

NEH Application Cover sheet (EH-293647)

Institutes for Higher Education Faculty

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INSTITUTION

Research Foundation of CUNY on behalf of the Graduate Center
New York, NY 10036-7207

APPLICATION INFORMATION

Title: *LGBTQ+ Histories of the United States Proposed Summer Institute for k-12 Teachers*

Grant period: From 2023-10-01 to 2024-12-31

Project field(s): U.S. History

Description of project: 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.

BUDGET

Outright request	175,000.00	Cost sharing	0.00
Matching request	0.00	Total budget	175,000.00
Total NEH request	175,000.00		

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LGBTQ+ Histories of the United States
Proposed Summer Institute for k-12 Teachers
Submitted by American Social History Project/Center for Media and Learning
Graduate Center, City University of New York

A. NATURE OF REQUEST

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.* This combined virtual and in-person program, from July 8-19, 2024, will serve 30 middle and high school teachers, with additional post-institute dissemination to benefit other educators. This institute was first offered in 2022 and received overwhelmingly enthusiastic feedback from participants; their evaluations have guided this current proposal. Educators will meet virtually for one week, and then gather in New York City, to engage with current LGBTQ+ scholarship and discuss key pedagogical and methodological issues with scholars. Hands-on workshops will help them incorporate LGBTQ+ (lesbian, gay, bisexual, transgender, and Queer)¹ content into humanities and social studies classrooms. In addition, participants will examine artifacts, oral histories, manuscripts, publications, and visual sources at the New York Public Library, the Lesbian Herstory Archive, and the LGBT Community Center, and discuss how documents can enrich classroom discussions of LGBTQ+ history. After the institute, ASHP/CML will make the institute's teaching resources publicly available online. Together, the institute and website will help teachers and students in grades 5-12 explore our nation's LGBTQ+ past and the archival sources on which it is based.

B. INTELLECTUAL RATIONALE

In keeping with NEH's special initiative, "A More Perfect Union," this institute will promote a deeper understanding of American history and culture by examining LGBTQ+ history. In the past two decades, the lives of LGBTQ+ Americans have grown more visible as the subjects of, and the shapers of, culture and media. In higher education, LGBTQ+ studies have flourished: the American Historical Association's most recent survey of historical specialization, for instance, showed that the history of sexuality grew faster than other areas over the past forty years.² Yet LGBTQ+ topics remain under-represented and marginalized within U.S. history curricula and other courses offered in middle and high schools. In a recent survey of social studies in New Jersey, for example, more than half of the participating schools reported that they had insufficient instructional resources for teaching LGBTQ+ content and New Jersey teachers indicated that their need for LGBTQ+ resources surpassed other content areas.³ As a result of

¹ The current term "LGBTQ+," acknowledges, but does not list out, a range of identities that exist in the world and that we want to incorporate into this institute.

² Robert Townsend, "The Rise and Decline of History Specializations," American Historical Association, December 2015.

³ Starting with California in 2011, Colorado, New Jersey, Oregon, Nevada, Connecticut, and Illinois now require that the contributions of LGBTQ+ people be included in history and social studies courses; other states are considering similar legislation. However, even in these states, teachers report that they lack resources to implement the new mandates. See, for example, the survey of teachers in New Jersey, "Looking Back, Looking Up, Moving Forward," 2022, <https://njsocialstudies.org/>. Other states ban coverage of the topic; and some states require that LGBTQ+ issues be taught in a negative light. Noble Ingram, "The State of LGBTQ Curriculum: Tide is Turning as Some States Opt for Inclusion, Others Lift Outright Restrictions," June 11, 2019, <https://www.the74million.org/the-state-of-lgbtq-curriculum-tide-is-turning-as-some-states-opt-for-inclusion-others-lift-outright-restrictions/>. As of 2021, more than

such omission, LGBTQ+ history is often neglected entirely in U.S. history classes or only mentioned in relation to specific individuals or episodes dating from the late 20th century. This absence challenges teachers and students who seek to critically analyze and contextualize the role of gender and sexuality in shaping America, or to understand how definitions of gender and sexuality continuously shift and contemporary notions are rooted in changing political, legal, social, cultural, and economic structures.⁴ In addition to representing a fuller picture of the American past, including LGBTQ+ content improves education in other ways: studies show that LGBTQ+ inclusive content bridges social divides in schools, helping LGBTQ+ and gender nonconforming students to feel safer and engage more fully with schoolwork, and lessening bias in peers.⁵

The institute advances three goals. First, we will introduce teachers to exciting new scholarship in LGBTQ+ history and consider how this content reshapes broader narratives about American history and culture. Two core texts, Michael Bronski's *A Queer History of the United States* and Susan Stryker's *Transgender History: The Roots of Today's Revolution*, combined with presentations by visiting faculty whose scholarship is shaping the field, will offer an overview of LGBTQ+ lives and experiences from the 17th century to the present. Bronski and Stryker's texts make a strong case for grounding LGBTQ+ history within a broader context that reveals how the construction of gender and sexual identities have differed widely over time and place, and in relation to race and class. At the same time, Bronski, Stryker, and other scholars show that research on gender and sexuality can substantially revise how U.S. history is understood and taught. Topics as diverse as colonial encounters in early America, immigration and urbanization, Progressivism, the post-WWII Red Scare, and 1960s protest movements all look different when examined with a focus on gender and sexuality. Moreover, the institute pushes beyond narratives that are either celebratory and tokenist (e.g., Stonewall, election of Harvey Milk) or focused solely on oppression (e.g., the Lavender Scare and AIDS), instead presenting a more complex history that includes intersectional identities, intra community conflict, and the uneven results of social change efforts.

Second, participants will examine methodological issues that are central to LGBTQ+ scholarship and relevant to developing historical thinking skills. LGBTQ+ history illuminates the politics of archives and the challenges of language and representation for the historical enterprise. Due to shame, fear of stigma, and the criminalization of same-sex intimacy and gender nonconformity, many archives have distorted or hidden LGBTQ+ experiences. This historical exclusion inspired community activists to build new

70 percent of students reported that their classes excluded LGBTQ+ topics, and less than one percent indicated that classroom reading included LGBTQ+ content. Gay, Lesbian & Straight Education Network, *The 2021 National School Climate Survey* (New York, NY, 2022).

⁴ Many online materials now make accessible thousands of primary sources related to LGBTQ+ history. But few sites present resources to assist educators who want to introduce this content in their classes. The National Archives and Library of Congress host pages highlighting LGBTQ materials in their collections but neither presents this topic in their resources for teachers. Neither does the National Humanities Center Toolbox Library include LGBTQ+ history in its sets of primary sources for teachers. LGBTQ+ specific online archives including the Digital Transgender Archive and ONE Archive share personal papers, organizational records, publications, and interviews without educator resources. On coverage of LGBTQ+ history in U.S. history classes, see: Vickie Eaklor, "Teaching LGBTQ History," <https://www.historians.org/publications-and-directories/perspectives-on-history/may2010/Teaching-lgbtq-history-two-situations>. See also Leila J. Rupp and Susan K. Freeman, eds., *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History* (Madison: University of Wisconsin Press, 2017).

⁵ Gay, Lesbian & Straight Education Network, *The 2021 National School Climate Survey* (New York, NY, 2022); Shannon D. Snapp et al., "Students' Perspectives on LGBTQ-Inclusive Curriculum," *Equity & Excellence in Education*, v. 48, no. 2 (2015): 249-265.

archives, such as the Lesbian Herstory Archive in Brooklyn. The privileged (and predominantly white) nature of many archival collections presents another challenge for researchers interested in diversity among LGBTQ+ people. Scholars who want to gain insight into the activities and perspectives of LGBTQ+ individuals have learned to creatively read between the lines when examining visual evidence, legal and government documents, organizational records, personal letters, oral history, literature, and popular media. Scholarly presentations and trips to local archives will provide opportunities to consider how same-sex relationships and gender identities have been documented, how language and descriptions of LGBTQ+ experiences have changed, or how they have been excised from the archival record. In addition to encouraging teachers to think critically about the archival record, the institute will model pedagogical approaches that help students assess, interpret, and evaluate diverse sources.

Third, we will model and discuss pedagogic approaches and challenges relevant to this content. Cognizant of the politically contentious debates regarding many LGBTQ+-related topics in public education, the institute intends to provide opportunities for those teachers who want to consider how this history can be appropriately and effectively incorporated into middle and high school courses. Along with presenting significant scholarship that can deepen teachers' knowledge of topics and frameworks, the institute emphasizes primary source-based learning that can encourage students to view history as a path of discovery rather than rote learning of facts. Institute faculty will share documents from their research and discuss how they interpret these sources. Their presentations will be complemented by workshops in which institute participants can try out document-based activities and discuss ways to integrate primary sources into their LGBTQ+ history teaching. After talking with each other and with the institute's faculty, we anticipate that participants will be better prepared to incorporate LGBTQ+ history into their classes.

The scholarly presentations, readings, workshops, and field trips are intended to encourage participants to contemplate broad questions such as: How does a better understanding of LGBTQ+ history alter or transform their prior knowledge of U.S. history and culture? How have LGBTQ+ identities been constructed through laws and political movements, by academic, medical and religious authorities, by popular culture and media, and by LGBTQ+ identified people? How have LGBTQ+ identities differed over time and place, and how have sexual identities intersected with gender, race, ethnic, class, and other identity categories? How can we teach LGBTQ+ experiences as integral to the American experience rather than just appendages to an existing narrative? And how can history teachers creatively and sensitively use archives to help students understand the rich complexity of LGBTQ+ lives and culture, past and present?

C. PROJECT DEVELOPMENT

Since 2020, ASHP/CML staff have completed several projects to support educators who teach LGBTQ+ history. In 2020 we worked with scholars and teachers to create lessons for the NYC Department of Education's curriculum *Hidden Voices: LGBTQ+ Stories in United States History*.⁶ Informed by that experience, in 2022, we hosted the first NEH-funded *LGBTQ+ Histories of the United States* summer institute. That year, 129 educators applied to attend: applicants came from 27 states and the District of Columbia; had 1-31 years of teaching experience; and represented public, private, and parochial middle and high schools. Although most taught history, applicants also taught other arts, humanities, and social

⁶ Hidden Voices lesson plans at: <https://www.weteachnyc.org/resources/resource/hidden-voices-lgbtq/>

studies fields; two were librarians/media resource specialists. Most had never attended a prior NEH summer institute.

Twenty-nine educators completed the full institute; their feedback has shaped the format and content of the proposed program. Overall, participants' evaluations demonstrated an extremely high level of satisfaction with the institute, praising the quality of presentations, the scope of topics, and the institute's usefulness for their teaching. Many particularly appreciated how the institute facilitated their engagement with each other and a generous sharing of ideas and resources. But despite the successful use of virtual platforms (Zoom, Slack, and Google docs) to encourage sharing and discussion, many expressed a preference for an in-person format. And some suggested additional topics for inclusion. [See evaluations in Appendix]

Based on this feedback, we made several adjustments to the schedule and format. In terms of content, we have included more presentations focused specifically on the experiences of trans people, and LGBTQ+ communities of color. We created two panels – one on immigration histories and one on post-1945 political movements – to bring in more perspectives and encourage further dialogue about diverse interpretations of historical topics. We also added opportunities for participants to interact with, and learn from, some of the teachers who participated in 2022. In particular, four teachers, now based near New York City, will serve as facilitators throughout the 2024 institute; in 2022, we found that teacher facilitators, who helped moderate workshops and breakout groups, played a crucial role in encouraging dialogue and building a sense of community among the institute participants. Another group of 2022 participants will sit on a panel during Week 1, sharing reflections on their own experiences and how the institute has shaped their current teaching. Finally, we eliminated an ambitious final group project. Because participants taught a variety of classes and subjects, we decided instead to encourage them to develop teaching modules and units that would best align with their own classroom setting.

Our 2022 experience also led us to propose a combined format for 2024: a week of virtual sessions followed by a week in-person. We hope this will satisfy participants' desire for face-to-face interactions with faculty presenters and with each other, while also attending to the financial, familial, and logistical barriers that make it hard for many educators to travel away from their family and community obligations for significant stretches. Our hybrid format also allows institute participants to take advantage of many opportunities unique to our urban location, its distinctive history, and its numerous cultural resources.

D. FORMAT AND PROGRAM OF STUDY

1. Structure, Readings, Themes, and Approaches

The institute's loose chronological structure encourages participants to explore historical themes, lived experiences, and changing concepts of sexual and gender identity that constitute an essential framework for understanding LGBTQ+ history. Week one will cover the 17th-19th centuries and week two will examine the 20th and 21st centuries. Texts by Michael Bronski and Susan Stryker will provide a narrative overview with supplemental readings on specific topics. Institute director Anne Valk will introduce each day's focus and key questions before visiting scholars delve into detailed case studies. Covering disciplines ranging from literature, history, art history, American studies, and media studies, these interactive presentations will offer teachers a chance to learn about and discuss new interpretations of the American past. As part of their presentation, visiting scholars will share primary sources, discuss

historical methodologies, and illustrate their use for scholarship and teaching. Throughout, participants will have access to all materials via shared Google folders, and can share their own comments, ideas, questions, and reflections through Zoom's chat feature and on a dedicated Slack channel.

