		Searching the Internet for "19th-century art market" returns results (text and image) featuring European paintings and sculptures sold by men. Generally absent from the accepted story of the 19th-century European art market is the trade in works from the Far East—notably Japan and China—many sold by women and Japanese and Chinese nationals. Florine Langweil and the Rise of the East Asian Art Market (1852-1945) adds a new dimension to understanding of this market by telling the forgotten story of Florine Langweil, one of the most important dealers in East Asian art. Her social ascension from working-class Alsatian transplant to Parisian notable and international advocate for public museums provides fresh insights into this international market and the opportunities it offered women and immigrants. This first book to trace Langweil's important contributions to the international art market raises questions about power, prestige, and public institutions central to the humanities.	Prof. Elizabeth N. Emery
Yes	686	$60,000	Children of the (White Collar) Klan explores the historical and cultural roots of racist ideologies and aims to spark conversations about racism.		Children of the (White Collar) Klan draws on an oral history project about white supremacist families in the Southern United States, conducted between 2021 and 2023. This project documented the experiences of men and women, born between 1939 and 1977, whose parents were members of or sympathizers with the Ku Klux Klan and/or the Citizens' Council during and after Jim Crow. The book interrogates the segregationist movement's values and ideology, through the eyes of the children who came up, in different ways, through the movement. Aimed at general audiences, this book furnishes readers with unique access to stories that are rarely heard, outside of closed circles, and intends to spark new and needed conversations about the historical and cultural roots, transmission, and present complexion of racist ideologies and cultures in the United States.	Dr. Elke Marloes Sabella
Yes	687	$60,000	NEH identified DEI involvement.		The book's aim is to demonstrate how the confluence of disease and discourse, racialized assumptions, and perceptions, stick to specific bodies, altering their quality of care and sense of cultural value. From its inception as a recognized medical diagnosis, sickle cell anemia is a modality that has taken on cultural meanings to satisfy ideological arguments about the nature of black bodies. I demonstrate SCA functions as a synecdoche in three significant ways. First, it represents the preoccupation with the impurity of Black blood and purity of whiteness. Second, it is associated with the mobilization of disease discourse to sustain white supremacy and to identify acts of resistance against associated hegemony. Third, it represents the invisibility of Black pain but also the agency to speak up through discourses of resilience, thus facilitating sickle cell patients in telling their own story.	Dr. Raquel M. Robvais

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	688	$60,000	The Liberated Africans study examines historical racial exploitation and labor injustices.		This project will provide the first book length analysis of a global survey of involuntary African indentured labor, known historically as "Liberated Africans," which I conducted and completed in June 2023. My assessment of the survey data alters the perception of the demise of slavery during the Age of Abolition because 1) there were, in fact, higher degrees of government complicity in indenturing "freed" people removed from the slave trade than previously recognized; and 2) there remain significant and unaccounted for narratives that reveal stories of enslavement under the guise of “liberation.” This proposed book challenges the existing scholarship to show that at least eighteen nations, not just Britain, benefited from slave trade blockades by exploiting over 700,000 "Liberated Africans" globally. It is a quantitative, spatial, and chronological analysis of the suppression of the slave trade, with a qualitative interpretation that pays particular attention to victim experiences.	Dr. Henry Barrett Lovejoy
Yes	689	$60,000	The biography explores Chien-Shiung Wu's work in the context of societal expectations based on race, gender, and international events, aligning with DEI principles.		The Daughter Particle will be the first full-length, cultural, and historical biography of Chien-Shiung Wu to explore her work, the international events that shaped her, and the societal expectations that threatened to erase her. The book traces China’s metamorphosis from centuries of dynastic rule to nationalism to communism, plus Cold War politics and changing ideas about gender and race in America—through Wu. Born in China, Wu often is referred to as “the Chinese Marie Curie” even though she conducted most of her research in the United States. Today, she has become an underground icon for diversity, equity, and inclusion. In the 1950s, though, gender expectations for women placed a higher premium on relationships than on scientific rigor. Wu’s work earned two male colleagues the Nobel Prize in 1957; she was excluded. Written in accessible language to engage a wide audience, my book will draw from archives, interviews, and deep research to bridge history, science, and the humanities.	Ms. Michelle Frank

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	690	$60,000	This research explores how literary agents shape the literary field by managing artistic and corporate development, highlighting the influence of commerce on culture.		Literary Agents and American Literature rewrites 20th- and 21st- Century American literary history around the field's most central and overlooked figure: the literary agent. As intermediaries between author and publisher, agents manage both the artistic and the corporate development of the book. Their negotiation between the domain of literary value and the commercial imperatives of publishers is at the heart of contemporary literary production. Weaving together historical case studies, ethnographic interviews with literary agents, and large-scale data analysis, Literary Agents and American Literature shows how agents have shaped the literary field. By examining the strategies by which agents condition authors to write in and for conglomerates, I trace a crucial feedback loop in institutional influence, showing how it is possible that publishing's corporate structures manifest in contemporary fiction. Ultimately, this project offers an account of the ways that commerce shapes culture.	Dr. Laura Beth McGrath
Yes	691	$60,000	This book examines the cultural history of abolitionism through British women's experiences, highlighting their use of music to advocate for slavery's abolition.		This book uses a little-known corpus of British antislavery songs to tell a new cultural history of abolitionism that is centered on the experiences of women and situated in the home. I focus on the "social life" of antislavery scores owned by British women of the eighteenth and nineteenth centuries, delving into contemporary practices of shopping for scores, performing in domestic concerts, and creating personal volumes of sheet music. While I do discuss the lyrics of these songs, highlighting their problematic portrayals of enslaved Africans, my study moves beyond earlier literary studies that have focused on lyrics alone. Using letters and personal copies of antislavery scores, I uncover the names of women whose abolitionist activities had previously been lost to history. I argue that these women used their everyday musical activities to remind their friends and family members of the horrors of chattel slavery and to advocate for its abolition.	Dr. Julia Hamilton

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	692	$60,000	"Weapons of Mass Dissemination" explores how digital media perpetuates gendered, anti-Muslim racism, connecting it to DEI concerns.		“Weapons of Mass Dissemination” investigates how viral memes, images, and stories about Muslims as a dangerous threat to the US can perpetuate gendered, anti-Muslim racism. My project fills a gap in current scholarship in the digital humanities by demonstrating how corporate manipulation of big data, combined with militarist practices of weaponizing surveillance, perpetuates gendered anti-Muslim racism. I argue that popular perceptions about Muslims, as filtered through stereotypes and misinformation circulated digitally ($E.g., in tweets), can also spread anti-Muslim sentiment, reify disinformation about Muslims, and, perhaps most concerning, build the technical and representational structure to apprehend Muslims. The viral spread of gendered, anti-Muslim images, enabled by surveillance technologies, serve to normalize the type of domestic surveillance that can also lead to the capture and incarceration of innocent people, framed as terrorists or enemy combatants in the War on Terror.	Dr. Amira Jarmakani
Yes	693	$60,000	NEH identified DEI involvement.		My second book project, Comics in Movement, examines how LGBTQ+ cartoonists innovated comics through grassroots formats in the 1980s-90s. While these cartoonists documented LGBTQ+ life and activism in a moment when the community was facing government neglect of the HIV/AIDS crisis and disregard for their civil liberties, their comics have been largely forgotten. Based on archival research, each chapter focuses on different grassroots publishing formats and shows how cartoonists wielded these neglected forms to develop their comics and build community. By making available comics that have been buried for decades, this project excavates stories of vibrant queer communities to inspire a new generation at a time when LGBTQ+ people face renewed threats.	Dr. Margaret Alice Galvan
Yes	694	$60,000	The study of Black women’s radical intellectual traditions examines racial and gender activism over time.		Black women come from an insurgent intellectual tradition. Black women activists and theoreticians, such as Grace P. Campbell, carved out intellectual spaces to uncover, define, contextualize, and validate leftist revolutionary theories. She was a "race woman" who stood with one foot in the Progressive Era and the other in the bosom of the black militant left. She is an essential link between the nineteenth-century reformist movement and the emergence of the radical black left within the New Negro movement. She was active in racial uplift charity work, the only female founder of the African Black Brotherhood, the first black militant radical organization in the twentieth century, and was a chartered member of the Communist Party. Her activism went from uplifting to agitating. Campbell's traceable arch of thinking and activism flows into a subsequent generation of radical black women, such as those embodied in the Black Lives Matter Movement.	Dr. Lydia Lindsey

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	695	$60,000	This study explores the exploitation of individuals in human exhibitions, exposes exploitive nature of early anthropological research, and examines the shaping of race through visual culture in late 19th century Paris.		In the late 19th century, the Jardin d'Acclimatation in Paris became one of the world's most important sites for human exhibitions, hosting nearly thirty "ethnographic spectacles" between 1877 and 1908. This fellowship proposal requests support for the completion of a book documenting the experiences of people featured in these exhibits. By telling the stories of how these individuals navigated global networks of event promoters and anthropologists, the study seeks to humanize the performers in the historical record while exposing the exploitive nature of early anthropological research. The book also highlights the ways that the visual culture of late 19th century Paris shaped the concept of race, and vice-versa.	Dr. Andrew David Newman
Yes	696	$60,000	This book project explores the historical experiences of diverse individuals and their intersectional feminist politics, highlighting the impact of sexism.		This book project uses collective biography to reintroduce Heterodoxy, an inclusive invite-only supper club of over one-hundred members that met up to World War II and served as a leading incubator of American political thought in the early twentieth century. The stories of journalist Bessie Beatty, lawyer Crystal Eastman, civil rights advocate Grace Nail Johnson, anthropologist Elsie Clews Parsons, cartoonist Lou Rogers, and labor organizer Rose Pastor Stokes bring greater historical awareness to the promise and difficulties of coalition-building in intersectional feminist politics. What joined this diverse group was their razor-focus on identifying the myriad ways sexism shaped their professional, political, and private lives.	Dr. Leandra Zarnow
Yes	697	$60,000	NEH identified DEI involvement.		This book project traces the history of the individualization of risk in American society over the course of the twentieth century. My research asks how risk was transformed from being understood as a property of groups to being understood as a property of individuals. In order to gain leverage on this question, I foreground private insurance, a key institution where Americans learn to think about the meaning of risk, as a site for my empirical investigation. While one might assume that the individualization of risk is a product of neoliberalism's assault on collective responsibility in recent decades, I argue that the roots of this phenomenon can be traced to movements for inclusion that sought to gain access to insurance for those – including African Americans, women, and HIV+ individuals – who had previously been excluded from markets for risk. Thus, paradoxically, my account suggests that struggles against discrimination in insurance markets seeded the individualization of risk.	Dr. Greta R. Krippner

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	698	$60,000	This project explores the contributions of Jovita GonzÃ¡lez, highlighting how Mexican American women played a role in various civil rights movements and intellectual projects. It relates to the topics of diversity, equity, and inclusion.		This project examines the life and work of Jovita González (1897-1983), who was a historian, folklorist, writer, and teacher in south Texas. The breadth of her work spans several disciplines across the humanities. Taken together, her work in these various fields manifests the multidimensional ways women articulated their intellectual projects, participated in multiple civil rights movements, and revised master narratives of Texas and American history. Using an interdisciplinary methodology, I contend that González's personal and professional history serves as a microcosm for the ways in which Mexican American women established themselves as intellectuals and leaders in their own right, helped facilitate the emergence of the Mexican American middle-class, engaged with and bolstered the objectives of the Mexican American civil rights movement (1920-1960), and contributed to national conversations about women's rights in the first half of the twentieth century.	Dr. Philis M Barragán Goetz
Yes	699	$60,000	NEH identified DEI involvement.		My in-progress book, Trans Reproduction: Creating Productive and Socially Fit Transgender People, will examine how transgender people figure into the genealogy of US reproductive politics and continue to experience the spillover effects of State reproductive control in contemporary times. Trans Reproduction makes significant contributions to the humanities by 1) offering new insights into the genealogy of state reproductive control; 2) bringing trans people's voices into studies of reproductive health; 3) building on insights from the social construction of knowledge and how norms become embedded in medical knowledge and practices; 4) examining how "facts" are used by medical providers to make sense of bodily difference and create ambivalent conceptions of autonomy; and 5) tracing how knowledge about gender and reproduction accumulated in trans medicine and influenced knowledge and practices in other medical fields.	Dr. Stef M. Shuster
Yes	700	$60,000	NEH identified DEI involvement.		This project focuses on local food provisioning economies as foundational for food sovereignty. Its goal is to articulate a research agenda for studying food sovereignty through the lens of gender and labor relations. Relying on ethnographic fieldwork and public discourse analysis in Lithuania, it shows how these relations can simultaneously enable environmentally and socially sustainable food sovereignty and reify gender-based exploitation and unequal power dynamics in kinship networks. To the humanities scholarship on environmental and food resilience, this project brings a deeper understanding of the role of social and biological reproduction labor in the efforts to build socially just and environmentally sustainable food economies. Moreover, this research highlights the importance of understanding food sovereignty as a historically and geopolitically situated process.	Dr. Diana Mincyte

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	701	$60,000	The book project explores the political experiences of Chinese and Japanese American voters, highlighting the complexities of racial, ethnic, and political identities within Asian American communities. This relates to the topic of DEI by examining the intersection of race, immigration, and political engagement.		This book project traces the emergence and impacts of the first cohort of Chinese and Japanese American voters in California as they grappled with their status as racialized immigrant communities within the US political system. Attending to specific ethnic contexts and drawing on archives and interviews, the book shows that race alone is insufficient to explain the political views and choices of Asian American individuals and groups. Diasporic ties presented distinct risks and opportunities, shaping their particular experiences in the US and the ways that politicians understood their interests; this in turn determined the political access and leverage that different groups acquired. In showing that Asian Americans constructed and mobilized racial, ethnic, and political identities to develop conservative strategies and Republican allies over the 20th century, the book advances the scholarship on modern US political history and expands the frameworks of Asian American Studies.	Dr. Vivian Sin Mei Yan-Gonzalez
Yes	702	$60,000	"Black Resistance" examines the role of Black women in Denmark Vesey's conspiracy and how their political battles against slavery were informed by slave politics. It highlights the contributions of African American women in the planning and perpetuation of the conspiracy.		Black Resistance: Family, Gender, and Slave Politics in Denmark Vesey’s Conspiracy” is a history that interrogates the silences in the archive on Black women and Vesey’s conspiracy. The preliminary arguments presented in this study are twofold. First, the ways in which Black women waged their political battles against slavery in South Carolina was informed by slave politics. Second, the genesis of the insurrection had its origins in community resistance strategies that enslaved women established. Slave politics or the politics of the unfree operated outside of the electoral arena and functioned in tandem with cultural politics and movement politics of the abolitionist movement. Ultimately, slave politics of Charleston and surrounding areas allowed the conspiracy to grow and thrive and African American women were facilitators in keeping the secrets of the conspiracy in its planning and afterlife.	Dr. Karen B. Cook-Bell

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	703	$60,000	The Black Panther Oakland Community School Digital Memory Book Project explores the history and legacy of the Black Panther Party's community education initiative.		The Black Panther Oakland Community School Digital Memory Book Project is a multimedia digital humanities project designed to present the most comprehensive history available about the little-known, award-winning elementary-level educational institution that began in 1971 as a community program of the Black Panther Party for Self-Defense (BPP) and closed in 1982. It incorporates the images and first-person narratives of former students, teachers, staff, parents, and community participants of the Oakland Community School (OCS). Oral histories, rare photographs, music, and school publications document OCS's uniqueness and help audiences understand that the comprehensive OCS educational experience extends beyond curricular content. OCS was community-designed, community-built, and community-operated. A digital representation of the community humanizes this history and expands our knowledge of the BPP's broad community outreach and legacy, reframing the history of the BPP itself.	Mrs. Angela Darlean LeBlanc-Ernest
Yes	704	$60,000	This proposal relates to DEI by promoting diversity and inclusion in the understanding and representation of Maya civilization history.		This proposal requests funding for a twelve-month project to write a book that will explore the early development of the Maya civilization during the Preclassic period (1200 BC-AD 250). The book will highlight fundamental changes in our understanding of this period. Early scholars thought that Maya society developed gradually from small villages to larger settlements, culminating in its heyday during the Classic period (AD 250-950). My research has challenged this view with the discovery of the largest building in the history of the Maya area dating to 1000 BC. It means that a significant social change occurred when the builders were still transitioning from mobile lifeways to more sedentary ones. My chronological studies have also provided new insights into social processes in the centuries that followed. This book will integrate the results of my research with existing archaeological data to provide a new comprehensive narrative of Preclassic Maya society and culture.	Dr. Takeshi Inomata

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	705	$60,000	This research advances DEI by documenting the Ticuna language, supporting Indigenous language preservation, and providing resources for Ticuna teachers and students.		This research will advance the documentation of Ticuna (ISO: tca; isolate; Peru, Colombia, Brazil), one of the most widely spoken Indigenous languages of the Amazon Basin, by creating new language infrastructure. The researcher will author the first comprehensive grammatical description of Ticuna, paired with a non-technical grammar guide aimed at Ticuna teachers. The comprehensive description will allow comparative studies to include data from this major regional language, while the non-technical guide will advance the audience's structural understanding of their own language and support their creation of future student-facing materials. Both research products will be based on Ticuna language materials collected by the researcher during previous fieldwork in Peru. This collection – including over 1,200 hours of recordings, 45 hours of transcription, and 800 pages of fieldnotes – is publicly available online via the California Language Archive.	Dr. Amalia Skilton
Yes	706	$60,000	This project explores the global history of scientific agriculture, including collaboration between Latin American and US agronomists. It also examines the consequences of input-dependent agriculture, which relates to DEI.		This project uses little-explored archives in Chile and the U.S. South to tell a new transnational history of scientific agriculture's global ascent. Moving between the mineral nitrogen fields of South America's Pacific coast and the nutrient-depleted farm fields of the U.S. Cotton Belt, it traces how the inter-American fertilizer trade generated new approaches to plant nutrition and soil restoration in the late nineteenth and early twentieth centuries. As synthetic chemical fertilizers replaced mineral-based fertilizers, the project goes on to detail how Latin American and US agronomists collaborated around fertilizer development to propel a global wave of agricultural modernization. In the end, the project reappraises the origins and meanings of what eventually became known as the "Green Revolution." It also provides new insights about the consequences of input-dependent agriculture in a contemporary world facing major ecological crises.	Dr. Joshua Frens-String
Yes	707	$60,000	This book project examines the legacy of Black women's work in culinary arts, emphasizing B. Smith's influence and contextualizing Black women's cultural work.		This book project critically examines the long legacy of Black women's work in the culinary and hospitality arts, as illustrated by the 40-year career of Barbara Elaine Smith (b1950-d2020), a model, restaurateur, lifestyle television host, cookbook author, and all-around style maven. Rather than a traditional biography, this book works to build a portrait of B. Smith's public life as an influential Black woman in the food and lifestyle space from the late 1970s to the early 2000s. It does this by narrating through the archival gaps and the silences that often accompany the histories and voices of Black women in order to amplify and contextualize the significance of Black women's cultural work (Hartman 2008, Moody-Turner 2017).	Dr. Kimberly Denise Nettles-Barcelon

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	708	$60,000	This book highlights the contributions of a woman philosopher, Margaret Cavendish, to natural philosophy, expanding the narrative of the scientific revolution.		Philosophers have been slow to recover the voices of women in the history of natural philosophy, or what we now call “science.” Among the earliest women working in natural philosophy was the 17th century philosopher, Margaret Cavendish. My book, Cavendish’s Observations Upon Experimental Philosophy and Blazing World: a Guide (under contract with Oxford University Press) will contribute to Cavendish scholarship in three ways. First, by providing the scientific context of her work, it makes Cavendish’s contributions to natural philosophy more accessible to readers. Second, it reunites her science fiction work, Blazing World, with her Observations Upon Experimental Philosophy and gives an interpretation that illuminates their connections. Finally, it illustrates the ways women philosophers contributed to the development and understanding of science thereby expanding our narrative of the scientific revolution.	Prof. Marcy Lascano
Yes	709	$60,000	This book project explores the social and linguistic aspects of accents, contributing to the understanding of diverse language and promoting inclusivity.		Starting from when we learn to toddle and talk, we use sounds as fundamental building blocks – but we know surprisingly little about how we come to use them or why some of us say them so differently. This proposal outlines a book project, Why We Talk Funny, under contract with Viking/Penguin, which illuminates the social, historical and linguistic forces that create what we hear as accents and argues that our focus on the idea that there exists one “right” way to sound is both historically and linguistically misguided. Using relatable easy to understand examples, the book unpacks what linguists have come to know about the role of universal phonological tendencies, the history of sound change, and children’s acquisition of native language sounds in the shaping of what we come to hear as “accents.” The goal is to help readers see that accents are grounded not in ignorance or inability but in the remarkable way humans use language as a means of social connection as well as communication.	Prof. Valerie M. Fridland

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	710	$60,000	"Deaf America: Many Stories, Many Places" explores the diverse experiences of deaf Americans, including race, ethnicity, gender, sexuality, disability, and social class. It reveals unacknowledged issues, barriers, and connections in the past and their complex legacies today.		Deaf America: Many Stories, Many Places emphasizes the historical diversity of deaf Americans' lives by looking inside and beyond residential schools, state and national deaf organizations, and Gallaudet University. These spaces loom large in deaf histories and inherently privilege social elites, particularly white European-Americans who were academically and economically successful and did not identify as having additional disabilities. My book also engages with race and ethnicity, Indigeneity, gender and sexuality, disability, and social class as core features of deaf Americans' lived experiences. A more thorough, nuanced consideration of everyday deaf people's diverse experiences, how they materially shaped their world, and the multiple communities they inhabited significantly changes our understanding of deaf and US history, revealing unacknowledged issues, barriers, and connections in the past and their complex legacies today.	Dr. Susan Burch
Yes	711	$60,000	This monograph explores the intersection of Iranian and global modernism, challenging the notion of linguistic purity and advocating for a poetics of non-identity.		This monograph foregrounds a poetics of non-identity at the intersection of Iranian and global modernism (1922-1979). Beginning with modern Persian poetry in the 1920s, I trace the transformation of "standard" poetic language through its translational dialogues with global modernist poetry and the rediscovery of a seventeenth-century style of poetry from the Persianate Mughal courts of India. At a time when the state advocated a racially motivated fiction of linguistic purity to consolidate an Iranian (Aryan) identity, this deviation from the poetic norms challenged the hegemony of Persian as a national language. It also produced a transnational network between Iranian poets and internationalist poets such as Langston Hughes. Drawing on archival research in Iran and France, I then argue that this critique of identity transformed the language of Iranian cinema primarily through the works of the poet-filmmakers Férydoun Rahnéma and Forugh Farrokhzad in the 1960s.	Dr. Maziyar Faridi

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	712	$60,000	A Lethal Education sheds light on the dark history of Native American boarding schools, revealing their lethal impact. It relates to DEI by addressing the erasure of lives and the need for awareness in education systems.		A Lethal Education charts the rise and reforms of the Native American boarding school system in the U.S. between 1819 and 1934. Battles being waged by the federal government over Native American sovereignty shifted to the classroom. For over 150 years, officials took guardianship of Native American youth and sent them to schools established to 'civilize' them. A Lethal Education uncovers that the schools were far more lethal than previously known, killing thousands of Native American students while leaving shattered families and communities in their wake. Revealing this mortality sheds light on a dark part of Native American and U.S. history while making visible lives erased by unscrupulous bureaucrats. Though the project's portable methodology and empirical data will benefit scholars across the humanities, it will have ramifications for boarding school survivors, congresspeople and senators, judges, social welfare organizations, school boards, and the public.	Prof. Preston McBride
Yes	713	$60,000	NEH identified DEI involvement.		This monograph analyzes the physical and narrative spaces in which Shi'a Muslim identity was created in the 20th century, providing a transnational framework for how communities produce sectarianism through local and gendered interactions. It revolves around the figure of Zaynab bint Ali and how she has been developed, translated, and embedded in different national contexts. She was the granddaughter of the Prophet Muhammad, present at a critical moment in early Shi'a history:the battle of Karbala in 680 AD, fought on the question of succession to Muhammad. When the men were killed, Zaynab's leadership of the women through incarceration and physical hardship has echoed in narratives, ritual, and politics for centuries. Looking at narratives, shrines, and prisons, I use the figure of Zaynab translated across space to trace how ideas on gender, sectarianism, citizenship, and nationalism have been articulated in three states (Syria, Pakistan, Iraq) with significant Shi'a populations.	Dr. Noorzehra Zaidi

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	714	$60,000	SSP explores Indigenous theories of transformational performance practices, adding non-Western analyses to theories of transformation. It expands beyond Western theories of drama.		Shape Shifting Performance (SSP) will be an interactive and multilingual digital publication that explores transformational performance practices based on Indigenous theories of incessant change. The platform adds decisive non-Western analyses to theories of transformation. In Mesoamerican metaphysics, everything is alive and interconnected. The cosmos consists of energies linking and transforming all that exists. Thus Mesoamerican epistemology powerfully expands beyond Western theories of drama. SSP focuses on the prolific performance work of Jesusa Rodríguez (b. Mexico, 1955). From her 1999 essay “Nahualismo: An Aztec Acting Method,” Jesusa examines, adapts, and applies performance practices from pre-contact Mesoamerican philosophy. Her work demonstrates that shape shifting is more than an artistic practice. It is a way of being, knowing, surviving, and acting in the world.	Prof. Diana Taylor
Yes	715	$60,000	NEH identified DEI involvement.		Black, Brown, and Green is the first comprehensive history to center the experiences and perspectives of environmentalists of color in its examination of the modern environmental movement's racial diversity problems in the 1970s. It shows how and why those failings contributed to the 1980s emergence of the grassroots environmental justice movement led by communities of color.	Dr. Brian James McCammack
Yes	716	$60,000	The proposed book explores how Aquinas's philosophy challenges the subject-object divide and opens paths for dialogue between Western and non-Western philosophies.		A “subject-object divide,” in which mind-subjects stand over and against a world of objects, has long been associated with Western philosophy, in contrast with traditions that de-center the subject ($E.g., Buddhist philosophies, Indigenous epistemologies). The proposed book, Aquinas’s Mind-in-World, however, will identify resistance to this subject-object model from within the Western tradition, from a surprising direction: the 13th century European thinker, Thomas Aquinas. For him, mind is not a realm apart, but a nature growing among other natures, shaped by and shaping its ecosystem, engaged in the same relationships of imitation and expression found all over the natural world. Through extensive textual study, historically contextualized through Aquinas’s Greek, Muslim, and Latin interlocutors, the book thoroughly recasts the most enduringly debated aspects of Aquinas’s philosophy of mind, in ways that open new paths to dialogue between Western and non-Western philosophies.	Dr. Therese Cory
Yes	717	$60,000	The book explores the intersection of sports, civil rights, and media, highlighting the contributions of diverse nonfiction writers.		This book chronicles the profound transformations in American sports culture from the mid-1950s to the mid-1970s. It centers the experiences of a diverse cast of nonfiction writers who confronted the twin challenges of the civil rights movement and the rise of televised sports. These writers helped shape the meaning of modern sports.	Dr. Aram Goudsouzian

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	718	$60,000	The Q'eqchi'-Maya study focuses on Indigenous knowledge and climate change.		Based on extensive multi-method ethnographic field research, this project examines how Q'eqchi'-Mayas in Guatemala's Alta Verapaz region conceptualize the interdependence between humanity, nature, and the divine to make sense of the material, social, and cultural challenges posed by climate change in the region. By documenting how this indigenous population's religious practices and discourses (which draw on both ancestral Mesoamerican cosmology and contemporary Catholic Christian formulations of an "integral ecology") figure humanity's place in and responsibility to the natural environment this project will help scholars better understand how religion shapes people's engagement with pressing environmental issues, how non anthropocentric epistemologies might foster a better ethics in the face of the climate crisis, and thus help advance the humanistic scholarship about climate change.	Dr. Eric Hoenes del Pinal
Yes	719	$60,000	This manuscript explores how Pacific internationalism intersected with anti-Asian racism, showcasing the importance of understanding US settler colonialism and Asian American intellectual production in relation to DEI.		Pacific Internationalisms: Asian American Mobility, Gender, and Empire in the Interwar Period offers the first full monograph on interwar Pacific internationalism. This manuscript examines how Pacific internationalism was forged alongside and against anti-Asian racism at the turn of the twentieth century. The same year the first Pacific internationalist organization was founded, the U.S. passed the 1917 Immigration Act codifying anti-Asian sentiment. Through a framework of internationalism, internationalists—including Asian and Asian Americans—turned to international cooperation to convene across lines of difference through international student exchanges, conferences, and goodwill tours. This research highlights the centrality of Pacific internationalism as a central, yet overlooked movement that shapes how we understand US settler colonialism in the Pacific, Asian American intellectual production, and internationalism's allure for pacifist belonging and anticolonial resistance.	Dr. Courtney Lindsey Akiko Sato

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	720	$60,000	This project explores the history of witch belief and persecution in South Asia, highlighting the colonial influence in shaping the category of "tribe" and its impact on witch persecution in early nineteenth-century western India.		This project seeks to offer a history of witch belief and witch persecution in South Asia from the late pre-colonial period through to the consolidation of British colonial power until the end of the nineteenth century. In doing so, it seeks to argue that a key site for the global construction of the category “tribe” and the primitivity attributed to it was early nineteenth-century western India, in which colonial administrators whipped up a campaign to criminalize and stamp out “witch swinging,” a name they gave to forms of witch persecution they attributed as stemming from the Bhils they associated with the wooded mountains of the region. Through an immersion in pre-colonial archives, this project shows that witch belief and persecution were not the sole attributes of the Bhils coming into the colonial period. Instead, forces of colonial state formation and elite caste aspirations to be modern fused together to unleash a new career for the witch in modern India.	Dr. Divya Cherian
Yes	721	$60,000	The Jane Taylor biography explores gender bias in literary recognition.		“Twinkle, Twinkle: Female Literary Ambition, Male Genius, and the Most Famous Poet You’ve Never Heard Of” tells the story of Jane Taylor (1783-1824), author of the world’s best-known children’s verse. Taylor wrote when poetry as a genre was at its zenith and when male poets confidently espoused their own brilliance. When reviewers praised the highly original poems in her "Essays in Rhyme, on Morals and Manners" (1816), Taylor seemed poised for artistic liftoff, but she wound up being known for only “Twinkle, twinkle, little star,” the first stanza of her poem “The Star.” Through archival detective work, I extract Jane Taylor from the cotton batting of Victorian biographies that depicted this complex writer as a model of bland rectitude. I also tell a larger story about the constraints placed on female ambition. By paying close attention to a beloved poem and following its author across the full sweep of her career, I reveal why the poem, but not the woman, achieved lasting renown.	Dr. Judith M. Pascoe

