

# **EXHIBIT 24**

Recipient Name	DEI Rationale	Grant Descriptions
Race		
Dr. Nico Isaac Slate	<p>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.</p>	<p>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.</p>
Prof. George Derek Musgrove	<p>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.</p>	<p>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.</p>
Dr. Courtney Lindsey Akiko Sato	<p>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.</p>	<p>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.</p>

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Prof. Say Burgin	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.
Mrs. Angela Darlean LeBlanc-Ernest	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.
Dr. Benjamin Holtzman	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.

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Dr. Bertis Deon English	<p>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.</p>	<p>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.</p>
Dr. Karen B. Cook-Bell	<p>"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.</p>	<p>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.</p>

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Dr. Erika Denise Edwards	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. Ashley Robertson Preston	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.
Foundation for Excellence in Louisiana Public Broadcasting	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.

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University of Chicago	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.
Michigan State University	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 <em>Journal of Slavery and Data Preservation</em>, data articles, datasets, and supporting data documentation created by institute participants.
Georgetown University	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.

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George Mason University	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	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 descendants 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.
Michigan State University	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	NEH identified DEI involvement.	This proposed project, "Expanding the Geographic 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.

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University of Texas at Austin	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.
Dr. Annette Joseph-Gabriel	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.
William Marsh Rice University	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.

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William Marsh Rice University	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.
Howard University	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.
Prairie View A & M University	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.

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Morgan State University	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.
Howard University	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.
Tulane University	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.

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<p>Georgia State University Research Foundation, Inc.</p>	<p>NEH identified DEI involvement.</p>	<p>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.</p>
<p>University of Missouri System</p>	<p>The Kansas City workshop highlights diverse histories, including Black and Latinx communities, in the Jazz Age and Great Depression.</p>	<p>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.</p>

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University of Connecticut	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.
Regents of the University of Minnesota	"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.

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Rutgers University	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.
University of Massachusetts, Amherst	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.

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Duke University	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.
University of Kansas Center for Research, Inc.	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 Wisconsin System	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.

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Georgia State University Research Foundation, Inc.	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?
University of California, Riverside	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 Maryland, College Park	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.

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University of Florida	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.
Vanderbilt University	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.

Recipient Name	DEI Rationale	Grant Descriptions
University of Wisconsin System	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.
Vanderbilt University	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.

Recipient Name	DEI Rationale	Grant Descriptions
Northeastern University	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, <i>Urban Repair: The Southwest Corridor and the Transformation of Boston, 1970-89</i> . 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, <i>Urban Repair</i> 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.
University of North Carolina	"Insurrection 1898" relates to DEI as it explores the historical events of a coup d'État 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.

Recipient Name	DEI Rationale	Grant Descriptions
Race-Tribal		
Dr. Dana Velasco Murillo	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 <i>reducciones</i> (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 <i>reducciones</i> , and navigated the state's attempts to transform their lifeways.
Prof. Preston McBride	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.

Recipient Name	DEI Rationale	Grant Descriptions
Dr. Joanne Marie Jahnke-Wegner	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.
Brown University	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 ( <a href="http://www.indigenousslavery.org">www.indigenousslavery.org</a> ) 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.

Recipient Name	DEI Rationale	Grant Descriptions
Trustees of Dartmouth College	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.
University of Michigan, Ann Arbor	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.

Recipient Name	DEI Rationale	Grant Descriptions
Regents of the University of California, Berkeley	NEH identified DEI involvement.	<p>“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</p>
University of Oregon	This project aims to inventory culturally modified trees and document Indigenous knowledge, promoting diversity, equity, and inclusion.	<p>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.</p>

Recipient Name	DEI Rationale	Grant Descriptions
University of Arizona	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 Wisconsin System	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 Menomoni (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.

Recipient Name	DEI Rationale	Grant Descriptions
Texas Tech University System	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.
Trustees of Indiana University	This project aims to preserve and document endangered languages, Diné/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]
Northern Illinois University	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.

Recipient Name	DEI Rationale	Grant Descriptions
Regents of the University of Minnesota	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.
Montana State University	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.
University of Oklahoma, Norman	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.

Recipient Name	DEI Rationale	Grant Descriptions
University of Oklahoma, Norman	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.
Bard College	The Wihanle Sâ€™a Center aims to integrate Indigenous knowledge and cultural perspectives into AI development, diversifying the technological and ethical framework of AI.	The Wihanle Sâ€™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.
University of Illinois	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.