These academic presentations will be interspersed with workshops led by the institute's K-12 Leaders, Stacie Brensilver Berman and Peter Mabli. In these hands-on sessions, participants will work in small groups to research available teaching resources; discuss best pedagogical practices and classroom management skills for incorporating LGBTQ+ material into their classrooms; examine the use of historical language with their students; and explore techniques to introduce students to visual evidence, oral histories, material culture, and other sources. Teachers will try out active learning strategies for incorporating these materials into their curriculum and begin developing lesson materials to share with the full group. Some workshops will take place at archives where participants can examine unique artifacts and discuss with archivists best practices for interpreting and teaching with diverse sources.

2. Daily Schedule⁷

July 8, 2024: What is LGBTQ+ history and why does it matter? After an orientation and introductions, the program will begin with Susan Stryker's introduction to the field's historical and theoretical foundations, looking particularly at transgender history within the broader context of changing understandings and expressions of gender and sexuality. After Stryker's presentation, K-12 Leader Berman will present collections of available online teaching resources related to LGBTQ+ history, and will discuss methods for incorporating materials into their classrooms.

July 9: How did European conceptions of masculinity change in the New World and shape interactions in the new colonies? How have indigenous communities in North America defined gender and sexuality? And how were Indigenous expressions of sexual and gender identity impacted by colonialism? Historian Sandra Slater will discuss how definitions of masculinity shaped early colonial encounters and, more broadly, 17th and 18th century history. Slater and participants will examine court records, legal documents, and writing by European men to understand the Atlantic world as a 'queer space' that operated outside of established European gender and sexual norms.⁸ She will also describe contrasting gender dynamics that characterized European and indigenous communities in North America. Her presentation, and others to follow, will suggest ways that teachers might reframe topics they already cover in their courses. In the afternoon, Jennifer Nez Denetdale, a professor of Indigenous Studies, will focus on indigenous expressions of gender and sexuality, spanning from pre-contract through colonization. Emphasizing indigenous worldviews, particularly drawing from her research on the Navajo nation, Denetdale's presentation will broaden participants' understanding of settler colonialism and its ongoing impact in indigenous communities. At the end of the day, participants will work with Berman, Mabli, and Slater to examine the language of historical sources, looking at personal, religious, legal, and medical documents from different eras. Based on these documents, the group will strategize methods to help

⁷ See Institute Schedule for a detailed program of study, including assigned readings.

⁸ The word 'queer' has a long history. Originally used by middle- and upper-class gay men in the US in the 19th century, it became a well-known slur for gay men and more generally for all LGBTQ+ people. Later, activist groups such as Queer Nation reclaimed the term and it became more widely adopted by many LGBTQ+ people, who favor it as a way to acknowledge the fluidity of gender and sexuality, and the political valence of Queer identity. For these reasons, we use the term interchangeably with LGBTQ+.

middle and high school students understand how language reveals changing attitudes, identities, and practices. The group will also discuss best practices for creating inclusive classrooms.

July 10: How did urbanization create opportunities for people in the 19th century to nurture non-normative and single-sex intimate relationships, communities, and identities? How did policing and laws act to criminalize gender nonconformity? Historian Jen Manion will discuss changing gender and sexual identities in the early 19th century and gender transgression as an economic strategy, looking particularly at ‘female husbands,’ female-assigned persons who dressed and lived as men and often married women. The group will examine court cases, pension records, letters, and newspaper coverage and discuss how to connect this history to units on urbanization and industrialization. In the afternoon, Jesse Bayker will discuss the use of cross-dressing laws and vagrancy policing to criminalize gender non-conformity since the antebellum period as well as the ways that trans individuals resisted the criminalization of their lives and practices. He will highlight a digital map of local cross-dressing laws and introduce legal sources for student learning and research.

July 11: How did Americans in the 19th century use photography and fiction to document and express queer gender and sexuality? What do literary and visual cultures reveal about the representation and self-representation of LGBTQ+ Americans? In the morning, Travis Foster will lead a session focused on 19th century queer literature, helping participants to identify specific texts and approaches to understanding literary sources and the representation of same-sex desire and diverse gender expressions. In the afternoon, curator Devorah Romanek will discuss the representation of indigenous Americans in 19th century photography collections and the challenges of interpretation that these images pose. After their presentations, participants will work together to develop teaching activities using visual evidence.

July 12: How were immigration policies and immigrant communities shaped by public ideas about normative gender identities and acceptable sexual expression? How have immigrants and immigrant communities challenged these norms and policies? The first week will end with an examination of immigration led by scholars Julio Capó and Nayan Shah. Capó will present on U.S. immigration policy in the 19th and 20th centuries, showing how federal law helped define and protect heteronormative views of family and sexuality through determining who were ‘desirable’ and ‘undesirable’ immigrants on the basis of their race, gender, and sexual identities. Shah will discuss how public health officials, police, and other local authorities sought to control sex and gender expression within immigrant communities. In addition, Capó and Shah will show how immigrants challenged these policies and the impact of that resistance, drawing from their community studies of Miami and San Francisco, respectively, to highlight activism among Caribbean, Latinx, and Asian immigrants. The day will end with a roundtable and discussion featuring participants from the 2022 summer institute. The panelists will include teachers from different parts of the country who, in their respective subject areas and contexts, have implemented content, practices, and strategies from the institute in different ways. The discussion will highlight the institute’s impact on the teachers’ planning process, the ways in which the institute enabled them to better support students’ academic development and connection to what they learn, and how the institute offered new ideas about inclusivity and representation in their classes and schools.

On the weekend, teachers will travel on their own to New York. Those who arrive early can join an optional Sunday visit to the Alice Austen House on Staten Island.

July 15: How did LGBTQ+ activists shape the social reform and cultural movements of the early 20th century? How did medicine and law affect sexual and gender identities at the turn of the century? The second week starts with Dr. Wendy Rouse, who will focus on the Progressive Era, discussing the often-overlooked contributions made by Queer suffragists and reformers who challenged gendered norms in public activism and dress. Rouse will describe how activists created social and political networks that transformed women's opportunities; but were pushed to the margins when anti-suffragists objected to the new gender roles that Queer women personified. In the afternoon, Jules Gill-Peterson will discuss the medicalization of sexual identities, including the role of racism and eugenics in the early 20th century. Looking particularly at the treatment of gender nonconforming children, Gill-Peterson will connect this earlier history to current struggles regarding gender-affirming care for trans children.

July 16: How did LGBTQ+ communities coalesce and mobilize for political change between the 1950s-1990s? A panel featuring historians Timothy Stewart-Winter and Emily Hobson, will focus on grassroots and electoral politics, legislation, and the role played by LGBTQ+ elected officials in the period after World War II. Spanning from the Lavender Scare in the 1950s, when LGBTQ+ workers were targeted as a national security threat, through the gay liberation movement in the 1960s-1970s, Stewart-Winter will introduce a context for understanding the fight for gay marriage, 'Don't Ask, Don't Tell,' and other legal and political developments. Emily Hobson will discuss connections between LGBTQ+ liberation struggles and other movements. Looking especially at the 1960s to 1980s, Hobson will challenge teachers to consider how LGBTQ+ activism can be discussed in the context of the Black freedom movement, feminism, and antiwar and peace movements. At the end of the day, we will move to the New York Public Library where collections specialist Jason Baumann will present artifacts collected by the Library's LGBTQ Initiative, including photos from the Gay Activists Alliance Collection. Baumann and participants will discuss ways to help students to decode 20th century government documents and popular media, and best practices for their use in teaching LGBTQ+ history.

July 17: We will begin at the Lesbian Herstory Archives in Brooklyn, home to the largest collection of materials by and about lesbians and their communities in the country. Participants will be able to explore materials ranging from t-shirts and banners to buttons and discuss how scholars, writers, and artists have used these objects to understand Queer history. We also will discuss the essential role of community archives in the recovery and preservation of this history. In the afternoon, we will return to the Graduate Center for a presentation by Channing Gerard Joseph, focused on the history of drag performance. Joseph's presentation will highlight William Dorsey Swann, whose arrests in Washington, D.C. represent early activism by gender nonconforming people, including many from within the city's African American (and formerly enslaved) populations. Joseph's research suggests new chronologies of drag and trans activism and deepens the historical connections with contemporary drag and ballroom cultures. Following Joseph's presentation, participants will work with Anne Valk on strategies for teaching with oral history.

July 18: How have LGBTQ+ communities shaped, and been shaped by, New York City? How is LGBTQ+ history recorded on the local landscape? Historian Daniel Hurewitz will lead a walking tour of Greenwich Village, convening at the Stonewall Inn, now a National Park Service site, for an exploration of places related to LGBTQ+ history. During the tour, Hurewitz will talk about ways to research and devise local history tours, and how students can benefit from investigating their local communities. After

the tour, the group will gather at The LGBT Community Center where archivist Lou McCarthy will introduce the National History Archive. Later, historian Hugh Ryan will talk about his research on New York City's LGBTQ+ history. As part of discussing local LGBTQ+ histories, he will emphasize the ties between political activism, incarceration, and LGBTQ+ movements, past and present.

July 19: On the last day, participants will present and discuss their projects with an in-person gallery exhibit. There will be ample time for full group discussion of the topics, resources, and teaching approaches as well as planning next steps for implementing LGBTQ+ teaching units.

E. PROJECT TEAM (see CVs in Appendices)

The core team all participated in the 2022 institute and follow up dissemination. The institute's Project Director will be Dr. Anne Valk, the Executive Director of ASHP/CML and a Professor of History at the CUNY Graduate Center. Valk's teaching and scholarship focus on 20th century U.S. social and oral history. At ASHP/CML, she has worked on LGBTQ+ history resources, including the NYC Department of Education's *Hidden Voices* lesson plans. She will take primary responsibility for the project, leading institute sessions and workshops, and work in partnership with the institute's two K-12 leaders, Stacie Brensilver Berman and Peter Mabli, both former high school teachers. Berman (NYU) will assist with participant recruitment and lead workshops during the institute. Mabli will lead workshops, manage institute teaching materials, and oversee the addition of materials to the post institute website; if needed he will be replacement director. Project Co-Director Donna Thompson Ray has directed six previous NEH-funded summer institutes; she will coordinate institute activities and oversee logistics. Valk, Mabli, Berman and Thompson Ray will serve as the participant selection committee. David Scheckel will assist with coordination and management of the institute. Graduate fellows Danielle Bennett and Rachel Pitkin will participate in institute planning, discussions during the institute and coordination.

Guest faculty were chosen for their dedication to classroom teaching, commitment to widely disseminating their scholarship, and the significance and relevance of their research to subjects that typically appear in U.S. history classes (in order of their appearance): Susan Stryker, author of the groundbreaking *Transgender History* (2008) and countless other publications, is professor emeritus at University of Arizona. Sandra Slater will present her research on masculinity in early America. Slater is Associate Professor of History at the College of Charleston. Jennifer Nez Denetdale, Professor of American Studies at University of New Mexico, studies indigenous feminism, gender, and sexuality. She will present research on the impact of settler colonialism on indigenous Americans, particularly the Navajo nation. Jen Manion, Associate Professor of History at Amherst College, will discuss their recent book, *Female Husbands: A Trans History*. Jesse Bayker is Digital Archivist / Research Project Manager at the Scarlet and Black Research Center, Rutgers University. He will discuss gender in the 19th century and the history and impact of crossdressing laws. Travis Foster (Villanova Un.) will introduce participants to 19th century literature as a way to investigate queer thought and life. Devorah Romanek, curator at the Maxwell Museum at the University of New Mexico, will discuss ethnographic photography and the representation of Two-spirit and gender nonconforming indigenous Americans. Julio Capó (Florida International University) and Nayan Shah will present a queer history of U.S. immigration policy in the 19th and 20th centuries, Capó is author of *Welcome to Fairyland: Queer Miami Before 1940*. Nayan Shah (University of Southern California) has written extensively about Asian American immigration, immigrant communities, and sexual control. Wendy Rouse (San Jose State Un.) will present her research

on the lives of Queer suffragists during the fight to ratify the 19th Amendment. Jules Gill-Peterson (Johns Hopkins) will discuss the medicalization and racialization of sexuality in the twentieth century, particularly ideas from her book, *Histories of The Transgender Child*. Emily Hobson and Timothy Stewart-Winter will cover legal and political change after WWII and the movements that inspired it. Hobson (University of Nevada, Reno) wrote *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left*. Timothy Stewart-Winter (Rutgers University, Newark) is author of *Queer Clout: Chicago and the Rise of Gay Politics*. Channing Joseph is a Visiting Professor at Princeton, and will discuss research leading to his forthcoming book about the history of drag, *House of Swann: Where Slaves Became Queens*. Historian Daniel Hurewitz (Hunter College) will lead a walking tour of Greenwich Village and a workshop on researching local LGBTQ+ history. Hugh Ryan is an independent historian who has published extensively on LGBTQ+ issues. He will talk about his research on the LGBTQ+ history of New York, including *The Women's House of Detention: A Queer History of a Forgotten Prison*.

F. INSTITUTIONAL RESOURCES

The institute will benefit from the resources of the Graduate Center of the City University of New York (GC), and of New York City. In Week 1, participants will meet via the GC's Zoom license. In Week 2, the institute will meet daily at the GC, which is easily accessible via public transportation, and has ample space for meetings. The GC will grant participants Visiting Scholar status to allow access to Internet and library resources. Institute participants will also benefit from New York City's archives, libraries, and museums. We will visit the New York Public Library, the LGBT Community Center and archives, and the Lesbian Herstory Archives to learn about their collections and see the diversity of materials available for LGBTQ+ history research. [See Institute Schedule for more information.]