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	722	$60,000	This book project relates to DEI as it analyzes the impact of music broadcasting on a historically marginalized Kurdish community, highlighting the power of media in shaping identities and promoting diversity.		My book project provides a global history of radio among the Kurds—a historically marginalized, stateless people—through the lens of music broadcasting. This study also describes how music broadcasting has impacted the development of Kurdish musical practice off the air and highlights the affordances of music broadcasting writ large. Utilizing approaches and methods drawn from ethnomusicology, radio and media studies, and decolonial studies, I analyze a wide range of materials in Kurdish and other languages that include primary and secondary sources on Kurdish radio and radio performers, recordings of music broadcasts, programming schedules, and listener letters. Ultimately, my research demonstrates that music broadcasting, far more than mere "filler" programming, has the power to shape individual and collective identities and choices, to inspire diverse forms of community, to reflect broader sociocultural discourse and even conflict, and to reconfigure society itself.	Dr. Jon Edward Bullock
Yes	723	$60,000	NEH identified DEI involvement.		This project argues that Black women are fundamental contributors to our understanding of race throughout the Americas. Their labor not only built the Americas, but through childbirth her body could perpetuate enslavement or conceive freedom. This dichotomy became racialized with time. Freedom provided some approximation to whiteness, while enslavement became synonymous with blackness. Although stories of white-presenting Black women and their relationships with powerful white men have been well documented throughout the Americas, such as the lives of Sally Hemmings in the United States and Chica da Silva in Brazil, my work provides a counterpoint to narratives of race that center the U.S. South, the Caribbean, or Brazil. Through the examination of civil and ecclesiastical jurisdictions, my project highlights the obstacles of whiteness. It examines how Black women attained, maintained, and reclaimed whiteness by the interpretation and creation of legal codes in the Spanish Indies.	Dr. Erika Denise Edwards

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	724	$60,000	NEH identified DEI involvement.		Can't Jail a Revolution takes an issue largely associated with the Southern civil rights movement – the criminalization of civil rights protest – and enlarges our perspective on it. It asks how state actors across the country used the criminal legal system to derail Black freedom efforts and how activists fought back against this repression. It retrieves from public amnesia the pattern of surveillance, policing, and incarceration that operated at a local level, showing that efforts to criminalize civil rights and Black Power activists were the norm, not the domain of Southerners and conservatives alone. Moreover, this project upends the view that state repression was a mere roadblock for activists, showing instead that it re-constituted activists' understanding of their nation and the task ahead of them.	Prof. Say Burgin
Yes	725	$60,000	This project examines the historical use of the Rivesaltes Camp as a site of incarceration, refuge, and colonial integration, highlighting the importance of studying the long history of migrant detention and questioning exceptionalism.		This project examines the nearly 70-year history of the Rivesaltes Camp in southern France. Requisitioned in 1938 to house refugees from the Spanish Civil War, the Rivesaltes Camp served as a site to confine Jews during WWII, to intern Algerians after independence, and to sequester undocumented migrants until it closed in 2007. By studying Rivesaltes' diverse roles as a site of incarceration, refuge, and colonial integration side-by-side over its long history, this project questions the exceptional status that is often assigned to sites of migrant detention in modern Europe and places it into a longer continuum of state surveillance and colonial governance. This project explores why internment camps became and remain a central tool for states to manage human movement. By drawing in the voices of the detained peoples, aid workers, and locals who inhabited and worked in the camp, this project also examines how Rivesaltes was experienced, endured, and remembered across its long history.	Dr. Terrence Gordon Peterson
Yes	726	$60,000	NEH identified DEI involvement.		THE ART OF VULNERABILITY theorizes vulnerability as an unequally distributed openness to others that is simultaneously openness to harm. Race, gender, sexuality, class, ability—among other fields of power—amplify the traumatic aspects of vulnerability. This project creates a unique archive, primarily of Asian/ American performance artists and writers, who respond to the structural vulnerabilities of racial/gendered violence and illness that shape contemporary life in the U.S. This book theorizes "atmospheric violence" as a cultural climate that promotes fear and vigilance among marginalized groups, enabling readers to draw new connections between race, gender, and disability. Spotlighting the arts, THE ART OF VULNERABILITY advances the extensive scholarship on vulnerability, recognizing it as a necessary artistic skill: a capacity to be cultivated, not a weakness to be disavowed. As they make life and make work, the artists featured here reclaim vulnerability in the wake of trauma.	Dr. Dorinne Kondo

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	727	$60,000	This book explores Mary McLeod Bethune's impact on the African American community and her work with the Democratic Party in advancing racial causes.		This book, Mary McLeod Bethune and the Democratic Party, will examine the intricacies of Bethune's work with the Franklin D. Roosevelt administration, identify some of the key projects that she led and assess her overall impact throughout the nation as the first African American to head a federal agency. Through her leadership Bethune was able to provide critical funding and employment for the African American community and she saw this as evidence of the Democratic party's commitment to advancing the causes of the race.	Dr. Ashley Robertson Preston
Yes	728	$60,000	NEH identified DEI involvement.		Americans have consistently asked schools to serve as "great equalizers." Despite the importance and pervasiveness of the idea that education can equalize, we don't have a history of this idea, its critics, or its consequences. Imagining Opportunity provides that history. The book treats an often unexamined assumption—the idea that education can equalize—as a problem of intellectual history. Although the hope that education could equalize had dominated twentieth century American social science and social policy, the book argues, this idea faced significant critique in the 1960s and 1970s. This critique had little long term impact, however. This history is important for understanding the politics of inequality in twentieth century America because faith in education's egalitarian capacities has rationalized social policies that allowed much inequality to persist and because it exposes disagreements about how much, and what types of, equality are necessary in a just society.	Dr. Leah Gordon
Yes	729	$60,000	NEH identified DEI involvement.		My book project, "Seeing Citizenship: Picturing Political Belonging in Multiethnic Graphic Literature," develops an emerging and significant nexus of literary and visual studies to examine the relationship between and among race, citizenship, and political belonging. In it, I analyze 20th- and 21st-century graphic literature by Asian American, African American, Arab American, and Latinx authors alongside contemporaneous visual archives and critical legal histories to underscore how these texts reveal and critique citizenship's inconsistencies, inequalities, and exclusions. Recognizing citizenship as a fluid experience rather than a fixed category, the works I analyze do not simply seek inclusion within normative national frameworks. Instead, I argue that, by collaging text and images into new literary forms, they actively model, or picture, more flexible formations of political recognition and belonging.	Dr. Maite Urcaregui

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	730	$60,000	Fascist Italy's approach to citizenship is relevant to DEI. It demonstrates the complex relationship between race, citizenship, and authoritarian ideologies.		Fascist Italy's approach to citizenship is unexpected. For one, it sought to extend citizenship to imperial subjects who were at the same time targeted as racial others. Even the infamous racial laws at home did not strip Italian Jews of citizenship. What then did being a citizen represent for both regime and populace? Though scholars have rarely applied the lens of citizenship to understand Fascism, I use it to examine the vast impact the regime had across nation and empire and even in the diaspora. In particular, citizenship offers a productive category to observe the regime rewriting the contract between individual and state and reconfiguring the benefits and obligations of national belonging along authoritarian lines. Thinking about citizenship exposes the central challenges and paradoxes of a regime that destroyed democracy and racialized Italianness but nevertheless sought legitimacy both at home and abroad in an age of popular sovereignty.	Dr. Roberta Pergher
Yes	731	$60,000	This project examines the dynamics between experts and lay people, highlighting gender, narrative, and power in the humanities. It has implications beyond Jewish studies.		This project establishes the cross-cultural significance of narratives depicting exchanges between lay people and judges in the Babylonian Talmud, the foundation of Jewish law (6th c. CE). Adjudication narratives, ubiquitous in the Talmud, typically comprise only case details and the verdict. However, some interactions between petitioner and judge brim with drama, evoking the human stakes of court cases. The purpose of these details and their impact on the law is yet unexamined. Reading the stories both from literary critical, and comparative legal perspectives, foregrounds the creativity of lay people, and their subtle subversions of authority. The project has implications beyond Jewish studies. The roles of religious courts in the Roman and Persian empires are germane to studies of legal pluralism, classical studies, Christian history, and comparative religion. Exposing the dynamics between experts and lay people enriches the study of gender, narrative, and power in the humanities.	Dr. Lynn Kaye

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	732	$60,000	NEH identified DEI involvement.		Living with Water is a comprehensive social and environmental history that explores the lives of three West African stilt-house communities that have thrived in the middle of waterbodies for over two centuries. Despite facing challenging environmental conditions such as seasonal flooding, as well as the impacts of European colonialism and ecotourism, these communities have managed to survive against all odds. The communities in question are Nzulezo in Ghana, Ganvié in Benin Republic, and Makoko in Nigeria. This study aims to explain why these communities chose to live on water instead of land and how they adapted to this way of life over time. By doing so, it highlights how prolonged human interactions with bodies of water resulted in complex relationships between culture and ecology. It also demonstrates how such relationships influenced ideas about waterscape, community identity, and human adaptation to physically challenging environments.	Dr. Nana Kesse
Yes	733	$60,000	Veins of Gold examines the impact of mineral resource exploitation on nation-formation, labor relations, and racial dynamics, which are key aspects of DEI.		Veins of Gold studies the town of El Callao in the Venezuelan Amazon to answer the question: how does the process of mineral resource exploitation shape nation-formation? Though the mines of El Callao would become the world's leading gold producer in the 1880s, little is known about this small place that mattered so much during the global gold rush. The project follows the story of this boom town from the discovery of gold in 1849 to the failure of the central mine in the early 1900s. It explores how different stakeholders—Corsican mine owners, British bankers, U.S. engineers, West Indian workers, and Carib guides—navigated the most profitable gold rush of the late nineteenth century. Veins of Gold argues that the labor and land relations at El Callao solidified a relationship between exploitable racial "others" and exploitable ecologies that undergirded the profits of the gold rush and continues to inform the shape of the Venezuelan nation-state and extraction in the Amazon today.	Dr. Joan Victoria Flores-Villalobos

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	734	$60,000	Superintending Conquest explores how the St. Louis Superintendency, an institution managing US-Indian affairs, led to Native dispossession and US colonization.		Superintending Conquest recovers the story of the St. Louis Superintendency (SLS), the institution responsible for managing US-Indian affairs in the Missouri River valley from 1804 to 1859. The book integrates archival research with historical GIS to trace this organization's obscure biography through the string of surprisingly well-known events it affected as it seized more than 100 million acres of Native land by treaty. Historians know these events—from the Lewis and Clark Expedition to Bleeding Kansas—as textbook episodes of national history. This project reconstitutes them as chapters in the life of the SLS, which together reveal how the pursuit of Native land shaped what the United States became. The result will be a new history and geography of US expansion that foregrounds Native dispossession and deepens our understanding of how the United States operated as a colonizing power.	Dr. Robert Lee
Yes	735	$60,000	Ottoman slavery intersects with DEI by highlighting the historical oppression and exploitation of non-Muslims and the need to examine changing conceptions of race, ethnicity, and belonging.		Slavery was an integral part of social and economic life in the Ottoman Empire; thousands of captives were imported annually to be sold in urban and rural emporia into the mid-nineteenth century. Only non-Muslims from non-Muslim-ruled domains could be legally enslaved, but human traffickers exploited the fact that Ottoman subjects, especially women and children carried far from their homes, could often be plausibly represented to buyers as slaves. A contribution to the global history of slavery, "Of Free Origin" is the first in-depth study of the persistent, empire-wide trafficking of the illegally enslaved and their struggles to win release through the courts. Freedom suits reveal more than harrowing individual experiences—they shed light on changing conceptions of race, ethnicity, and juridical belonging and illuminate the landscape of Ottoman slavery as a whole over the course of two-and-a-half centuries of dramatic political, social, economic, and demographic change.	Dr. Joshua Michael White

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	736	$60,000	NEH identified DEI involvement.		In the proposed project, “The Color of Oxygen: Redesign for a Hospitable Future,” each chapter is framed around cultural histories built into a particular oxygen technology. In this way, the book also tells a story of oxygen and its devices more broadly—how oxygen has come to be sensed, known, and used by people, pointing to the larger climate story and even cosmic mysteries that go far beyond health debates. The book’s working title, “Color of Oxygen,” reflects multiple stories: Much of the way humans know oxygen and its lack is through the register of red blood, bluer skies, or increasingly green hypoxic lakes and oceans—yet technologies based on color-sensing cannot be easily separated from the histories of how color came to be a marker of human hierarchies. These stories each shed light on one another, and on how social and racialized inequities continue to be built into our ways of knowing the world. The book ultimately follows ongoing collective work to rework these futures.	Dr. Amy Moran-Thomas
Yes	737	$60,000	This project celebrates Native language vitality and revitalization by presenting Lakota and Dakota texts and translations.		This project will complete a book manuscript of Lakota and Dakota literatures for the University of Nebraska Press’s series of Native literatures of North America by geographical regions. The book will present Lakota and Dakota texts, from the earliest known to modern day, created in these Indigenous languages, and their English translations. The volume will include a wide variety of genres including creation stories, songs, cultural teachings, and jokes. As Lakota and Dakota languages continue to be spoken and learned in the Northern Plains region with, however, under 2000 and 50 first-language fluent speakers respectively, this work is not only a language and literature resource, but also a celebration of Native language vitality and revitalization.	Dr. Jurgita Antoine
Yes	738	$60,000	The war against stateless peoples in America's first borderlands affected nomadic indigenous populations and provides insights into DEI.		The war against stateless peoples (1550-1590) in America’s first borderlands—New Spain’s emerging near northern silver mining district—devastated nomadic indigenous populations (generically called Chichimecas). Traditional native hunting and foraging lands experienced intense ecological change and native men and women were killed or sold into long-term enslavement. Worn down by years of violence and deprivation, native peoples gradually submitted to Spanish rule in the late 1580s, agreeing to resettlement in reducciones (reservations) near Spanish towns. The focus on state peoples and events casts Iberians and sedentary Indigenous migrants from central Mexico as the main subjects of this foundational borderland history. This book recovers and repositions Chichimecas as central protagonists. It considers how they experienced the war, took an active role in peacemaking, responded to social reorganization in reducciones, and navigated the state’s attempts to transform their lifeways.	Dr. Dana Velasco Murillo

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	739	$60,000	Research on Haitian Vodou songs preserves and elevates an underrepresented linguistic and cultural heritage.		My fellowship project investigates new collections of Vodou songs and prayers in Haitian Kreyòl in a book titled "The Songs and Prayers of Sèvis Ginen: Historical and Linguistic Approaches to Haitian Vodou," and publishes the sources in English translation at the Digital Library of the Caribbean. After uploading the translated texts from Beauvoir's (2008a) "The Great Sacred Collection, or, Repertoire of Haitian Vodou Songs" and his (2008b) "African Prayers," my book project employs historical and linguistic approaches that reveal a three-part layering in the texts' lexicon and grammar. These linguistic layers that derive from pre-colonial Africa, colonial Saint-Domingue, and post-colonial Haiti provide evidence for my book's argument that Vodou's corpora are the Kreyòl language's most significant historical and linguistic archive since they span a millennium and serve as a foundation for developing a Kreyòl-based interpretation of transatlantic history.	Dr. Benjamin Hebblethwaite
Yes	740	$60,000	Relates to feminist history and activism in Argentina, but it does not directly mention DEI.		I am requesting funding to write the first book-length study of 1980s feminism in Argentina. The first goal is to understand how Argentine feminists disputed definitions of democratic citizenship and nation anchored in formal politics to make room for the fight for and recognition of women's rights as human rights. In the context of the Argentine democratic transition, this represented a significant reconsideration of the concept of human rights that was almost exclusively understood in relation to the disappeared and other victims of state terrorism during the military dictatorship (1976-1983). The second goal is to reconstruct feminist ideals of womanhood and female activism in dialogue with other local women-led organizations, including labor unions and religious organizations, and with other Latin American feminisms, particularly in Chile, Brazil, and Uruguay, countries with comparable transitions to democracy.	Dr. Natalia Milanesio
Yes	741	$60,000	The book explores the relationship between healing, cosmology, and politics within the Breslov Hasidic movement, highlighting the influence of healing concepts on personal and collective perspectives.		I am writing the first book-length ethnography of Breslov Hasidism, one the most diverse and fastest growing Jewish spiritual movements in the world today. My book project is organized around the theme of "spiritual healing" that stands at the center of this movement and plays a key role in attracting followers. I examine how a particular medical cosmology, shared conceptualizations of healing and illness, informs how contemporary Breslovers make personal healthcare decisions, relate to state authorities, and respond to political events. Drawing on transnational fieldwork conducted in Israel, the United States, Canada, and France, my research provides a window into a dynamic Hasidic world and Jewish mystical revival in the 21st-century. More broadly, my work makes the case for engaging with healing (both secular and religious conceptions) as cosmology: healing concepts are far-reaching theo-political imaginations that influence our intimate lives and collective political visions.	Dr. Rachel Zimring Feldman

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	742	$60,000	The research will explore the evolution of medical forensic exams for sexual assault, centering the politics of knowledge and bringing a humanistic lens to policy debates. This is relevant to DEI.		The NEH Award will provide a junior sabbatical (12 months of full-time work) to complete the last chapter of my book. Medical forensic exams for sexual assault (commonly known as “rape kits”) often produce ambiguous evidence or fail to produce any evidence at all – what I call the knowledge problem of rape kits. I will conduct content analysis of published literature in U.S. emergency medicine and global humanitarian aid to trace how measurement techniques, injury classification systems, and standards for clinical practice evolved over time. I will interview study authors to confirm what was known about the likelihood of clinical findings at different points in time and in different geopolitical contexts. I will conduct interviews with aid workers to assess COVID impacts on post-rape care. The book will bring a necessary humanistic lens to urgent and often abstract policy debates about the use of rape kits as evidence by centering the politics of knowledge in post-rape care.	Dr. Jaimie Nicole Morse
Yes	743	$60,000	"Polytopos" explores empire, appropriation, and multiethnic harmony portrayed in visual culture, making it relevant to the study of colonialism and globalism in addition to art history.		My book, Polytopos: Venice, Empire, Art, will be the first study to identify a major cultural strategy of empire and appropriation and its application in visual culture across historical periods typically regarded as discrete. Images commissioned both by the state as well as individuals and institutions outside of the government promoted state ideology by curiously combining multiple places and times in images that appears to represent a single space and a single moment. Many images depict multiethnic harmony at odds with restrictive realities. From polytopos’s medieval origins in the use of spolia at the Basilica San Marco to its transition into the realm of image in the early modern period, polytopic art makes the claim that Venice could infiltrate lands beyond its borders and times beyond its own history. Polytopos is an instrument of empire with strong implications for the study of colonialism and globalism in fields beyond art history.	Dr. Letha Chien

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	744	$60,000	NEH identified DEI involvement.		This project examines the 1901 lynching attempt of Mexican migrant Gregorio Cortez and the incarceration of his family as a microcosm of larger national processes of racial formation and citizenship, as well as state violence and responses to it. Identifying a glimmer of hope in the form of transnational alliances amid what became a Jim Crow-era ‘Texas lynch belt,’ I retrace the emergence of an alliance of people from different class, racial and gender backgrounds from both Mexico and Texas on behalf of ‘a compatriot.’ Incorporating this broader, transnational analysis of the 'Cortez Incident' allows for a centering of women's experiences to better understand the gendered dimensions of state-sanctioned violence and sheds light on the way in which Mexican developments informed the greater process of citizenship, belonging, and bi-national efforts to address anti-Mexican violence during the early twentieth century.	Dr. Sonia Hernandez
Yes	745	$60,000	The narrative history explores the University of California's role in shaping social, cultural, economic, and demographic changes, which is relevant to DEI.		I am writing a narrative history of the University of California, from its founding in 1868 to the present, told primarily through five central characters. Each a pioneer in different ways, their diverse paths mirror the changing nature of the state and underscore the University’s role in shaping those changes. A central theme is the story of how the University has functioned since its earliest days as an engine of upward mobility; the book explores the transformative impact of that mission and shows how it has shifted in response to the social, political, cultural, economic and demographic forces that play out on the campuses of the largest higher education institution in the world.	Ms. Miriam Pawel
Yes	746	$56,250	This story of reformers exploring abolition and women's rights highlights the commitment to fighting for change despite differences and obstacles.		The story of four intrepid 19th-century women reformers, who crisscrossed the country on the lecture circuit to persuade Americans to fight for abolition and women's rights. The book focuses on the years 1840-1911, but also explores their childhoods and demonstrates the impact of their legacies on today's world. Two were Black, two white; one was college educated, another illiterate; one was a novelist and another a renegade Quaker and yet despite their differences they shared a common commitment to fighting for change, despite the many obstacles they faced.	Dr. Charlotte Conover Gordon

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	747	$52,500	This biography explores the life and accomplishments of Oscar Adams Jr., a Black lawyer and jurist, highlighting the impact of his work on civil rights and the legal profession in Alabama.		This book manuscript is the first comprehensive biography of Oscar Adams Jr., a Black lawyer and jurist from Birmingham, Alabama. Admitted to practice law in Alabama in 1947, he for several years was one of only two actively practicing Black lawyers in the state. As local counsel for the NAACP, Adams litigated or assisted in litigating more civil rights cases than any other lawyer in Alabama by 1965. A year later, the Birmingham Bar Association admitted him as its first Black member. In 1967, he and Harvey Burg, a White lawyer from New York City, New York, cofounded the first ethnically integrated law firm in Alabama. In 1980, Adams became the first Black person to sit on the Supreme Court of Alabama as well as the first Black person in Alabama to occupy a statewide office. In 1982, voters made him the first Black person in Alabama elected to a statewide office. After a storied but, outside of Alabama, underpublicized legal career, he retired from the bench in 1993 and died in 1997.	Dr. Bertis Deon English
Yes	748	$50,000	This book project explores the history of U.S. investments in language training, showing how language learning shaped U.S. diplomatic and cultural relations.		This book project investigates the history of U.S. investments in language training since World War II. After decades of disinterest, Washington began encouraging Americans and others to learn languages as it entered new theaters of conflict and cultural exchange in the 1940s, hoping to render the world legible to its strategists. From San Francisco to Saigon, it subsidized new institutions, funding streams, and pedagogies ranging from military schools to campus language labs to far-flung English courses. Yet as teachers and students at home and abroad were drawn into U.S. foreign policy, they voiced alternative rationales for language learning, emphasizing individual prerogatives over wartime and Cold War defense priorities. The book will expand our understanding of an issue central to humanists, albeit one that has been understudied by U.S. historians: how changing American conceptions of language learning have shaped U.S. diplomatic and cultural relations with the world.	Dr. Diana Lemberg
Yes	749	$50,000	This convening relates to DEI as it brings together diverse perspectives (scholars, historians, descendants) to share and amplify the voices of marginalized groups affected by unjust captivity and federal Indian policies.		This convening will be a gathering of collaboratives including scholars, independent historians and researchers, plus descendants of the 72 Prisoners of War taken to Fort Marion, in St. Augustine, Florida in 1875. During the convening, presentations and working groups will share historical accounts while descendants will share oral family stories from the time of incarceration to the present impact of federal Indian policies on the 5 tribal Nations whose members were unjustly held captive. Themes and relational aspects will be pulled from the shared conversations. It is the intent that a manuscript will be developed following the Convening based on the themes and stories shared. ($Edited by NEH staff)	Board of Regents of the University of Oklahoma Health Sciences Center

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	750	$50,000	NEH identified DEI involvement.		The Equitable Arts Infrastructure Research Group seeks Convening Grant funds to host a national symposium focused on the enduring challenge of equity in the nation's arts and culture sector. Slated for March 2025, the "Building an Equitable Arts Infrastructure" public event will consist of four curated conversations that pair leading humanities scholars with cultural professionals. Transcripts will be the basis of an anthology addressing equity and access in the nation's arts infrastructure. We are a consortium of nine humanities scholars from seven universities. The group, led by Charlotte Canning and Paul Bonin-Rodriguez (UT Austin) and Sarah Wilbur (Duke), will edit these proceedings as part of the "Critical Arts Infrastructures," book series we are finalizing with UT Press. In addition to documenting the convening, the anthology will offer critical historical analysis, theoretical critique, and ethnographic research to understand how the US performing arts function.	University of Texas at Austin
Yes	751	$50,000	This convening explores how Arab American artists used art to address global injustices and create solidarity, contributing to Arab American art history and interdisciplinary Arab American studies.		This convening considers how Arab American artists and Arab artists living in diaspora throughout the US used their art to draw attention to contemporary issues and show their solidarity with people facing global injustices like imperialism, violence, and racism. Solidarities crossed geographical and ideological lines, thus revealing parallels between struggles, like Black and Palestinian liberation. This project contributes to the developing field of Arab American art history by showing the political, subversive side of these artists' works, and the networks which facilitated their dissemination. Furthermore, this research bolsters the interdisciplinary field of Arab American studies by deepening our understanding of US diversity, the political affiliations of Arabs in the US, and sociopolitical activisms in a globalized world, thus inviting new definitions of transnational, diasporic solidarity in an Arab diaspora context shaped by visual culture as critical primary source material.	Michigan State University
Yes	752	$50,000	This proposal seeks to gather scholars from various fields to discuss preservation, memorialization, and memory work, which can be related to diversity, equity, and inclusion.		This proposal seeks support from the Convening funding category to gather scholars for a conference to be held March 14-15, 2025, at the University of Mississippi in Oxford, Mississippi. Scholars from many fields specialize in preservation, memorialization, and memory work, but there is little agreement or collaborative work across disciplines. Our goal in proposing this conference is to bring scholars from a wide array of fields together to learn more about the practical problems, theoretical concerns, models for methods, and discussion of the goals surrounding different types of memorial projects.	University of Mississippi

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	753	$50,000	TOP SECRET highlights the contributions of all-Black codebreaking units, showcasing diversity and challenging historical narratives.		TOP SECRET unearths the history of two all-Black codebreaking units in the Army's intelligence agencies during World War II and the Cold War. The result of a racial hiring quota, the World War II-era Commercial Code unit freed the US from relying on British intelligence on Axis trade relations. Despite limited resources, the unit processed thousands of messages daily and employed Black scholars and professionals from around the country. In the aftermath of World War II, another all-Black group, the Russian plaintext exploitation unit, arose to counter the growing threat of Soviet nuclear war. Under the harsh conditions of segregation, the codebreakers learned Russian and processed over 100,000 intercepted telegrams daily, becoming the Allies' main source of Soviet intelligence until the early 1950s. The project highlights these hidden heroes' critical contribution to national security and will captivate readers with its fresh perspective on the most pivotal moments of the 20th century.	Dr. Sarah Valentine
Yes	754	$50,000	This project promotes DEI by incorporating diverse perspectives, democratizing history, and fostering collaboration across international borders.		This project supports a workshop where researchers from the US, Kazakhstan, Kyrgyzstan, and Uzbekistan present oral-history based interpretations of the impact of the dissolution of the Soviet Union in 1991 on everyday life in former Soviet Central Asia. The American partners in this collaboration use oral history as a research method to explore Soviet-period history in Kyrgyzstan and Uzbekistan. The international partners in this collaboration are historians and oral historians from Uzbekistan, Kazakhstan, and Kyrgyzstan. In the decades since independence there is little official interest in fostering study of this important historical moment in any of the post-Soviet Central Asian countries. This workshop convenes researchers with multiple goals: stimulating broader research into this turning point; democratizing history by incorporating views from below; integrating and comparing national histories across Central Asia; and preparing collected essays for submission to a press. ($Edited by NEH staff)	Indiana University, Bloomington

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	755	$49,989	The symposium aims to address the racialized violence experienced by students, faculty, and administrators at RWU and conceptualize a memorial to acknowledge this injustice and its living legacy.		Roger Williams University (RWU) was a Reconstruction-era institution for the education of freed persons. Prior to its destruction by arson in 1905, it occupied a portion of the future Vanderbilt campus. The racialized violence experienced by RWU students, faculty, and administrators in the wake of Reconstruction and Jim Crow was not unique; rather, it was part of a concerted regional effort to interrupt Black higher education. This symposium will convene scholars, designers, urban planners, and Black community stakeholders of the adjacent Edgehill Community to share research and conceptualize a memorial to RWU. Meeting at the historic site of RWU's campus, participants will build a collaborative plan for various professionals, neighborhood, and community leaders to situate the erasure of this injustice and its living legacy within the fabric of the campus and wider city. The plan will be published online and serve as a comprehensive history of RWU and guide for future memorialization.	Vanderbilt University
Yes	756	$45,000	The proposed publication has significance in the fields of art history, classics, and classical archaeology, offering new frameworks for understanding Pompeian wall paintings. Additionally, it incorporates digital humanities tools and approaches, which align with DEI principles of innovation and inclusivity.		We propose a digital publication, Pompeii's Artistic Landscape, to be built in Scalar and rooted in the data and tools of the Pompeii Artistic Landscape Project (PALP; http://palp.art). This publication will examine the long-held framework for understanding fresco art in the ancient city (and beyond), as well as offering a series of new observations in related case studies. This publication will have significance in the fields of art history, classics, and classical archaeology by offering new frameworks for understanding Pompeian wall paintings, a body of evidence that defines the study of Roman painting more broadly. Supporting these novel arguments will be new syntheses of the subject's history as well as a series of case studies on topics not previously addressed. This publication will also have significance in the field of digital humanities for our innovative use of Linked Open Data, computational approaches, and unique visualizations.	Dr. Eric Eagan Poehler