Recipient Name	DEI Rationale	Grant Descriptions
Trustees of Amherst College	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: lapi 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.

Recipient Name	DEI Rationale	Grant Descriptions
National Origin / Ethnicity		
American Historical Association	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.
Dr. Vivian Sin Mei Yan-Gonzalez	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.

Recipient Name	DEI Rationale	Grant Descriptions
Dr. Sonia Hernandez	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. Philis M Barragán Goetz	This project explores the contributions of Jovita González, 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.
Cornell University	"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.

Recipient Name	DEI Rationale	Grant Descriptions
University of Michigan, Ann Arbor	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.
Brown University	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).
Trustees of Princeton University	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.

Recipient Name	DEI Rationale	Grant Descriptions
Trustees of Princeton University	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.
Regents of the University of California, Berkeley	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.
Trustees of Princeton University	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.

Recipient Name	DEI Rationale	Grant Descriptions
Harvard University	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	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.

Recipient Name	DEI Rationale	Grant Descriptions
Michigan State University	NEH identified DEI involvement.	<p>“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.</p>
Michigan State University	<p>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.</p>	<p>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 activism 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.</p>

Recipient Name	DEI Rationale	Grant Descriptions
Dr. Judith M. Pascoe	The Jane Taylor biography explores gender bias in literary recognition.	<p>“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.</p>
Dr. Kim Evelyn	Caribbean writers challenge romanticized stereotypes of the Caribbean, exploring economic dynamics and criticizing global dynamics.	<p>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.</p>

Recipient Name	DEI Rationale	Grant Descriptions
Research Foundation for the State University of New York	NEH identified DEI involvement.	<p>“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.</p>
Texas A & M University, Corpus Christi	NEH identified DEI involvement.	<p>Texas A&amp;M University-Corpus Christi (TAMU-CC), a Hispanic-Serving Institution in Corpus Christi, Texas, seeks to establish the Texas A&amp;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.</p>

Recipient Name	DEI Rationale	Grant Descriptions
Temple University, of the Commonwealth System of Higer Education	"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."
University of Illinois	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.

Recipient Name	DEI Rationale	Grant Descriptions
Montclair State University	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.
University of Southern California	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.

Recipient Name	DEI Rationale	Grant Descriptions
University of Texas, San Antonio	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 Florida	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.
San Jose State University Research Foundation	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.

Recipient Name	DEI Rationale	Grant Descriptions
Regents of the University of Minnesota	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.
University of North Carolina at Chapel Hill	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 California, Irvine	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.

Recipient Name	DEI Rationale	Grant Descriptions
University of Illinois	<p>The Maktaba project aims to decolonize knowledge production about African societies by showcasing West African Arabic manuscripts and providing English translations and cultural context.</p>	<p>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.</p>
Trustees of Grinnell College	<p>This project promotes DEI by providing access to first person testimonies from Maya survivors in their original languages and English translations.</p>	<p>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.</p>

Recipient Name	DEI Rationale	Grant Descriptions
University of Texas Rio Grande Valley	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.
Trustees of Grinnell College	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.

Recipient Name	DEI Rationale	Grant Descriptions
Northern Illinois University	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.
Religion		
Case Western Reserve University	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.

Recipient Name	DEI Rationale	Grant Descriptions
University of Washington	This anthology explores Jewish writers' engagement with the Holocaust in the USSR, highlighting themes of witnessing, memory, and resilience.	<p><b>In the Shadow of the Holocaust: Short Fiction by Jewish Writers from the Soviet Union</b> (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.</p>
<b>Sex/Gender</b>		
Dr. Leandra Zarnow	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.
Emory University	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.
Rector and Visitors of the University of Virginia	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.

Recipient Name	DEI Rationale	Grant Descriptions
Dr. Claudia Stokes	<p>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.</p>	<p>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.</p>
Vanderbilt University	<p>This project aims to restore the legacy of a marginalized woman writer, reshaping our understanding of Russian, Soviet, and Jewish cultural history.</p>	<p>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.</p>
Sexuality		

Recipient Name	DEI Rationale	Grant Descriptions
University of California, Irvine	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.
CUNY Research Foundation, Graduate School and University Center	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.
University of Washington	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.

Recipient Name	DEI Rationale	Grant Descriptions
CSU Fullerton Auxiliary Services Corporation	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 pedagogical 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.