ASHP/CML will provide a listing of economical and convenient housing options for participants including the St. George Towers in Brooklyn Heights and Columbia University's International House (each easily accessible to the GC via public transportation). In addition, we can help participants assess alternative accommodations through online platforms such as AirBnB, Trusted Housesitter, and Vrbo, and offer guidance about local cultural and dining resources.

G. PARTICIPANTS AND PROJECT DISSEMINATION

Recruitment and Selection of Participants

As in 2022, we anticipate great interest in the institute, especially from teachers in states that now require inclusion of LGBTQ+ content. To encourage applications from those states and elsewhere, we will post announcements on social media, distribute information at professional meetings and on relevant history education and humanities listservs and newsletters, and through ASHP's network of scholars, educators and administrators. The selection committee will assess applicants' motivations, and the expected impact on their students, colleagues, and courses, building a final pool that represents a broad range of teaching experience, and geographic, demographic, and institutional diversity.

Participant Engagement

The institute will be structured to foster collaboration, discussion, and shared discovery by the participating teachers, institute directors, visiting scholars, and K-12 education team. We will use Google Docs, Zoom, and Slack to encourage participants to collaborate and communicate before, during and after the institute. In addition to providing access to readings, primary source packets, and logistical

information, these platforms will provide workspace where participants can share ideas and post recommended resources. Participants will be able to access the Google folders and Slack for at least one year to encourage continued collaboration as they develop and implement classroom activities after the institute ends. Four teacher facilitators also will help encourage participant engagement, joining in Zoom breakout groups, workshops, and other activities in order to answer questions, provide clarification, and help generate discussion of relevant topics. The facilitators will be selected from among the 2022 institute participants who currently reside near NYC, enabling them to attend in-person sessions during Week 2.

In addition to this online portal, throughout the institute we have designated time for teachers to work independently to develop teaching materials for their students. Each participant will be asked to outline three thematic lessons that incorporate LGBTQ+ history into their curriculum. Materials should span a wide chronological period. For each theme, they will create teaching activities and resources (essential questions, student projects, worksheets, classroom assessments, etc.), and select and edit documents from the primary source packets shared by the institute's visiting scholars. Materials will be developed in consultation with institute facilitators and the K-12 educational team. On the final day, participants will make a short in-person gallery presentation outlining the learning goals, primary sources, activities, and assessments they developed, and they will have a chance to discuss other participants' work.

Project Dissemination

The *LGBTQ+ Histories of the U.S.* institute ultimately aims to widely share scholarship and approaches to the teaching of LGBTQ+ history in K-12 schools, and to support teachers nationwide who seek historically-based and publicly-accessible curricular materials. After the institute, ASHP/CML will select and prepare institute materials to share online, adding to a collection of resources being prepared after the 2022 institute. This may include video recordings of the visiting scholar presentations (pending their consent); a research guide for LGBTQ+ online archival and teaching resources; an extensive annotated bibliography for teachers and students; and sample lessons and modules created by the institute participants. In addition, we will add primary sources and teaching activities relevant to LGBTQ+ history to ASHP/CML's popular teaching resource, *Social History for Every Classroom*.

Schedule And Syllabus

Guiding Questions: Each day's sessions will be framed by topic-specific questions. These subject-focused questions will relate to broader questions that form the foundation of this institute and the study, and teaching, of LGBTQ+ history: How does LGBTQ+ history alter or transform prior understandings of the history of the U.S.? How have LGBTQ+ identities been constructed through laws, by social movements, by medical and religious authorities, by popular culture and media, and by LGBTQ+ identified people? How have LGBTQ+ identities differed over time and place, and how have they intersected with race, ethnic, class, and other identity categories? How can we teach LGBTQ+ experiences as integral to the American experience rather than just additions to an existing narrative? And how can historians and history teachers locate LGBTQ+ lives and culture in archives, including both archives that have historically and deliberately worked to erase their existence and archives intended to provide visibility, connection and pride for LGBTQ+ communities?

Pre-Institute reading: Michael Bronski, *A Queer History of the United States* (Boston, MA: Beacon Press, 2011); Susan Stryker, *Transgender History: the Roots of Today's Revolution* second edition (New York, NY: Seal Press, 2017).

Daily Schedule:

WEEK 1	11:30am to 5:00pm EST (Zoom)
Monday, July 8	What is LGBTQ+ history and why does it matter?
	Institute overview and Introductions
	Foundations of LGBTQ+ History Dr. Susan Stryker (University of Arizona) will introduce broad themes and explain some of the ways that LGBTQ+ history, particularly trans history, challenges established narratives of U.S. history and suggests new ways of understanding the past. Assigned Readings: Bronski, Introduction and chapter 1; Stryker, chapter 1.
	K-12 Leader Mabli will discuss the goals and specifics of the participant's individual final projects, preview workshops and teaching-focused sessions, and answer questions. Workshop: K-12 Leader Berman will highlight notable collections of online teaching resources on LGBTQ+ history, and discuss methods for incorporating the materials into k-12 classrooms. Educators will

	<p>participate in a scavenger hunt activity to review specific collections, and share findings with the group.</p>
Tuesday, July 9	<p>How did European conceptions of masculinity change in the New World and shape interactions in the new colonies? How have indigenous communities in North America defined gender and sexuality? And how were Indigenous expressions of sexual and gender identity impacted by colonialism?</p>
	<p>Historian Sandra Slater (College of Charleston) will discuss masculinity in 17th and 18th century America. Slater will present court records, legal documents, and writing by European men that depict the Atlantic world as a ‘queer space’ that operated outside of established gender and sexual norms.</p> <p>Assigned Readings: Bronski, Chapter 2; Elizabeth Reis, <i>Bodies in Doubt: Intersex in Early America</i> (Baltimore: Johns Hopkins University Press, 2012): excerpts; Thomas A. Foster, “Antimasonic Satire, Sodomy, and Eighteenth-Century Masculinity in the Boston Evening-Post,” <i>William and Mary Quarterly</i>, v. 60 (January 2003): 171-184; Thomas/Thomasine Hall Court Records.</p>
	<p>Jennifer Nez Denetdale (University of New Mexico) will join participants for a presentation on gender and sexuality within indigenous communities. Drawing from her research on the Navajo nation, Denetdale will discuss the impact of settler colonialism on Native gender and sexual expression, describing how leadership, laws and policies have shaped citizenship in ways that exclude gender diversity in the modern Navajo nation.</p> <p>Assigned Readings: Maia Sheppard and J.B. Mayo, Jr., “The Social Construction of Gender and Sexuality: Learning from Two Spirit Traditions,” <i>The Social Studies</i>, (2013): 259-270; Jennifer Denetdale, “Refusing the Gift of Democracy and Embracing Diné Concepts of Kinship: The Navajo Nation, Citizenship, and Practices of Gender,” <i>Theory & Event</i>, v. 23 no. 4 (2020): 1053–1065; Two-Spirit – Injunuity. Directed by Adrian Baker. Vision Maker Media, 2013. Streamed on YouTube. https://www.youtube.com/watch?v=iDyknNmg28. 4 minutes</p>

	<p>Workshop: With Slater, K-12 Leaders Peter Mabli and Stacie Berman will guide an interactive discussion about the use of language in historical sources and ways to help middle and high school students understand the changing terminology used to describe sexual and gender identities.</p> <p>Assigned Readings: <i>Guides to Inclusive Pronouns/Language:</i> https://www.npr.org/2021/06/02/996319297/gender-identity-pronouns-expression-guide-lgbtq; and <i>Inclusive Language and Families Guide:</i> https://www.margaretmiddleton.com/files/ugd/ae50a5_93212e2cea484ad9aa87d36b35b6557d.pdf</p>
Wednesday, July 10	<p>How did urbanization create opportunities for people in the 19th century to nurture single-sex intimate relationships and homosocial communities? How did policing and laws act to criminalize gender nonconformity?</p>
	<p>With a focus on ‘female husbands,’ individuals born female who married women, Jen Manion (Amherst College) will talk about gender and sexual identities in the early 19th century. Along with describing how female husbands (and their wives) help reveal new ways of understanding how gender was expressed and regulated, Manion will help teachers connect this history to their units on urbanization, industrialization, and 19th century movements for women’s rights.</p> <p>Assigned Readings: Bronski, Chapter 3; Stryker, Chapter 2; Jen Manion, <i>Female Husbands: A Trans History</i> (Cambridge: Cambridge University Press, 2020): Introduction and Part II.</p>
	<p>Workshop: K-12 Leaders Mabli and Berman will lead a discussion on pedagogical best practices and classroom management strategies focused on negotiating the field of LGBTQ+ history. Participants will have an opportunity to share their own experiences and challenges with the group.</p>
	<p>Jesse Bayker (Rutgers University) will discuss the use of cross-dressing laws and vagrancy policing to criminalize gender non-conformity since the antebellum period as well as the ways that trans individuals resisted the criminalization of their lives and practices.</p>

	<p>Assigned Readings: Jesse Bayker, “Some Very Queer Couples: Gender Migrants and Intimacy in Nineteenth-Century America” <i>Gender & History</i> (2021); and “Regulating Public Gender and the Rise of Cross-Dressing Laws,” in <i>The Cambridge History of Sexuality in the United States</i>, eds. Jen Manion and Nick Syrett, with Cross-Dressing Laws Map.</p>
	<p>Final Project: participants will have time to work on their final projects and ask questions of facilitators and the K-12 Education team.</p>
Thursday, July 11	<p>How did Americans in the 19th and 20th century use photography and fiction to document and express queer gender and sexuality? What do literary and visual cultures reveal about the representation and self-representation of LGBTQ+ Americans?</p>
	<p>Travis Foster (Villanova University) will introduce participants to 19th century queer literature, focusing on representations and self-representations of gender-nonconformity and same-sex desire. Foster also will recommend literary sources appropriate for incorporating into middle and high school classes.</p> <p>Assigned Readings: Travis Foster, "Nineteenth-Century Queer Literature," in <i>The Cambridge Companion to American Gay and Lesbian Literature</i>, ed. Scott Herring (New York: Cambridge University Press, 2015); anon. “The Man Who Thought Himself a Woman,” <i>The Knickerbocker</i> (Dec. 1857); Bronski, chapter 4.</p>
	<p>Devorah Romanek (Maxwell Museum, University of New Mexico) will discuss the representation of indigenous Americans in 19th century photography collections and the challenges of interpretation that these images pose. Romanek also will discuss photographs and other visual sources that could be used in teaching LGBTQ+ history and culture.</p> <p>Assigned Readings: Devorah Romanek, “Ethnographic Photograph Collections and Other Gendered Stories,” Maxwell Museum of Anthropology blog (June 13, 2022), https://maxwellmuseum.unm.edu/news-events/blog/celebrating-pride-month-maxwell-museum-anthropology-2-ethnographic-photograph; and Hannah Abelbeck, Jennifer Denetdale, and Devorah Romanek,</p>

	<p>“Doubletake: Does This Viral Photo Mean What You Think It Does?,” El Palacio (Summer 2019), https://www.elpalacio.org/2019/06/double-take/</p>
	<p>Workshop: Participants will work with the K-12 educational team on incorporating visual evidence into their curriculum. Small groups will work together to develop teaching activities using visual evidence to add into their final projects.</p>
Friday, July 12	<p>How does LGBTQ+ history transform U.S. immigration narratives? How have immigration policies enforced heteronormativity? How have immigrants and immigrant communities challenged these norms and policies?</p>
	<p>A panel of historians will discuss how LGBTQ+ history intersects with the history of immigration in the United States. Historian Julio Capó (Florida International University) will present a queer history of immigration policy in the 19th and 20th centuries, showing how federal immigration law helped define and protect heteronormative views of family and sexuality through determining who were ‘desirable’ and ‘undesirable’ immigrants on the basis of their race, gender, and sexual identities. Nayan Shah (University of Southern California) will discuss the role played by public health officials, the police, and other local authorities to control sex and gender expression within immigrant communities. In addition, Capó and Shah will show how activists challenged these policies and the impact of that resistance, drawing from their community studies of Miami and San Francisco, respectively, to highlight activity by Caribbean, Latinx, and Asian immigrants.</p> <p>Assigned Readings: Julio Capó, Jr., “Queer Border Crossings,” <i>Modern American History</i>, v. 2 (2019): 59-63; Nayan Shah, “Queer of Color Estrangement and Belonging” <i>History of Queer America</i>, ed. by Don Romesburg (Routledge, 2018): 262-275; Shah, “Regulating Intimacy and Immigration” <i>Major Problems in Asian American History</i> ed. by Lon Kurashige and Alice Yang (Cengage, 2016): 156-168.</p>
	<p>Roundtable: Week one ends with a roundtable featuring four participants from the 2022 <i>LGBTQ+ Histories of the U.S.</i> summer institute. Representing diverse geographic and educational settings, and a range of disciplinary subjects, the teachers will discuss how</p>