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	757	$45,000	This project explores the intersection of race, religion, and law in early 20th century Brazil, highlighting the social and legal consequences of urban healing practices.		This project extends literary studies to the growing fields of ethnic and diasporic studies within Latin American studies to propose a new history of race that accounts for the role of religion in early twentieth century Brazil. I combine the tools of literary analysis with historical, anthropological, and religious inquiry to show the logic of how urban practices of healing, spirituality, and fellowship came to be conflated with witchcraft and regarded as socially dangerous. The Brazilian Constitution of 1891 functionally separated church and state, but the Penal Code of 1890, and in particular, a set of articles aimed at protecting public health, created new categories of crime that included magic, charlatanism, and illegal medicine. This project uncovers the often forgotten history of the reemergence of witchcraft laws, nearly a century after the end of Portuguese colonial rule in Brazil, and charts their ongoing durability in Brazilian republican law and cultural production.	Prof. Ana Paulina Lee
Yes	758	$45,000	This project can relate to DEI as it emphasizes the recovery and recognition of Harriet Beecher Stowe's religious writings, which focus on women and female religious experience.		This project entails the preparation of a critical edition of Harriet Beecher Stowe’s religious writings for the Collected Writings of Harriet Beecher Stowe (Oxford University Press). Stowe is best remembered as the author of the bestselling anti-slavery novel Uncle Tom’s Cabin (1852), but throughout her life she also wrote extensively on religious topics, publishing about 150 works in periodicals as well as two books, Woman in Sacred History (1873) and Footsteps of the Master (1877). These writings ranked among Stowe’s most popular works, but they have been largely forgotten even by Stowe scholars. Stowe’s religious writings are especially important because of their sustained focus on women and female religious experience. This edition will recover some of the most influential American religious writings of the nineteenth century and will confirm Stowe's status as an early feminist exegete and theologian.	Dr. Claudia Stokes

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	759	$40,000	The biography explores the life and activism of Louise Michel, a French revolutionary who challenged social and political conventions, highlighting her contributions to women's activism and radical politics.		On January 22, 1905, Paris police stood on high alert, anticipating the social unrest they feared Louise Michel's funeral would spark. The renowned 19th-century French revolutionary was an incendiary legend during her life and the subject of mythmaking after her death. Michel remains largely unknown to American audiences, despite her international role in women's activism, debates around imperialism, and radical politics. Her life defied social and political conventions. An anarchist feminist orator and author, she rejected gender roles, lived with a woman, and contested hierarchies. My biography contextualizes her experiences, work, and reception through the geographies of her life. It investigates her ideological developments and contributions, her role in historical events, her gendered international reputation, and her complex, expansive afterlives. The work brings Michel to an anglophone audience, illuminating both her and our own contentious international political worlds.	Dr. Carolyn Jeanne Eichner
Yes	760	$40,000	Bohemia on the Breadline explores the intersection of art, activism, and historical inequities, highlighting the contributions of women artists and their impact on civil rights issues.		Bohemia on the Breadline tells a new story about art and activism during an exceptional moment of collective endeavour in the history of the United States. This is a narrative history about a network of women artists who were employed under FDR's economic recovery program, the New Deal. The book brings to light a history of feminist art that challenged institutional racism and structural inequalities, engaging with civil rights issues including equal pay, healthcare equity, fair housing, and anti-lynching legislation. The women's work began to disappear when the Works Progress Administration projects were dismantled, and tens of thousands of artworks were destroyed because the government could not afford the storage costs. Their history was further obscured by the ways that major national archives were constructed. Drawing from deep research, this book is the first to show how important these women are to art and social change in U.S. history.	Prof. Lauren Rebekah Arrington
Yes	761	$40,000	This project analyzes black political activism in the 1980s and 90s as a bridge between past and present movements, helping us understand African American history and our current context.		We must take to the streets again explores the burst of black activism that rose in opposition to the restructuring of the U.S. economy and conservative ascendance in U.S. politics of the late 1970s and 1980s. Focusing on ideas, language, symbols, activists, and organizations, this project presents the black political activism of the 1980s and 90s as a bridge between the mobilizations of the Black Power Movement in the 1960s and Black Lives Matter in the twenty-first century. It will thus help us understand not only a pivotal and understudied period in African American history, but our contentious present.	Prof. George Derek Musgrove

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	762	$30,000	History Moves focuses on community-based oral history and highlights the social impacts of training individuals as historians, emphasizing historical belonging and social health.		History Moves: Oral History, Historical Belonging and Social Wellbeing, is a digital book built in the Manifold Platform that draws upon a decade's work with History Moves, a community-based, participant-driven, born-digital oral history project that centers the by and with in public history. History Moves offers a critical interpretation of the social impacts of training community members to be oral historians and makers of collaborative public histories. It demonstrates that when people become historians of their own lives, as opposed to storytellers, they experience historical belonging and produce the conditions of social health.	Dr. Jennifer Brier
Yes	763	$30,000	This book project explores the intersection of race, music, and slavery, revealing how ideas about music and race were in flux during slavery. It demonstrates the complexities of racial dynamics in relation to music and the impact on enslaved musicians and white listeners.		Ambivalent Listening: Race, Music, and Slavery in the British Colonial Caribbean, 1750–1838 is a book project exploring the sound, pedagogy, and labor of enslaved musicians in the British colonial Caribbean and how their music was heard and understood by a variety of listeners. Drawing on archival work undertaken in five countries, I examine the lives of musicians who played their master's tunes, arguing that ideas about the relationship between music and race were in flux during slavery. I show that black musicians used European music as a tool to assert their intellectual and aesthetic capabilities, while simultaneously learning, adapting, and sometimes subverting the music of those who subjugated them. At the same time, white listeners mobilized their experiences with black listeners ambivalently, with some using ideas about black musicality to advocate for their humanity and freedom, and others to demonstrate "primitiveness" and to argue for the continuation of chattel slavery.	Dr. Maria Ryan
Yes	764	$30,000	NEH identified DEI involvement.		It is a long-standing truism that early English literature rarely addresses sexual difference or erotic life and is instead obsessed with chronicling blood feuds, heroic battle-quests, and inter-familial strife. My project examines the lexical and thematic intersections between warfare and sexual difference within literary, historical, and religious writings produced in England between approximately 700-1100 AD and thus provides a new conceptual framework for understanding long-occluded questions of gender and sexuality within early medieval studies. By exploring a range of Old English and Anglo-Latin texts and traditions, from medical treatises, histories, and homilies, to heroic poems, riddles, and folk charms, _The Militancy of Gender_ reveals the myriad forms of expression that affective relations and gender iterations may take; and offers a unique historical perspective on how cultural obsessions with warfare and vengeance-driven violence shape social understandings of difference.	Dr. Stacy S. Klein

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	765	$30,000	This project investigates patterns of representation over time at Congressional hearings, focusing on diverse groups, which aligns with DEI goals.		This project asks who has had the ear of the national legislature as it has deliberated on laws to govern our common public life---who gets to speak to the state, and who does the state listen to? It investigates patterns in representation at Congressional hearings over the past century and a half. It creates a computational analysis of the metadata and full text of Congressional hearings, focusing on three case studies: labor vs. business, women's groups before and after suffrage, and groups lobbying on various sides of environmental issues. The goal is to understand how different groups have been represented at hearings and what we can glean from the data about when and why they gained or lost representation, how broad or comprehensive their representation was in relation to relevant comparison groups, and what was distinctive about the way they spoke about their concerns. In addition, the project aims to produce a comprehensive data set of hearings for the free use of researchers.	University of Colorado, Boulder
Yes	766	$30,000	This project aims to address issues of identity disconnection and promote a sense of ownership and pride in Native identities, which aligns with DEI goals.		Tribal identity encompasses the ways of being and knowing of a particular tribe, which research has shown is key to holistic well-being and improved academic performance. However, because issues of identity disconnection are often rooted in trauma and shrouded in silence, connection can be difficult. This project, which will culminate in a book, uses methods of Indigenous storytelling aimed at breaking that silence to provide opportunities for exploration and reconnection. Told through an autobiographical series of stories demonstrating my journey through disconnection and reconnection, the book examines my experiences navigating the isolation and feelings of inferiority often imposed by outsiders. This project has important potential to create community and relationship, so that those who experience disconnection may cultivate a feeling of ownership and pride in their identities as Native people. It is intended to be of use to those in both academic and public settings.	Dr. Vicki Lee Besaw

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	767	$30,000	NEH identified DEI involvement.		Racial disparities in sentencing are a feature of the U.S. criminal justice system. How, when law claims to be race neutral, is Blackness consistently and unduly penalized? This project answers these questions through an ethnography of sentencing practices in sexual assault cases, excavating the way that anti-Black sensibilities are cultivated in Milwaukee's courts. Focusing on sexual assault sentencing hearings, I work through the ways that these hearings become the medium for deep inscriptions of anti-Black racism focused on the establishing the inadequacy of Black care and kinship. I demonstrate that sentencing arguments ultimately sustain racial hierarchies of the human based on the evaluation and condemnation of racialized forms of social life. These anti-Black tropes encapsulate the social worlds of victims and perpetrators, allowing constrained opportunities to attest to the rehabilitative potential of Black social life, and subtly articulate Black freedom practices.	Dr. Sameena Mulla
Yes	768	$6,000	This project examines the global impact of the American automobile industry and its interactions with governments, labor regulations, and trade, revealing narratives of global expansion and corporate imperialism.		Building on and complicating histories of deindustrialization centered in U.S. cities, The American Automobile Industry in the Global South since 1960 asks: how does the history of late 20th century U.S. automobile manufacturing and the rise of "post-industrialism" change when we shift the focus from the (American) Rustbelt to the global Sunbelt? Rather than cities like Detroit—home of the "Big Three" automakers: General Motors, Ford, and Chrysler—this project centers U.S. auto-manufacturing in Kenya, Ecuador, the Philippines, and other sites across the global South since 1960. Moving from a local to a global frame, it investigates U.S. auto-manufacturers' dealings with local and national governments around tax benefits for foreign investors, trade and labor regulations, and international licensing agreements. In doing so, it reveals narratives of global expansion and U.S. corporate imperialism occurring alongside, and, at times ameliorating, industrial decline.	Dr. Jessica Ann Levy

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	769	$6,000	The migrant farmworker project examines race, labor, and citizenship in Italy.		This project explores the pivotal role that migrant farmworkers play in shaping notions of belonging, focusing on the Italian case. Today's mostly foreign farmworkers work in environments shaped by legal and social precarity, organized crime, and climate change. Bridging migration studies, transnational Italian studies, and the environmental humanities, this project posits today's farmworkers (braccianti) as fitting within a longer history in which, since Italy's 1861 Unification, the labor and movements of braccianti have played a crucial role in the "making of Italy." Through colonial archival materials, autobiographical writing, and interviews I will conduct with migrants and farming co-op members in Sicily, I aim to elaborate how the "bracciante" is a critical figure for understanding how citizenship, race, and notions of the refugee are constructed through shifting relationships to land. I seek an NEH Summer Stipend to conduct archival and ethnographic research for this monograph.	Dr. Eleanor Paynter
Yes	770	$6,000	The project investigates the global failure of prevention efforts regarding diabetes, which relates to concerns about health equity and access to healthcare.		The project investigates the global failure of prevention efforts to stem the tide of diabetes and related disorders in the Pacific Islands. To do this, the project tracks the emergence of prevention as a global health paradigm in the second half of the twentieth-century through archival research with global health agencies while weaving together ethnography about diabetic complications like lower limb amputation in Samoa. The book takes an interdisciplinary approach to question the limits of a prevention-only approach--that of, eat less, exercise more--to the global rise of diabetes. It will broaden our knowledge of the central role of the Pacific Islands in shaping now hegemonic prevention paradigms while providing a critical lens from which to interpret a this highly influential concept in popular culture and clinical medicine around the world.	Dr. Jessica Anne Hardin
Yes	771	$6,000	NEH identified DEI involvement.		The purpose of this project is to explore the impact English enslavement of Indigenous peoples had on Pequot, Narragansett, Nipmuc, and Wampanoag families, especially women and children, in the seventeenth-century northeast during the Pequot and King Philip's wars. English colonists killed or enslaved thousands of Indigenous peoples. English enslavement led to the destruction of Indigenous families, who were captured, separated, killed, or sold into slavery or indentured servitude. Warfare enabled English colonists to benefit twice over by both exploiting Indigenous labor while facilitating an English land grab. That part of the story is well known: the devastating consequences for Indigenous families who were destroyed or separated less so. This project examines the consequences of war regarding family separation, which had immediate and generational ramifications.	Dr. Joanne Marie Jahnke-Wegner

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	772	$6,000	This project explores the roles of digital technology and misinformation in shaping encounters and ideas about anti-Blackness in India.		This project draws on an unwieldy archive of ethnography, newspaper reports, digital content (memes, posts, whatsapp forwards), as well as gossip and rumors to examine how screens (phones, computers, cameras, and film) mediate the connections and separations between African migrants and their Indian hosts. Through image and film analysis as well as ethnographic methods like interviews and participant observation, I detail the mobilization of digital technology in shaping encounters between Africans and Indians as well as producing ideas around anti(Blackness) in India. By emphasizing the work that digital technologies perform in producing ideas about Blackness and anti-Blackness in India, I explore the connections between digital technologies (and their attendant regimes of misinformation) and key humanistic questions around misrecognition, difference, and how technology aids in racism's work of renegotiating who counts as human and who does not.	Dr. Brian Andrew Horton
Yes	773	$6,000	NEH identified DEI involvement.		This project examines the physical movements part of protests, performances, and political theater at the 1992 United Nations Conference on Environment and Development in Rio de Janeiro, Brazil. Some 50,000 people from 178 countries attended the conference and parallel Global Forum for non-governmental organizations and citizens. The event marked a culmination of the Brazilian environmental movement, which built upon generations of Indigenous, Black, rural, and female Brazilians using their bodies to protect land. Their tactics were on display during the 1992 conference, which was the first international environmental conference fully captured by the global media—signaling a turning point in environmentalist histories. Even though Rio was the center of global consciousness for just two weeks, Brazilian activists left a lasting imprint. Focusing on these impactful performances rethinks histories of global environmental justice struggles with bodies and Brazil at the center.	Dr. Elizabeth B Schwall

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	774	$6,000	This project examines the influence of religious dissent on scientific thinking, particularly regarding the role of women and their impact on culture.		I investigate the relationship between religious dissent and science in 18th/19th-century Britain, exploring the role of dissenting academy tutors, women associated with the academies, and their atheist colleagues. The writing produced by these figures shaped scientific thinking in the Romantic period as their discoveries destabilized biblical foundations of knowledge. Investigating private and public writing by these figures, I interrogate the effect of religious and political investments on scientific knowledge production, particularly religious enthusiasm, which authorized women's knowledge and potentially affected scientific objectivity. Women writers are especially important to this study because they influenced culture through children's literature, education treatises, poetry, and other genres. This project contextualizes the development of scientific standards, examines religion's influence on science, and counters misconceptions about women's participation in public discourse.	Prof. Lisa Ann Robertson
Yes	775	--	Examines colonial history, gender roles, and control over Filipina women.		My project looks at US-Philippines colonial and post-colonial history from the 1930's to the 1970's, examining how the American colonial state, the independent Philippine Government, and Filipinas themselves carefully curated ideas of respectable Filipina wives and mothers as a way to advance a myriad of geo-political goals and socio-economic goals. I use the idea of "mothering" as a theoretical framework to tie together a narrative wherein control over women and the production of respectable mothers had always been at the center of the US-Philippines colonial relationship, and continued to be in the aftermath of independence. Indeed, the "mothering" (think "othering") of women - the rhetorical defining and physical control over women's bodies - was integral to the processes of decolonization in the Pacific, and to "winning" the Cold War.	Dr. Marie Therese Winkelmann

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	776	--	Documenting and preserving endangered languages like Wamesa contributes to linguistic diversity and understanding human history and migration.		Wamesa (ISO language code [wad], often called Wandamen), is an endangered Austronesian language of West Papua, Indonesia with approximately 8,000 native speakers. Wamesa is one of the largest languages of Papua, but no reference grammar of the language yet exists. This means that, though several of its structures have important theoretical ramifications, Wamesa does not inform our linguistic theories. The proposed project will rectify this gap by producing a full reference grammar of Wamesa and expanding the existing digital dictionary, for the use of the Wamesa community and scholars alike. Understanding Wamesa grammar will help us to better grasp the full breadth of diversity of human language and be useful for the study of language contact and human history and migration in the area. The field data generated by this process will be archived at PARADISEC and at the Center for Endangered Languages Documentation at the Universitas Negeri Papua.	Dr. Emily Anne Gasser Zucker
Yes	777	--	This book project examines how police use of AI technologies can perpetuate racial discrimination and increase citizen surveillance.		This book project is a critical examination of how American police and law enforcement agencies are rapidly adopting AI-enabled technologies such as predictive policing programs, facial recognition software, acoustic gunshot detection systems, and automated license plate readers. The main argument is that these new digital platforms frequently fail to work as advertised because police tech startup companies are often organized to meet the financial needs of venture capital, rather than to improve public safety. The book, written in an accessible narrative style, demonstrates how the technologies are frequently developed, marketed, and deployed not to make cities and neighborhoods safer, but to inflate the monetary value of the startup firms that produce them. It explores the social and ethical implications of these innovative law enforcement tools, and discusses how they have rapidly increased citizen surveillance and reinforced patterns of racial discrimination.	Dr. Roberto J. González
Yes	778	--	NEH identified DEI involvement.		“Days of Futures Past” examines film, graphic novels, short stories, visual art, and literary novels created by Latinx authors and artists with roots in Mexican, Caribbean, and South American diaspora communities in the US. The project explores this archive to interrogate multiple aspects of futurity, including the futures of race and racialization, environmental futures, and decolonial futures.	Dr. David J. Vazquez

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	779	--	"Africa Fever" explores the historical and conceptual impact of sub-Saharan architecture on Euro-American design, connecting cultures and offering a reevaluation of participatory and community design history. (209 characters)		I seek NEH funds to complete the book “Africa Fever” which examines the key role played by sub-Saharan architecture in the historical and conceptual refashioning of Euro-American design. Focusing on the 1953–1963 period, and case studies in Ghana, Nigeria, Cameroon, Mali, Mozambique, South Africa, and their counterparts in Euro-America, “Africa Fever” connects postwar reconstruction and the rising interest in sub-Saharan architecture among architects. After the devastation of World War II, several designers promoted the study of indigenous Africa as a means of transcending the modernist dogmas that had guided prewar design. They admired rural African settlements and houses, such as the Mousgoum architecture of Cameroon, for their social cohesiveness, communal character, and ecological qualities. “Africa Fever” unpacks cross-cultural connections, redistributes agency between regions, and offers a key reevaluation of a period crucial to the history of participatory and community design.	Dr. Elisa Dainese
Yes	780	--	NEH identified DEI involvement.		“Lynching Plots: African American Literature and Anti-Lynching Activism, 1835-1935” examines representations of, and responses to, anti-Black lynching and mob violence in literary, legal, and cultural texts from the antebellum era through the Great Depression. A law-and-literature study, it puts a range of literary works in dialogue with slave codes, abolitionist tracts and journalism, legal cases, Supreme Court decisions, legislative bills and proposals, courtroom arguments in criminal trials, and congressional debate and testimonials concerning acts of lynching and racially motivated mob violence from the 1830s (and earlier) through the mid1930s. “Lynching Plots” also challenges the standard periodization for studies in the field by locating and critiquing an emergent anti-Black legitimation discourse and narrative in the 1830s, thereby redefining the boundaries and terms through which scholars have theorized mob violence against African Americans.	Dr. John Cyril Barton PhD

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	781	--	NEH identified DEI involvement.		In the 19th century, a new insult emerged in popular American discourse: “sellout.” Over the next hundred years, this insult spread into fields ranging from politics to the arts, from sports to the struggle for civil rights—and beyond. My book project, “Sellouts! The Story of an American Insult” represents the first scholarly effort to explain the origin of this now-familiar term, describing when and why “selling out” came to be such a pervasive fear in the American imagination. “Selling out,” I argue, is a form of rhetorical policing, a way communities identify a transgression of perceived norms by someone who appears to be prioritizing personal gain over shared values. In my book, I do not attempt to adjudicate these debates, but instead examine the values each community believed to have been betrayed by its iconic “sellouts.” The sellout has been one of the central moral villains in modern American life.	Dr. Ian Afflerbach
Yes	782	--	The Malayalee identity study analyzes linguistic and cultural identity formation in the South Asian diaspora.		Malayalees are one of the more recently arrived immigrant populations to the U.S. and part of the larger South Asian diaspora. "Constructing Ethnic Identity in the Diaspora: The Malayalee Community in the United States" examines the intergenerational process of the construction of ethnic identity as “hyphenated” Americans, focusing on two aspects of culture that are especially evocative indexes of ethnic identity: language and food. As Malayalees become hyphenated Americans, how is this constructed in their linguistic and cultural practices, and how do they narrate these choices? The study will contribute to the linguistic description of the South Asian-American repertoire, provide insight into the progression from a multilingual repertoire to an ethnolinguistic repertoire, and, by focusing on two distinct indexes of ethnic and diasporic identity, provide a textured analysis of the construction of ethnic identity in the South Asian diaspora.	Maya Ravindranath Abtahian PhD

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	783	--	This research examines how powerful corporations shape regulation and impact local actors, uncovering dynamics of power and voice in the food system.		A handful of firms control our food system. Food scholars agree that this concentration of power poses problems for democracy, yet few study these companies and the mechanisms that have made them untouchable. My research analyzes how these firms negotiate with the state to shape regulation and asks when the law provides opportunities for change. I conduct case studies of corn seed and meatpacking industries, two of the food system's most powerful sectors. In each case, I examine how firms' relationship to the state and their place-specific strategies empower or disempower local actors. Through multi-sited ethnographic research, "The Captured State" reveals how powerful corporations co-produce business-friendly regulations, create a controllable workforce, and resist community efforts to protect seed sovereignty, environmental safety, and labor rights. These cases offer an engaging story about unequal power in our food system, how it is regulated, and who has voice in this process.	Dr. Annabel Ipsen
Yes	784	--	The American Center of Research supports scholarly research and publication in the humanities regarding Jordan and the Middle East, which can contribute to diversity, equity, and inclusion in academic perspectives.		Founded in 1968 to facilitate work in and the study of Jordan and the Middle East by American scholars, the American Center of Research ("ACOR") runs thriving fellowship programs for scholars at all stages of their careers. During the past 56 years, we have awarded more than 1,100 fellowships, with 22 opportunities available in 2024–2025. Through the ongoing support of NEH's Fellowship Programs at Independent Research Institutions, ACOR is able to support significant scholarly research and publication in the humanities regarding Jordan and the Middle East. ACOR requests a three-year grant to award fourteen person-months of fellowship per year.	American Center of Research
Yes	785	--	NEH identified DEI involvement.		My proposed book project, "Kant, Race, and Revolution," assesses the resources in Kant's political philosophy for responding to radical anti-racist, feminist, and decolonial challenges. It locates such challenges as critical features of the emerging concept of intersectional liberalism, making the case that liberal theories of justice must be accountable to intersectional challenges that expose their patterns of oppression, injustice, and erasure. It asserts the critical role of social movements in recharging democratic deliberation and legitimacy, arguing that the resilience of political systems depends on their capacities for responsiveness to the challenges offered by alternate and excluded political ideas. Scholarship on Kant and race continues to gain importance in the field. My innovative approach offers new methods for scholars working on questions of liberalism, intersectionality, and social movements.	Jordan Pascoe

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	786	--	"Diasporic Longing" explores migration, displacement, and diasporic identity through music and family history.		Diasporic Longing is a chronicle of belonging and displacement, pedagogy and practice, and music from Asia to Europe. Tracking the struggles of a family to find a home beyond China in the decades after 1949, the project focuses on two generations of my extended family, which is also the family of Yo-Yo Ma, the cellist. With "Diasporic Longing," I will write a narrative nonfictional study of the Ma family's multiple migrations and musical formations in the twentieth century, bringing illumination to historical figures who, unlike Yo-Yo, tend to go unacknowledged by media journalists. Weaving together biography, ethnography, fragments of poetry, as well as art and music criticism, the book will present finely-tuned explorations of wartime migration and the familial dispersal brought on by upheaval in the 20th century world. Told through the Mas, the book will offer a portrait of musicianship that opens up meanings of diaspora across Taiwan, China, Paris, and New York City.	Dr. Jennifer Dorothy Lee PhD
Yes	787	--	This description highlights how the plastics industry influenced municipal government officials to favor plastics, impacting waste management and infrastructure codes.		How the City Became Plastic uncovers the emergence of a coalition of plastics industry operatives that pop up in cities all across the country to convince, cajole, or force municipal government officials to overhaul building codes, infrastructure codes, and solid waste programs, to the advantage of plastics. In the decades between 1950 to 1980, municipal code updates opened the flood gates for new plastic products in buildings and infrastructure, amid simultaneous failed efforts to reduce the torrent of consumer plastics entering the municipal waste stream. Drawing on evidence from New York City, Los Angeles, Cleveland, Pittsburgh, and other American cities, as well as industry and national media, How the City Became Plastic demonstrates how shifting power dynamics, smooth salesmanship, and legal strong-arming produced cities, and a whole world, inundated with plastic.	Dr. Lily Baum Pollans
Yes	788	--	This project explores ancient syllabic writing systems, which can contribute to understanding the evolution of human literacy.		This project explores early syllabic writing systems, specifically the Cypriot, Linear B, and Paleo-Hispanic scripts, which use symbols to represent syllables rather than individual letters. While modern orthographic theories have been extensively applied to languages like English and Dutch, they remain underexplored in ancient scripts. The work will result in two key outputs: a journal article and a publicly available, linguistically annotated dataset of these scripts. The project aims to bridge the gap between modern and ancient writing systems, offering fresh insights into the evolution of human literacy.	Dr. Nikita Bezrukov

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	789	--	NEH identified DEI involvement.		No work of American literature is at once as iconic and as controversial as The Adventures of Huckleberry Finn. Once a mainstay of high school curricula, the novel has fallen out of favor among teachers who see its frequent use of the n-word as inappropriate for the classroom. But others believe that this book—"radioactive" as it may be—can still play a role in uniting American society via a shared literary canon. My Adventures With Huckleberry Finn chronicles my investigation of these issues via a journey through America with Mark Twain as my guide. I examine the book with my own students, visit classrooms and talk to teachers and students around the country, and check out places important in Twain's life to see the different ways his image is presented. Along the way, I come to understand that Huck Finn remains relevant not for its approach to racial equality, but for its challenge to authority and embrace of independent thinking—a message we still need to hear today.	Ms. Ruth Franklin
Yes	790	--	This project highlights the overlooked graphic narratives by Jewish women survivors, revealing diverse, gendered ways of experiencing and representing the Holocaust.		After the Holocaust, decades before Art Spiegelman's Maus, scores of survivors created graphic narratives of their individual and collective histories under Nazi persecution. This project introduces ten Jewish Polish, Hungarian, and German women "first responders" who turned to graphic storytelling to "collect and record" their Holocaust experiences. Lacking photographs of what they witnessed and endured, they sought to counter perpetrator and liberator sources and represent their own histories of Jewish suffering. Despite their significance, these graphic narratives by women about women have been overlooked by art history and Holocaust studies. This manuscript writes the first history of survivor artistic initiatives and institutions between 1944-49, revealing how the Holocaust and the "return to life" was experienced, remembered, and represented in diverse, gendered ways and radically transforming how we understand the role and reach of art in the immediate postwar period.	Dr. Rachel Eve Perry
Yes	791	--	The book explores Mexican American engagements and influences in country music, which relates to the topic of DEI in the music industry.		Border Country: Mexico, America, and Country Music is a book I am researching and writing about Mexican American engagements and influences in country music. I plan to complete the manuscript and submit it for publication by June 1, 2026.	Dr. Nadine Hubbs

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	792	--	The translation project highlights the forgotten experiences of a South Asian domestic servant, connecting to DEI goals of inclusivity and representation.		The project will produce an English-language annotated translation of the investigation and trial records of Catou's suspected abortion. The resulting publication, "The Trial of Catou: Prosecuting Abortion in Eighteenth-Century French India," will draw out the ways that colonial courts—in their quest for justice—recorded the ins-and-outs of the lives usually forgotten by imperial archives. As a South Asian born domestic servant, Catou's story and the various aspects of her life documented in these legal documents are an exemplar of this kind of forgotten experiences of empire.	Dr. Jakob Burnham
Yes	793	--	NEH identified DEI involvement.		Based on extensive archival research in presidential libraries, the National Archives, and the Library of Congress, this book examines the seven most serious failed presidential assassination attempts in the 20th-century United States, revealing their immediate impacts, their long-term effects on the nation, and the patterns of political violence that so often mar the nation.	Prof. Matthew Dallek
Yes	794	--	"Revealed in the Wound" examines gun violence through survivors' experiences, addressing social justice issues.		This project request is for completion of research and writing of an initial chapter for a new book project titled "Revealed in the Wound: A Social Ballistics of America's Gun Crisis." The project, conceived as public-facing production, addresses gun violence in the U.S. through the perspective of the wound, addressing the experience of gunshot survivors and physicians and surgeons who treat them. The work weaves ethnographic, literary, artistic, and historical materials to address an often-concealed facet of America's gun crisis.	Jason C Pribilsky
Yes	795	--	This book project relates to DEI by examining the cultural impacts and knowledge about natural disasters, including seismic activity, in multiple regions and time periods.		My book project, Seismic Sounds, recovers an early modern interpretation of earthquakes as sonic events, focusing specifically on the far-reaching cultural impacts of seismic activity in eighteenth-century Lima, Lisbon, Boston, and Santiago de Guatemala. At its broadest, this book is a transatlantic history of auditory experiences and acoustic knowledge about natural disasters in an era well before the invention of playback sound technologies. Drawing on both musical works and archival documentation, this book has two aims. The first is to demonstrate how eighteenth-century music both marked and was marked by natural events. My second aim is to trace how accounts of earthquakes and their noise, often interpreted through music theory and the field of acoustics, influenced emerging theories on the natural and divine causes of seismic activity.	Dr. Diane Oliva

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	796	--	This research explores the impact of Roman imperial legislation on the development of early Christian families, adding to the understanding of diversity in early Christian family frameworks.		Just prior to the emergence of early Christianity, Roman Emperor Augustus instituted a number of laws that required Roman citizens to marry and procreate and restricted options for marriage for previously enslaved persons. Early Christians created their families in the wake of this legislation. Using census data, inscriptions, legal texts, and archaeological data, the project considers the impact that Roman imperial legislation had on the development of early Christian families. This research will add a necessary component to my larger book project—"Early Christian Families"—which demonstrates that early Christians embraced a diversity of frameworks for family.	Dr. Christy Cobb
Yes	797	--	The research examines the role of American Jewish organizations in funding emigration and resettlement of Jews from Arab lands, highlighting DEI implications.		The Other Part of Us will examine the broader American Jewish encounter with Jews of the Middle East and North Africa (MENA) from the 1940s through the 1970s. While much has been written on the MENA Jewish or "Mizrahi" experience in Israel, few scholars have examined the crucial role that American Jewish organizations played in funding the mass emigration of these Jews from Arab lands and their resettlement in Israel. This research will not only explore the practical role that these largely Ashkenazi American Jews played in this migration but will also interrogate the ideologies underpinning American Jewish assumptions about MENA Jews, including widespread rhetoric about emigration as a form of rescue within the post-Holocaust context. Using archival sources based in New York, Cincinnati, Israel, and elsewhere, it will present an array of Jewish perspectives on these events ranging from Zionist to non-Zionist to anti-Zionist.	Dr. Geoffrey Phillip Levin
Yes	798	--	NEH identified DEI involvement.		I propose to conduct research on a pivotal theme of a larger book project exploring how mid-twentieth-century Vietnamese women transformed themselves—and gender norms—in response to warfare and anti-colonialist sentiment. This will be the first study of its kind, blending Asian Studies with critical race, gender, and cultural studies, informed by imperialism and transnationalism. As an early career female historian fluent in Vietnamese, I am uniquely positioned to carry out such a project based on my training, professional background, language capabilities, and research interests.	Dr. Nguyet Nguyen

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	799	--	NEH identified DEI involvement.		My book “A Cup of Ambition: Women at Work in 1980s and 1990s Broad Comedies” explores how mainstream American film represented and negotiated women’s paid labor in the wake of second-wave feminism. Through analysis of the production and reception of ten films from this era (including Nine to Five, Baby Boom, The Associate, Feds, and Mr. Mom), I show how they offered the pleasures of body comedy, role swapping, and individual stories of white women succeeding in the face of institutional racism and sexism to audiences grappling with changing gender politics and workplace norms. These films drew strategically on media representations of 1970s feminism that suggested women’s careerism was its worthiest goal. The book contributes to labor studies, feminist scholarship, and media studies by showing how the anxieties and contradictions surrounding gender and work in these films continue to animate the problems of workplace cultures and work-life balance today.	Dr. Maureen E Ryan
Yes	800	--	NEH identified DEI involvement.		My project tells the long-neglected history of the Wrights, a four-generation family of Black physicians, who, against tremendous odds, changed the development of medicine and African Americans’ opportunities within it from the 1870s through the 1980s. Their remarkable family history alone deserves further study, but their story also provides a new lens for understanding the experiences of Black Americans in medicine for the past 150 years. Additionally, the Wrights’ story also addresses one of the most pressing issues facing our country today: how to advance equity in healthcare for all Americans.	Dr. Margaret Vigil-Fowler
Yes	801	--	NEH identified DEI involvement.		Since the late 1980s, Latin American governments have recognized over 200 million hectares of land as the collective property of Black and Indigenous peoples. My book project, "Territory as Freedom: Building an Afro-Indigenous Future in Nicaragua," is an ethnography of the moment after state recognition of territorial rights. Rooted in collaborative research with Indigenous Rama and Black Kriol communities, "Territory as Freedom" analyzes post-recognition dispossession, Rama-Kriol strategies for building a future in their territory, and the stakes of Rama-Kriol struggles. The book modifies theories of settler colonialism and imperialism, contextualizes Black and Indigenous resistance in Latin America, and advances methods for research in divided communities. This Summer Stipend would support the analysis of 82 oral history interviews and the completion of two book chapters that situate the oral histories as theoretical interventions on territory, freedom, race, nation, gender, and class.	Dr. Joshua Lee Mayer

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	802	--	NEH identified DEI involvement.		Digital media in China have emerged as a complex ecosystem where state ideology, market forces, and individual expression intersect and compete, continuously reshaping gender norms and sexual morality. This project explores this dynamic digital landscape, tracing the evolution of gender and sexual politics in Chinese online spaces from the 1990s, with a particular focus on the Xi Jinping era (2012-present). Central to this research is the Chinese Dream, Xi's vision for national rejuvenation, which I argue has become a powerful tool for cultural-moral governance in the digital sphere. However, China’s digital realm is not a monolithic space of state control, but a “schizophrenic” public where state-sanctioned norms uneasily coexist with dissenting voices and subversive subcultures. While the government uses digital platforms to reinforce traditional gender roles, these efforts often clash and negotiate with market-driven desires and neoliberal feminism the same digital space.	Dr. Jun Lei
Yes	803	--	NEH identified DEI involvement.		This project is a transition from my dissertation project into a book manuscript. I transitioned three of my six dissertation chapters into this book project. I have expanded the theoretical analysis to include women’s relationships with social constructs (beauty, Blackness, and Family) as a paradox. This is different from my dissertation which focused on theoretical framing using urban sociology and race scholarship. I added a chapter on the CROWN Act and Black placemaking as well. I received the Princeton University Press Supportive Diverse Voices Book Proposal Development Grant in 2021. This grant provided me with writing coaching and meetings with a press editor to help shape my proposal. PUP will have first right of refusal on my proposal in exchange. I have additionally been contacted by Rutgers University Press and Oxford University Press who are also interested in the project and would a fitting home.	Dr. Nicole Dezrea Jenkins
Yes	804	--	NEH identified DEI involvement.		Inspired by the pressing contemporary issues of climate change and global urbanization, this project examines how summer weather shaped New Yorkers’ lives at the turn of the twentieth century. In this pre-climate control era, New Yorkers lived far more attuned—and exposed— to their city’s climate. This history will reveal the structural nature of urban climate equity gaps. I will show how urbanization came to exacerbate summer temperatures in New York through the urban heat island effect. Taking a social-environmental approach, I ground century-spanning history of climate change in the localized climate inequalities of individual neighborhoods.	Dr. Kara Murphy Schlichting

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	805	--	This project examines identity maintenance across generations and transnational movement, shedding light on communal boundaries beyond religious difference.		This project, inspired by my experience growing up in a Mexican immigrant family, examines identity and the maintenance of ties across generations and transnational movement in the sixteenth century. Drawing on notarial and inquisition records, litigation to prove nobility and purity of blood, literary narratives, and funerary monuments, my book shows how Genoese families maintained ties to their homeland and compatriots, retaining a Genoese communal identity alongside their integration into Iberian communities. This changed by the end of the sixteenth century as a result of Iberian anxieties around identities that did not appear singular. Many renounced or dissimulated any ties to Genoa or their consulate, drawing the inquisitorial eye toward Castilian relatives and obscuring their Genoese past. This case thus shows how anxieties permeating the sixteenth century had an impact on defining communal boundaries beyond religious difference, often the focus of scholarly attention.	Dr. Richard Paul Ibarra
Yes	806	--	This project relates to DEI by examining the histories, representation, and the problem of colonialism in the executions of Indigenous people.		This project entails a study of two major public executions of Indigenous people in Canada and the United States in the nineteenth century: the 1885 Battleford and 1862 Mankato hangings. Its objectives are three-fold. First, the project seeks to provide an account of the executions themselves from a novel multidisciplinary and comparative perspective. Second, the project will analyze the histories of their respective reception and representation from the nineteenth century to the present, employing this as an index of varying interest and investment in the problem of colonialism. Third, the project aims to use this investigation to theorize problems of 'violence and method' in the humanities and social sciences more generally.	Dr. Robert B. Nichols
Yes	807	--	By integrating the story of Mamadou Alioune Kane, it explores the African immigrant experience in France, which is a relevant topic in DEI discussions.		I propose to write a biography of Mamadou Alioune Kane, a Senegalese man who took on various identities as a migrant to France in the 1920s, 1930s, and 1940s. His treason trial in 1945 drew international attention. “A Magnificent Fraud” integrates his story into the history of France while providing an innovative take on the African immigrant experience in France.	Dr. Kathleen Ann Keller

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	808	--	This research explores the enduring impacts of Cold War violence and examines how people negotiate truths offered by science, the state, and their kin. It sheds light on societal and intergenerational responses, which are key themes in DEI.		"Nuclear Stories from America's 'Atomic Heartland'" is a cultural excavation of memories of radiation poisoning in a 1950s South Dakota farming town. The research uses a novel integration of ethnography and soil core analysis to examine how stories of nuclear fallout have shaped community life across generations and how people respond to new research that revisits these stories. The innovative force of the research is to examine the evidence in cultural memories alongside the evidence in material samples, shedding light on how people negotiate the often-conflicting truth(s) offered by science, the state, and their kin. The research works with local participants to produce a serialized audio documentary that will serve as a channel for the co-creation of knowledge and a valuable public archive. The project provides a rich ethnographic account of the enduring impacts of Cold War violence in America's atomic heartland, while also unearthing pathways for repair and healing.	Oregon State University
Yes	809	--	NEH identified DEI involvement.		This book unites historical snapshots of caretaking practices with reflections on my experience as a family caregiver in order to uncover models of care that move beyond the nuclear family. In 2016, my husband, Ady Barkan, was diagnosed with the neurodegenerative disorder ALS. He was almost completely paralyzed and relied on a team of caregivers before his death in 2023. The transformation of our everyday life prompted an intellectual journey, leading me to seek out examples of caregiving—historically and in the present moment—that countered the myth of the traditional nuclear family. From indigenous California to eighteenth-century Britain to contemporary communes, I explore illustrations of care that stretch ideas of family or reject them altogether, offering possibilities that readers can emulate in their own lives. This book combines my personal experience with my scholarly expertise to offer both individual and political solutions to the crisis of caregiving we currently face.	Dr. Rachael Scarborough King

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	810	--	"Unearthing Afro-Crucian Histories" explores the historical experiences of legally free African and Afro-Caribbean people in St. Croix, addressing issues of displacement, erasure, and impact on cultural identity.		The Materiality of Freedom: Unearthing Afro-Crucian Histories aims to unearth the materiality of everyday life in the historic Free Gut communities of St. Croix, USVI, where legally free African and Afro-Caribbean people flourished from slavery through freedom (1743-1917). Inhabitants in Free Gut laid the groundwork for the resilient, self-sustained societies that characterized St. Croix's past and played a crucial role in developing what became the Danish West Indies and the US Virgin Islands. Through archaeological excavations at East St. 18 B Christiansted, in Free Gut, along with community mapping and oral histories from descendant community members, this project explores the understudied history of Free Gut during the 18th and 19th centuries, while addressing how displacement, climate change, and the erasure of Afro-Crucian histories at public heritage sites on the island impact cultural identity and sense of belonging among present-day Free Gut descendant community members.	Leland Stanford Junior University
Yes	811	--	NEH identified DEI involvement.		“The Unreckoned” details the case of nine black women who were killed between 2003 and 2004 in the city of Peoria, Illinois, the author's hometown. It uses this case to open out to other serial murder cases where black women have been the sole or primary victims, particularly within the industrial Midwest.	Terrion L. Williamson
Yes	812	--	The book explores the relationship between rivers, violence, and healing in Colombia, highlighting the centrality of rivers in discussions around ecological costs and the limits of legal discourse. It examines non-human personhood and advocates for more harmonious environmental futures. This aligns with DEI principles.		I seek an NEH Award for Faculty at Hispanic Serving Institutions for my book manuscript, The Nature of Conflict: Rivers, Violence, and Healing in Colombia after the Peace Accords. The book examines the centrality of rivers to discussions on the ecological costs of the fifty-two-year period preceding the 2016 Peace Accords between the Colombian state and the Revolutionary Armed Forces of Colombia from a literary/cultural studies perspective. In a transitional justice context in which Colombian rivers have been granted rights as victims of the armed conflict, I consider the limits of legal discourse for understanding non-human personhood by examining work by writers, filmmakers, and artists who create with rivers to communicate fluvial perspectives against the current of anthropocentric thinking. The book thus places the environmental humanities in dialogue with legal studies to argue that both fields work together to enact ecological praxis toward more harmonious environmental futures.	Dr. Amanda M. Smith

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	813	--	Explores colonial legacies, resource exploitation, and Indigenous philosophies.		This book explores the "white gold" rush for lithium, critical for global AI infrastructure and the green transition. It presents the Atacama Desert as a microcosm of the complex webs of interconnection that define our modern world. By examining themes of resource exploitation, ecological exhaustion, and colonial legacies, it illustrates how the global demand for lithium reflects broader environmental and social issues. The book also explores philosophies like "Buen Vivir" which emphasize collective social and planetary responsibility, challenging readers to rethink progress in an increasingly complex, interconnected, and tech-driven world.	Dr. Alexa Hagerty
Yes	814	--	this proposal relates to DEI as it aims to amplify the voice and experiences of Suzan Shown Harjo, an activist, promoting diversity, equity, and inclusion.		We propose a collaboration with Suzan Shown Harjo to create a detailed oral history (recordings and proposed book) of her life with a focus upon her years of activism. We propose this 12- month project to begin in February 2025.	Trustees of the University of Pennsylvania
Yes	815	--	Chronicles human zoos, racism, and colonial legacies.		The Human Zoo: Colonial Upheaval, Human Spectacle, and the Birth of Modern Anthropology chronicles the rise of so-called human zoos around the turn of the 20th century, a form of entertainment in which Indigenous people were displayed in “living habitats" in the U.S. and Europe, and the imperial and scientific interests that used them to legitimize racism and Social Darwinism. The forthcoming non-fiction narrative history will be written for a popular audience and is under contract with trade publisher Beacon Press for publication in early 2026.	Dr. Shoshi Parks
Yes	816	--	Summit involves discussions on challenging and shifting humanities research education, public engagement, and implementing institutional and disciplinary changes.		Two day summit involving senior academic leaders from across the country to discuss the need for sweeping change in how the humanities are seen and valued in higher education, and explore the kinds of cross institutional strategies required to institute the scope of change needed to truly make a difference. Discussions will focus on developing a shared understanding the challenges, considering intra-institutional and trans-institutional strategies for shifting how we engage around humanities research education, and public engagement, as well as outline next steps for implementing these institutional and disciplinary shifts.	National Humanities Center

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	817	--	Examines Afro-Brazilian art, Black identity, and challenges to racial harmony.		Focusing on circulating exhibitions, migrating artists, and artworks created abroad, "Itinerant Modernism" examines how Afro-Brazilian artistic production took shape transnationally from 1963 to 1988. In 1963, the State Department began exhibiting Afro-Brazilian art in West Africa to position Brazil as a leading diplomatic partner to newly independent nations. In response, Afro-Brazilian activists created art in the United States and collaborated with the Black Power movement. In my book, I argue that Brazil's strengthened relationships with Senegal, Nigeria, and the United States motivated the production of Afro-Brazilian modern art especially by Black artists, leading to the reevaluation of Black identity in Brazil. Artists challenged the materiality of whiteness in Brazilian visual art, merging Afro-Brazilian cultural and religious symbolism with modern art styles and unsettling concepts of racial harmony and homogeneity widely accepted in Brazil at the time.	Dr. Abigail Lapin Dardashti
Yes	818	--	The project explores the contributions of diverse Americans in providing public goods and fostering civic culture, aligning with the principles of Diversity, Equity, and Inclusion (DEI).		My project is a book-length study of the ordinary things citizens—men and women, Black and white, free and enslaved—did to provide the public good in American democracy between the Revolution and the Civil War. I am looking at people who helped build infrastructure (such as roads and public buildings), provided government services (by serving on town or school committees, doing road work, etc.), volunteered in associations, or helped out a neighbor. Most historians of democracy focus on campaigns and elections, social movements, or the state and policy-making. I add a fourth lens: ordinary, daily acts of citizenship that collectively mattered. I offer an inclusive history of diverse Americans doing small things that, when added up, provided public goods and fostered a participatory civic culture.	Mr. Johann Nuru Neem
Yes	819	--	The book explores the relationship between music, cultural diversity, and politics in ancient Greek thought, highlighting its relevance to contemporary discussions of cross-cultural engagement and immigration.		While much has been written on music and politics in classical antiquity, the role of culture and ethnicity is often neglected in these accounts. This is a major oversight, as the Greeks fundamentally conceived of music in connection to the cultures of their world. By providing the first examination of music and the politics of cultural diversity in ancient Greek thought from the archaic through the classical periods, my book, Music and the Politics of Cultural Diversity in Ancient Greek Thought, will help to recover the rich conversation about the treatment of foreigners that lies at the center of the Greeks' frequent evocations of music and politics. The book will show that the strong association of music with cultural identity supplied the Greeks with a "shortcut" for grasping the essence of a particular culture and thereby an effective tool for contemplating political issues related to cross-cultural engagement, from immigration to global justice—a tool that we today can also use.	Dr. Rebecca LeMoine

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	820	--	This research examines the factors influencing return migration and the understanding of self, place, and home, contributing to cross-cultural understanding and potential solutions to unauthorized migration.		Most studies of return migration take a structural approach, asking what large-scale processes shape individual trajectories. I propose a subject-centered humanities approach, taking seriously individuals' understanding of self, place, and home to understand post-return trajectories. Drawing from 333 interviews with deported and constrained returned persons, I will conduct 35 oral histories with persons deported and returned from the U.S. to Mexico. I will also ask interlocutors to take photos with their phones of what they understand as home. In this way, I examine how homemaking practices lead deported and returned to set roots in Mexico or take routes back to the U.S. Understanding why migrants return to the U.S. unauthorized, despite dangers and nativism expressed towards them, can help build cross-cultural understanding. Conversely, a better understanding of the factors that lead migrants to stay in their country of origin may help build the conditions to stem unauthorized migration.	Dr. Nancy Belinda Plankey-Videla
Yes	821	--	This project aims to preserve the language and cultural history of Agaidika/Lemhi Shoshone, promoting cultural diversity and inclusivity.		This project will conduct fieldwork to record in video and audio the last fluent speakers of Agaidika / Lemhi Shoshone (Sacajawea's people). These recordings will include familial, oral and cultural history guided by the extensive knowledge and speaker network of the George family, including Rose Ann Abrahamson, Rozina George, and Emma George, who are fluent, first language (L1) speakers of the Agaidika dialect Shoshone and are familial descendants of Sacajawea, the Shoshone woman who accompanied the historic Lewis and Clark Expedition (1803-1806). This Agaidika dialect and cultural perspective, with familial oral histories dating prior to first Euro-American contact in 1805, will be preserved through the creation of an annotated corpus of video and audio recordings of conversations with fluent speakers and culture bearers, including translations and transcriptions. The final product will be in the form of a published book and website available to researchers. [Edited by staff]	Dr. Justin Ralls

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	822	--	This narrative highlights the historical impact of settler colonialism on Indigenous nations and their efforts to gain recognition and protect their land. It underscores the importance of Indigenous survival and challenges the dominant treaty-focused perspective.		In the late 18th century, the United States and Canada sought to confine Indigenous land negotiations to land cession treaties. But at centers of prior Spanish and French imperial settlement, they considered Native nations already conquered and did not make treaties, leaving them without protected land or political recognition as settlers rushed in. To survive, Native nations turned to settler legal systems and sought land titles to defend their territories. I demonstrate this distinctive settler colonial pattern—and creative Indigenous response—through three case studies: Abenakis in Quebec, petites nations peoples in Louisiana, and Tongva, Tataviam, and Chumash communities in Los Angeles. My project provides a new history of Indigenous survival beyond the familiar treaty paradigm, combatting the erasure many non-treatied nations still face. And it repositions settler legal systems, past and present, as sites of Indigenous creativity and resurgence, not just tools of conquest.	Dr. Julia Lewandoski
Yes	823	--	This project aims to compile and edit traditional Wiyot stories in a way that respects tribal orthography and language, contributing to linguistic and anthropological study.		For the proposed project, I will compile and edit in a single book all documented lhatsik (traditional Wiyot stories) using tribally approved orthography to represent Soulatluk (the Wiyot language), along with additional unpublished information, links to Soulatluk audio recordings, and linguistically informed English translations. This will make possible direct comparison and analysis of lhatsik told by at least twelve Wiyot elders between 1892 and 1957. Currently the lhatsik, as recorded by writers and researchers including Alfred Kroeber, Edward Curtis, Gladys Reichard, and Karl Teeter, reside in academic publications and archives (see attached bibliography). They vary considerably in their quality of transcription and translation; and in their transcribers' understanding of Soulatluk and of Wiyot culture. The proposed project will therefore create a valuable updated resource for linguistic and anthropological study. [Edited by staff]	Dr. Lynnika Butler

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	824	--	This project examines the historical evolution of plantations, demonstrating how they played a role in capitalism's foundation and their impact on contemporary culture.		This project examines how the concept of the “plantation” evolved from signifying public, communal settler-colonial projects to being associated with private, slave-powered commercial agriculture. It reconstructs this evolution, within and beyond the early-modern Anglo-Atlantic, using a multidisciplinary approach, demonstrating how divergent groups - colonists, Indigenous nations, maroons, imperial officials - continually renegotiated the plantation's implications for sovereignty, property, and labor relations. It argues that by selectively retaining its civic valences, nascent agro-capitalist slaveowners turned the plantation into a conceptual technology that combined public authority and private property in new ways to simultaneously justify, facilitate, and mask their brutal business model. This combination allowed the plantation to play a vital but overlooked role in the intellectual foundations of capitalism, while also seeding its fraught place in contemporary culture.	Prof. Paul Philip Musselwhite
Yes	825	--	This project examines strategies to empower Black communities in Brazil, highlighting the intersectionality of their movement.		In 1974, a group of Black youths set out to undo the damage of an anti-Black society. In what had once been a major slaving capital of Latin America, they created an all-Black group to parade in the carnival of Salvador, Bahia, bearing signs proclaiming, “Black Power.” They sparked a new cultural expression called Blocos Afros that became integral to the story of Black politics in Brazil and the global Black consciousness era. This project will support the completion of a book examining strategies to nurture Black self love and joy as empowerment for a political struggle that would transform Black social locations in post-dictatorship Brazil. It reveals the internationalism of seemingly local Black power movements and situates Brazil within the canon of 1970s Black liberation movements. Close analysis of the participation of older women, religious communities, gay people and others reveals an entire community collaborating to claim power in the face of daunting political odds.	Dr. Kim Diane Butler

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	826	--	NEH identified DEI involvement.		In this new book project, I paint a lucid picture of how dolls – mere "playthings" for children – became part-and-parcel to visualizing the (young) female body in German modern art (ca. 1905–1938). Despite the prevalence of the "female-with/as-doll" trope in German painting of the early 20th century, this is the first study to examine the subject of the (un)canny doll as a doppelgänger in German visual culture. The book both adopts and challenges previous definitions of uncanniness and gender (including the Freudian uncanny) by investigating several interdisciplinary topics: woman/wife-as-doll; girl-as-doll; the (de)gendered doll; the subjectivity/objectivity of artistic bodies; doll vision; and "doll drag." I ultimately argue that dolls, as canny objects, were used by Germanic artists as metaphorical doubles for the pre/pubescent female body to question notions of sex, gender, and subjectivity in the fluxes of art and society that defined the modernist era.	Dr. Nathan James Timpano
Yes	827	--	This book explores the political aspirations of an indigenous group, examining the impact of colonialism and different imperial powers on the region.		My book aims to write a trans-imperial history of Northeast Asia from the 1900s to 1950 from the perspective of the Mongol-speaking group, the Buryats, who resided in the Soviet Union, Mongolia, and the Japanese puppet-state Manchukuo. The book explores the political aspirations of the Buryats during times of wars, revolutions, and colonialism, their engagement in the region's complicated hierarchical relations between different imperial powers, and how they imagined and carved out a space of sovereignty for themselves. It is also a comparative examination of the nature and logic underlying Soviet and imperial Japanese engagements with the indigenous population along their Inner Asian frontiers. The book demonstrates how inter-imperial rivalries, warfare, and various modern political ideologies, including nationalism, communism, Asianism, and authoritarian modernization, shaped the political landscape of both Inner and Northeast Asia up to the present day.	Dr. Tatiana Linkhoeva

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	828	--	NEH identified DEI involvement.		Preparation of a book-length biography of the late 19th-century English poets, dramatists and diarists, Katharine Bradley and Edith Cooper, who wrote collaboratively as "Michael Field." The rediscovery and canonization of Michael Field has made important recent contributions to Victorian Studies. Two women whose life and work defied gender norms, literary convention, and the idea of the solitary author, Michael Field is relevant to scholars in interdisciplinary 19th-century studies and Women's/Gender/LGBTQ Studies. This biography uses current theories of sexuality and gender to contextualize Bradley and Cooper's partnership and their relationship to their aesthetic and social circles. Michael Field's wide-ranging intellectual pursuits are also pertinent to scholars of history, art, religion and philosophy; their writings shed light on people and events in fin-de-siècle Britain and Europe; and their work informs current debates about late-Victorian and Modernist styles and concerns.	Dr. Jill R. Ehnenn
Yes	829	--	NEH identified DEI involvement.		This project explores the complex realities of sexual consent through a comparative study of qualitative data on sexual violence collected in Japan and the United States since 2017. The study seeks to answer questions about how rape laws have historically constructed and transformed concepts of sexual consent and how these legal definitions align with societal practices and the cultural nuances influencing perceptions of rape. It relies on ethnographic research, cultural studies, and feminist analysis to examine the influence of cultural attitudes and rape myths on the enforcement and perception of rape laws in both countries. Drawing upon social movements such as #MeToo, which emphasize the importance of consent, the book will offer a comprehensive cross-cultural analysis that challenges the liberal conception of consent as universal. It will be a valuable resource for ongoing debates among scholars and in the general public about consent and a valuable resource for judicial training.	Prof. Akiko Takeyama
Yes	830	--	This book project explores how space activities during the Cold War masked and excused practices that were extensions of colonialism.		This proposed book project highlights the considerable ground infrastructure built in the Global South during the Cold War to support space exploration, and in doing so, proposes an alternative, postcolonial, and global history of spaceflight, one that happened not in space, but on Earth. It argues that space activities during the Cold War, typically associated with high-minded utopian impulses or bipolar superpower competition, simultaneously masked and excused a host of practices that were extensions and reformulations of older colonial practices, including forced displacements of indigenous populations, environmental damage, illegal occupations, resource extractions, and exploitative market forces.	Dr. Asif Siddiqi

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	831	--	NEH identified DEI involvement.		Islamic finance is an almost $3 trillion global industry that is facilitated by new financial technologies and has proliferated in the United States over the last decade. “Unjust Capital: Muslim Investing in the United States” is a multi-sited ethnography of such financial organizations in the United States. This project challenges the common interpretation that US Muslim financial organizations contribute to financial inclusion and accessibility. Rather, it argues that these organizations use religious and ethical justifications to utilize technical instruments of finance to redefine Muslim communal relations. “Unjust Capital” examines how these technified religious economies affect the struggles of racialized, gendered, and economically disadvantaged Muslim communities and beyond.	Esra Tunc Ercan
Yes	832	--	This book explores the impact of Jewish migration on Israeli cinema's evolution, shedding light on its complexities and achievements.		Recovering Lost Israeli Cinema,1949-1969 traces the origins of the Israeli film industry. Utilizing a wealth of recently restored films and archival materials, this book unveils a lesser-known era marked by innovation and experimentation in both institutionally funded short films and independent features. Through detailed analysis and historical contextualization, I place Israeli film within the transnational networks of the post-war period, revealing the exchange of resources and talent between established European and US film studios and emerging national industries. Drawing on the biographies of women, Holocaust survivors, and political refugees, who brought invaluable expertise and international connections, this project considers the profound impact of Jewish migration on the film industry and explores Israeli cinema’s evolution from its modest beginnings to its emergence as a cultural and artistic force, shedding light on its complexities, achievements, and enduring legacies.	Dr. Rachel S. Harris
Yes	833	--	Situation Normal explores the connection between poetry and the American national security state, highlighting how emergency discourse can obscure ongoing crises and the need for a more collective and open-minded response.		Situation Normal: Emergency Poetics and the Rise of the American National Security State examines American poetry’s imbrication with the legacy of civil defense, a Cold War paradigm that has long governed public crises—and which has amplified collective vulnerabilities in the name of national security. I study four poets—Denise Levertov, Essex Hemphill, Claudia Rankine, and Francis Lo—who, in bearing witness to emergency discourse, imagine a future uncoupled from its violence. By crossing lyric and witness-based poetries with documentary collage and conceptualism, the poets in this book unpack how the security state’s framing of emergencies obscures enduring crisis conditions like declining social programs and ecological devastation. Emergency poetics, as I call it, reveals the prominence of the security state in shaping the way we understand crisis, and it finds in poetry the capacity to fashion a more open-ended and collectively oriented critical consciousness in response.	Prof. Melissa Parrish PhD