	<p>participation in the 2022 summer institute, including interactions with scholars and available resources, has affected their teaching and the opportunities, and challenges, of incorporating LGBTQ+ content in their classes.</p>
Weekend of July 13-14	<p>Institute participants will travel to New York in preparation for Week 2 programs. Depending on their travel, they will have the option of a Sunday field trip to the Alice Austen House on Staten Island.</p>
WEEK 2	10:00 am to 5:00pm EST in New York City
Monday, July 15	How did LGBTQ+ activists shape the social reform and cultural movements of the early 20th century? How did medicine and law affect sexual and gender identities at the turn of the century?
	<p>Historian Wendy Rouse (San Jose State University) will focus on the women's suffrage movement and Progressive Era, to discuss the significant contributions made by queer suffragists and reformers who challenged gendered norms in public activism and dress and the backlash that resulted in their historical erasure.</p> <p>Assigned Readings: Bronski, Chapter 5-6; Wendy Rouse, "Gender, Sexuality and Love Between Women in California's Suffrage Campaign," <i>California History</i>, v. 97 (Winter 2020): 144-150; Wendy Rouse, "The Very Queer History of the Women's Suffrage Movement," <i>Women's Vote Centennial 2020. National Park Service</i>, July 22, 2020.</p>
	<p>Jules Gill-Peterson (Johns Hopkins University) will continue the focus on the early 20th century, discussing the medicalization of sexual identities, including the role of racism and eugenics in the early 20th century. Looking particularly at the treatment of gender nonconforming children, Gill-Peterson will connect this earlier history to current struggles regarding gender-affirming care for trans children.</p> <p>Assigned Readings: Jules Gill-Peterson, <i>Histories of the Transgender Child</i> (University of Minnesota Press, 2018) Introduction and Ch 2.</p>
	<p>Final Project: participants will have time to work on their final projects and ask questions of facilitators and the K-12 Education team.</p>

Tuesday, July 16	How did LGBTQ+ communities coalesce and mobilize for political change in the decades after World War II?
	<p>A panel of historians will discuss ways that LGBTQ+ communities formed to push for political and social change. Historian Timothy Stewart-Winter (Rutgers University-Newark) will discuss the growing movement by LGBTQ+ communities to expand legal protections and exert power through electoral politics in the second half of the twentieth century. Historian Dr. Emily Hobson (University of Nevada, Reno) will focus on the emergence of grassroots LGBTQ+ liberation movements and their connections to other movements during the 1960s to 1980s -- Black freedom movement, feminism, and antiwar and peace movements. Together, their presentations will cover a range of issues (employment discrimination, AIDS, marriage and family, military participation, criminalization and incarceration, etc.) that have encompassed the LGBTQ+ movement. By looking beyond the Stonewall Uprising in 1969, they will broadly frame how definitions of civil rights expanded to include the protection of sexual and gender identity, the variety of strategies and ideologies through which LGBTQ+ activists mobilized, and intra-community conflicts that have resulted in an uneven record of success.</p> <p>Assigned Readings: Bronski, Chapter 7-10; Stryker, Chapter 3-4; Emily Hobson, "LGBTQ Politics in America since 1945," <i>Oxford Research Encyclopedia of American History</i>, edited by Jon Butler (Oxford University Press, 2017); Timothy Stewart-Winter, "The Gay Rights President," <i>The Presidency of Barack Obama: A First Historical Assessment</i>, edited by Julian Zelizer (Princeton University Press, 2018); Timothy Stewart-Winter, <i>Queer Clout: Chicago and the Rise of Gay Politics</i> (University of Pennsylvania Press, 2016), excerpts.</p>
	<p>Field trip: New York Public Library collections specialist Jason Baumann will present documents and artifacts collected by the Library's LGBTQ Initiative, including photos from the Gay Activists Alliance Collection, and talk about classroom usage of these materials.</p>
Wednesday, July 17	What role do archives play in shaping LGBTQ+ history?

	<p>Field trip: Meeting at the Lesbian Herstory Archives in Brooklyn, teachers will be introduced to objects from the largest collection of materials by and about lesbians and their communities. The LHA staff will describe how scholars, writers, educators, and artists have used these materials to understand Queer history as well as how community-based archives are essential to the recovery and preservation of this history.</p>
	<p>Channing Joseph (Princeton University) will talk about the history of drag performance, from the late 19th century to the present. Joseph's presentation will highlight William Dorsey Swann, whose arrests in Washington, D.C. represent early activism by gender nonconforming people, including many from within the city's African American (and formerly enslaved) populations. Joseph's research suggests new chronologies of drag and trans activism and deepens the historical connections with contemporary drag and ballroom cultures.</p> <p>Assigned Readings: Channing Joseph, "The First Drag Queen?" <i>The Nation</i> (February 17, 2020): 25-26; and <i>House of Swann: Where Slaves Became Queens</i>, excerpts; Stryker, Chapter 5-6.</p>
	<p>Workshop: Participants will work with Anne Valk and the k-12 educational team on strategies for using oral history in teaching LGBTQ+ history.</p> <p>Assigned Listening/Viewing: <i>Making Gay History</i> podcast https://makinggayhistory.com/podcast/episode-01-10/ (Interview with Vito Russo); <i>StoryCorps Out Loud</i> (each about 2.5 minutes) https://storycorps.org/animation/love-lost-and-found/ https://storycorps.org/animation/my-aunties/</p>
Thursday, July 18	<p>How have LGBTQ+ communities shaped, and been shaped by, New York City? How is LGBTQ+ history recorded on the local landscape?</p>

	<p>Field trip: Historian Daniel Hurewitz (Hunter College) will lead a walking tour of Greenwich Village. Participants will convene at the Stonewall Inn, now a National Park Service site, for an exploration of places related to LGBTQ+ history. Hurewitz will also discuss methods for researching and creating local history tours.</p> <p>After the tour, the group will meet at The LGBTQ Community Center where archivist Lou McCarthy will introduce materials from the National History Archive.</p> <p>Assigned Readings: Daniel Hurewitz, <i>Stepping Out: Nine Walks Through New York City's Gay and Lesbian Past</i> (Owlet, 1997): selections.</p>
	<p>Historian Hugh Ryan will talk about his research to uncover new aspects of New York City's LGBTQ+ history, drawing from his recently published books on Queer Brooklyn and the NYC Women's House of Detention. As part of discussing local LGBTQ+ histories, he will emphasize the ties between political activism, incarceration, and LGBTQ+ movements, past and present.</p> <p>Assigned Readings: Hugh Ryan, <i>The Women's House of Detention: A Queer History of a Forgotten Prison</i> (New York: Bold Type Books, 2022), Chapters 3 and 11; Cheryl D. Hicks, "'Bright and Good Looking Colored Girl:' Black Women's Sexuality and 'Harmful Intimacy' in Early Twentieth-Century New York," <i>Journal of the History of Sexuality</i>, v. 18 (February 2009): 418-56.</p>
Friday, July 19	Presentations, Wrap Up, and Next Steps
	<p>Participants will present and discuss their projects during an in-person gallery exhibit. Participants will have time to review and ask questions of other participants' work.</p> <p>Break</p> <p>The institute will end with an open discussion and shared reflections, including planning next steps for the completion and submission of a LGBTQ+ teaching module by the end of the summer.</p>

Field Trips and Workshops:

Museums and archives in New York City hold world-renowned collections of LGBTQ+-related manuscripts, visual and artistic creations, ephemera, and other materials. We have arranged for Summer Scholars to engage with these institutions, where they can tour the collections, meet with archivists and education staff, and examine records that have been critically important for scholars. In addition to introducing Summer Scholars to these institutions and their holdings, the field trips will alert teachers to the kinds of resources that may be available in the communities in which they teach.

[New York Public Library](#): The New York Public Library has one of the premier collections of LGBTQ history in the world. The Library also intensively collects the social history of the AIDS crisis, which has so disastrously impacted LGBTQ communities. These collections include the published record of both academic and popular literature, rare books, little magazines, historic newspapers, and major archives. There are at least 100,000 volumes and over 300 archival collections—containing hundreds of thousands of letters, manuscripts, photographs, posters, and other items—as well as numerous audio/visual materials. Other highlights include the One Archive; the National Archive of Lesbian, Gay, Bisexual & Transgender History; and the Lesbian Herstory Archives, among many other important collections. We will meet at the 42nd Street main branch, only 8 blocks from the CUNY Graduate Center.

[Lesbian Herstory Archives](#): Since the 1970s, the Lesbian Herstory Archives has gathered and preserved records of Lesbian lives and activities so that future generations will have ready access to materials relevant to their lives. The volunteer-run archive holds the largest collection of materials documenting Lesbian lives in the world, including organizational records, personal papers, publications, photographs, audio and films, t-shirts, banners, and other ephemera. It is located in Brooklyn, not far from the guest house where we will negotiate a special rate for Summer Scholars.

[LGBT Community Center](#): Founded in 1983, the Center serves as a gathering place, hosts cultural and social events, provides health and wellness services, and advocates for NYC LGBTQ+ residents. It's facility includes the National History Archives, a repository for personal papers, organizational records, and publications that document the histories of the city's LGBTQ+ communities. It is located in Greenwich Village, about a 10 minute walk from the Stonewall Inn, where participants will convene for a walking tour.

[Alice Austen House](#): The Staten Island home of photographer Alice Austen (1866-1952) offers Summer Scholars a chance to observe how a small house museum is interpreting LGBTQ+ history. Renowned as one of the first women photographers to work outside of the studio, Austen took thousands of photographs documenting street life and the private life of New Yorkers. Austen's life and relationships with other women are crucial to understanding her work; her photographs provide rare documentation of intimate relationships between Victorian women and her non-traditional lifestyle and that of her friends, although intended for private viewing, is the subject of some of her most critically acclaimed work. However, until recently this aspect of Austen's biography was generally overlooked. After touring the museum, Summer Scholars will have the opportunity to meet with an educator to learn how and why the site recently began to interpret Austen's private life as a lesbian as a critical component of the history it conveys.

WORK PLAN
October 1, 2023 to December 31, 2024

Project Personnel:

Anne Valk, Principal Investigator Project Director

Donna Thompson Ray, Co-Project Director

Peter Mabli, K-12 Educational Team Co-Leader (and replacement director, if needed)

Stacie Berman Brensilver, K-12 Educational Team Co-Leader

Danielle Bennett, Graduate Fellow and researcher

Rachel Pitkin, Graduate Fellow and Teacher Facilitator

David Scheckel, Administrator and researcher

MONTH/YEAR	ACTIVITY	PERSONNEL
September 2023	Tentatively schedule conference room and break-out room reservations with Graduate Center for July 2024.	D. Scheckel
October 2023	Confirm institute participation and dates with institutional leaders, guest speakers, and cultural partners.	D. Thompson Ray
	NEH Institute Directors Meeting	A. Valk
	Post application pages on ASHP/CML website.	D. Scheckel
November and December 2023	Meetings with K-12 educational team and ASHP/CML staff to assist with recruitment outreach and begin planning workshops and internal website	P. Mabli, S. Berman, A. Valk, D. Thompson Ray, R. Pitkin, D. Bennett
	Gather digital versions of readings, begin developing primary source packets, and materials for participants.	A. Valk, D. Thompson Ray, D. Bennett
January and February 2024	Recruitment campaign continues.	A. Valk, D. Thompson Ray, D. Bennett, R. Pitkin
	Development of curricular resources for participants continues.	P. Mabli, S. Berman, D. Bennett, R. Pitkin
March 2024	Application deadline. Receipt and processing of applications.	D. Thompson Ray

	Selection committee meets.	A. Valk, D. Thompson Ray, P. Mabli, S. Berman
	Notify applicants of decision.	D. Thompson Ray
April 2024	Applicants confirm participation	D. Thompson Ray
	Confirm logistics at cultural partner sites and Graduate Center, and share technical requirements for presentations with visiting scholars.	D. Thompson Ray, D. Scheckel, R. Pitkin
May 2024	Finalize compilation of all curriculum materials for distribution to participants via google docs and Slack.	P. Mabli, S. Berman, D. Bennett, R. Pitkin
	Continue coordination of logistics at cultural partner sites, and Graduate Center.	D. Thompson Ray, R. Pitkin
June 2024	Gather files from visiting scholars, if needed, and assist with final preparations for presentations. Confirm travel/hotel arrangements.	D. Scheckel
	Submit NEH interim performance report.	A. Valk, D. Thompson Ray
July 2024	Host 2-week NEH Summer Institute, online and in person.	A. Valk, D. Thompson Ray, P. Mabli, S. Berman, D. Bennett, R. Pitkin
	Gather notes, teaching resources, and additional primary sources that emerge during the institute	A. Valk, P. Mabli, S. Berman, D. Bennett, R. Pitkin
	Record all presentations in audio and video, download, name, test, and file all media recordings each day of the institute	D. Scheckel
July and August 2024	Process payments to all vendors including participants and visiting scholars.	D. Thompson Ray, D. Scheckel
August - October 2024	Begin compiling video, teaching resources and materials for public website.	D. Scheckel, D. Bennett, R. Pitkin, P. Mabli

November and December 2022	Complete additions of materials to public website. Publicize through ASHP social media and newsletter, Institute participant networks.	A.Valk, D. Thompson Ray, D. Bennett, P. Mabli, S. Berman
December 2024	Submit NEH final program report.	A.Valk, D. Thompson Ray

Staff Resumes

ANNE M. VALK

Professor of History and Executive Director
American Social History Project/Center for Media and Learning
The Graduate Center, CUNY
365 5th Ave.
NY, NY 10016

EDUCATION

1996	Ph.D., History, Duke University Fields: American Women's History, U.S. since 1945, African American History, Women's Studies
1991	M.A., History, Duke University
1986	B.A., Psychology, Mount Holyoke College

PROFESSIONAL EXPERIENCE

2020-present	Professor of History and Executive Director, American Social History Project/Center for Media and Learning, the Graduate Center, CUNY
2019-present	Book Series Editor, <i>Oral History Series</i> , Oxford University Press
2018-present	<i>Project Director, Humanities Research for the Public Good</i> , Council for Independent Colleges
2014-2019	<i>Associate Director for Public Humanities</i> , Center for Learning in Action, Williams College
2016-2019	<i>Lecturer</i> , Department of History, Williams College
2011-present	Book Series Editor, <i>Humanities and Public Life</i> , University of Iowa Press
2013-2014	<i>Deputy Director</i> , Center for Public Humanities, Brown University
2007-2013	<i>Associate Director</i> , Center for Public Humanities, Brown University
2007-20014	<i>Adjunct Associate Professor</i> , Department of American Studies, Brown University
2003-2007	<i>Associate Professor</i> , Department of Historical Studies, Southern Illinois University Edwardsville
1997-2003	<i>Assistant Professor</i> , Department of Historical Studies, Southern Illinois University Edwardsville
2005-2007	<i>Director</i> , Program in Women's Studies, Southern Illinois University Edwardsville
1997	<i>Instructor</i> , Women and Gender Studies, University of Missouri, St. Louis
1997	<i>Visiting Assistant Professor</i> , Department of History, Duke University
1995-1996	<i>Administrative Assistant</i> , "Think Globally, Act Locally: Women's Leadership and Grassroots Activism," Center for Research on Women, Duke University
1992-1995	<i>Research Coordinator</i> , "Behind the Veil: Documenting African American Life in the Jim Crow South," Center for Documentary Studies, Duke University

PUBLICATIONS

Books

Companion to American Women's History, 2nd edition, edited with Nancy A. Hewitt (Wiley-Blackwell Press, 2020).