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	834	--	This monograph challenges the misconception of the aloha shirt as harmless and highlights its complicity in militarism and empire-making.		As the first monograph to connect the nearly one hundred year history of the aloha shirt to the processes and structures of war-making, Militarized Threads: Fashioning Empire through Aloha Wear, counters a reductionist view of the garment by illuminating the complex ways that it is deployed to promote, sustain, and refute militarism and war in the Pacific World. It challenges the way the shirt is innocuously coded as synonymous with the idea of paradise, by laying bare the scope of the connected systems of militarism, tourism, and meaning-making that it embodies. The relevance of this intervention was recently highlighted by the use of the “aloha shirt uniform” on heavily armed men at anti-government and white power rallies. While popular discourse dismisses this sartorial choice as harmless practice, Militarized Threads pushes back on this narrative with an analysis of how and why the aloha shirt’s complicity in militarism and empire-making remains invisible.	
Yes	835	--	After Opium examines social exclusion of addicts and state projects for recovery, tracing historical shifts and global influences on addiction in Vietnam.		After Opium considers the social exclusion of addicts and state projects for their recovery from the time of the colonial opium monopoly through the early years of the HIV/AIDS epidemic. The project has two major motivating questions: When did the figure of the ‘addict’ first appear in Vietnam and how has it been deployed at different moments in Vietnam’s political past? And how were these shifts experienced by those labeled as ‘addicts’ and their families? It argues that the historical instability of addiction as a concept—its layered and varied meanings, and especially its framing as a pathology that requires rehabilitation—emerged from both local debates about the dangers of drug use and transnational exchanges of expertise and policy which tied the fate of Vietnamese drug addicts to those elsewhere.	Dr. Claire Edington
Yes		**$19,408,296**				

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	836	$750,000	NEH identified DEI involvement.		The University of California, Merced, seeks $750,000 from NEH to establish a research archive documenting the Central Valley and Sierra Nevada. This capital project will retrofit space in the Kolligian Library. The collections will include the papers of the “Okie Folk poet” Wilma Elizabeth McDaniel; Ernest Lowe’s photographs documenting farmworker communities and labor activism; UC Cooperative Extension records chronicling the development of rural communities across California; and a significant private collection of rare books, maps, audiovisual, and other archival material related to the Central and Southern Sierra Nevada, including studies of, by, and about land management agencies. The retrofitting of these facilities is foundational in our ability to expand such collections, to preserve our region’s history, and to train humanities students in archival methods. This grant requires commitment to a 1:1 fundraising match.	University of California, Merced
Yes	837	$500,000	NEH identified DEI involvement.		Today we turn to the NEH at a compelling moment, as we seek to transform one of our historic buildings into the permanent home for the Gregory J. Grappone Humanities Institute. From this home, Saint Anselm College will cultivate a hub for the humanities whose spokes extend across the campus, across the curriculum and across the wider community to enrich lives and foster the kind of community that helps support those lives.	Saint Anselm College
Yes	838	$500,000	NEH identified DEI involvement.		The Los Angeles County Museum of Art (LACMA) respectfully requests a National Endowment for the Humanities Infrastructure and Capacity Building Challenge Grant of $500,000 to support the purchase of custom-made casework and custom-designed curtains, two central components for presenting artwork in LACMA’s new building for the permanent collection, the David Geffen Galleries. The final component of a decades-long plan to expand and improve the museum’s campus, the new building replaces four ailing buildings built in 1965 and 1987 and will offer visitors innovative ways to experience LACMA’s global art collection and explore our common humanity. Designed by Pritzker Prize-winning architect Peter Zumthor, the new building totals 347,500 square feet, including 110,000 square feet of gallery space, a theater, an education center, a restaurant, cafes, and covered plazas for outdoor programming. It is scheduled to open to the public in 2024.	Museum Associates

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	839	$500,000	NEH identified DEI involvement.		The Memphis Brooks Museum of Art (MBMA) requests an NEH Infrastructure and Capacity Building Challenge Grant to support the purchase of key elements required for the care and display of artwork in MBMA's new museum on the downtown Memphis riverfront. This includes the purchase of custom-made casework for exhibiting and safeguarding artwork on display, a gallery lighting system to safely illuminate artwork and enhance the visual exhibition experience, and collections storage systems to preserve and protect the permanent collection.	Memphis Brooks Museum of Art Inc.
Yes	840	$500,000	The restoration of the Van Ostrande-Radliff House relates to DEI by preserving and celebrating the historic architecture and culture of Dutch colonial period in Albany.		Historic Albany Foundation is seeking funds to restore and rehabilitate the Van Ostrande-Radliff House to become the new headquarters for the organization. The Van Ostrande-Radliff House is the oldest building in Albany, New York and is an extremely rare example of urban architecture from the Dutch colonial period. The building is currently vacant and in poor condition. Once the restoration and rehabilitation are complete, the building will house Historic Albany's administrative offices, program space for lectures and workshops, tool lending library, and Architectural Parts Warehouse salvage shop.	Historic Albany Foundation, Inc.
Yes	841	$500,000	The Metal Museum's commitment to educating and contextualizing the roles and history of metalwork aligns with DEI principles by promoting understanding and inclusivity in the field.		As part of a $35 million capital expansion campaign, the National Ornamental Metal Museum (Metal Museum) in Memphis, Tennessee, requests a NEH Challenge Grant to support the renovation and restoration of Rust Hall. Designed by acclaimed Memphis architect Roy Harrover, Rust Hall is one of the first examples of modern architecture in Memphis and was named the "Building of the Decade" for the 1950s by the American Institute of Architects. The renovation will result in a state-of-the-art museum facility for the preservation, promotion, and advancement of the field of fine metalwork. The Metal Museum's unique focus and commitment to the metal arts have positioned it as an educational center within the field. More than the preservation and display of artwork, as the only institution of its kind, the Metal Museum contextualizes the roles and uses of metal to create an understanding of the craft and its history, as well as the impact that history has had on contemporary art and design.	National Ornamental Metal Museum

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	842	$500,000	NEH identified DEI involvement.		Literary Arts will conduct seismic and mechanical/electrical upgrades and renovations at its new building 716 SE Grand to increase classroom, event, community, and staff work space, all of which will allow Literary Arts to increase and expand its literary and humanities programming. After renovations, the main level will include a bookstore, coffee bar, and spaces for classes, seminars, and events, plus a multi-purpose area that can be used for community events, seating approximately 100. The mezzanine level will have more spaces for classes and seminars with additional seating/lounge space. The upper floor will be devoted entirely to the staff's workstations, offices, breakroom, and kitchen. And the basement will have a kitchen, audio recording and editing room, lockers, showers, and storage.	Literary Arts, Inc.
Yes	843	$500,000	NEH identified DEI involvement.		Miami University seeks a $1 million NEH Challenge Grant to create a state-of-the-art Humanities Center in a new campus humanities hub. The crown jewel in a $62 million renovation of Bachelor Hall, the new center will reflect Miami University's long-standing commitment to the liberal arts and will provide much-needed space for a center that is already an essential source of intellectual inquiry and engagement. The renovated Bachelor Hall will be a new home for Miami's now far-flung humanities departments. It will anchor a new humanities and honors corridor at the center of Miami's main campus. An NEH Challenge Grant will support the enclosure of a now unused courtyard to create new seminar rooms, Humanities Center staff offices, and a large event space. When complete in 2026, the new center will enjoy pride of place in the dynamic atrium at the heart of the building, giving the humanities a prominent physical presence in a heavily trafficked campus location with easy public access.	Miami University, Oxford
Yes	844	$500,000	NEH identified DEI involvement.		The Grand Rapids Public Museum plans to renovate a portion of the Community Archives and Research Center facility into a new public space. This will include two flexible artifact labs that will be used by K-12 students for hands-on learning with objects, by college students and researchers for in-depth access to collections, for training teachers on how to use artifacts in their own classrooms, and for special events and behind-the-scenes tours of the archives.	Grand Rapids Public Museum
Yes	845	$500,000	NEH identified DEI involvement.		The Second Floor Expansion Project will increase the size of our facility by renovating the second floor. Expansion to the Museum's previously undeveloped 20,000 square foot second floor doubles exhibit space and adds much needed administrative and collections workspace, and flexible event space. The project is broken down into 4 phases of construction. Funding from the NEH Challenge Grant will be used to support Phase 2b, the most expensive phase of the project.	National Museum of Industrial History

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	846	$500,000	NEH identified DEI involvement.		This project will rehabilitate the Camden Yarns Mill on the Lewiston-Auburn riverfront to become the new permanent home for Museum L-A. The new facility will enable the Museum to continue preserving and sharing the industry and culture of the working people of Maine, to create an inclusive place of community convening for Androscoggin County, and to establish an iconic tourism destination that helps drive economic development for the region.	Maine Museum of Innovation, Learning, and Labor
Yes	847	$500,000	NEH identified DEI involvement.		This project will provide for a passenger elevator and ADA-compliant restrooms in the three-story 1904 National Historic Landmark building that houses the Ford Piquette Plant Museum.	Model-T Automotive Heritage Complex, Inc.
Yes	848	$477,832	NEH identified DEI involvement.		We are requesting $477,832 to update the Changing Exhibit spaces in our indoor galleries building at the Oregon Coast Aquarium. This grant will improve the way we present temporary exhibits, using history, artifacts, stories, and science to raise the level of ocean literacy using various approaches to learning. Through funding secured from private donors and foundations, we are able to provide a $1,433,496 match for a project total of $1,911,328. The gallery buildings are 30 years old, and require system upgrades along with critical renovations, including: installing more energy efficient lighting; reconfiguring the Changing Exhibit space to aid multiplicity for temporary exhibits of various sizes; upgrading electrical and climate control systems; adding a large rolling door for ease in transforming the space to bring in elements for future exhibits; and installing new bilingual interpretation signage to enhance the visitor experience and explore the cultural effects of climate change.	Oregon Coast Aquarium, Inc.
Yes	849	$400,000	NEH identified DEI involvement.		In July 2021, the Toledo Museum of Art (TMA), with unanimous approval from its Board of Directors, enacted a bold five-year strategic plan that established a vision for becoming the model museum in the United States for its commitment to quality and culture of belonging. TMA's plan is driven through four objectives: (1) Transition to Active Community Outreach and Engagement; (2) Broaden the Narrative of Art History; (3) Become an Employer of Choice; (4) Create a Platform for Operational Excellence. This application for our Green Building Plumbing Renovations directly supports the fourth strategic objective by upgrading the critical century-old infrastructure that houses TMA's collection and provides venues for arts and humanities programming. These crucial repairs will not only safeguard artwork but offer comfortable and inviting spaces at TMA for artists, staff, and visitors.	Toledo Museum of Art

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	850	$368,269	The restoration of the Carrie Blast Furnaces preserves and interprets Pittsburgh's industrial heritage, promoting diversity, equity, and inclusion by providing free access to a historic site for thousands of visitors each year.		Rivers of Steel Heritage Corporation (ROS) is respectfully requesting a grant of $368,269 as part of a total budget of $1,473,076 to be used towards the historic restoration of the Carrie Blast Furnaces (Carrie). Carrie, a National Historic Landmark (NHL) site, is one of the last vestiges of Pittsburgh's industrial heritage and of early 20th-century U.S. industrial culture more generally. The site is open to the public and actively interpreted by ROS for thousands of visitors each year, but deteriorating integrity of the historic structure's vital components puts continued free access to the site at risk. If left unaddressed, these structural issues threaten the site's overall stability and risk damage to one of the last pre-World War II furnaces of their kind in the US. ROS will use the funds to mitigate or repair deterioration in two critical sections of the furnace site: the Stove Deck/Purification Deck, and the Stock House/Trestle.	Rivers of Steel Heritage Corporation
Yes	851	$333,333	NEH identified DEI involvement.		The nonprofit USS Constitution Museum requests a $500,000 NEH Challenge Grant to support the procurement of humanities-related infrastructure for a New Museum in Boston's Gateway Center to the Charlestown Navy Yard. This equipment will enhance the Museum's ability to provide an exceptional visitor experience, protect collections, and implement highly immersive exhibits within the Gateway Center, which is slated to open in 2028. This request includes furniture, fixtures, and equipment, such as exhibit cases, benches, theater chairs, projectors, artifact case climate control, digital signage, and scenic lighting. These critical elements will allow the Museum to fulfill its humanities mission in its new purpose-built space adjacent to "Old Ironsides." This project will serve an estimated audience of more than 500,000 annual visitors to USS Constitution, which is America's Ship of State and an undefeated symbol of American democracy, service, and sacrifice.	USS Constitution Museum, Inc.
Yes	852	$333,333	NEH identified DEI involvement.		Oregon State University seeks support for the creation of a 6,400 square-foot facility centered on two laboratories for digital 3D scanning and artifact analysis as well as on collections facilities for OSUs growing Indigenous Studies program. These facilities will provide new infrastructure for student coursework, faculty research, and public engagement. Through this project, we will create the capacity to offer laboratory-based study of the humanities, with the specific goal of building 3D digital, object-centered storytelling through a Virtual Museum. The project will translate directly into new public forms of engagement at Oregon State University. It creates innovative mechanisms for student experiential learning; for forms of humanities learning through objects that respect cultural sovereignty and challenge colonial collecting practices; and for research communication.	Oregon State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	853	$310,343	This initiative aims to improve digital infrastructure for Bishop Museum's cultural collections, with a focus on inclusion and attribution of Indigenous knowledge.		Hōʻā Hou Ka Lamakū - Lighting a Path to New Digital Infrastructure for Bishop Museum Cultural Collections will provide transformative change for the care and sharing of digitized cultural heritage at Bishop Museum centered on the inclusion and attribution of Indigenous knowledge. This project will improve every aspect of our digital framework by investing in information systems and hardware; data standardization, integration, and digital asset management; and online platform development and outreach.	Bishop Museum
Yes	854	$283,687	NEH identified DEI involvement.		Shelburne Museum requests a $1,000,000 NEH Infrastructure and Capacity Building Challenge Grant to support the creation of the Perry Center for Native American Art. The Perry Center, rooted in Museum founder Electra Havemeyer Webb's early interests in Indigenous art, will transform the Museum's humanities infrastructure and visitor experience by adding a facility for the culturally appropriate interpretation and care of Indigenous material culture. The Perry Center will be a 9,500 SF state-of-the-art building designed by Adjaye Associates and surrounded by an intentional landscape designed by Reed Hilderbrand. The Center will house galleries, ritual spaces and demonstration facilities, as well as storage specifically designed to serve the needs of the communities from which the collections originated. Designed and realized in partnership with Indigenous voices, the Perry Center will reimagine the visitor experience at Shelburne Museum.	Shelburne Museum
Yes	855	$265,000	NEH identified DEI involvement.		Texas A&M University-Corpus Christi (TAMU-CC), a Hispanic-Serving Institution in Corpus Christi, Texas, seeks to establish the Texas A&M University-Corpus Christi Special Collections, Archives, and Center for the Humanities in a newly acquired downtown building. Campus leadership has dedicated one floor of the building to the Bell Library Archives and the newly formed Center for the Humanities. This dedicated space provides growth for Special Collections and Archives, which are at capacity in the current designated campus space, as well as increased natural disaster security via a structurally sound building that has survived six hurricanes. These collections are of significance as they represent, among other stories, diverse and often marginalized voices from the Latinx community. Further, this project will enhance the humanities infrastructure and capacity by providing a place to cultivate interdivisional teaching, research, and public dialogue.	Texas A & M University, Corpus Christi

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	856	$250,000	The Recovery program aims to preserve Latino historical materials, promoting inclusivity and diversity in literature and cultural heritage.		Recovering the US Hispanic Literary Heritage program (Recovery) at the University of Houston (UH) is applying for an NEH Challenge Grant to improve its digital infrastructure. UH's Recovery plans to create a customized cloud-based digital repository and content management system for their digital assets (from here on referred to as the Repository). The Repository will hold the vast digital archives of manuscripts, correspondence, photographs, books, periodicals and memorabilia collected over thirty years. The Repository will 1) organize, index and preserve digital content and 2) provide multilevel acc-ess to the assets and their metadata for a range of audiences from around the United States and abroad. The Repository will further the preservation of Latino historical materials (1595 to 1980) through the maintenance, modernization and consolidation of all Recovery archival collections.	University of Houston System
Yes	857	$234,535	NEH identified DEI involvement.		The Japanese American National Museum (JANM) is seeking an NEH Infrastructure and Capacity Building Challenge Grant in the amount of $500,000 to help underwrite the much-needed replacement of the Pavilion's HVAC system, a project which will cost, when combined with related facility improvements, an estimated $5 million. The project, "Protecting the Museum's Collections," will replace all four of the Pavilion's outdated air handling units, as well as the sensors and the water and electrical systems that support them. It will also strengthen the roof, where necessary, to support the larger air handling units, and will replace ductwork and seal sections of the interior spaces to enhance the efficiency of the environmental control systems. The NEH Challenge Grant and matching nonfederal funds will be allocated to help defray demolition, removal, construction, and associated costs and contingencies for this project, totaling $2 million.	Japanese American National Museum
Yes	858	$227,079	The renovation plan includes improving accessibility, which is a key aspect of diversity, equity, and inclusion (DEI) efforts.		The University of Missouri Libraries plan to renovate the Ellis Library West Stacks to meet the long-term need of stewarding the University's special, rare, and archival collections for use in teaching and research by local, regional, national, and international scholars by upgrading environmental controls, lighting, security, and accessibility.	Curators of the University of Missouri

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	859	$204,666	The restoration project at the Intrepid Museum presents opportunities to engage visitors with themes related to humanities and historical naval medical facilities.		The Intrepid Museum, centered on aircraft carrier Intrepid, a National Historic Landmark, is applying for funding to undertake its largest restoration project since 2008: opening Intrepid's 7,000+ square-foot medical facility, known as sick bay, as well as the spaces along the sick bay pathway, including the ship's post office, barber shop and a berthing/torpedo handling compartment. The sick bay area, a complex environment that, on its own, is the size of a small museum, presents unparalleled opportunities for engaging our visitors with themes grounded in humanities through exhibitions and education programs. Through this 2.5-year project, the Museum will complete the infrastructure work required by the building codes and safety standards, allowing us to open this fascinating historic naval medical facility to the general public for the first time since the ship's decommissioning, all while maintaining a delicate balance of historic integrity with accessibility and visitors' safety.	Intrepid Sea-Air-Space Museum
Yes	860	$200,000	NEH identified DEI involvement.		The College of Liberal Arts at Colorado State University (CSU) seeks funding to support the renovation of space to house the newly-formed Center for Engaged Humanities. The Center renews the university's land grant mission by engaging members of the public and community organizations as critical collaborators in humanities scholarship and programming designed to strengthen local, state, and regional democratic institutions and directly engage the needs of all Colorado residents. Operating as a humanistic thinktank and an engagement laboratory, the Center will match humanities expertise to community needs, train students and faculty in engaged scholarship best practices and model the humanities' capacity to unite physical, cultural and human architectures in democratic decision making processes. As a highly visible, accessible campus portal devoted to serving the public, it likewise seeks to build trust and community investment in higher education institutions in the Intermountain West.	Colorado State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	861	$200,000	NEH identified DEI involvement.		Pace University requests $200,000 to support and showcase the humanities in our flagship building in Lower Manhattan. The project will support humanities courses in our liberal arts core and humanities degree programs that feature archives-based research, community collaboration, and creative inquiry. A Storytelling Studio will serve as an updated seminar room, built for discussion, collaborative student projects, and hosting leaders of local cultural organizations and other community members. A Makerspace and Humanities Lab will enable students to explore and present their ideas through bookmaking, printing, and other forms of fabrication–in addition to housing our Pace Zine Library's NYC DIY publications. A Multimedia Screening Room will provide access to archival materials from the history of film and television. These new spaces will advance student participation and community collaboration in the production of knowledge about "The American Tapestry" in Lower Manhattan and beyond.	Pace University
Yes	862	$174,215	This project aims to create a collaborative infrastructure for digital collections and research data, which can support humanistic research and learning.		This is a 4-year project to build a collaborative infrastructure (UChicagoNode) for the creation, stewardship and delivery of digital collections and research data in support of humanistic research and learning, and to migrate legacy digital collections into this modern, accessible, and sustainable platform. The project will build on existing infrastructure currently maintained by the Library and the Humanities Division.	University of Chicago
Yes	863	$150,000	NEH identified DEI involvement.		Elmhurst Art Museum is proposing a project to renovate the roofing systems on the main building that are necessary in order to protect and sustain the integrity of the permanent collection, public exhibitions and programming in the museum galleries, and Educational Center classes and programming.	Elmhurst Art Museum
Yes	864	$148,312	NEH identified DEI involvement.		With support from National Endowment for Humanities, Mendocino County Public Broadcasting (KZYX) would complete Phase 3 of our construction and renovation project, allowing us to enter the closure stage of this project as we work to establish our new broadcast and production studio in Ukiah, CA. This facility will serve as a hub for our community programming and will greatly expand our capacity to connect our rural and remote region of Northern California with humanities programming on the air and live during the benefit concerts that we offer throughout the year.	Mendocino County Public Broadcasting

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	865	$130,615	NEH identified DEI involvement.		This project is a Strategic Climate Action Plan proposed by the University of Illinois at Chicago's School of Art & Art History (SAAH), intended to build a pathway for mitigation and adaptation for climate risks for its two public-facing units: Gallery 400 and Jane Addams Hull-House Museum. The School of Art & Art History at UIC, an academic humanities unit within a public research university in Chicago, will initiate a comprehensive organizational energy assessment and strategic plan with the concrete objective of reducing its environmental impact in alignment with UIC's campus-wide Climate Action Implementation Plan. This strategic planning process will inform and support the humanities curriculum and educational programs in SAAH and offer a climate-resilient and climate-conscious generation of students with potential careers in humanities organizations such as museums, archives, libraries, and institutions of higher education.	University of Illinois at Chicago
Yes	866	$128,996	NEH identified DEI involvement.		The Japanese immigrant Mukai family purchased 60 acres of Vashon Island farmland in 1927 to grow and process strawberries. Innovators, they developed a process to pack and ship berries across the U.S. Entrepreneurial, they employed over 400 workers throughout the 30s. With the 1942 threat of internment, they fled the farm which lost all momentum. Today, five acres of the farm remain and include the Mukai home, a surrounding Japanese Garden, and the adjacent Fruit Barreling Plant. Friends of Mukai, a non-profit, own and have restored the house and garden, now a venue for extensive public humanities programming. The adjacent Fruit Barreling Plant, owned by King County, is operated by the Friends who just completed $850,000 of stabilization work. The goal is to finish the restoration so it too can be a venue for public use and programming. Now shovel ready, NEH's $150,000 will ensure Mukai's success as a vibrant cultural gathering place. Mukai is "how history lives."	Friends of Mukai

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	867	$85,382	NEH identified DEI involvement.		The Woodrow Wilson Presidential Library (WWPL) requests a $150,000 NEH Infrastructure and Capacity Building Challenge Grant toward the replacement of the failing HVAC system that services President Wilson's birthplace home and an adjacent building. This building currently houses the gift shop and administrative offices but will soon be transformed into an Education Center that will provide engaging spaces for children to learn about our past. Wilson's birthplace is a national treasure, listed on the National Register of Historic Places, and is open to the public for guided tours 360 days each year. It contains many historically significant artifacts and provides a window into not only the President's origins, but mid-19th century life in the Shenandoah Valley of Virginia. Preserving the birthplace with proper temperature and humidity levels, and keeping visitors comfortable in the Education Center are important to the WWPL's ability to teach the public about a critical era in history.	Woodrow Wilson Presidential Library Foundation
Yes	868	$80,000	The proposed project aims to identify climate impact and resiliency options and has the potential to benefit humanities organizations, showcasing the importance of climate-related issues in the arts and cultural sector.		The Nelson-Atkins Museum of Art (lead applicant) and the Linda Hall Library (sub-awardee) propose to conduct a building system operational review through a consortium model to identify climate impact and resiliency options, resulting in a climate smart strategic plan with broad application to humanities organizations of varying size and disciplines. The proposed climate planning project will also serve as a pilot for formation of a Cultural Eco-District in the geographic area surrounding the museum and library. Assistance from the National Endowment for the Humanities will support the consulting fees and institutional staff time necessary to plan, assess, and deliver a final document that each organization will use to guide future master planning.	Nelson Gallery Foundation
Yes	869	$65,000	The Anchorage Museum Climate and Sustainability Working Group's plan includes sustainability goals, audits, consultants, and sharing findings with the public.		The Anchorage Museum Climate and Sustainability Working Group will create and implement a sustainability plan for the organization. The process to create the sustainability plan will include a review of the Museum's existing energy audit, undertaking a carbon audit, and working with national and international consultants who are sustainability experts in the cultural sector. The sustainability plan will be integrated into the Museum's existing strategic framework and long-term capital plan, providing clear goal and benchmarks and outlining actions and a timeline to achieve sustainability goals. The project will also include opportunities to share the process and findings with statewide cultural organizations, partners, and the general public so that we can work collectively toward a sustainable future in the North.	Anchorage Museum Association
Yes	870	$60,000	NEH identified DEI involvement.		Two-year planning phase for the creation of a film study center on the historic Flaherty Farm, located at 2317 Black Mountain Road in Dummerston, Vermont.	International Film Seminars, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	871	$50,000	NEH identified DEI involvement.		With funding from the NEH, King County Library System (KCLS) will build on the current and ongoing climate action work it's been doing for the past 15 years. With this funding we will be able to hire a consultant who will help us do assessments of all our buildings, identify our carbon footprint, help us identify mitigation and adaptation activities, and publish a CAP [climate action plan]. We will share this work and the process of our work with our community stakeholders and other identified stakeholders.	K C Rural Library District
Yes	872	$48,029	NEH identified DEI involvement.		Building on more than a decade of capacity building in the area of climate resiliency, Historic New England will undertake an ambitious planning effort to define goals and strategies for advancing resiliency, mitigation, and climate justice goals across a collection of thirty-nine historic properties in five New England states. The project will produce an institutional Climate Action Plan and two actionable project plans for achieving carbon neutrality at high-profile public historic sites in Dorchester, Massachusetts and Saunderstown, Rhode Island.	Society for the Preservation of New England Antiquities
Yes	873	$29,688	NEH identified DEI involvement.		The Pennsylvania Historical & Museum Commission (PHMC) requests an NEH Infrastructure and Capacity Building Challenge Grant of $48,400 to partially cover architectural and engineering costs for a place-based, interdisciplinary, 1,500-square-foot Research & Learning Center at Eckley Miners' Village Museum.	Pennsylvania Historical and Museum Commission
Yes	874	--	NEH identified DEI involvement.		The Toledo Museum of Art (TMA) is approaching the midpoint of its ambitious five-year strategic plan that established a vision for becoming the model museum in the United States. Our plan is operationalized through four objectives and TMA is now in a key position to mobilize a diverse staff, assess its greenhouse gas (GHG) emissions, plan ways to reduce emissions, and leverage its expertise as an anchor institution leading regional and global efforts to limit the impacts of climate change in the arts and culture sector. TMA will communicate and share, in audience-specific ways, its climate plan, calling on stakeholders to examine reductions of their own GHG emissions. The Museum has a duty to address its climate change contributions and to lead others in critical analyses of their climate impacts always driving toward operational excellence. This project will develop climate impact tools leveraging the strength of the humanities to guide others' actions on climate change issues.	Toledo Museum of Art

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	875	--	By addressing mitigation and adaptation strategies, stakeholder engagement, and integrating best practices, MHC shows a commitment to addressing environmental and sustainability concerns, which align with DEI principles.		Minnesota Humanities Center will undertake a series of climate smart planning activities designed to produce a comprehensive strategic planning document that addresses both mitigation and adaptation strategies. Our approach will involve detailed operational assessments, risk evaluations, stakeholder engagement, and the integration of best practices and local standards. The resulting plan will guide MHC in reducing its environmental impact, enhancing resilience to climate change, and ensuring the long-term sustainability of our operations and mission.	Minnesota Humanities Center
Yes	876	--	The Save Jamestown project addresses the impact of climate change on the historical site, highlighting the importance of preserving cultural heritage for future generations.		Jamestown is the original site of the first permanent English colony in North America and marks the point of convergence between three peoples—Indigenous Virginians, Africans, and Europeans—in an emerging transatlantic world. The site's archaeological and historical resources, which represent thousands of years of human activity and cultural interaction, are facing imminent threat from myriad hazards brought on by global climate change. Situated on a low-lying island rising less than three feet above the water line, Jamestown has experienced increased pressure on its infrastructure and operations from sea-level rise, encroaching wetlands, extreme storm events, and a rising saltwater aquifer. The Save Jamestown: Developing a Climate Resiliency Plan for Historic Jamestowne project will enable staff to conduct critical site analysis and surveys to establish a finalized, comprehensive climate resiliency plan to preserve and protect the site for future generations.	Association for the Preservation of Virginia Antiquities
Yes	877	--	NEH identified DEI involvement.		The San Diego Climate Smart Storage Working Group will unite a consortium of San Diego museums in the adaptive strategic planning for a sustainable shared collections storage space for San Diego cultural heritage organizations. Facilitated by Balboa Art Conservation Center and external consultants, Environment and Culture Partners this working group will meet regularly to plan for a shared off-site storage space that will allow all partner institutions to improve the circumstances for their collections by focusing on preventive conservation and sustainable collections stewardship. The need for humanities organizations to take a proactive and climate-focused approach to safeguard cultural heritage for future generations has been highlighted by recent severe climate events in the San Diego region, including unprecedented rainfall and flooding in early 2024.	Balboa Art Conservation Center

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	878	--	NEH identified DEI involvement.		The Museum of Arts and Design (MAD) will replace its heat pumps as part of a larger energy efficiency project that will also replace MAD's chillers. The result will be the continued stability of the museum's humidity and temperature control to ensure the care of 3,500 objects in the permanent collection and 12,000 square feet of exhibition space, as well as a substantial cost savings for the museum.	Museum of Arts and Design
Yes	879	--	NEH identified DEI involvement.		The Jones Library Humanities Center will highlight artifacts of Amherst history that are representative of our diverse population, create engaging exhibits that make local history artifacts more visible and accessible and provide space for programs that bring the community together. Located on the ground floor of the renovated and expanded Jones Library, the Humanities Center will include: additional, fully climate-controlled collection space for the historical and literary materials housed in our Special Collections; ADA & general public access to our Special Collections; new Special Collections Exhibit space, including the permanent Civil War Tablets Exhibit; new exhibit space for our Burnett Art Gallery; and additional, flexible program space for internal and community-based humanities programming.	Jones Library
Yes	880	--	The Troth Yeddha' project aims to increase access to diverse humanities collections, which aligns with DEI goals of promoting inclusion and diverse perspectives.		The Troth Yeddha' humanities infrastructure project will allow interdisciplinary, humanities programs and centers, currently scattered across campus, to be housed under one roof to better serve students, staff, faculty, campus and visitors. In particular, the Alaska Native Language Center and its Archives will be showcased, to increase student and public access to diverse humanities collections.	University of Alaska, Fairbanks
Yes	881	--	NEH identified DEI involvement.		The Georgetown Humanities Initiative (GHI) is applying for an NEH Infrastructure and Capacity Building Challenge Grant in support of a substantial renovation of McNeir Auditorium and Davis Lobby to turn them into flexible spaces for collaborative interdisciplinary activities as the centerpiece of a series of envisioned upgrades that will realize the potential for a humanities hub at the historic heart of our campus.	Georgetown University
Yes	882	--	NEH identified DEI involvement.		The Climate Resilient Historic Sites project brings together a consortium of six diverse National Trust historic sites, creating a climate smart plan for each unique site and sharing results with local, regional, and national audiences through the National Trust’s education, convening, and communication platforms.	National Trust for Historic Preservation in the U.S.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	883	--	NEH identified DEI involvement.		This project provides critical electrical and building systems upgrades to the National Register listed Fromberger-Harkness house, home to Historic Germantown and the 100,000- item collection of the Germantown Historical Society. By replacing functionally obsolete systems, the project will safeguard this important architectural and cultural resource and the irreplaceable collections it houses, which are used by scholars, students and the public, as well as increase the use of the facility for a wide range of humanities exhibits, lectures, and programming.	Historic Germantown Preserved
Yes	884	--	NEH identified DEI involvement.		The Capital Project to renovate the current Visitor Center and Center for Shaker Studies at Hancock Shaker Village will provide climate-controlled collection storage, as well as year-round accessibility to both treasures of the collection, and key exhibitions. With plans that include a vault, library, reading room, digital media room, and other spaces to accommodate the museum's commitment to increased programming, the building will serve visitors in a new era. The new layout will address a more diverse constituency with broader year-round accessibility, multi-lingual films, and signage. The Visitor Center, at the western entrance of the 750-acre campus, serves as the primary public entrance to the historic site. The renovation will include open storage for the premiere objects in the museum's substantial collection of Shaker artifacts.	Hancock Shaker Village
Yes	885	--	NEH identified DEI involvement.		Grant funds will support a plan to renovate 76 galleries dedicated to the presentation of our collection of contemporary global art, and the arts of Europe and North and South America. This reinstallation will reconsider Mia's present approach to exhibiting its collection in light of its commitment to equity, accessibility, diversity, inclusion, and belonging. Currently, these artworks are divided into discrete presentations defined by chronology, region, artistic movement, or medium. The reinstallation will narrate an expansive and integrated history of art that is more global in scope and more inclusive of historically marginalized artists, artworks, and communities. Improved access to this new presentation of the collection will be supported through changes to the floorplan—including capturing 4,000-9,000 continuous square feet of flexible space from existing gallery space—as well as redesigned wayfinding signage and an audience-informed interpretive plan.	Minneapolis Society of Fine Arts
Yes	886	--	NEH identified DEI involvement.		The Climate Heritage Strategic Plan will empower San Antonio to preserve and protect its cultural heritage from harm caused by climate change and contribute to strengthening resilience through culture-based approaches.	San Antonio, City of

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	887	--	NEH identified DEI involvement.		Underground Railroad History Project (URHP), (dba) Underground Railroad Education Center, seeks an NEH Challenge Grant to fund three components of its new 13,000-square-foot Interpretive Center: the elevator system, geothermal system, and installation of a historic Dutch Barn timber frame that will be the focal point of the first-floor entry. Via 20 years of innovative programming, URHP has brought alive the true history of slavery and the Underground Railroad. This 'retelling' of American history, and the understanding of its legacy for society today are critical functions of the humanities. URHP collections, staff, local and national audiences, and the demand for programming have grown dramatically; increased capacity is essential for URHP's future. The new Interpretive Center will include effective space for current operations, storage space and proper preservation for collections, a library, a children's center, larger spaces for indoor programs, exhibit space, and a media screening room.	Underground Railroad History Project of the Capital Region, Inc.
Yes	888	--	NEH identified DEI involvement.		Saint Mary's College Museum of Art (SMCMoA), a unit of Saint Mary's College of California, submits a proposal to the National Endowment for the Humanities Climate Smart Humanities Organizations program for the Climate Smart Strategic Plan for Saint Mary's College Museum of Art project. The estimated project budget will be $100,070, including a requested $50,000 in federal matching funds from the NEH, and $50,070 in gifts raised from third-party non-federal sources. The aim of the project is to develop a decarbonization and design plan for SMCMoA to protect its collections, enhance its physical plant, and become the first carbon-neutral building on Saint Mary's campus.	Saint Mary's College of California
Yes	889	--	NEH identified DEI involvement.		Construction of a new, larger, more accessible facility for the Rollins Museum of Art to facilitate enhanced humanities-based exhibitions and educational programming that engages thousands of students and visitors annually.	Rollins College
Yes	890	--	NEH identified DEI involvement.		Proposal in collaboration with the State of Colorado's Main Street Program and the Towns of Victor, Rangely, and Ridgway. Design and facilitate strategic planning for retrofitting historic Main Street to access 100% renewable energy.	Urban Institute, The
Yes	891	--	NEH identified DEI involvement.		The New Bedford Whaling Museum respectfully seeks NEH matching funds to replace the roof of our historic and iconic Bourne Building. Despite ongoing maintenance and repairs, the roof has reached end-of-life, and Bourne Building roof replacement was identified as a top priority in our recent, independently conducted Capital Needs Assessment. In addition to protecting the building envelope and important collections from water infiltration, roof replacement will offer additional benefits related to energy efficiency and eliminate the hazard of falling debris.	Old Dartmouth Historical Society

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	892	--	NEH identified DEI involvement.		The Isabella Stewart Gardner Museum proposes to implement a comprehensive climate-smart planning initiative at its off-site property in Hingham, Massachusetts. This project aims to position the museum as a leader in sustainability by significantly reducing its carbon footprint, enhancing energy efficiency, and transitioning to renewable energy sources. The project will involve a detailed assessment of the Hingham site, including its energy systems, land use, and operational efficiency. The initiative will explore the potential for solar panel installation, HVAC system upgrades, and other renewable energy solutions. Specialized consultants will guide the development of a strategic plan that outlines specific actions to achieve these goals. The final deliverable will be a Climate Smart Plan for the Hingham site, which will serve as a roadmap for the museum's future sustainability efforts and contribute to broader climate mitigation efforts within the cultural sector.	Isabella Stewart Gardner Museum
Yes	893	--	NEH identified DEI involvement.		The Fine Arts Museums of San Francisco (FAMSF), consisting of the de Young and Legion of Honor museums, seeks to develop an implementable Climate Action Plan that outlines both mitigation and adaptation efforts based on identified short-term, mid-term and longer-term institutional goals.	Corporation of the Fine Arts Museums
Yes	894	--	NEH identified DEI involvement.		The purpose of this study is to systematically document energy, environmental, and visitor impacts on George Mason's Gunston Hall in order to design a signature climate resilience plan for the protection of Gunston Hall's humanities assets, facilities, and ecosystem. The project administration and associated methodologies include eight tasks that address both mitigation and adaptation. Mitigation planning focuses on reducing environmental impact and energy costs while adaptation planning centers on preparing for and adjusting to climate vulnerabilities that are specific to Fairfax County, which is experiencing increasing levels of extreme heat, severe storms, and flooding. Project tasks will be conducted by an interdisciplinary team of researchers from George Mason University with collaborative input from an Advisory Committee comprised of Gunston Hall leaders, industry partners, and experts in colonial history, heritage tourism, ecosystem ecology, and climate sciences.	George Mason University
Yes	895	--	The purchase of exhibition materials and furnishings for a museum in Pittsburgh aims to educate the public about antisemitism, promoting understanding and preventing its spread.		Purchase of exhibition materials, furnishings, lighting, and a/v for the new building that will encompass a museum in Pittsburgh, Pennsylvania to elevate public knowledge and understanding of antisemitism, its perpetuation in modern society, and how communities can prevent its spread.	T of L, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	896	--	NEH identified DEI involvement.		The American Council of Learned Societies proposes a cooperative agreement with the National Endowment for the Humanities to hold a National Convening on Graduate Education in the Humanities with the goals of collecting and evaluating efforts at reform, to identify an array of good practices, and to engage institutions in commitments to implement change. We aim to improve the graduate experience in the humanities for all students, including from underrepresented groups and to showcase the benefits of graduate education in the humanities to the culture and the economy of the United States.	American Council of Learned Societies
Yes	897	--	NEH identified DEI involvement.		Phase 2 Theater Block Revitalization: Applied Learning Laboratory and Black Box Theater Construction Project (theaterLAB) will result in a state-of-the-art, ADA compliant, applied humanities learning laboratory and black box theater as part of the cultural and economic revitalization of downtown Fitchburg, Massachusetts. Building on Fitchburg State University's educational mission and history, the institution will leverage its partnerships and the region's unique assets to advance high-impact learning strategies in humanities while simultaneously attracting new community support to the downtown area. The theaterLAB promises to transform student engagement with humanities while orienting the University's public humanities efforts to wider and more diverse community audiences.	Fitchburg State University
Yes	898	--	NEH identified DEI involvement.		The Keres Children's Learning Center (KCLC) is an educational nonprofit organization launched from the Pueblo de Cochiti Tribe's Keres language revitalization initiative. KCLC's mission is to reclaim our children's education and honor our heritage by using a comprehensive cultural and academic curriculum to nurture Keres-speaking, holistically healthy, community-minded, and academically strong students. KCLC requests $500,000 in National Endowment for the Humanities (NEH) funds to build a new learning center that will support a broader and deeper effort to continue building community Keres fluency. Through more than $1.5M in matching funds, we will expand our campus to a new 17,243 square foot Center.	Keres Children's Learning Center

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	899	--	NEH identified DEI involvement.		The Mississippi Department of Archives and History (MDAH) is developing the Natchez Center for American History at the site of Historic Jefferson College (HJC). We are seeking funding to restore the existing buildings for the creation of a preservation field school. This project will have an especially significant impact on the humanities because of HJC's national architectural significance; because it will become the region's only preservation field school; and because the interpretive center (funded through other sources) will share powerful stories of the rise and fall of a cotton kingdom that was built on slavery. The project's national significance fits the NEH's American Tapestry initiative goal of leveraging the "humanities to tackle some of the most pressing challenges of our time." Strengthening our democracy demands that we reckon with the legacies of enslavement in the United States. Those legacies cannot be understood without examining the role of Mississippians in slavery's expansion, growth, and protection.	Mississippi Department of Archives and History
Yes		**$11,488,314**				
Yes	900	$350,000	The proposed project aims to meet the interests and needs of Indigenous communities and encourage engagement by wider audiences, promoting inclusivity and diversity in the archaeology of the Southwest.		cyberSW is currently an open access, web-based gateway for researchers interested in the archaeology of the Southwest United States and Northwestern Mexico. The proposed project will transform this gateway in two ways: first, to meet the interests and needs of the Indigenous communities whose ancestors lived in the places represented in cyberSW; and second, to encourage engagement by wider-ranging audiences of lifelong learners. Accordingly, achieving this goal involves two interrelated steps: first, expanding our digital Indigenous Field Guide to include Indigenous cultural and language content relating to plant and animalCultural Keystone Species (CKS) as identified by our Tribal partners; and second, redesigning the cyberSW web platform to make it easier to use and explore, including on mobile devices while out on the landscape.	Archaeology Southwest

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	901	$350,000	Stolen Relations aims to broaden understanding of Indigenous experiences of settler colonialism, highlighting the role of slavery. It engages with communities and documents instances of Indigenous enslavement.		Stolen Relations: Recovering Stories of Indigenous Enslavement in the Americas (www.indigenousslavery.org) is a community-centered, collaborative project that seeks to broaden our understanding of Indigenous experiences of settler colonialism and its legacies through the lens of slavery and servitude. We are applying for a Level III NEH DHAG in order to design and program a front end public interface, initiate new partnerships ($Especially with the Tomaquag Museum), and build and expand the technical aspects of the database (including linked open data and migrating to Mukurtu). We are gathering and documenting as many instances as possible of Indigenous enslavement in the Americas between 1492 and 1900 (and beyond, where relevant), focused primarily on New England for now, in close partnership with thirteen regional tribes, nations, and communities. Our project seeks to recover the stories of individuals and make these stories and documents available for use by a broad range of people.	Brown University
Yes	902	$349,887	DHRIFT aims to provide equitable access to technical training and pedagogical support in digital humanities, addressing inequities in distribution of resources.		Access to technical training in the digital humanities is inequitably distributed, especially among historically underserved institutions. Since 2018, and with funding provided by two NEH-funded IATDH grants, the Graduate Center, CUNY has supported development of over 30 local DH institutes and intensives by training 48 DH practitioners as part of the Digital Humanities Research Institute (DHRI). Building on the demonstrated success of these approaches, GCDI proposes a social and infrastructural intervention, Digital Humanities Resource Infrastructure for Teaching Technology (DHRIFT), to provide pedagogical support to a wider DH community. DHRIFT is conceived around flexible infrastructure for deployable sites—DHRIFT Core—that can be readily set up at local institutions and which provide ready-to-teach OERs and additional functionality to support DH pedagogy. By building community, curriculum, and infrastructure, DHRIFT aims to facilitate the more equitable development of DH skills.	CUNY Research Foundation, Graduate School and University Center

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	903	$349,812	The proposed project aims to document past agricultural landscapes using digital remote sensing methods, supporting preservation efforts and providing new perspectives on Indigenous land use.		Although archaeological scholarship demonstrates the significance of relict agricultural landscape features to offer insights into many aspects of ancient societies, evidence of past land use practices can be difficult to recognize and is easily destroyed by modern development. The proposed project has developed a suite of digital remote sensing methods to facilitate rapid, non-destructive, non-invasive discovery, documentation, and analysis of ancient land use features. Building on existing collaborations with Indigenous communities and archaeological specialists, the proposed project will employ drone-based lidar, thermography, and infrared imaging, alongside terrestrial geophysics, to document past agricultural landscapes. With surveys in New Mexico, Wisconsin, Hawaii, and New England, results will document extensive remains of agricultural features and related sites, offering new perspectives on Indigenous land use while supporting preservation and protection efforts.	Trustees of Dartmouth College
Yes	904	$325,000	The PEMM project aims to provide access and preserve African cultural knowledge, contributing to diversity, equity, and inclusion.		The Princeton Ethiopian, Egyptian, and Eritrean Miracles of Mary project (PEMM) is working to provide scholars and students with access to data about the hundreds of vivid stories written for centuries in Egypt, Sudan, Eritrea, and Ethiopia about the miracles that the Virgin Mary performed for the faithful, whether sinners or saints. Emerging out of the ancient African Christian tradition and in dialogue with the Islamic and Western Christian traditions, these Marian folk stories preserved in the ancient African language of Gəʿəz (classical Ethiopic) are rich repositories of intellectual history and cultural knowledge, illuminating how Africans make sense of the human in the context of precarity. PEMM is seeking funding to build a public-facing open-access web application and data portal to share the stories in, images about, translations of, and scholarship on this crucial body of medieval African literature and to build upon our innovative prototype tool for searching in Gəʿəz.	Trustees of Princeton University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	905	$315,199	NEH identified DEI involvement.		The Foundation for Advancement in Conservation (FAIC) will refine the Sustainability Tools in Cultural Heritage (STiCH) Carbon Calculator; a free, open-access, digital tool designed to empower professionals with information to make climate-conscious materials choices for treatment, display, and transportation of cultural heritage. NEH Tier I and II Research and Development Grants (2017-2022) supported building the STiCH calculator software, data sheets, and website. STiCH uses Life Cycle Assessment (LCA), a science-based environmental modeling tool, to calculate the carbon footprint of materials. A key finding of Held in Trust (HIT), a partnership between NEH and FAIC to evaluate the state of preservation in the US, identified the importance of addressing the effects of climate change in the heritage sector. In this Level III NEH Grant, user-led evaluations guide redesigning the STiCH Carbon Calculator and producing tutorials aimed at changing behaviors towards climate action.	Foundation for Advancement in Conservation
Yes	906	$250,000	The proposed initiative focuses on creating open educational resources that incorporate diverse perspectives, which relates to DEI.		We propose the “Open Education Publishing Institute: Collaborative Knowledge and Social Justice” (OEPI), an advanced digital humanities summer institute that will help DH scholars create OER publications and classroom assignments that build out from the community-based concerns of their students and that consciously foreground diverse perspectives.	CUNY Research Foundation, Graduate School and University Center
Yes	907	$249,994	The Advancing DHH Institute explores how cross-disciplinary expertise and data analysis methods can advance understanding of the effects of illness and disease on patients, health professionals, and society. This aligns with the ideals of diversity, equity, and inclusion (DEI) by examining the impact of social, cultural, and historical factors on individual and public health.		Digital health humanities (DHH) leverages digital methods to critically analyze archival health sciences materials for humanistic research. The Advancing DHH Institute, hosted by UCSF, investigates how and where cross-disciplinary expertise and data analysis methods can advance understanding of the effects of illness and disease on patients, health professionals, and the social worlds in which they live and work. Through workshops and seminars working with “archives as data” materials, researchers develop familiarity with critical DHH methods and issues. The institute nurtures research on the human experience of health and illness and develops insights into how social, cultural, historical, and other factors impact individual and public health. Programming brings together researchers across domains, from data science to humanistic social science, and history of medicine, to identify common strengths and potential translations from distinctive methods as applied to humanistic research.	University of California, San Francisco

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	908	$249,496	The initiative brings together experts in Digital Humanities to advance publicly-engaged storytelling about the past using digital geospatial and augmented mobile approaches.		The Deep Maps and Community Histories: Advancing Transdisciplinary and Public-Facing Scholarship in the Spatial Humanities Institute is a 16-month hybrid virtual and in-person institute bringing together public historians and experts in the field of Digital Humanities. The Institute will provide advanced training to researchers interested in advanced digital geospatial and augmented mobile approaches to publicly-engaged storytelling about the past. The project will culminate in the release of publicly web-accessible digital deep-map prototypes created by institute Fellows that further their active research programs, showcasing the ways deep maps enhance our ability to explore community history and heritage.	Michigan Technological University
Yes	909	$247,399	Columbiaâ€™s History Lab proposes to offer training and encourage dialogue between archivists and historians in order to work towards innovative solutions in processing and making text data accessible for digital humanities research, which relates to diversity, equity, and inclusion (DEI) efforts.		Columbia's History Lab has developed new open-source tools and workflows to meet the challenge of archiving, aggregating, and exploring large collections of digitized and born digital records. We propose to leverage our experience to offer training to archivists and historians, encourage dialogue between them, identify common concerns, and work toward innovative solutions in processing and making text data accessible for digital humanities research. The Institute would consist of in-person summer workshops, featuring morning classes with hands-on training, with about twenty people in each cohort. During lunches all participants would come together while experts Zoom in to present a range of perspectives on the digital turn. Conversations would continue with discussion seminars based on shared readings. The Institute would conclude with a two-day in-person conference in January 2025, featuring panel discussions and keynote talks, to showcase innovative projects by workshop participants.	Trustees of Columbia University in the City of New York
Yes	910	$245,880	Columbiaâ€™s initiative aims to provide training, encourage dialogue, and work towards innovative solutions, promoting diversity, equity, and inclusion in the field of digital humanities research.		Columbia's History Lab has developed new open-source tools and workflows to meet the challenge of archiving, aggregating, and exploring large collections of digitized and born digital records. We propose to leverage our experience to offer training to archivists and historians, encourage dialogue between them, identify common concerns, and work toward innovative solutions in processing and making text data accessible for digital humanities research. The Institute would consist of in-person summer workshops, featuring morning classes with hands-on training, with about twenty people in each cohort. During lunches all participants would come together while experts present--either in person or via Zoom -- a range of perspectives on the digital turn. Conversations would continue with discussion seminars based on shared readings followed by afternoon lab sessions.	Trustees of Columbia University in the City of New York

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	911	$240,787	This initiative aims to address barriers and provide instruction in higher mathematics to a diverse cohort, promoting access and inclusion in DH methods.		Many humanists have not had the opportunity, or have faced barriers, to receiving instruction in higher mathematics, particularly topics that provide a conceptual foundation for understanding the assumptions made in common DH methods. Mathematical Humanists will iteratively conduct a series of four workshops to guide a total of 48 synchronous participants (and an unlimited number of asynchronous participants) through fundamental mathematical concepts underpinning common DH methods, including statistics, network analysis, and text mining and analysis. The proposed workshops introduce participants to mathematical notation, theories, and application using a learner-centered, case-study approach, contextualizing each lesson with real humanities data and questions. We will seek a diverse cohort of participants doing DH research, instruction, and/or related scholarship who wish to learn about the mathematics behind common DH methods and who have not had access to this training before.	George Mason University
Yes	912	$240,312	This initiative aims to make data and data skills more accessible, contributing to a more democratic and accountable understanding of the present and past.		Digital data increasingly inform how communities understand the present and past. To make these understandings more democratic and accountable, the scholarly community needs to make data, and the skills and knowledge to make sense of data, more broadly accessible. Networking Archaeological Data and Communities builds on our achievements in archaeological data publishing and data literacy instruction by providing professional development for archaeologists who represent and serve diverse communities. In virtual meetings and in-person workshops, participants will bridge theoretical and practical aspects of data. They will develop ethically appropriate data management plans, prepare data for publication, begin developing public-facing digital projects or pedagogical resources, and contribute to an open access Data Literacy for Archaeologists Practice Guide. Thus, this institute will catalyze collaborative outcomes and those driven by the needs of individual participants.	Alexandria Archive Institute, Inc.
Yes	913	$216,218	The AIDL 2025 Institute aims to equip educators with resources to address pedagogical and ethical challenges posed by AI, promoting inclusion and empowering teaching practices.		The AI and Digital Literacy: Toward an Inclusive and Empowering Teaching Practice (AIDL 2025) Institute will explore how to teach writing, research, and critical inquiry in the face of developing generative AI technology. Designed for secondary school, community college, and college humanities educators, this program will put teachers in conversation with top scholars who work on AI and digital literacy. The institute will offer educators resources to navigate the pedagogical and ethical challenges and opportunities posed by AI in the classroom, as well as providing opportunities to gain experience with tools and to design and/or redesign assignments and classroom exercises.	University of Kansas Center for Research, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	914	$168,647	The institute aims to broaden access and inclusion in digital humanities scholarship, supporting scholars who lack resources at their home institutions.		Brown University Library requests funding to support a hybrid three-week summer institute (July 8-23, 2024) with virtual and in-person components for fifteen participants who wish to develop innovative born-digital scholarship intended for publication by a university press, but may lack the necessary resources and capacity at their home institutions. The institute will equip humanities scholars from all career levels and across disciplines with in-depth knowledge of the digital publishing process, concrete and individualized plans for project advancement, and top-level publishing industry contacts. Centered on inclusivity and accessibility, the institute aims to broaden the range of scholars producing born-digital publications and, by extension, the audience for digital humanities scholarship.	Brown University
Yes	915	$150,000	NEH identified DEI involvement.		The project is best described as a multidisciplinary digital humanities and public engagement research initiative with aspirations to produce new knowledge, convene experts, engage the public, and curate resources focused on the nexus of water, technology, and environmental justice. The project emerges from our ongoing, hitherto unfunded work that began with Water Justice and Technology: The Covid-19 Crisis, Computational Resource Control, and Water Relief Policy, a collaborative report and policy critique featuring twelve contributors from various humanistic disciplines and the Center for Interdisciplinary Environmental Justice (CIEJ). From this work we established an early development digital humanities platform that, with the support of NEH, we plan to grow into an internationally recognized platform and publication source on the intersections of technology and water.	New York University
Yes	916	$150,000	The Klezmer Archive project aims to provide universally accessible resources on klezmer music, contributing to cultural inclusivity and diversity (DEI).		The Klezmer Archive (KA) project is creating a universally accessible, useful digital archival tool for interaction, discovery, and research on available information about klezmer music and its network of contemporary and historical people.	Klezmer Institute, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	917	$149,934	This initiative will use machine learning to provide access to a large newspaper photograph collection, supporting the goals of diversity, equity, and inclusion by making historical material more accessible and inclusive.		Northeastern University will develop machine learning tools and cataloging workflows to provide access to large newspaper photograph collections. Northeastern University is home to the Boston Globe photo morgue, a collection of over 1 million photographic prints from the newspaper's past editions. When these images are stored, or in the jargon "sent to the morgue", they often vanish into the history of journalism, consigned to defunct and forgotten newspaper clippings. In the past, digitization costs have been the key factor in limiting access to journalism archives. Today, the main barrier to access is the creation of metadata sufficient to support image search, retrieval, and analysis. The tools and processes developed by this grant will allow the Northeastern University Library to catalog these images at massive scale and provide open-source, reproducible software and workflows that can be leveraged by other institutions to help revive and curate similar collections.	Northeastern University
Yes	918	$149,821	Inaccessible materials hinder blind individuals from pursuing historical studies equally. This project aims to provide braille readers with accessible primary texts, promoting inclusivity and equal access.		Inaccessible materials have prevented blind students and scholars from participating equally in the study of ancient languages, literature, and history. The solution proposed in this project will make hundreds of thousands of primary texts available to braille readers and progress these students and scholars toward more equal footing with their sighted colleagues. Nearly every blind person with a computer or mobile device will have the same immediate access to digitized texts that sighted scholars already enjoy.	Leland Stanford Junior University
Yes	919	$149,815	The cochlear implant project amplifies diverse global perspectives on disability and technology beyond Western narratives.		Perhaps no medical device has sparked more popular discussion of the "dangers and opportunities of technology" than the cochlear implant (CI). The first true bionic device, CIs (re)produce an absent 'normal' human function. Despite debates about the ramifications of CI technology, few book-length studies of the technology exist and these overwhelmingly emphasize U.S. and European perspectives. This collaborative and comparative project will document the impacts of the technology itself, the influence of the global corporations that market it, and the range of ways implants have been domesticated, maintained, and re-interpreted. At this pivotal moment for the development and global dissemination of neuroprosthetics, with brain implants featured ubiquitously in the headlines, this multi-disciplinary, international project will serve both a documentary and a comparative function, as well as provide a platform through our conference and published work for alternative narratives of CI use.	University of Chicago