U.S. Women's History: Untangling the Threads of Sisterhood, edited with Leslie Brown and Jacqueline Castledine (Rutgers University Press, 2017).
Living with Jim Crow: African American Women and Memories of Segregation, co-authored with Leslie Brown (Palgrave, 2010). Winner of 2011 Oral History Association Book Prize.
Radical Sisters: Second-Wave Feminism and Black Liberation in Washington, DC, 1963-1980 (University of Illinois Press, 2008). Winner of Richard L. Wentworth Illinois Award in American History, University of Illinois Press.

Selected Articles, Chapters, and Encyclopedia Entries

"Recalling Our Bitter Experiences: Consciousness Raising, Feminism, and the Roots of Oral History," in *Radical Pedagogies: Civic Engagement, Public History, and a Tradition of Social Justice Activism*, edited by Denise Meringolo (Amherst University Press, 2022).
"Women's Movements in 1968 and Beyond," in *Reframing 1968: American Politics, Protest and Identity*, ed. Martin Halliwell and Nick Witham (Edinburgh University Press, 2018).
"Industrial Remains: Community Narratives of Mashapaug Pond in Providence, Rhode Island," in *Telling Environmental Stories*, ed. Katie Holmes and Heather Goodall (Palgrave, 2018).
"Turning toward Mashapaug: Using Oral History to Teach about Place and Community in Providence, Rhode Island," with Holly Ewald, *Transformations* (Summer 2017).
"Remembering Together: Take Back the Night and the Public Memory of Feminism," in *U.S. Women's History: Untangling the Threads of Sisterhood* (Rutgers University Press, 2017).
"Bringing a Hidden Pond to Public Attention: Increasing Impact through Digital Tools," with Holly Ewald, *Oral History Review* (winter/spring 2013). Reprinted in special issue on oral history and public history, 2017 https://academic.oup.com/ohr/pages/public_history
"Engaging Communities and Classrooms: Lessons from the Fox Point Oral History Project," with Amy Atticks, Rachael Binning, Elizabeth Manekin, Aliza Schiff, Reina Shibata, and Meghan Townes, *Oral History Review* (spring 2011).
"Framing Abortion as a 'Health Right' in Washington, DC," in *Feminist Coalitions: Historical Perspectives on Second-Wave Feminism in the United States*, ed. Stephanie Gilmore (University of Illinois Press, 2008).
"Lesbian Feminism," in *Encyclopedia of Gender and Society* (Sage Publications, 2008).
"Betty Friedan," in *Oxford Encyclopedia of Women in World History* (Oxford University Press, 2007).

FELLOWSHIPS, GRANTS, AND AWARDS

Selected Research and Project Grants

LGBTQ+ Histories of the United States Summer Institute, National Endowment for the Humanities, 2021
New Perspectives on Guantanamo: Art, Activism and Advocacy, Humanities Initiative, Brown University, 2014
NEH Summer Institute Participant, *African American Civil Rights Struggles in the Twentieth Century*, 2006
Research Travel Grant, John Hope Franklin Collection, Duke University, 2005 and 2002
Schlesinger Library Research Grant, Radcliffe Institute, Harvard University, 2004
Margaret Storrs Grierson Travel-to-Collection Award, Smith College, 2004
Summer Research Fellowship, SIUE, 2004, 2001 and 1999
Summer Stipend, National Endowment for the Humanities, 2000
Research Fellowship, Missouri Historical Society, 1996

Education:

New York University, New York, NY

PhD in Teaching and Learning, awarded May 2019

Dissertation Title: *"Be Ready to Fight, Because It's Worth It": Efforts to Include LGBTQ History in High U.S. History Classes, 1990-2017*

Chair: Dr. Robert Cohen

Honorable Mention, Outstanding Dissertation Award

Hunter College, New York, NY

Master of Arts in History, awarded December 2006

New York University, New York, NY

Master of Arts in Social Studies Education, awarded September 2001

University of Pennsylvania, Philadelphia, PA

Bachelor of Arts in Diplomatic History, awarded May 1997

Professional Experience:

Academic:

New York University, New York, NY

Teacher Residency Program Faculty, July 2019-Present

Coach, observe, and mentor residents in New York City schools as a Residency Director

Develop and conduct monthly professional development sessions with school site faculty

Liaise with principals and site leads to offer support and monitor residents' development

Advise and instruct emergent social studies teachers as the Social Studies Content Mentor

Prepare social studies teacher residents to successfully attain state certification

Design and implement online modules, including courses on methodology and literacy

Collaborate with colleagues on projects, assessments, and program structure

Support residents in building pedagogical philosophies and skills necessary to successful teaching practices

New York University, New York, NY

Adjunct Instructor, Key Debates in Global Studies, Fall 2019-Present

Create and revise syllabus for and teach seminar on Key Debates in Global History a combined graduate/undergraduate class exploring global history content and pedagogical strategies

Select readings offering new perspectives on Global History and focused on undertaught narratives and voices

Design assignments connecting content and theory to pedagogical practice

Evaluate student work and provide feedback on assignments, unit plans, and lesson plans

Interact with students in class sessions and asynchronous discussions

New York University, New York, NY

Adjunct Instructor, Trends and Problems in Social Studies, Fall 2014; Spring 2019-Present

Design and implement syllabus for Trends and Problems in Social Studies, a combined

graduate/undergraduate class examining the history of and issues facing the discipline

Revise and update resources and assignments to maintain and emphasize cultural relevance and anti-racist pedagogy

Evaluate student work and provided feedback on writing assignments

Select readings and created assignments to foster reflection about education, teaching practices, and the history and current state of the field

Counsel students searching for teaching positions

**Practitioner
Focused:**

History Unerased, Lowell, MA

Director of Programming for New York City, August 2017-June 2019

Developed and conducted professional development sessions and seminars on incorporating LGBTQ history in K-12 classrooms

Designed and disseminated LGBTQ history resources to support teachers

Collaborated with colleagues to author LGBTQ history case studies for the New York City Department of Education
Represented History Unerased at New York City-based events, including funding hearings and the Stonewall 50 Consortium
Liaised with LGBTQ history scholars regarding curriculum and resource development

Ohlinger Publishing Services, Columbus, OH

Freelance Contributor, February 2017-August 2018

Created teacher resources, including questions and activities, to accompany *By the People*, an AP US History textbook

Selected additional resources for classroom use in AP US History classes

Developed new content and resources for test preparation book to accompany *By the People*

Consulted with design team for Teacher's Edition of *By the People*

Edward R. Murrow High School, Brooklyn, NY

Teacher, September 2001-June 2011

Planned and conducted lessons in American history, Participation in Government and Global Humanities

Designed and implemented curriculum for Advanced Placement American History class

Collaborated with colleagues to restructure Participation in Government curriculum

Created and taught a ten-week elective titled History through Sports

Oversaw students involved in Quality of Life, a citywide participatory action research competition; taught research skills and edited papers

Mentored student teachers from New York University and Brooklyn College, emphasizing pedagogical practices, student relationships, and content development

Department testing coordinator for January and June Regents examinations

Advised National Honor Society

Coached "We The People," a nationwide competition focusing on constitutional principles

Publications:

Academic:

(b) (4)

Brensilver Berman, S. (forthcoming). *LGBTQ+ History in High School Classes in the USA since 1990*. London: Bloomsbury Publishing, Plc.

Brensilver Berman, S. (forthcoming). "Books Have Their Own Stories: LGBTQ History in High School U.S. History Textbooks." In Hildebrandt-Wypych, D. & Wiseman, A., *Nationhood, Citizenship, Gender and Religion – Comparative Perspectives on Textbook Analysis*. New York: Palgrave Macmillan.

Turk, D. and Brensilver Berman, S. (2018). "Learning through Doing: A Project-Based Learning Approach to the History of the U.S. Civil Rights Movement." *Social Education*.

Cohen, R., Turk, D., Brensilver Berman, S. (2012). "Teaching the Port Huron Statement," in *Inspiring Participatory Democracy*. Boulder, CO: Paradigm Publishers.

Practitioner Focused:

Brensilver Berman, S. (2018). *Pearson Education Test Prep Series for AP US History, To accompany: Pearson's By the People: A History of the United States, Second Edition*. Upper Saddle River, NJ: Pearson Educational.

Brensilver Berman, S. and Gonzalez, B. (2014). *Fast Track to a 5*. Boston: Wadsworth, Cengage Learning.

Brensilver Berman, S. (2013). Contributor. In Kennedy, D.M., Cohen, L., & Bailey, T., *American Pageant* (15th Edition). Boston: Wadsworth, Cengage Learning.

Education and Certification

Drew University — 2010 - 2019

- PhD in History and Culture - 2019
 - Dissertation: "I Choose to Sit at the Great National Table": American Cuisine and Identity in the Early Republic
- Master of Arts in History - 2013

Fairleigh Dickinson University — 2002 - 2006

- Master of Arts in Teaching: *Summa Cum Laude* - 2006
- Bachelor of Arts in History: *Summa Cum Laude* - 2005

Certification in Secondary Education

- New Jersey Certificate of Eligibility with Advanced Standing in Social Studies - 2006

Employment Experience

Assistant Director of Online Programs, American Social History Project — 2014 - Present

- Managed, coordinated, and developed LGBTQ+ curriculum resources for the New York City Department of Education's *Hidden Voices* project.
- Facilitated the public history lecture series "Difficult Histories/Public Spaces: The Challenge of Monuments in New York City and the Nation," a program funded by Humanities New York and the National Endowment for the Humanities
- Assisted in successful grant writing and implementation of the online textbook and primary and secondary source database "Who Built America? The Open Education Resource"
- Assisted in the redesign, implementation, and promotion of WBA Badges, an online professional learning and micro-credentialing system
- Designed U.S. history lessons and materials for Zoom In, a history teacher lesson toolkit and classroom aid
- Redesigned HERB: Social History for Every Classroom, an online database of primary source documents and classroom activities
- Acted as historical consultant for the *Mission US* online interactive game series, and presented in-person at conferences and online webinars on the topic.
- Presented in-person professional development seminars to NYC social studies teachers as part of the Teaching American History program

Adjunct Professor, Fairleigh Dickinson University — 2012 - Present

- Lectured to and assessed undergraduate students in both regional and national history
- Designed and implemented fully online US history survey courses for the New Jersey National Guard
- Created, designed, and taught three online and in-person history courses:

- “New Jersey: A Historical Perspective”
- “Revolutionary Nation: United States History I”
- “Revolutionary Nation: United States History II”

High School History Teacher, Northern Highlands Regional High School — 2006 - 2008

- Taught information regarding American history honors and world history to 9th grade and 11th grade students
- Organized, researched and planned activities and lessons
- Assisted in and administered all roles and duties that befit a high school teacher

Academic Publications / Presentations

Food, Identity, and Settler Colonialism — 2021 (projected)

- Chapter, “What Belongs in “The Federal Diet”? Depictions of Postcolonial National Cuisine in the Early American Republic,” (Palgrave Macmillan)

The South Writ-Large — 2019

- Article: “Whole Hog, Partial Acceptance: The Problematic Commensality of Fourth of July Barbecues in the Antebellum South”

Graduate Journal of Food Studies— 2017 - 2018

- Review: “Camille Bégin’s *Taste of the Nation: The New Deal Search for America’s Food*”
- Revision: “The Cranberry as Food, Health Food & Superfood: Challenging or Maintaining Hegemonic Nutrition?”