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	920	$149,779	LND's efforts to document New Deal public works, incorporate census data, and provide data download functionality contribute to socio-spatial understanding and support DEI goals.		New Deal agencies extensively modernized the U.S. built environment and impacted U.S. residents from every demographic, yet, for decades, their vast spatial footprint remained undocumented. Living New Deal (LND) is the first comprehensive effort to crowdsource the location of New Deal public works, publishing their geospatial and related qualitative data through a searchable database in WordPress and a Mapbox interactive map, which serve over 1.25 million visitors annually. We seek Level II funding to enhance LND's contributions to socio-spatial understanding of New Deal public works by: 1) auditing and upgrading our existing data, 2) incorporating U.S. Census spatial and population data to expand their scope, 3) piloting methods for locating additional demographic data regionally that can be scaled by LND nationally, and 4) developing data download functionality and a digital humanities section for our website to strengthen LND's ability to support timely debates in the humanities.	Living New Deal Project, The
Yes	921	$149,660	This initiative aims to enhance accessibility for diverse users, including making the site ADA compliant. It also seeks to deepen coverage of non-European regions and ensure sustained usage for education and public awareness.		Seventeen Moments in Soviet History, originally developed in 2002 with NEH funding, is a multimedia archive offering a cross-section of Soviet life in seventeen different years. It provides users with a comprehensive experience of Soviet history through essays and primary materials, covering politics, society, culture, and economics. The site continues to attract over 700,000 unique visitors annually despite its out-of-date design. The Level II grant application seeks to update both functionalities and content. Functionality updates include ADA compliance, enhanced accessibility for diverse users and sustainability. Content updates aim to cover non-European regions of the former Soviet Union and deepen coverage of the last two decades of Soviet history. The overarching goal is to ensure longevity, accessibility, and sustained usage of the site for students and the general public.	Macalester College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	922	$149,489	The Digital Archive of the Atlantic Slave Trades (DAAST) aims to democratize access to archives and provide new insights on the history and experiences of the Atlantic slave trades.		The outcry for racial justice has spurred a growing demand for accessible information on the Atlantic slave trades' difficult history. This project meets that demand through the creation of the Digital Archive of the Atlantic Slave Trades (DAAST), a new open-access digital platform that will democratize access to the archives of the Atlantic slave trade. This resource will leverage innovative methods—including AI, machine learning, and research description framework—to digitize, transcribe, translate, and semantically link manuscript materials. DAAST's foundations will be built by processing the voluminous papers of the South Sea Company (SSC), one of the largest slave trading companies in history. The resulting archive will offer new insights on the Atlantic slave trades' histories—especially the experiences of the enslaved. This project will thus revolutionize how the archives of the trade are accessed, and transform how cultural institutions display materials related to the traffic.	William Marsh Rice University
Yes	923	$149,251	This project aims to contribute to critical data studies by focusing on institutions' use of harmful algorithmic tools, with a goal of addressing the rehabilitation and liberation of incarcerated individuals.		This project will contribute to a growing effort in critical data studies to focus analysis on institutions and their use of algorithmic tools that pose structural harms to prisoners, countering the institutional focus on assessing the (racialized) "risk" individuals pose to the institution and, by extension, society. By examining the limitations and consequent dangers of existing algorithmic tools, this project aims to address how alternative data-informed approaches could lead to the rehabilitation and liberation of incarcerated people.	Bucknell University
Yes	924	$148,467	This project explores the complex relationship between economic prosperity, environmental and health impacts, and the practices and ideas underlying agricultural biotechnology.		This project examines the dangers and opportunities of agricultural biotechnology, which has the potential to both bring prosperity and contribute to environmental and health problems. Agricultural biotechnology, as genetically modified (GM) crops, has transformed farming. This technology has underpinned prosperity, particularly in Argentina, where farmers and governments have reaped the benefits of GM soybean production. Activists and rural populations, however, have voiced concerns about the environmental and public health impacts of herbicides used in GM crop production. How do people, communities, and societies negotiate the tensions between economic prosperity and environmental and health impacts? And what can the practices, ideas, and feelings that underlie agricultural biotechnology tell us about our relationship with nature? We will write a book manuscript addressing these questions and bridging the humanistic social sciences and the environmental humanities.	University of Georgia Research Foundation, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	925	$147,412	NEH identified DEI involvement.		The Mapping Racism and Resistance project examines the critical role of racial covenants, as they worked together with other discriminatory housing practices, in restricting Black access to housing in Milwaukee County. We are seeking NEH DHAG funding to support 1) the development of a repository for data and digital assets generated in phase one of the project; 2) the creation of maps and web content visualizing racial covenants and Black resistance to restrictive covenants and other forms of housing discrimination in the early part of the 20th Century; and 3) the redesign and redevelopment of our website to support expanded public engagement with our digital resources on racial covenants and challenges to them in Milwaukee County.	University of Wisconsin System
Yes	926	$147,399	This project relates to DEI as it aims to examine the experience of affected communities, particularly in the Philippines, and promote a more participatory scholarly product through transcribing, translating, and annotating materials.		This project seeks to repatriate books and manuscripts seized from the archives of the Convent of San Pablo during the British occupation of Manila, 1762 to 1764. Using the original index of the archives, and subsequent records related to the sale and dispersal of its contents, the project envisions a virtual reconstruction of the library's materials, ca. 1762. Beyond the digital reconstitution of the archival corpus, the "return" of the library to its original site, the project reconceptualizes the library's original systems of knowledge production, modes of access, and use. The project serves as an entry point to the study of Spanish colonialism in the Pacific and the experience of affected communities, especially in the Philippines. Using digital technologies, the regenerated library will include spaces for transcribing, translating and annotating materials. This project envisions creative spaces that produce a more broadly based and participatory scholarly product.	Trustees of Princeton University
Yes	927	$141,252	NEH identified DEI involvement.		The aim of this project is to understand the implications and interactions of generative artificial intelligence (AI) upon preservice teachers' identities and practices within the two culturally and linguistically diverse contexts of Los Angeles and Hawai'i. Preservice or beginning teachers will be recruited to engage with Chat GPT through an interactive module. Participants' responses to module prompts and interview questions will be analyzed to examine how preservice teachers make meaning of teaching with Chat GPT. Thick, contextualized description may surface tensions experienced by preservice teachers from diverse backgrounds, when positioning ChatGPT as a cultural versus neutral educational tool. Outcomes from this project have the potential to inform education communities of more culturally sustaining, equitable, and just ways to utilize ChatGPT in classrooms.	California State University, Dominguez Hills Foundation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	928	$139,706	This initiative aims to expand access to historical migrant records, promoting inclusivity in research and potentially uncovering untold stories and patterns.		Migrants and the State will facilitate and expand access to a set of historical migrant records held by the U.S. National Archives (NARA) gathered in what are known as A-files. A-files contain a wide variety of documentation specific to the experiences of individual migrants and the implementation of U.S. immigration law. While in the public domain, these A-files are currently accessible only on a file-by-file basis. This project will use 550 A-files to develop machine learning models for segmenting the contents of A-files, identifying document types ($E.g. government forms, correspondence, employment records, etc.), and adding detailed metadata about them, making it possible to examine them at scale and discern currently untraceable stories and patterns across a large number of A-files. The project will also create a minimal web interface to enable focus group testing with immigration historians to gather feedback and plan for the project's next phase.	New York University
Yes	929	$138,256	Connecting Threads project aims to increase access to global fashion histories with a focus on connecting makers and consumers of color.		Connecting Threads: Digitally Connecting Collections, Expanding Public Engagement is an open access DH project that increases access to and engagement with global fashion histories by digitally connecting relevant collections from small museums and archives with larger collections through a queryable database. The database will be used to reorient the history of global fashion towards stories that connect makers and consumers of color, specifically, South Indian cotton textile weavers and Black and Brown consumers in the Caribbean and southeastern US. Key activities include processing collected data, building digital infrastructure including front-end, beta and user testing the site. Expected outputs are: a PostgreSQL database built on a custom API web crawler and with manual data entry options; a front-end platform capable of operating as a public-facing multi-institutional catalog; and interactive visualizations combining primary sources with research generated using the database.	George Mason University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	930	$137,974	NEH identified DEI involvement.		Our goal is to investigate how legacies of slavery, as a set of emotional frameworks for determining the parameters of the human, are shaping the perception and reception of conversational artificial intelligence (AI). Much of this framing is done, we aver, through popular culture and the discourse it provokes regarding the scope of human rights. Our key activities are the research, production, and dissemination of six digitally accessible research conversations and two book chapters. Our expected final outcome is to bring past and present conceptions of slavery and servitude, as mediated by popular cultural representations of conversational AI, into the dialogue surrounding the ethical development of AI. This work is vital as we move into a future in which concepts of human dignity and freedom will be reshaped by AI in ways fraught with both danger and opportunity. As the Director and Associate Director of UConn's Humanities Institute, we are applying as a collaborative team.	University of Connecticut
Yes	931	$131,519	NEH identified DEI involvement.		This collaborative research project aims to provide ethical guidance for conservation applications of biotechnologies such as gene editing, synthetic biology, and gene drives. The project team, which includes experts in conservation philosophy, animal ethics, environmental justice, and Indigenous philosophy, will develop conceptual and evaluative resources that are inclusive of a broad range of values and informed by high-rate anthropogenic change. Project outcomes will include academic publications with interdisciplinary reach, conference presentations at interdisciplinary venues, and public-facing scholarship.	Northeastern University
Yes	932	$127,274	NEH identified DEI involvement.		The North American Climate History project is a collaborative effort between the Papers of Thomas Jefferson at Princeton University, the Center for Digital Editing at the University of Virginia, and the Center for Digital Scholarship at the American Philosophical Society. The primary goal of the project is the development of a federated weather and climate records platform. This platform will support both the editorial preparation (broadly conceived) and publication of weather and climate records. Planning and development work will ultimately result in the publication of the federated North American Climate History digital resource. This digital resource will provide access to weather and climate records and will serve as a platform for projects, archives, and special collections to add materials to the federated resource.	Rector and Visitors of the University of Virginia

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	933	$99,962	The proposal seeks to develop an autonomous robot to increase efficiency and scale of geophysical surveying, which relates to Diversity, Equity, and Inclusion in providing access and opportunities for archaeological researchers.		Finding, identifying, and mapping buried archaeological sites and features is a critical component of archaeological research. The most powerful tools to do this are non-destructive geophysical prospection technologies such as Ground Penetrating Radar (GPR). These tools have been used to identify buried architecture, artifacts, fields, roads, ditches, and stratigraphic sequences. However, the established field techniques for collecting this data are slow and limiting, requiring initial surveys and the manual recording of small individual grids. This proposal seeks a level-II grant to support continued development and deployment of a novel autonomous robot, the Archaeorover, that dramatically increases the efficiency and scale of geophysical survey by combining recent advances in robotics, autonomous navigation technology, and Global Navigation Satellite Systems (GNSS) with geophysical instruments	Trustees of the University of Pennsylvania
Yes	934	$82,704	NEH identified DEI involvement.		This project seeks collaborative team funding to strengthen an equal partnership between academic researchers at Arizona State University and community researchers from The Online Creators' Association (TOCA) to gather community-based knowledge that TikTok content creators circulate to understand and resist algorithmic governance. We will conduct interviews to map how creators conceptualize the forces that impact their everyday lives: algorithmic content curation and opaquely-defined moderation. Participants will be recruited from TOCA, which is predominantly composed of people from historically marginalized groups. We will publish two academic papers: 1) a content analysis identifying folk theories; 2) a comparative analysis between folk theories and current academic theories of algorithmic governance. We seek to reveal overlapping narratives and produce a shared vocabulary to enable academics and community members to more effectively intervene in the spread of mis/disinformation.	Arizona State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	935	$75,000	This project examines digital inequalities and aims to address access to the internet for Indigenous people in Latin America, focusing on their agency and experiences. It also explores indigenous control over digital data.		The goal of this ethnographic and single researcher led project is to examine and address the effects of digital inequalities embedded in code and infrastructure on people's access to the internet, with a focus on Indigenous people in Abya Yala [Latin America]. I aim to identify dangers and opportunities in the design of internet code and infrastructure in light of the agency of Latinx people and their lived experiences. While internet services are taken for granted in many contexts in the global North, in Indigenous territories in the global South cellphone networks and internet networks are frequently not available, having to be built from scratch by people in the communities. Parallel to that, this project will apply participatory design research to collectively prototype new forms of internet interconnection with the goal of leveraging Indigenous control over their digital data, also known as Indigenous digital sovereignty.	Virginia Polytechnic Institute and State University
Yes	936	$75,000	This project examines how the design and use of healthcare technologies marginalized certain patient experiences based on gender, race, and other factors.		This project seeks to determine the implicit humanistic values embedded in the design and use of healthcare technologies. Through archival research and analysis of audiovisual media produced by medical professionals and technology developers, this project will explain how early ideas about emerging healthcare technologies transformed patient care by envisioning human bodies as quantitative data. This move not only excluded the messy, non-linear, emotional, and unpredictable aspects of embodied illness experiences, it also excluded the experiences of gendered, racialized, and minoritized patients. By examining how future uses of computers in healthcare were imagined from the 1960s onward, this project will show how the development of computational approaches to patient care worked precisely by erasing the human elements of illness and healing. A resulting book manuscript, The Visual History of Computational Health, will narrate the throughline from these early imaginings to the present.	William Marsh Rice University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	937	$75,000	NEH identified DEI involvement.		This project seeks to understand the ambivalent relationship between internet technologies and the empowerment or endangerment of LGBTQ people. It does so by examining one subset of LGBTQ people online: LGBTQ live streamers and their viewers. As many news reports have documented, the phenomenon of live streaming grew exponentially during the Covid-19 pandemic, particularly on real-time on platforms like Twitch, Instagram, or Zoom. LGBTQ people have played a prominent yet precarious role in the rise of live streaming. Many LGBTQ streamers have become public role models for a new generation of young LGBTQ internet users and LGBTQ groups gather regularly for events. Concurrently, anti-LGBTQ harassment is rampant on these same platforms. This project looks specifically at LGBTQ streaming on Twitch, the largest live streaming platform, to understand how LGBTQ streamers simultaneously express identity, build community, combat harassment, and navigate regulatory platform politics.	University of California, Irvine
Yes	938	$75,000	The project examines the history of life support technology, discussing its impact on medicine, society, and end-of-life care. DEI aspects may arise.		My project is a history of life support technology in the United States and how it changed American death in the 20th century. It will take the form of a book manuscript focused on the history of the ventilator and its use in the intensive care unit between 1950 and 2000, telling the story of how both medicine and society created, responded to, and interacted with this technology. I will also look at how two early 20th-century devices—the pulmotor resuscitation machine in the 1910s–20s and the iron lung in the 1930s–50s—played foundational roles in this history, not only in technological development but in the broader medical, cultural, and popular discourse about the use of technology at the end of life. The book will be aimed at both an academic and general audience and will use methods and approaches from the academic history of medicine, science and technology studies, and literary journalism.	University of Wisconsin System

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	939	$74,999	Examining AI agency across global cultures includes diverse perspectives on artistic and technological autonomy.		The rise of automated art through the use of large model generators (LMGs) like Chat GPT or Dall-E contributes to anxiety about Artificial Intelligence "taking over." Arts, Agency and Automation: A Global Cultural Affair examines notions of agency across law, sociology, philosophy, psychology, posthumanism, as well as art theory, and conducts interviews with global artists using LMGs about the machine's agency and their own. Since people in nations like the US that are identified as individualist cultures conceive agency differently from collectivist communities, artists will represent different backgrounds and nationalities. LMGs are transnational, so their outputs are relevant to art, but also governments and regulatory authorities. Arts, Agency and Automation: A Global Cultural Affair proposes articles and a book to support journalists, artists, scholars, business leaders and politicians distinguishing among approaches to agency as produced by creative adoption of AI machines.	Montclair State University
Yes	940	$74,973	This project aims to facilitate studying recorded music performances, enhancing capabilities and expanding access, contributing to diversity, equity, and inclusion in the field of musicology and music theory research.		Vast troves of both sound recordings and musical scores have become widely available in the digital era, but drawing connections between these two mediums to develop insights about performance style and artistic expression has remained difficult and time-consuming. This project develops a prototype of an open-source software tool to facilitate studying recorded music performances. Our tool will assist music scholars, archivists, and enthusiasts in complex musical analysis by both streamlining their workflows and expanding their capabilities, enhanced by advanced AI technologies and an easy-to-use graphical interface, without requiring programming experience. To optimize usability, our software design will be informed by real-world experts and prospective users. This tool will enable users to examine performances and scores in a single integrated process, scale up existing research, and open up transformative new approaches to musicology and music theory research.	University of Richmond

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	941	$74,956	NEH identified DEI involvement.		Gun ownership in the United States has skyrocketed in recent years. New gun owners are 40% of purchasers, and women, people of color, members of the LGBTQ+ community, and self-defined “liberals” are arming themselves at unprecedented rates. Focusing on the changing demographics of gun ownership, this project seeks to 1) understand the symbolic dimensions of firearms as a technology; 2) understand the relationship of this technology to gun cultures; and 3) explore the implications of this relationship for gun violence. Gun research in the United States is largely dominated by a focus on epidemiology and criminology, i.e. what happens after the technology is used as a weapon of destruction. To understand and ameliorate the roots of this violence, we also need to understand the cultures and meanings of gun ownership and gun technology prior to its use.	Lewis and Clark College
Yes	942	$74,880	NEH identified DEI involvement.		This project will ethnographically investigate whether precision medicine can contribute to reducing health disparities experienced by racialized peoples or if it will reproduce such disparities in the genetics-based language of precision medicine. Employing recent insights from the historical study of genetics and postcolonial science studies, this project will trace the processes by which medical researchers practice precision medicine, and deploy the language of this scientific field, as a form of preventative care that addresses health disparities experienced by racialized peoples in Canada. In scholarly articles and a monograph, the findings of this project will contribute to debates within the humanities about bioethics, race and social justice, and postcolonial science. It will contribute to broader audiences including racialized communities, educators, decision-makers in public health discussions through a conference/knowledge exchange, op-eds, social media and podcasts.	University of Oregon
Yes	943	$74,766	NEH identified DEI involvement.		Writing a book about how new modes of feminist activism in South Korea have contested widespread misogyny accelerated by digital media technologies in the past decade.	Emory University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	944	$74,725	NEH identified DEI involvement.		Map icons are tiny pixel-based symbols that locate people, places, and events commonly prepackaged into icon libraries and used in mapping in the digital humanities (DH). Given their size and ubiquity, map icons are often overlooked and applied universally in maps despite reflecting cultural contexts and power relations. I am applying for a Level I DHAG to reconceptualize map icons as sites and their libraries as tools for feminist resistance. I will convene scholars, practitioners, and communities invested in transformative approaches to mapping. The five outcomes of this feminist mapping intervention include: an empirical study investigating alternative map icons and DH mapping tools, a subsequent journal article, a two-day hybrid conference on map symbolization and innovative mapping tools, a special issue curated from conference presentations, and a research agenda that re-envisions conventional map icon libraries using crowdsourcing methods and open-source technologies like QGIS.	Syracuse University
Yes	945	$74,648	This project explores the intersection of digital technologies, warfare, and statehood, which is relevant to the study of diversity, equity, and inclusion (DEI) in terms of understanding how technological changes impact political consequences and governance.		This project explores how digital technologies of warfare are reshaping the sovereign state. Historically, states emerged out of institutional changes driven in large part by military competition. Today, however, the technologies of war—more than war itself—are driving state transformation. The resulting book will apply humanistic and social-science methods to examine three intersections between information technology, warfare, and statehood today: planning wars in the virtual domain of cybersecurity, fighting wars remotely through drones, and negotiating resolutions to conflicts through digital mapping. All three cases reveal how representations— conceptual, linguistic, and visual—are an important but largely overlooked element in the political consequences of technological change. Key representations are reshaping how territorial borders function, how new forms of interstate violence are deployed, and how states seek to govern new domains such as the internet.	Claremont McKenna College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	946	$74,307	Influencing the Revolution examines the relationship between transnational activism, digital fundraising, and social media's conversion of user engagement into profit, which is relevant to DEI discussions.		Influencing the Revolution will study the social media fundraising campaigns that are sustaining Myanmar's "Spring Revolution," a movement seeking to restore democracy to the nation. The project argues that, while transnational fundraising aims to support democratic activism in Myanmar, fundraisers' digital tactics depend on the very profit-generating mechanisms that make social media susceptible to undemocratic outcomes. Through social media archiving, user interviews, and focus group discussions, the goal of this single-researcher study is to document how fundraising networks harness the functionality of social media platforms like Facebook to monetize supporters' time and attention. Final outcomes—a public commentary, scholarly article, and book proposal—will document the political organizing of an understudied US population and provide insights into the relationship between transnational activism, digital fundraising, and social media's conversion of users' engagement into profit.	Purdue University
Yes	947	$68,750	This proposal aims to expand understanding of Black life and geography during slavery, specifically focusing on digitized genealogical archives and geolocating enslaved individuals. This aligns with DEI by promoting historical research on marginalized communities.		This proposal seeks Level I funding in the amount of $75,000 to generate a relational database and map that will expand our understanding of Black life and geography during slavery in the United States. Where David Eltis's Slave Voyages brought us to the shores and ports of the Americas, our proposed project, Data Mining and Mapping Antebellum Georgia (DMMAG) takes us inland, turning from the Trans-Atlantic to the Intra-American enslavement and forced migrations of Africans and African Americans. The goal of this proposal is to generate a scalable prototype for DMMAG's proposed database and map, which will address the following question: to what extent can researchers use digitized genealogical archives and archival state maps to both identify and geolocate individual enslaved African Americans and their families before emancipation?	Georgia State University Research Foundation, Inc.
Yes	948	$68,445	NEH identified DEI involvement.		The Center for Experimental Humanities ($EH) at Bard College proposes a new initiative that creatively re-envisions archives and the reliance of small institutions on external data storage providers while also significantly cutting overall contribution to institutional carbon footprint. As a proof-of-concept Level I project, we will redesign and migrate our EH digital archive, currently hosted on Amazon Web Services (AWS), to a "solar server" that we will design, prototype and self-host. Our designs will then be made available via an open-source toolkit and white paper so that other humanities centers and low-resourced programs can reimagine their archive to be self-sustaining and environmentally responsible.	Bard College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	949	$66,748	This project explores ethical dilemmas in data science and aims to demonstrate that data science is a moral practice.		This project investigates the technology of data science (a collection of techniques to extract value from data). The project advances the argument that data science is a moral practice. The project makes this argument by bringing normative theories and philosophy of science to bear on the practice of data science. The main goal of the project is to offer a systematic analysis of the nature of data science and its inherent ethical dilemmas. Key activities are the identification of ethical dilemmas in each step in the data science work cycle—these steps include data collection, data "cleaning", data analysis, and communication. The main project outcome is a book manuscript; further outcomes are two peer-reviewed open access journal publications. Each of the steps in the data science work cycle will be the topic of a book chapter and/or article.	Syracuse University
Yes	950	$50,221	Project 02 analyzes Google's data center and its impact on the environment, local government, and power dynamics, offering opportunities for change.		Project 02: Twenty Years of Google in The Dalles, Oregon develops new models for changing the Internet through an environmental history of Google's first hyperscale data center. Project 02 contributes new perspectives to existing studies of this Internet by analyzing Google's oldest data center longitudinally, tracing its emergence over the past twenty years. The novel mode of computation implemented in The Dalles produces new practices of occupying land, organizing time, securing data, structuring information, and engineering flows of materials. This monograph traces shifts across Google's discourse, computing technologies, relationships with local governments, entrenchment of settler colonial processes, and consumption of water and electricity. Project 02 highlights ways that the contingencies of these practices provide opportunities to contest Google's expansive power, leveraging the more-than-human materialities and histories of this node in this Internet to produce change.	University of Wisconsin, Oshkosh
Yes	951	$43,373	GISST provides a platform to make historical software more accessible, searchable, and shareable, which can support diversity, equity, and inclusion in technology.		The Game and Interactive Software Scholarship Toolkit (GISST) is a platform for managing the citation and reference of software objects, their run-time states, and performances of their functionality by users. GISST is designed to lower the technical burden for scholars interested in interpreting historical software by making emulated systems more accessible, searchable, and shareable.	Pomona College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	952	$29,998	This project aims to increase the durability of DH software, enable under-resourced institutions, and increase software reuse. These goals align with the principles of diversity, equity, and inclusion (DEI).		This project will explore the development of a Digital Humanities Research Software Consulting Unit (DHReSCU). This virtual “office” will provide digital humanities researchers with the opportunity to consult experienced DH Research Software Engineers during the project planning and design phase to create a software development plan in order to increase the durability of DH software and its reuse. We propose a feasibility study and pilot program to assess the impact of DHReSCU on software sustainability and reuse in the digital humanities, and to enable historically under-resourced institutions to successfully develop digital humanities research software. DHReSCU has three main goals: to prepare projects to better develop sustainable and maintainable software, to prepare project leads to more effectively work with research software engineers, and to increase the reuse of existing tools in cases where no custom software is necessary.	Arizona State University
Yes	953	$6,600	"Model Machines" examines racialization and stereotypes of Asians and Asian Americans.		In the contemporary Western imagination, Asian people are frequently described as automatons, which disavows their humanity. In Model Machines, Long Bui investigates what he calls Asian roboticism, or the ways Asians embody the machine and are given robotic characteristics. Bui offers the first historical overview of the overlapping racialization of Asians and Asian Americans through their conflation with the robot-machine nexus. He identifies the "model machine myth," which holds specific queries about personhood, citizenship, labor, and rights in the transnational making of Asian/America. Analyzing resources including newspapers, archives, legal cases, political campaign ads, photographs, medical ephemera, science fiction novels, and fashion magazines, Bui mines the ideological and political work behind the stereotype of Asians and Asian Americans as not just model minorities, but "model machines."	Temple University - Of The Commonwealth System of Higher Edu
Yes	954	$6,600	The description mentions challenging the contemporary identity of the California wine industry, which relates to examining diversity, equity, and inclusion (DEI) within the industry.		The Grapes of Conquest unearths the working-class, multiracial roots of the California wine industry, challenging its contemporary identity as the purview of elite populations.	Board of Regents of the University of Nebraska

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	955	$6,600	This research project explores the historical significance of Chinese Opera Theater in North America, highlighting its cultural and social impact on Chinese communities.		This deeply researched project excavates and contextualizes the important history of Chinese Opera Theater in nineteenth-century America, as one of the most widespread and significant performing art forms embedded in major North American communities of Chinese descent. Drawing on both Chinese- and English- language sources, Nancy Yunhwa Rao demonstrates the ways in which Chinese theaters have been deeply woven into the financial, political, social, and familial fabrics of Chinese communities in North America. Important topics include the circulation of Chinese opera troupes; the establishment of four iconic Chinese theaters in San Francisco; the importance of Chinese theater for mining towns and Railroad Chinese; the connection of Chinese theater to the criminalization of sound; the role Chinese actors played in challenging the Chinese Restriction Act of 1882; and the special significance of theater in advocating for civil rights for Chinese.	University of Illinois
Yes	956	$6,600	The study of Three-Fingered Jack explores Black rebellion and cultural representation.		The fugitive slave known as “Three-Fingered Jack” terrorized colonial Jamaica from 1780 until vanquished by Maroons, self-emancipated Afro-Jamaicans bound by treaty to police the island for runaways and rebels. A thief and a killer, Jack was also a freedom fighter until his grisly death at its behest. Narratives about his exploits shed light on the problems of black rebellion and solutions administered by the colonial state, creating an occasion to consider counter-narratives about its methods of divide and conquer. Writers, performers, and storytellers in England, Jamaica, and the United States have “thieved" Three Fingered Jack's riveting tale, defining black agency through and against representations of his resistance. Frances R. Botkin offers a literary and cultural history that explores the persistence of stories about this black rebel, his contributions to constructions of black masculinity in the Atlantic world, and his legacies in Jamaican and United States popular culture.	Rutgers University
Yes	957	$6,600	"InterAsian Intimacies" analyzes race, religion, and colonialism in Burma.		In "InterAsian Intimacies across Race, Religion, and Colonialism," Chie Ikeya asks how interAsian marriage, conversion, and collaboration in Burma under British colonial rule became the subject of political agitation, legislative activism, and collective violence. Over the course of the twentieth century relations between Burmese Muslims, Sino-Burmese, Indo-Burmese, and other mixed families and communities became flashpoints for far-reaching legal reforms and Buddhist revivalist, feminist, and nationalist campaigns aimed at consigning minority Asians to subordinate status and regulating women's conjugal and reproductive choices. Out of these efforts emerged understandings of religion, race, and nation that continue to vex Burma and its neighbors today.	Cornell University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	958	$6,600	"Black Bourgeois" explores race, class, and identity in African American literature.		This project will create an open-access edition of the 2019 book "Black Bourgeois: Class and Sex in the Flesh" by Candice M. Jenkins, distributed on Manifold, JSTOR, and Project MUSE. "Black Bourgeois" examines how late 20th and early 21st century African American literary texts grapple with the dilemma of black bourgeois subjectivity. Jenkins argues that the concept of “blackness” typically relies upon exposed and racially marked flesh, while a presumed benefit of material privilege is the protective concealment of the body. Focusing on works by Spike Lee and authors including Toni Morrison, Danzy Senna, Rebecca Walker, Reginald McKnight, Percival Everett, Colson Whitehead, and Michael Thomas, the book explores how bodies disrupt the bourgeois scene in these narratives. The project productively complicates the current sense of both “blackness” and “class” in the U.S. at a moment in our national history when we are repeatedly and viscerally reminded of black bodily vulnerability.	Regents of the University of Minnesota
Yes	959	$5,500	This grant relates to DEI by making cultural materials accessible and promoting inclusivity in accessing information and knowledge.		This grant will help cover the production costs to make Thompson's digital edition of Place, Memory, Poetry, and the James A. Emanuel's Papers at the Library of Congress open access.	Virginia Polytechnic Institute and State University
Yes	960	$5,500	The book on Laura Gilpin connects photography to Navajo sovereignty and representation.		Creation and dissemination of an open-access edition of "Good Pictures Are a Strong Weapon: Laura Gilpin and Navajo Sovereignty" by Louise Siddons, to be issued under a Creative Commons license and published on Manifold Scholarship digital platform in Fall 2023.	Regents of the University of Minnesota
Yes	961	--	This project explores how lived experiences and power dynamics contribute to the spread of mis- and disinformation within Asian and Asian American diasporas.		Transnational Disinformation Networks and Asian Diasporic Politics is a collaborative project between Dr. Rachel Kuo (University of Illinois at Urbana-Champaign) and Mark Calaguas (Alliance of Filipinos for Immigrant Rights and Empowerment and the Filipino Young Leaders Program). We bring together archival research and community oral histories to examine memory, political histories, and information networks across Asian and Asian American diasporas. We seek to understand how lived experiences of trauma, war, colonialism, and political suppression and social and cultural hierarchies of power undergird the spread of mis- and disinformation. We plan to host community storytelling workshops to train community volunteers to collect intergenerational and multilingual oral histories. By focusing on historical and geopolitical frameworks, our project intervenes in contemporary debates about mis- and disinformation, technology, and democracy.	University of Illinois

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	962	--	This research project examines the intersection of technology, identity, and various social factors, including gender, race/ethnicity, and socioeconomic status, which are central to the field of DEI.		Obtaining a cancer risk assessment score, a calculation that determines who is “high risk,” is possible because of the confluence of multiple technologies, from human genome discoveries to artificial intelligence computations. This research project examines what is at stake with how these practices embed future risk into someone’s present sense of self by identifying them as high risk. It seeks to understand how these technologies are experienced and how they are shaping identities, with attention to age, gender, race/ethnicity, and socioeconomic status, and includes ethnographic fieldwork with individuals labeled high risk for cancer, clinicians doing early detection work, and experts ($E.g., in nutrigenomics, genetic counseling) who help people manage their present lives for a potential future illness. It also includes research on institutional alliances producing knowledge about cancer prevention and computational practices producing cancer risk assessment scores.	University of Washington
Yes	963	--	This project investigates how community-based organizations and local governments use technology to collect and process nighttime data, contributing to understanding data (in)visibilities in cities after dark.		The urban night is an important and overlooked part of our lives. Today, over 50 cities have appointed 'night mayors' and are adopting big data analytics to solve historical problems. Data points about the night are scarce, shaped by two features - the longstanding treatment of the night as a period associated with criminality and transgression, and the ephemerality of nighttime activity. Being invisible can be a strategic choice to avoid danger, as historians of the night show us, but visibility also brings opportunities to various communities. This project investigates how community-based organizations and local governments in Mexico City, Montreal and Washington DC use technologies to collect, archive and process nighttime data. The goal is to understand how definitions and meaning-making of “valid” data about the night are created between them and employed to make decisions. This study helps us understand data (in)visibilities in our cities after dark.	Rector and Visitors of the University of Virginia
Yes	964	--	The open access edition of Disability Studies relates to DEI as it contributes to inclusive research and knowledge dissemination on disability.		Open access edition of Disability Studies: Advocacy, Science, and Prestige in Postwar Clinical Professions by Andrew J. Hogan.	Johns Hopkins University
Yes	965	--	NEH identified DEI involvement.		This project theorizes online swarm activity as a targeted, coordinated effort to silence ideological adversaries, rather than an individual form of trolling behavior. We aim to show that swarming, because of its mass scalability and reliance upon disinformation, represents a serious danger of technology, with particularly perilous effects for women, people of color (and intersections thereof) who are the most frequent and vulnerable victims of swarms.	Rutgers University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	966	--	This project aims to explore being, belonging, and becoming in a diverse place, highlighting the intersection of culture and identity.		Who Belongs? Evocative Ethnography to Interpret Being, Belonging, and Becoming on the Borderlands of Florida's Silver River is an Open Access digital book by Amanda D. Concha-Homes, to be published by the Illinois Open Publishing Network (IOPN). The Silver River is a natural and cultural treasure located in central Florida. It is home to a diverse array of humans, plants, and animals, and serves as a rich juncture of mobility, sensuality, and impressions. The Silver River is also a place with a long and complex history, shaped by various cultural and political forces. This project will craft a multimodal ethnography of the Silver River in Florida, with a focus on understanding being, belonging, and becoming in this unique place. This project will be presented in the form of a web-based, mixed-media monograph that is interactive and engaging. It will include a variety of media types, such as text, images, audio, and video, to provide a rich and immersive experience for readers.	University of Illinois
Yes	967	--	This project analyzes the historical and contemporary debates surrounding LLMs, connecting them to the nature and purpose of language, which is relevant to DEI.		This project concerns our fascination with the ultimate purpose of Large Language Models (LLMs). LLMs-like Open AI-are deep learning systems trained on vast bodies of linguistic data for the purposes of generating new natural language texts. My project draws out the ways in which our present debates about LLMs reflect a supposition that this emergent technology has, among its many possible effects, some function that is proper or central. This grant will support the development of this reading through historical research, as well as study of contemporary scholarly and popular media. The resulting project will connect contemporary debates about the nature and purpose of LLMs to a series of interpretive historical vignettes: from 17th century debates about the ideal language; to 19th and early 20th century developments in formal languages; and then to the ongoing debate in the cognitive sciences about whether language evolved as a tool of thought or of communication.	Northwestern University
Yes	968	--	The project explores the cultural and historical implications of electronic bracelets, including their use for identification, surveillance, and authorization, which are relevant to DEI concerns.		This single-authored project will take the form of a humanities book project, with supporting journal articles, presentations, and interviews/op-eds, to study electronic braceleting as both an historical and cultural phenomenon. I will argue that electronic bracelets incorporate methods of identification (ID bracelets), surveillance (ankle monitors), and authorization ($Event wristbands) to normalize labeling, scanning, and tracking of bodies with technologies that wearers can't interact with or easily remove.	Indiana University, Bloomington

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	969	--	NEH identified DEI involvement.		This research investigates the emergence of applications of artificial intelligence for the US military based on machine learning, and situates US military projects in a transnational context. It reviews military AI through an intersectional gender and postcolonial lens. Contemporary case studies for the project include the 2025 meetings of the Group of Governmental Experts on Lethal Autonomous Weapons and Enhanced Domain Awareness, a partnership between US Southern Command and seven other nations, including Chile and Colombia. The goal of the research is to interrogate how gender and neo-colonialism are interwoven with the development of military artificial intelligence. It asks how the idea of the "human" is encoded in military AI and examines the stakes of replicating "intelligence" based in violence and conflict.	Georgetown University
Yes	970	--	The project focuses on the social implications of algorithmic systems in tenant housing, emphasizing the study of tenant harms and gentrification, which is relevant to the field of diversity, equity, and inclusion.		This project will engage research to finalize the writing of a scholarly monograph on the social implications of new algorithmic and artificial intelligence-based systems deployed in US tenant housing. Referred to as landlord technologies, these systems include facial recognition-based building access hardware, rental price setting software, algorithmic tenant screening services, and virtual property management platforms. I have been studying and writing about tenant harms and gentrification implications of landlord technologies over the last five years in collaboration with Landlord Tech Watch.	University of Washington
Yes	971	--	The proposed research examines the implications of heritage forensics in protecting cultural sites, contributing to the global effort to safeguard cultural heritage.		The proposed collaborative research examines the dangers and opportunities of heritage forensics, an emerging approach to protecting cultural sites that uses satellite monitoring and other documentation techniques to assess impacts and support accountability efforts. Taking the unresolved conflict between Armenia and Azerbaijan over the enclave of Nagorno-Karabakh as a case study, this project combines satellite-based heritage monitoring with situated testimony of stakeholder communities and pilot research in AI-based change detection to confront both the challenges and possibilities of heritage forensics. The results of this research will help mitigate the potential dangers of satellite surveillance and enhance the contributions that heritage forensics can make to the global effort to protect and preserve cultural heritage at risk of erasure by state and non-state actors.	Cornell University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	972	--	NEH identified DEI involvement.		This project investigates how environmental crises are governed through engineering. This application is by a single researcher for the completion of a scholarly book manuscript, which traces how engineers in Mexico City have used a vast flood control system to transform the intertwined problems of land subsidence (sinking) and flooding from catastrophes of the wealthy urban core into chronic conditions of life on the poor urban periphery. By rendering environmental problems like flooding and subsidence routine and their causes largely inscrutable, engineers have made it possible for states to govern—to maintain their power—even as their policies degrade environmental conditions for the majority. The fundamental contribution of the manuscript is to show how engineering enables the perpetuation of political power through the management of increasingly pervasive environmental crises.	New York University
Yes	973	--	This project investigates the ethical and social implications of moratoria on emerging technologies, which is related to DEI in the responsible development of technology.		This collaborative project investigates the role moratoria, temporary or indefinite pauses, have played in the development of information, medical, and environmental technologies. The co-project directors, a historian of medicine and a historian of computing, will lead a multidisciplinary team to examine historical cases including transplantation surgery, artificial intelligence, and climate geoengineering. The project will generate new insights on the ethical and social meanings of using moratoria to manage the promises and perils of emerging technologies. Over two years, the project will 1) produce a comparative analytic framework for understanding calls for moratoria in science, technology, and medicine; 2) convene a workshop of humanities scholars to study differences and similarities across technical domains; and 3) synthesize our findings in a published special report written for practitioner and public audiences concerned with the responsible development of technology.	University of Texas Medical Branch, Galveston

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	974	--	This project explores the impact of robots on employees' work experiences and aims to provide insights for integrating robots in a positive work environment.		This project, led by a single researcher supported by two doctoral students and an advisory board, will help us understand how the increasing use of robots in hotels, restaurants, and other service settings affects employees' work experiences. Using surveys and in-depth interviews, we will explore how employees feel about working alongside robots; the impact of the robot coworkers on the humans' sense of purpose, job satisfaction, perceptions of fairness, and ethical concerns; and how this integration may affect workplace relationships, including how tasks are shared between humans and robots. Findings will be shared through academic publications and targeted reports for industry professionals. This research will provide much-needed insights to help hospitality businesses integrate robots in ways that support both techno-logical advancement and a positive, fulfilling work environment for their employees.	University of Mississippi
Yes	975	--	The project aims to examine how the use of AI systems in education is impacting DEI by evaluating changes to educational philosophy and political economy.		This project will investigate the data-intensive algorithmic tools being deployed within education in the United States in order to understand how dependencies on corporate owned "artificial intelligence" systems are changing the philosophy and political economy of education, and what impact this is having on the pedagogical principles of American educational institutions.	Georgetown University
Yes	976	--	NEH identified DEI involvement.		Gendered, racial and class norms embedded in conceptions, practices and the technologies of homemaking are transforming and being transformed by the adoption and integration of AI in domestic life. This single-researcher project builds on the argument that algorithmic technologies produce systemic inequalities by tracing how norms, biases and logics from historical technology are extended and encoded, not only in analogous contemporary technology, but also in the platforms and datasets of machine learning applications and AI. The goal of this project is to offer a critical analysis of emerging domestic technologies, and the inherent ethical, social and technical issues that accompany inviting AI into intimate spaces. Project outcomes include the identification and examination of structural inequalities across domestic technologies and the development of a theoretical framework for understanding this phenomenon. Outputs will be a book manuscript and two journal articles.	Arizona State University

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	977	--	This grant supports research on zero-rating, an influential digital practice, and its impact on social media's global expansion. It also examines the cultural allure of free technology.		This grant will support the writing of a book on a little-known yet highly influential digital practice: zero rating. The book provides a cultural history of Facebook's Internet.Org/Free Basic, the most globally prominent zero-rating scheme. It advances two core arguments. First, we must examine the centrality of zero-rating to understand the history of social media's global expansion. Second, the pervasiveness of zero-rating reveals the enduring cultural allure of free-of-charge technology—a core strategy of the playbook used by tech companies for their expansion. Drawing on six years of research conducted in Silicon Valley and among communities of digital rights activists across the globe, the project uses a mix of humanistic and innovative methods (archival research, qualitative media analysis, interviews, VPN and the wayback machine). The grant will provide funding for course releases, a manuscript workshop and a public roundtable on tech accountability in global perspectives.	New York University
Yes		**$8,214,694**				
Yes	978	$2,084,051	NEH identified DEI involvement.		Ohio Humanities shares stories to spark conversations and inspire ideas. We host programs and award grants that support humanities-based storytellers statewide, from museums to journalists to documentary filmmakers. As the state-based partner of the National Endowment for the Humanities, we work to connect with local and grassroots organizations who are bringing humanities programming to public audiences. In FY2024, Ohio Humanities will emphasize five main areas of operations: 1. Diversifying and enhancing our subawards program 2. Amplifying untold and under-told stories in Ohio 3. Diversifying our audiences by servicing youth 4. Building a stronger ecosystem of documentary film 5. Enhancing our speakers bureau program	Ohio Humanities Council
Yes	979	$304,096	NEH identified DEI involvement.		With the General Operating Support Grant, North Carolina Humanities Council brings the humanities to life through subawards and public programming in North Carolina. We tailor our subawarding and public programs to the needs, resources, and interests of North Carolina. In doing so, we deliver on our mission to connect North Carolinians with cultural experiences that spur dialogue, deepen human connections, and inspire community.	North Carolina Humanities Council
Yes	980	$252,314	NEH identified DEI involvement.		ARIZONA HUMANITIES PROVIDES EDUCATIONAL PUBLIC HUMANITIES PROGRAMS TO CULTURAL ORGANIZATIONS STATEWIDE. ALL PROGRAMS AND ACTIVITIES PROMOTE UNDERSTANDING OF THE HUMAN EXPERIENCE.	Arizona Humanities Council

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	981	$237,478	NEH identified DEI involvement.		With the General Operating Support Grant, Colorado Humanities brings the humanities to life through subawards and/or public programming in Colorado. The council tailors its subaward-making and public programs to the needs, resources and interests of Colorado. In so doing, it delivers on its mission to inspire the people of Colorado to explore ideas and to appreciate the state's diverse cultural heritage.	Colorado Humanities
Yes	982	$231,487	NEH identified DEI involvement.		With the General Operating Support Grant, Connecticut Humanities Council, Inc., brings the humanities to life through subawards and/or public programming in Connecticut. The council tailors its subaward-making and public programs to the needs, resources, and interests of Connecticut. In doing so, it delivers on its mission to champion "the enduring value of public humanities in our lives and civil society. Through grant funding and capacity building, CTH strives to ensure the public humanities will continue to inspire storytelling, lifelong learning, informed public dialogue, and civic engagement in ways that strengthen communities and enhance the quality of life for all of Connecticut's residents."	Connecticut Humanities Council
Yes	983	$223,386	NEH identified DEI involvement.		With the General Operating Support Grant, Hawaii Council for the Humanities brings the humanities to life through subawards and/or public programming in Hawaii. The council tailors its subaward-making and public programs to the needs, resources, and interests of Hawaii. In doing so, it delivers on its mission to enrich lives, broaden perspectives, and strengthen communities.	Hawai'i Council for the Humanities
Yes	984	$202,310	NEH identified DEI involvement.		With the General Operating Support Grant, Maine Humanities Council brings the humanities to life through subawards and/or public programming in Maine. The council tailors its subaward-making and public programs to the needs, resources, and interests of Maine. In doing so, it delivers on its mission to use the humanities as a tool for positive change in Maine communities. Our programs and grants encourage critical thinking and conversations across social, economic, and cultural boundaries.	Maine Humanities Council
Yes	985	$201,195	NEH identified DEI involvement.		With the General Operating Support Grant, Idaho Humanities Council brings the humanities to life through sub awards and/or public programming in Idaho. The council tailors its sub award making and public programs to the needs, resources, and interests of Idaho. In doing so, it delivers on its mission to deepen the public understanding of the human experience by connecting people with ideas.	Idaho Humanities Council

Yes / No DEI?	#	$ Award	DEI Rationale	MM / AW	Grant Description	Grant Recipient
Yes	986	$198,733	NEH identified DEI involvement.		The Rhode Island Council for the Humanities seeds, supports, and strengthens public history, cultural heritage, civic education, and community engagement by and for all Rhode Islanders. The Council advances the public humanities sector through grantmaking as well as through the facilitation of shared visions, collaboration to achieve sustainability and resiliency, and partnerships to bring together resources, to innovate, and to scale initiatives for greater impact.	Rhode Island Council for the Humanities
Yes	987	$194,168	NEH identified DEI involvement.		With the General Operating Support Grant, Delaware Humanities brings the humanities to life through subawards and/or public programming in Delaware. The council tailors its subaward-making and programs to the needs, resources, and interests of Delaware. In doing so, it delivers on its mission to strengthen its communities by connecting Delawareans through the diversity of the human experience.	Delaware Humanities
Yes	988	$191,862	NEH identified DEI involvement.		With the General Operating Support Grant, the Humanities Council of Washington DC (HumanitiesDC) brings the humanities to life through subawards and/or public programming in the District of Columbia. The council tailors its community grantmaking and public programs to the needs, resources and interests of the District of Columbia. In doing so, it delivers on its mission to enrich the quality of life, foster intellectual stimulation, and promote cross-cultural understanding and appreciation of local humanities.	Humanities Council of Washington, DC
Yes	989	$110,886	NEH identified DEI involvement.		With the General Operating Support Grant, Humanities Guåhan brings the humanities to life through subawards and public programming in Guam. The council tailors its subaward-making and public programs to the needs, resources, and interests of Guam. In doing so, it delivers on its mission to foster community engagement and dialogue, inspire critical thinking, celebrate diversity and enrich the quality of life for island residents through the power of the humanities.	Humanities Guahan
Yes	990	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Florida Humanities Council
Yes	991	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Missouri Humanities Council

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	992	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Kentucky Humanities Council, Inc.
Yes	993	--	NEH identified DEI involvement.		United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	New Hampshire Humanities Council
Yes	994	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Humanities Washington
Yes	995	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	New Jersey Council for the Humanities
Yes	996	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Idaho Humanities Council
Yes	997	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Alabama Humanities Alliance

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	998	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Maryland Humanities Council, Inc.
Yes	999	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Humanities New York
Yes	1000	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Virginia Foundation for the Humanities
Yes	1001	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	North Carolina Humanities Council
Yes	1002	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Wisconsin Humanities Council
Yes	1003	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	North Dakota Humanities Council

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1004	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Humanities Guahan
Yes	1005	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Northern Marianas Humanities Council
Yes	1006	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Indiana Humanities Council
Yes	1007	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Alaska Humanities Forum
Yes	1008	--	NEH identified DEI involvement.		To support research and documentation, non-invasive geophysical surveys, a lecture series, publications, National Register application, and signage relating to the history of the Dwight Mission Boarding School, which is located near Russellville, AR.	Arkansas Humanities Council
Yes	1009	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Arizona Humanities Council

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1010	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Michigan Humanities Council
Yes	1011	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Ohio Humanities Council
Yes	1012	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Humanities Nebraska
Yes	1013	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Oklahoma Humanities, Inc.
Yes	1014	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Community Foundation of the Virgin Islands
Yes	1015	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Oregon Council for the Humanities

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1016	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	West Virginia Humanities Council
Yes	1017	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Pennsylvania Humanities Council
Yes	1018	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Wyoming Humanities Council
Yes	1019	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Rhode Island Council for the Humanities
Yes	1020	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Georgia Humanities Council
Yes	1021	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	South Carolina Humanities Council, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1022	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Hawai'i Council for the Humanities
Yes	1023	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Arkansas Humanities Council
Yes	1024	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Illinois Humanities Council
Yes	1025	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	South Dakota Humanities Council
Yes	1026	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Humanities Kansas
Yes	1027	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	California Humanities

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1028	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Louisiana Endowment for the Humanities
Yes	1029	--	NEH identified DEI involvement.		"The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion."	Colorado Humanities
Yes	1030	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Maine Humanities Council
Yes	1031	--	NEH identified DEI involvement.		To support public humanities programming that builds cultural awareness of Muslim and Arab American history and culture. communities	Vermont Humanities Council
Yes	1032	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Massachusetts Foundation for the Humanities & Public Policy
Yes	1033	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Humanities Tennessee
Yes	1034	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Mississippi Humanities Council

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1035	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Humanities Texas
Yes	1036	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Humanities Montana
Yes	1037	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Utah Humanities Council
Yes	1038	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Nevada Humanities
Yes	1039	--	NEH identified DEI involvement.		To support Finding Home, a project developed in partnership with a coalition of cultural and community partners to foster cross-cultural understanding of Haitian American and Haitian immigrant experiences in Springfield, OH. Programming will include training 10 citizen journalists from the Haitian community, culminating in a multi-episode podcast; four citizen-led discussions to inform an art installation incorporating the experiences of Springfield's Haitian immigrants; oral histories and an archival initiative; and translating Springfield cultural sites to make them accessible to speakers of Haitian Creole.	Ohio Humanities Council

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1040	--	NEH identified DEI involvement.		To support their efforts to reach Arab, Muslim, and other Middle Eastern communities in Detroit by partnering with the University of Michigan (UM) to document, map, and archive the diversity of Middle Eastern cultures in Detroit through community archiving programs, a photographic and oral history exhibition, and updating an existing public website on migration in Michigan to include the histories of Middle Eastern migrants.	Michigan Humanities Council
Yes	1041	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion.	Vermont Humanities Council
Yes	1042	--	NEH identified DEI involvement.		The applicant's project will deliver on the goals of NEH's "United We Stand": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion	Humanities Council of Washington, DC
Yes	1043	--	NEH identified DEI involvement.		"The applicant's project will deliver on the goals of NEH's "United We Stand: Connecting Through Culture": to foster cross-cultural understanding, empathy, and community resilience; deepen public understanding of and contextualize community, state, and national history; educate the public on the history of domestic extremism and hate-based violence; and promote civic engagement, information literacy, and social cohesion."	Delaware Humanities
Yes		**$4,431,966**				
Yes	1044	$205,046	This initiative promotes diversity and inclusion by preserving and sharing the cultural heritage of Lakota elders.		Catalog and Digitize Recordings of Lakota Elders from the Pine Ridge and Cheyenne River Sioux Reservations	Oglala Lakota College

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1045	$30,000	This project aligns with DEI as it acknowledges and aims to uncover unrecorded Indigenous burial sites, highlighting the historical mistreatment and abuse of Indigenous children in boarding schools.		The primary goal of this project is to scan three (3) areas at the Cowlitz Indian Tribe St. Mary's property to determine the location of unrecorded Indigenous burial sites. It is generational knowledge of the Tribe that some Tribal students died during their attendance at the school and may have been buried on the property. There is also the unfortunate reality that some of these burials were potentially unrecorded by the Catholic church as cases of unrecorded graves in Indian boarding schools continue to be discovered in Indian Country. Other graves may exist in additional areas of the surrounding St. Mary's property, still owned by the church. It is well-documented that many of these boarding schools, both operated by the churches and by private institutions, were receiving federal money to systematically abuse and assimilate Indigenous children into white society.	Cowlitz Indian Tribe
Yes	1046	$30,000	This initiative focuses on researching Winnebago Tribe's history, engaging elders, and honoring their boarding school survivors, aligning with DEI efforts.		The Winnebago Tribe of Nebraska will 1) continue to collect records based on research of Winnebago Tribal members who attended Indian Boarding Schools (historical registry) and if they returned home. 2) Engage Tribal Elders/ Family and interviewed them as boarding school survivors and their knowledge of the Indian Boarding School era. 3) Research Indian Boarding School death and gravesite records for members of the Winnebago Tribe and work on process to return them to their homeland for appropriate burial. 4) Plan for future development of a historical display at the Museum on the Indian Boarding School Era and sharing of stories to help our Tribal members heal.	Winnebago Tribe of Nebraska
Yes	1047	$30,000	The Stewart Indian School Cultural Center & Museum promotes DEI by telling the story of indigenous students and offering a place for healing from historical trauma.		The Stewart Indian School Cultural Center & Museum (SISCCM) opened in January 2020 as a gathering place for alumni who attended the Stewart Indian School, a federal Bureau of Indian Affairs boarding school, which operated from 1890-1980 in Carson City, NV. The purpose of this museum is to tell the story of the school from the perspective of the students who attended the school, initially from Great Basin tribal nations: Washoe Tribe of Nevada and California, Northern Paiute, Southern Paiute, and Western Shoshone. Eventually over 200 tribes from western states were represented at the school. In addition, the museum serves as a place of healing from the historical trauma of the early years of boarding school history. And it is a place of contemporary Great Basin Native art and stories. The goal of this grant is to conduct research at the NARA in San Bruno, CA, to digitize the school records and make them available to Stewart alumni and their families at our museum research library.	Stewart Indian School Cultural Center & Museum

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1048	$30,000	This project aims to address the history of Indian Boarding Schools, promoting historical and cultural awareness, which aligns with DEI principles.		This project will address the history of LTBB's relationship with Indian Boarding Schools across the country, with focus on the Holy Childhood of Jesus Indian Boarding School located in Harbor Springs, Michigan. The following objectives will guide program activities: Objective 01- This project will result in up to 40 high quality, transportable panels that will contain educational curriculum on the history of Indian Boarding Schools. Objective 02- Educational panels will be integrated into at least 10 presentations to reach 700 people by the end of the 18-month project period, to increase historical and cultural awareness on Indian Boarding Schools.	Little Traverse Bay Bands of Odawa Indians
Yes	1049	$30,000	This project utilizes photovoice to capture perspectives and ideas of Indigenous people's experiences, supporting data collection around federal Indian boarding schools. It aligns with the notice of funding's focus on tribal history and digital projects for public reach.		“Hear My Story, See My Face: A Boarding School Experience” will combine the power of a portrait with the eloquence of resilience in each story told. This project uniquely addresses the Road to Healing tour within the Federal Indian Boarding School Initiative (FIBSI) by having college students research and photograph their family’s unique boarding school experience. Photography is a powerful way to capture our past and future as Indigenous people. In this project, “photovoice” is a method that allows respondents the opportunity to use photos to capture their perspectives and ideas of an event, feelings, and understandings. Therefore, this grant is intended to support a project of data collection around the federal Indian boarding school experience. This project touches on many of the ideas listed in the notice of funding such as tribal history projects, digital projects resulting in exhibitions, research leading to exhibits, or other products that reach the general public.	Navajo Nation Tribal Government
Yes	1050	$30,000	The I'esh'un Project documents the history of Indigenous boarding schools.		The I'esh'un Project ("I found it," Dena'ina Athabascan) seeks to implement a project to build and publish a map detailing out the locations and information about assimilative boarding schools in Alaska. The funds for this project will support design and creation of the map using GIS software in partnership with a contractor whose work is dedicated to mapping and information management.	Alaska Native Heritage Center, Inc.

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1051	$30,000	MEHS has a responsibility to teach the history of federal Indian boarding schools, and this project aims to articulate and support the curriculum.		Since Mt. Edgecumbe High School (MEHS) shares the physical location, historical infrastructure and similar name to a former federal Indian boarding school; MEHS has an important responsibility in accurately teaching the history of federal Indian boarding schools to MEHS students and the wider public. Curriculum surrounding federal Indian boarding schools is currently included in a variety of courses offered at MEHS. As teachers retire or are asked to teach different courses, transferring this curriculum to new teachers and in turn students, is critically important. The goals of this project include to fully articulate the curriculum for content surrounding federal Indian boarding schools in the content areas of Alaska History, US History, Native Studies, Alaska Literature and Native American Literature. Additionally, the second main goal is to provide additional resources to support curriculum surrounding federal Indian boarding schools.	Alaska Department of Education and Early Development
Yes	1052	$29,991	History Colorado's initiative aims to amplify Indigenous voices and their experiences, contributing to understanding and addressing the impact of Colorado's boarding school era on Indigenous communities and Nations.		History Colorado seeks support to build a collection of oral histories from Indigenous communities and Nations impacted by Colorado's boarding school era. This collection of oral histories is part of a body of research being done by the state of Colorado in response to the Federal Indian Boarding School Research Program Act HB22-1327. This research focuses on the Indigenous attendees of the Fort Lewis and Grand Junction Schools and their descendants (both schools closed in 1911, therefore it is understood that there are no living attendees). History Colorado has selected Living Heritage Anthropology and The Keystone Policy Center as the research team contracted to conduct this research. The research will focus on the two Tribes currently based in Colorado: The Ute Mountain Ute Tribe and The Southern Indian Tribe.	State Historical Society of Colorado
Yes	1053	$29,978	The Oneida project explores the impact of boarding schools on Indigenous communities.		We seek to explore, recover, preserve and build opportunities for healing around the individual, family and collective experiences of boarding school education across the Wisconsin Oneida community. We will seek testimony, input and participation from descendants of former boarding school students as well as from Oneida community members without direct boarding school experience but with exposure to its collective stories. We seek to grapple with the power of memory in all of its forms - direct, passed down, mythologized and narrated collectively across familial, group and community settings, We also seek to grapple with the legacies of such memories - their impact on health, wellbeing, cohesion, education, and the dynamics of resilience within the Oneida Nation. We will organize walking and driving tours, self-recorded audio diaries by Elders and Youth, Past-Present "Memory 11 Mapping" events, and oral history interviews. The work will be included in an episode for a podcast ''Whose Land?"	Oneida Nation

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1054	$29,920	KBC's project addresses the legacy of Federal Indian boarding schools, amplifies Native voices, promotes dialogue, and engages the community.		Koahnic Broadcast Corporation (KBC) will build on our past work documenting the efforts to recover, reclaim, and address the legacy of Federal Indian boarding schools for this proposed project. Project activities will include: 1) Production of a series of radio and video/multimedia features about the impact of Federal Indian boarding schools in Alaska to air on National Native News and KNBA, and our associated online platforms. a) Interviews with boarding school survivors and/or families of former students around the Anchorage area (3-5 features) b) Interviews with boarding school survivors and/or families of former students in Southeast Alaska area (3-5 features) 2. KBC will host a community event at the Alaska Native Heritage Center to share the reporting from this project with a panel discussion to follow. The panel will include a boarding school student, a scholar, and an Alaska Native leader. The event will be open to the public and streamed for sharing to a broader audience.	Koahnic Broadcast Corporation
Yes	1055	$29,451	The project aims to research and record the experiences of Klamath Tribal members in boarding schools, supporting the preservation of their tribal cultural languages.		Funds will be used to research and record Klamath Tribal member experiences in boarding schools, and what the root cause and effect was of losing or not being able to learn their own tribal cultural languages. The project is for historical and research purposes to enhance the work and development of tribal language for our tribal populations within the Klamath Tribes. The Project Director proposes to contract with contractors to carry out interviews and video graphs of tribal elders living in Klamath County and other Oregon locations. [Edited by staff]	Klamath Tribes
Yes	1056	$29,445	This project promotes cultural preservation and addresses intergenerational impacts through restoring land and engaging with the history of the Boys' School.		This project seeks to promote public engagement with the history of the former Industrial School for Boys at Waialeʻe, Hawaiʻi. Our project title, Nā Lei Poina ʻOle, is a reference to an ʻōlelo noʻeau (Hawaiian wise saying): “He lei poina ʻole ke keiki,” meaning, “A child is a lei never forgotten.” This saying reminds us that children are beloved and a source of great pride to their families. The overarching goal of our project is to remember and memorialize the children kept at the Boysʻ School in culturally meaningful ways, which can also help to address the intergenerational impacts this history continues to have. For the period of this grant, we plan to do so through a focus on regenerating life and land. Today, our non-profit organization, the North Shore Community Land Trust, works at the former school site to restore loʻi kalo (areas for growing taro, a traditionally important staple food) and a freshwater fishpond.	North Shore Community Land Trust
Yes		**$563,831**				

Yes / No DEI?	#	$ Award	DEI Rationale	AW	Grant Description	Grant Recipient
Yes	1057	$495,326	NEH identified DEI involvement.		The Humanities Indicators (HI), a permanent project of the American Academy of Arts and Sciences, seeks a cooperative agreement with the National Endowment for the Humanities to update and enhance the National Inventory of Humanities Organizations (NIHO), a data resource that was developed under a previous cooperative agreement with the NEH and debuted in 2019. Building on the earlier effort, drawing on similar projects undertaken by other organizations, and working closely with NEH staff, we propose to build an expanded NIHO dataset through 1) identification of a wider universe of humanities nonprofit organizations; 2) rigorous cleaning and coding of the data file to assure accuracy and relevance; and 3) documenting the data set for other users in the community and establishing plans to sustain the data set over the long term.	American Academy of Arts and Sciences
Yes		**$495,326**				
Yes Total		**$139,879,994**				
No	1058	$498,129	This proposal focuses on AI cultural production and its implications for creative expression, truth, trust, power, and belonging, but it does not explicitly mention DEI or address underrepresented communities.		We propose an OU Center for Creativity and Authenticity in AI Cultural Production. Our goal is to create and sustain means for collaboration regarding the meaning of generative AI for artistic and cultural experience. While AI enables new modes of expression, it can destabilize the relationship between author and audience, raising questions about the nature and purpose of human creative expression. What does generative AI mean for such moments of creation? What does it mean for our ideas and practices regarding truth, trust, power, and belonging? This Center will explore these questions with special attention to their implications for Native American cultural sovereignty. Our Center will bring together experts from across the humanities, social sciences, and STEM fields to catalyze research on crucial topics, such as trust, authenticity, and relationality, through a linked set of research teams, interdisciplinary conferences and associated edited volumes, and marquee public speakers.	University of Oklahoma, Norman