Revising the Rising Conference — 2017

- Presentation: “Teaching the Rising: Adapting Sources on the Easter Rising for the Classroom”

Morristown National Historic Park — 2016

- Presentation: “Using Artifacts and Exhibits to Inspire Historical Empathy in Students”

Transatlantic Connections Conference, Ireland — 2014

- Presentation: “Where’s The Corned Beef? Irish American Foodways and Irish Immigrant Identity in the 19th Century”

Professional and Academic Activities

New Jersey Studies: An Interdisciplinary Journal — 2016 - Present

- Peer Review Board

Thinking Publicly: A Conference on Public Intellectualism— 2013

- Initiated, designed, and implemented the first school-wide Caspersen School conference in over 60 years
- Designed the website for the conference

National Parks Service Program Facilitator — 2011

- Formulated and implemented the “Archival Ambassadors” program at Morristown National Historic Park, a summer academic program for high school students

DONNA THOMPSON RAY

Education

Drew University, Madison, NJ, doctoral candidate in historical studies, Department of Arts and Letters, (completing dissertation 2022-2023)

City College of New York, New York, NY, Art History/Museum Studies graduate courses

University of Rochester, Rochester, New York, B.A. May 1987, Major: Political Science;

Minor: History

Professional Experience

Project Director, Faculty Development Programs

American Social History Project/Center for Media & Learning, Graduate Center, City University of New York (2000-present)

Administering in-service teacher training programs and school-college collaborations for secondary and post-secondary teachers in New York City and nationally. Manage and direct staff of education associates, part-time consultants, and office administrators.

Designer and developer of interdisciplinary humanities professional development program for classroom teachers. Development and documentation of interdisciplinary humanities curriculum. Workshop facilitator. Designer of teacher training materials.

Grant writing and budget oversight for education programs. Designed self-assessment tools to document and evaluate program impact on teaching and learning. Manage data and create reports.

Build and maintain partnerships with NYC Department of Education instructional offices, CUNY colleges, museums and historical societies, professional development organizations, and national institutions of higher education.

Guide the direction of the organization and the activities related to the overall functioning of the Center, in collaboration with senior staff. Develop long-term vision and strategic plan.

Independent Investigator

Visible Knowledge Project, Center for New Designs in Learning and Scholarship, Georgetown University (2000-2007)

Affiliated director of a national research and development program examining student learning in technology enhanced classrooms.

Education Coordinator; Assistant Education Director

American Social History Project, New York, NY (1996 - 2000)

Coordinator of interdisciplinary humanities professional development program for high school and college faculty. Designed and published teacher handbooks. Web site development.

Archives Assistant

AFS Intercultural Programs, Inc., New York, NY (1991 - 1996)

Managed primary source materials (letters, photographs, diaries, newspapers)

documenting a special US Army unit during World War I. Coordinated in-house and national traveling exhibitions. Organized database of archival materials.

Teaching Experience: Courses & Seminars

NEH Summer Institute, Visual Culture of the American Civil War, July 2012, 2014, 2016, 2018, 2021

Picturing U.S. History, CUNY Graduate Center, New York, January 2007 – present

Black New Orleans, Dillard University, June 2004

Understanding the Past: Slavery, the Civil War, and Reconstruction, CUNY Graduate Center, New York, August 2003

Learning to Look: Visual Culture, Humanities Education, and New Media Technology, CUNY Graduate Center, New York, 2002 – 2006
Picturing a Nation: Teaching with American Art and Material Culture, Brooklyn Museum of Art/American Social History Project, New York, NY, July 2001
Digitizing Divas: Africana Women Scholars Bridge the Digital Divide, College of New Jersey, Ewing, NJ, June 2001
The New Media Classroom: Building a National Conversation on Inquiry & Narrative in the US History Survey, 1996 - 2010
Making Connections: Interdisciplinary American Studies Seminars, 1996-2010

Lectures, Panels and Presentations (partial list)

"Teaching with Jacob Lawrence's *Migration Series*," ASHP/Teaching American History Program, 2010-2011
"Free Blacks in the South: The Life of Thomas Day," a discussion with Peter H. Wood, Duke University, professor emeritus (podcast)
"Up South: African American Migration in the era of the Great War," Institute for Student Achievement/NCREST Conference, Glen Cove, New York, June 2004
"Francis Guy's *Winter Scene in Brooklyn*: Using Visual Art in the Social Studies Classroom," Brooklyn Museum of Art - Prospect Heights HS, Brooklyn, New York, May 2004
"Heaven Will Protect the Working Girl: Teaching Industrialization, Immigration, and Social Reform," Lehman College – Region 2 Teaching American History Program, Bronx, New York, March 2004
"Inquiry Learning in the Electronic Archives," Adelphi University, Garden City, NY, July 2001
Library of Congress/American Memory Fellows Program, Center for Children and Technology, New York, NY, 2001, 2000 (panelist)
NEH EdSitement, June 2000 (panelist)
"Engines of Inquiry: A Video Tour of Technology Learning in American Studies," American Studies Association's Crossroads Project, February 1998 (featured speaker)

Publications

"Eastman Johnson's 'A Ride for Liberty – The Fugitive Slaves (c. 1862)'," Picturing U.S. History, American Social History Project (CUNY-Graduate Center), Fall 2005
"African Americans in Cyberspace," Journal of African American History (*Fall 2005*) book review
"The Art of Romare Bearden," Black Issues Book Review, September-October, 2003
"The New Media Classroom Teacher's Handbook" (curriculum guide) American Social History Project/Center for Media & Learning (CUNY) 1999
"Representing Black Art & Culture on the Web," Black Arts Quarterly (Stanford University), Vol. 4, Issue 1 (Winter/Spring 1999)
"Africana Studies and New Media Technologies: Inquiry, Research, and Analysis for a New Age," Negro History Bulletin, April-Sept, 1999, (co-authored with Dr. Gloria Harper Dickinson)

Affiliations

- American Historical Association
- Association of Black Women Historians
- Association for the Study of African American Life and History
- Association of Historians of American Art
- Board of Directors, American Social History Project
- College Art Association

Faculty Resumes

Susan Stryker is Professor Emerita of Gender and Women's Studies at University of Arizona. Since retiring she has been Presidential Fellow and Visiting Professor of Gender, Women's, and Sexuality Studies at Yale University (2019-2020), Barbara Lee Distinguished Chair in Women's Leadership, Mills College (2020-2022), and Marta Sutton Weeks External Faculty Fellow, Stanford University Humanities Institute, 2022-23. Former executive editor of *TSQ: Transgender Studies Quarterly*, she continues to serve as co-editor of the Duke University Press book series *ASTERISK: gender, trans-, and all that comes after*. She is the author of *Transgender History: The Roots of Today's Revolution* (2008, 2017), co-editor of the two-volume *Transgender Studies Reader* (2006, 2013) and *The Transgender Studies Reader Remix* (2022), as well as co-director of the Emmy-winning documentary film *Screaming Queens: The Riot at Compton's Cafeteria* (2005). She is currently working to complete her book manuscript, *Changing Gender* (under contract to Farrar Straus Giroux), and developing a variety of film and television projects.

Dr. Sandra Slater
Associate Professor of History
Director, Carolina Lowcountry and Atlantic World
College of Charleston
slaters@cofc.edu
(b) (6)

Education

Ph.D. History	2009	University of Kentucky
Dissertation: "My God was Called Conqueror of Men": <i>Constructions of Masculinities in the New World, 1450-1640</i>		
Graduate Certificate in Gender and Women's History (2006)		
M.A. History	2005	University of Kentucky
B.A. History	2003	Lincoln Memorial University
B.A. American Studies	2003	Lincoln Memorial University
Minors in English and Music		
Salutatorian of Graduating Class		

Research Interests

History of American Women/Gender/Sexuality; Early Modern Atlantic World; U.S. Colonial; Race in America

Publications, Books

Gender and Sexuality in Indigenous North American, 1400, 1840. Sandra Slater and Fay Yarbrough, Eds. Columbia: University of South Carolina Press, 2011. (202 pages)

Selected Publications, Articles

"The Erotics of Early America," *Cambridge Companion of Early American Literature* (publishing TBA; accepted Fall 2019) full article (30 pgs)

"'Glory in the Memory of Men': Masculinities in the Mohawk Wars, 1609-1610." *French Colonial History*. Vol. 8 (2020) pp. 1-28.

"'Two Suns in One Firmament': John Cotton, Thomas Hooker and the 1655 New Haven Sodomy Statute." *Church History*. Volume 87, Issue 4 (December 2018) pp. 1003-1028.

"Fur Traders, Voyageurs, and Coureurs des Bois: Economic Masculinities in French Canadian Fur Trade Society, 1635-1754." *Masculinities: A Journal of Identity and Culture*. 1.1 (Premiere Issue). 2014, 92-120.

"Great Pride and Insolence": Spiritual Justifications for Violence in the Pequot War." *Journal of Early American History*. 4.1 (2014), 37-65.

"Sex, Sin, and Sodomy: The Historiography of Women, Gender, and Sexuality in Colonial Massachusetts." *Historical Journal of Massachusetts*. Vol. 41, No. 1 (Winter 2013), 67-97.

"Emasculation and Manliness in North America, 1450-1640." Gender and Sexuality in Native North American Societies, 1400, 1840. Sandra Slater and Fay Yarbrough, Eds. Columbia: University of South Carolina Press, 2011.

In Progress

The Pompe and Pride of Man: Personal and Public Humility in Early New England.
(under review, University Massachusetts Press)

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Selected Book Reviews

Invited by Journal

Regulating Passion: Sexuality and Patriarchal Rule in Massachusetts by Kelly Ryan (New York: Oxford University Press, 2014). *Historical Journal of Massachusetts* (in progress).

Polygamy: An Early American History by Sarah M.S. Pearsall (New Haven: Yale University Press, 2019) *Journal of*

Southern History (forthcoming).

Selected Conferences and Invited Presentations

Abuses of Power in the American Revolution

2020 Consortium of the Revolutionary Era (Tallahassee, FL).

Chair and Comments.

“Horns as Big as a Bull”: Mary Latham, Adultery, and Emasculation in Puritan New England.”

2019 Ommohundro Institute of Early American History and Culture, (Pittsburg, PA).

Conflict: Military, Civilian, and Race

2019 Consortium of the Revolutionary Era (Atlanta, GA)

Panel Comments.

Gendered Politics, Heroic Death, and Public Lives: Transnational Women

2018 Consortium on the Revolutionary Era (Philadelphia, PA)

Panel Chair

“The Pompe and Pride of Man: Personal and Public Humility in Early New England.” Sabbatical Talk (2017).

“Glory in the Memory of Men”: Masculinities in the Mohawk Wars”

2017 Society of Early Americanists (Tulsa, OK)

“Sex and Sodomy in Early New England”

Invited Lecture

2015 Valerie Hoffman Lecture Series (Union College, Schenectady, NY)

“A Heretical and Seditious Sermon: John Wheelwright and Ministerial Masculinity in Massachusetts Bay”

Ohio Valley History Conference, 2015

“Take Courage”: Samuel de Champlain and Native Women in the Great Lakes Region”

2014 Southern History Association Annual Conference, Atlanta, GA

“Two Suns in One Firmament”: John Cotton, Thomas Hooker and the 1655 New Haven Sodomy Statute”

2013 Gender Matters Conference, Chicago, IL

“Painful and Perilous Navigation”: Travel Narrative and Religious Identity in the New World”

2013 Society of Early Americanists, Savannah, GA

Professional Service

Board of Directors, Consortium on the Revolutionary Era, 2018-present

2020 Conference Program Committee

Board of Advisors, CLAW Publishing Series University of South Carolina Press

Organization Committee for SAWH, 2015

A. Elizabeth Taylor Prize Article Committee Referee, SAWH, 2015

Organizer, “Crisis and Conflict in the Carolinas” CLAW Conference, Fall 2010

Manuscript and Book Reviewer for the *Journal of American History*, 2011-present

Organizer, “Gender and Race in the Atlantic World” CLAW Conference, Spring 2012

Manuscript Reviewer for Oxford University Press

Manuscript Reviewer for Cambridge University Press

Manuscript Reviewer for the University of Oklahoma Press

Manuscript Review for Bedford/St. Martin's, 2012-present

Manuscript Reviewer for the *Historic Journal of Massachusetts*

Manuscript Reviewer for the *American Historical Review*

Manuscript Reviewer for the *Journal of Southern History*

Manuscript Reviewer for the *Journal of Early American History*

Manuscript Reviewer for *Church History*

Jennifer R. Denetdale
Dept. of American Studies
University of New Mexico
Albuquerque, New Mexico 87131
jdenet@unm.edu
(b) (6)

Education

1999 Ph.D., History, Northern Arizona University, Flagstaff

1991 M.A., English, Northern Arizona University, Flagstaff

1988 B.A., English, University of New Mexico, Albuquerque

Teaching and Professional Experience

Chair, American Studies Department, University of New Mexico, 2021-present

Professor, American Studies Department, University of New Mexico, 2019-present

Books

The Navajo (New York: Chelsea House Publishers, 2011)

The Long Walk: The Forced Navajo Exile (New York: Chelsea House Publishers, 2008)

Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita (Tucson: University of Arizona Press, 2007)

Co-edited Books

Nick Estes, Melanie K. Yazzie, Jennifer Nez Denetdale, & David Correia, *Red Nation Rising: From Bordertown Violence to Native Liberation* (Oakland, CA: PM Press, 2021)

Selected Articles and book chapters

“Refusing the Gift of Democracy and Embracing Diné Concepts of Kinship: The Navajo Nation, Citizenship, and Practices of Gender,” *Theory & Event*, vol. 23, no. 4 (2020): 1053-1065

“Critical Indigenous Studies: A Lifetime of Theory and Practice,” *The Journal of Arizona History* vol. 61, no. 3 & 4 (Autumn/Winter 2020): 615-637

“No Explanation, No Resolutions and No Answer”: Border Town Violence and Navajo Resistance to Settler Colonialism,” *Wicazo Sa Review* Vol. 31, No. 1 (Spring 2016): 111-131

- “Return to ‘The Uprising at Beautiful Mountain in 1913’: Marriage and Sexuality in the Making of the Modern Navajo Nation,” in *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*, ed. Joanne Barker (Durham: Duke University Press, 2017): 69-98
- “You Brought History Alive for Us”: Reflections on Nineteenth Century Diné Women’s Lives,” *Empire and Liberty: The Civil War and the West* (University of California Press, 2015)
- “The Value of Oral History on the Path to Diné/Navajo Sovereignty,” *Diné Perspectives: Revitalizing and Reclaiming Navajo Thought* ed. Lloyd L. Lee (Tucson: University of Arizona Press, 2014): 68-82
- “Naal Tsoos Sání: The Navajo Treaty of 1868, Nation -Building, and Self-Determination,” *Nation to Nation: Treaties between the United States and American Indians*, ed. Suzan Shown Harjo (Washington, D.C.: NMAI and Smithsonian Books, 2014): 116-131
- “I’m Not Running on My Gender”: The 2010 Navajo Nation Presidential Race, Gender, and the Politics of Tradition,” in *Formations of United States Colonialism* ed. Alyosha Goldstein (Durham, NC: Duke University Press Books, 2014): 316-334
- Co-editor, “Native Feminisms: Legacies, Interventions, and Indigenous Sovereignities,” *Wicazo Sa Review* vol. 24, no. 2 (Fall 2009): 9-13
- “Securing the Navajo National Boundaries: War, Patriotism, Tradition, and the Diné Marriage Act of 2005,” *Wicazo Sa Review* vol. 24, no. 2 (Fall 2009): 221-241
- “Carving Navajo National Boundaries: Patriotism, Tradition, and the Diné Marriage Act of 2005,” *American Quarterly* vol. 60, no. 2 (June 2008): 289-294
- “Discontinuities, Remembrances, and Cultural Survival: History, Diné/Navajo Memory, and the Bosque Redondo Memorial,” *New Mexico Historical Review* 82:3 (Summer 2007): 295-316
- “Remembering Our Grandmothers: Navajo Women and the Power of Oral Tradition,” in *Indigenous Peoples’ Wisdom and Power: Affirming Our Knowledge Through Narratives*, ed. Nomalungelo I. Goduka and Julian Kunnie (Great Britain: Ashgate Press, 2006): 78-94
- “Chairmen, Presidents, and Princesses: The Navajo Nation, Gender, and the Politics of Tradition,” *Wicazo Sa Review* 21:1 (Spring 2006): 9-44
- “The Navajos in the Twenty-First Century,” in *The Navajo*, Peter Iverson with additional text by Jennifer Nez Denetdale (New York: Chelsea House Publishers, 2005): 97-121

Languages

English and (Diné)/Navajo

JEN MANION

Department of History, Amherst College
111 Chapin Hall, Box 5000, Amherst, MA 01002
jmanion@amherst.edu / www.jenmanion.com

ACADEMIC POSITION

Amherst College

Professor, Dept. of History & Dept. of Sexuality, Women's, and Gender Studies, 2021-present
Associate Professor, Dept. of History, 2016-21

EDUCATION

Rutgers University Ph.D., History

University of Pennsylvania B.A., History, English minor, *magna cum laude*

SELECT FELLOWSHIPS & HONORS

Best Book Prize, British Association for Victorian Studies, 2021
Finalist, Lawrence W. Levine Award, Organization of American Historians, 2021
Elected Member of the American Antiquarian Society, 2020
Distinguished Lecturer, Organization of American Historians, 2018-21
Elected Fellow of the Massachusetts Historical Society, 2018
Schlesinger Library on the History of Women in America Grant, Harvard University, 2017-18
Slavery, Abolition, and Resistance Fellowship, Gilder Lehrman Center, Yale University, 2017-18
New England Regional Fellowship Consortium, Research Grant, 2017-18
Mary Kelley Book Prize, Society for Historians of the Early American Republic, 2016
National Endowment for the Humanities Fellowship, American Antiquarian Society, 2012-13
Andrew Mellon Foundation Fellowship, Massachusetts Historical Society, 2012-13
Top-25 Significant Queer Women of 2013 by Velvetpark Media, New York City
Dr. Martin Luther King Jr. Service Award, Connecticut College, 2011
McNeil Center for Early American Studies, University of Pennsylvania, Fellowship, 2004-05
The Institute for Research on Women, Rutgers University, Seminar Fellow, 2003-04

PUBLICATIONS

Books

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Female Husbands: A Trans History (Cambridge University Press, 2020). Pb. 2021

Liberty's Prisoners: Carceral Culture in Early America (University of Pennsylvania, 2015). Pb 2019

Taking Back the Academy: History of Activism, History as Activism, eds., Jen Manion and Jim Downs (Routledge, 2004).

Scholarly Articles

“Carceral History in the Era of Mass Incarceration,” *Pennsylvania Magazine of History and Biography*, special issue, Incarceration in Pennsylvania 143, no. 3 (Oct. 2019), 233-246.

“Transgender Representations, Identities, and Communities,” *The Oxford Handbook of American Women's & Gender History*, eds. Ellen Hartigan-O'Connor and Lisa G. Materson (Oxford University Press, 2018), 311-331.

“Language, Acts, and Identity in LGBTQ Histories,” *The Routledge History of Queer America*, ed. Don Romesburg (Routledge, 2018), 213-223.

“Gender Expression in Antebellum America” in *U.S. Women's History: Untangling the Threads of Sisterhood*, eds. Leslie Brown, Jacqueline Castledine, and Anne Valk (Rutgers, 2017), 151-170.

“Gendered Ideologies of Violence, Authority, and Racial Difference in New York State Penitentiaries, 1796-1848,” *Radical History Review*, 126 (Oct. 2016): 11-29.

“Transbutch,” *TSQ: Transgender Studies Quarterly* 1 no. 1-2 (2014): 230-2.

“The Absence of Context: Gay Politics Without a Past,” *QED: A Journal in GLBTQ World Making* 1 no. 2 (2014): 115-131.

“Historic Heteroessentialism and Other Orderings in Early America,” *Signs: Journal of Women in Culture and Society* 34 no. 4 (2009): 981-1003.

PROFESSIONAL ACTIVITIES

Professional Affiliations: American Antiquarian Society; American Historical Association; Berkshire Conference of Women Historians; Committee on LGBT History; Massachusetts Historical Society; McNeil Center for Early American Studies; Omohundro Institute; Organization of American Historians

WORKSHOPS FOR TEACHERS

“Transgender History in the United States 1776-1966,” and “Transgender Activism in the Civil Rights Era,” lecture/workshops, The Blake School, Minnesota, Feb. 2023

“Gender and Racial Constructs in the 18th Century,” George Washington Teacher Institute, George Washington's Mt. Vernon, Oct. 2022

“LGBTQ+ Histories of the United States,” NEH Summer Institute, American Social History Project, CUNY Graduate Center, July 2022

“Women and Colonization: Early Encounters in the American Colonies,” NEH Institute, New York Historical Society, March 2022

“Teaching LGBTQ+ History for High School Teachers,” Newberry Library, Nov. 2021

“Female Husbands: A Trans History,” New York City Department of Education, June 2021

“History of Sexuality,” online lecture for LGBT Health: Definitions, History, and Current Models – 1.5 CME Credits, Global and Continuing Education, Harvard Medical School, Jan. 2018

JESSE BAYKER

Academic Building West Wing 6101, 15 Seminary Place, New Brunswick, NJ 08901

Email: jesse.bayker@rutgers.edu (b) (6)

EDUCATION

Ph.D. in History, Rutgers University, 2019

B.A. in History and LGBTQ Studies, Brooklyn College (City University of New York), 2010
summa cum laude, Phi Beta Kappa

EMPLOYMENT

Digital Archivist/Research Project Manager, Scarlet and Black Research Center at the Institute for the Study of Global Racial Justice, Rutgers University–New Brunswick, 2021–present

Digital Archivist, Center for Historical Analysis, Rutgers University–New Brunswick, 2019–2021

PUBLICATIONS

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“Some Very Queer Couples: Gender Migrants and Intimacy in Nineteenth-Century America,” *Gender & History* (article forthcoming 2021)

“A Second Founding: The Black and Puerto Rican Student Revolution at Rutgers–Camden and Rutgers–Newark,” co-authored with Beatrice J. Adams, Roberto C. Orozco, Brooke A. Thomas, in *Scarlet and Black, Vol. 3: Making Black Lives Matter at Rutgers*, ed. Miya Carey, Marisa Fuentes, and Deborah Gray White (Rutgers University Press, 2021).

“His Name Was Will: Remembering Enslaved Individuals in Rutgers History,” principal author with co-authors Christopher Blakley and Kendra Boyd, in *Scarlet and Black, Vol. 1: Slavery and Dispossession in Rutgers History*, ed. Marisa Fuentes and Deborah Gray White (Rutgers University Press, 2016).

DIGITAL AND PUBLIC HISTORY PROJECTS

Cross-Dressing Laws Map, <https://map.transpast.org/>

Scarlet and Black Digital Archive, <https://scarletandblack.rutgers.edu/>

New Jersey Slavery Records, <https://records.njslavery.org/>

Black Camden Oral History Project, <https://blackcamden.org/>

GRANTS, FELLOWSHIPS, AND AWARDS

On These Grounds Collaborative Testing Partnership Grant, Andrew W. Mellon Foundation subaward from Michigan State University, 2021–2022

Women’s Studies Alumni Award in recognition of contribution to the creation of the LGBTQ Studies program, Brooklyn College, 2019

Andrew W. Mellon Predoctoral Fellowship in Museum Education, Museum of the City of New York, 2017–2018

Special Achievement Award for work on the Scarlet and Black Project, awarded by President Robert L. Barchi and the Committee to Advance our Common Purposes, Rutgers University, 2017

Andrew W. Mellon Dissertation Fellowship, Rutgers University, 2016–2017

Albert J. Beveridge Research Grant, American Historical Association, 2016

Predoctoral Leadership Development Institute Fellowship, Rutgers University, 2014–2016

Dissertation Grant, Schlesinger Library on the History of Women in America, Radcliffe Institute for Advanced Study, Harvard University, 2015

SELECT CONFERENCE PRESENTATIONS

- “On These Grounds: Slavery and the University,” plenary roundtable, Universities Studying Slavery Conference, University of Virginia, Charlottesville, VA, September 28–October 1, 2022.
- “Rutgers Experience in Studying Slavery and the Development of the Scarlet and Black Project,” roundtable presentation at Emory University Symposium: In the Wake of Slavery and Dispossession, Atlanta, GA, September 29–October 1, 2021.
- “Trans Histories, Trans Lives,” roundtable presentation at the Annual Meeting of the Organization of American Historians (OAH), Philadelphia, PA, April 4–7, 2019.
- “Vagrancy and the Criminalization of Transgender Practices in Antebellum America,” at the Annual Meeting of the American Society for Legal History, Houston, TX, November 8–11, 2018.
- “New Directions in Trans History,” roundtable presentation at the Annual Meeting of the American Historical Association (AHA), Washington, DC, January 4–7, 2018.
- “‘The Prima Facie Evidence Is That She Is of the Masculine Gender’: Transgender Encounters with the Law in the Nineteenth Century,” at the Berkshire Conference on the History of Women, Genders, and Sexualities, Hempstead, NY, June 1–4, 2017.
- “‘Again Caught Wearing the Breeches’: Moving Across Gender Borders in Nineteenth-Century United States,” at Trans*Studies: An International Transdisciplinary Conference on Gender, Embodiment, and Sexuality, Tucson, AZ, September 7–10, 2016.
- “Transgender Lives: Decentering Narratives of Discovery in the Nineteenth Century,” at the Annual Meeting of the American Historical Association (AHA), New York City, January 2–5, 2015.

SELECT INVITED TALKS AND PUBLIC PRESENTATIONS

- “Regulating Public Gender and the Rise of Cross-Dressing Laws in Nineteenth-Century America,” invited talk at the University of Michigan Law School, October 12, 2022.
- Transgender Day of Visibility Conversation with Dr. Jesse Bayker, invited presentation at Bowling Green State University Firelands (virtual), March 31, 2021.
- “Exploring Black History in New Jersey: New Research and Discoveries,” public webinar presentation sponsored by the New Jersey Historical Commission, February 23, 2021.
- “Transgender Lives in Nineteenth-Century New York,” invited talk at Brooklyn College, March 12, 2019.
- “Transgender in New York: A Nineteenth-Century Story,” public lecture at the Museum of the City of New York, June 14, 2018.
- “Before Transsexuality: Crossing the Borders of Gender in the United States,” at the Schlesinger Library on the History of Women in America, Radcliffe Institute for Advanced Study, Harvard University, August 10, 2015.

TEACHING EXPERIENCE

Lecturer in the Department of History, Rutgers University–New Brunswick (2013, 2018):
Digital History; Development of the U.S. II, from 1865

Teaching Assistant in the Department of History, Rutgers University–New Brunswick (2011–2013):
Development of the U.S. I; Development of the U.S. II; Europe: Sex, Gender, and Society

HISTORICAL CONSULTING WORK

Historical Consultant for Senior Archival Projects, Poly Prep Country Day School, Brooklyn, NY, 2022
Consulting Executive Producer, *Unsexed* podcast series, Last 5 Percent Media, 2021

Devorah Romanek, Curator of Exhibits, Maxwell Museum of Anthropology, University of New Mexico

Email: dromanek@unm.edu; (b) (6)

Education:

University of Maryland College Park, MD	Art History	BA, 1989	
University College London	London, UK	Anthropology	MA, 2005
University College London	London, UK	Anthropology	PhD, 2019

Highlighted Appointments and Positions:

2021 – present	Adjunct Research Assistant Professor (LAT), Dept. of Anthropology, University of New Mexico
2018 – present	Adjunct Faculty, Museum Studies, University of New Mexico
2012 – present	Curator of Exhibits, Head of Interpretation, Maxwell Museum of Anth, UNM
2011-2012	Adjunct Professor, Art History, Institute of American Indian Art
2007-2011	Curator, Department of Africa, Oceania and the Americas; The British Museum
2007	Collections Care Officer, Imperial War Museum
2006-2008	Collections, University College London Museums
2002-2005	Collections, Adelhausermuseum, Editor, Vitra Design Museum
2000-2002	Collections Manager, Smithsonian Institution National Museum of the American Indian
1998-1999	Exhibits Specialist, Smithsonian Institution National Museum of Natural History
1995-1998	Supervisory Exhibits Specialist, The National Archives
1997	Associate Registrar, Smithsonian Institution Cooper-Hewitt National Design Museum
1992-1996	Museum Technician, Smithsonian Institution National Museum of American History

Highlighted Publications and Productions:

Romanek, Devorah. (2019). *Hardship, Greed and Sorrow: An Officer's album 1866 New Mexico Territory*. University of Oklahoma Press. Recipient of the New Mexico Council on Photography Beaumont Newhall Grant, winner of the 2020 Arizona/New Mexico Book Award, Category: Art.

Kieffer, C.L., and Devorah Romanek. "Crowdsourcing a Current Events Exhibition on Community Activism Against DAPL." *Curator: The Museum Journal*, vol 62, no. 2, 2019, pp. 135-50. doi:10.1111/cura.12302.

Romanek, Devorah. (2015). 'Presence, Significance and Insistence: Photographs in place' *Photographies*, 8:3, 271-292, DOI: [10.1080/17540763.2015.1103148](https://doi.org/10.1080/17540763.2015.1103148)

Romanek, Devorah. 'Photographic Reflections of West Papua' in *Melanesia: Art and Encounter*. Lissant Bolton, et al (eds); British Museum Press, 2013.

Romanek, Devorah. (2010). 'Rising Smoke', BBC a History of the World, No. 37, North American Otter Pipe; Web. 23 Sept. 2014

<http://www.bbc.co.uk/ahistoryoftheworld/objects/KHWt6lknQnGuPCzNbD-ZRw>

Romanek, Devorah. 'To the Beat of the Drum: Devorah Romanek traces the complex journey of an African drum across continents'; *British Museum Magazine*. Vol. 67 (Autumn 2010); pp 28 – 29; British Museum Press.

Romanek, Devorah and Bernadette Lynch. 'Touch and the value of object handling: Final conclusions for a new sensory museology' In *Touch in Museums*, ed. Helen Chatterjee, pp. 275-86. London: Berg Publishers, 2008.

Highlighted Synergistic Activities:

- 1) Curation– Curated, co-curated or have been part of the research team on more than three dozen museum exhibitions, both in person and digital, at various institutions, including the New Mexico History Museum, the Maxwell Museum of Anthropology, the British Museum, the Smithsonian Institution National Museum of the American Indian and the Smithsonian Institution National Museum of American History.
- 2) Program Development – Created and developed the ongoing program of “Contemporary Issues in Anthropology” at the Maxwell Museum of Anthropology, UNM. This exhibition program is a vehicle for the museum to respond to current events with ‘rapid response’ exhibitions as a way to engage larger and more diverse museum audiences, and as a way to make the museum more relevant, engaging and reflexive. Exhibitions in that series have covered topics such as the proposed border wall, the proposed migrant ban, gun violence, iconoclasm, and the protest against the DAPL pipeline, which traveled to the Museum of Indian Arts and Culture in 2019.
- 3) Founding of a National Project – founded the Stonewall 50/50 project, a project of a group of national scholars who are producing an exhibition that will be free to download around the country in commemoration of the Stonewall Riots on the 50th anniversary (2019).
- 4) Innovations in Teaching and Training - Course development of graduate course on museum exhibition design and development, MSST 585, Museum Studies, University of New Mexico. Course development of graduate seminar on mountmaking for museums, University of Toronto, taught on an annual basis from 2014-present. Also have taught courses or workshops at the Institute of American Indian Art, NM; UCL, London, UK; The British Museum, London, UK; and Die Staatliche Akademie der Bildenden Künste, Stuttgart, Germany.
- 5) Service to UNM/Anthropology/Museum Community/LGBTQ+ Community/ The Navajo Nation – Serving on various post graduate committees at UNM. Curating and producing anthropology and archaeology exhibitions. Researching and publishing on the above listed topics. Convening a panel of experts who have all participated in the latest research and new findings in historical/anthropological research in museums and archives on historic photographs of Navajo. This panel consists of: Devorah Romanek, Jennifer Denetdale (Associate professor, American Studies, University New Mexico); Hannah Abelbeck, Archivist, History Museum of New Mexico; Will Wilson (Faculty, head of Department of Photography, Santa Fe Community College); and Rafael Begay, recently graduated undergraduate from University of New Mexico. This panel has presented at the History Museum of NM (September 2018), Dine Studies Conference (October 2018), as well as presenting at other conferences (IFAIR, UNM, 2019; NAISA, University of Waikato, NZ, 2019). This also resulted in the production of the exhibition *Return to Diné Bikéyah*, an exhibition about the 150th anniversary of the signing of the Navajo Peace Treaty at the Maxwell Museum of Anthropology (June 2018 – January 2019). Our work together is ongoing, with more projects and publications in the works.

Julio César Capó, Jr., Ph.D.

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 Florida International University
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 11200 SW 8th Street, Miami, FL 33199
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Appointments (Selected)

Florida International University (Miami, FL) Associate Professor, Department of History Deputy Director, Wolfsonian Public Humanities Lab	August 2019-Present
University of Massachusetts, Amherst (Amherst, MA) Associate Professor, Department of History + Commonwealth Honors College Assistant Professor, Department of History + Commonwealth Honors College	July 2012– August 2019 July 2018-August 2019 July 2012-July 2018
University of Sydney (Sydney, NSW, Australia) Visiting Scholar at the United States Studies Centre	February 2017–June 2017
Yale University (New Haven, CT) Postdoctoral Associate, Ethnicity, Race, and Migration Program + American Studies Program	2011–2012

Education

Florida International University (Miami, FL) Ph.D. in History • Winner of the 2012 Best Dissertation Prize awarded by the Urban History Association	2006–2011
New York University (New York, NY) B.A. in Journalism/Mass Communication; Minors in History and Politics	2001–2004

Publications (Selected)

Book: *Welcome to Fairyland: Queer Miami before 1940*. Chapel Hill: University of North Carolina Press, November 2017

- Winner of 2018 Charles S. Sydnor Award of the Southern Historical Association
- Winner of 2018 Rembert Patrick Award of the Florida Historical Society
- Winner of 2018 Harry T. and Harriette V. Moore Ward of the Florida Historical Society
- Winner of 2018 Stetson Kennedy Award of the Florida Historical Society
- Winner of 2017 Florida Book Award (Bronze), Florida Nonfiction
- Finalist for Lambda Literary Award in LGBTQ Studies

"Sexual Connections: Queers and Competing Tourist Markets in Miami and the Caribbean, 1920–1940," *Radical History Review* 129 (October 2017): 9–33

- Winner of 2018 Audre Lorde Prize from Committee on Lesbian, Gay, Bisexual & Transgender History

"Queering Mariel: Mediating Cold War Foreign Policy and U.S. Citizenship among Cuba's Homosexual Exile Community, 1978–1994," *Journal of American Ethnic History* 29, no. 4 (Summer 2010): 78–106

- Winner of 2009–2010 Carlton C. Qualey Memorial Article Award of the Immigration & Ethnic History Society

“Interchange: HIV/AIDS and U.S. History,” with Jonathan Bell, Darius Bost, Jennifer Brier, Jih-Fei Cheng, Daniel Fox, Christina Hanhardt, Emily Hobson, Dan Royles; *Journal of American History* 104, no. 2 (September 2017): 431–460

“Queers and the City,” *Journal of Urban History* 42, no. 4 (July 2016): 772–781

Museum Exhibitions (Selected)

Curator, *Queer Miami: A History of LGBTQ Communities*, for HistoryMiami Museum (open March 15, 2019–September 1, 2019)

- Winner of 2019 Museum Excellence Award of the Florida Association of Museums

Media Contributions (Selected)

Published pieces in *The Washington Post*, *Time*, *The Miami Herald*, *Sun Sentinel*, *El Nuevo Día* (Puerto Rico), and other mainstream outlets. Recent publications include:

- “Past summers show ingenuity and waves of change,” *Sun Sentinel*, June 30, 2020
- “The police chief who inspired Trump’s tweet glorifying violence,” *The Washington Post*, June 1, 2020
- “Metaphors make sense of the past. Can they guide us toward a post-coronavirus future?,” *The Washington Post*, April 11, 2020
- “Trump’s troop ban is part of a long, dark history of accusing trans people of threatening national stability,” *Time*, January 29, 2019
- “Why a forgotten KKK raid on a gay club in Miami still matters eighty years later,” *Time*, November 28, 2017
- “The White House used this moment as proof the U.S. should cut immigration. Its real history is more complicated,” *Time*, August 2017
- “Best Picture winner *Moonlight* is a window into Florida’s past,” *Time*, February 27, 2017
- “Los bares gay son espacios de refugio y desafío,” *El Nuevo Día*, June 20, 2016
- “Pulse and the long history of violence against queer Latinos,” *Time*, June 17, 2016
- “Gay bars were supposed to be safe spaces. But they often weren’t,” *The Washington Post*, June 14, 2016
- Discussant on gay Miami history for Miami Herald/PBS documentary *The Day it Snowed in Miami*, originally aired February 2014

Relevant Professional Activities Prior to Academic Career (Selected)

WPLG Local 10, ABC (Affiliate), Miami, FL

News Producer (full-time: May 2005–September 2005; freelance: October 2005–December 2008)

Associate Producer (December 2004–May 2005)

WSVN 7, FOX (Affiliate), Miami, FL

News Writer (June 2004–December 2004)

Professional Service (Selected)

2018–2020 Journal of American History Editorial Board

2018–2020 Co-chair of the Committee on Lesbian, Gay, Bisexual and Transgender History, an affiliate organization of the American Historical Association

Foreign Languages

Spanish (Heritage Speaker)

French

NAYAN SHAH

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Kaprielian Hall (KAP) 462
University of Southern California
Los Angeles, CA 90089-2534
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EMPLOYMENT

Professor, American Studies and Ethnicity and History, University of Southern California, 2012-
Department Chair, Department of American Studies and Ethnicity, USC, 2012-2015; 2016-18
Professor, History Department, University of California San Diego. 2012
Associate Professor, 2000-2011
Assistant Professor, History Department, State University of New York (SUNY) Binghamton, 1995-2000

EDUCATION

University of Chicago	PhD., History, June 1995
	M.A., History, August 1990
Swarthmore College	B.A., major: History; minors: Economics and Religion; Asian Studies concentration, High Honors, May 1988

PUBLICATIONS

Books

Refusal to Eat: A Century of Prison Hunger Strikes (University of California Press, 2022)
Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West (University of California Press, 2012)
* *Norris and Carol Hundley Prize, American Historical Association Pacific Coast Branch for the most distinguished book on any historical subject*
Contagious Divides: Epidemics and Race in San Francisco's Chinatown, (University of California Press, 2001)
**History Book Award (awarded in 2003), Association of Asian American Studies*

Research Articles (selected)

“The Sensual Labor of Claiming Place” in Christine Bacareza Balance and Lucy Mae San Pablo Burns (ed.), California Dreaming: Movement and Place in the Asian American Imaginary (University of Hawaii Press, 2020), pp. 17-28.

“Feeding Hunger Striking Prisoners: Biopolitics and Impossible Citizenship” Biocitizenship: Lively Subjects, Embodied Action, and Posthuman Politics ed by Kelley Happe and Jenell Johnson (New York University Press, 2018), pp. 155-177

“Queer of Color Estrangement and Belonging” History of Queer America
ed. by Don Romesburg (Routledge, 2018), pp. 262-275

“Establishing Communities, 1848-1941” *Making of the United States:
Asian American and Pacific Islander Theme Essay* (National Park
Service and Organization of American Historians, 2018)
[https://www.nps.gov/articles/upload/05-Essay-5-establishing-
communities.pdf](https://www.nps.gov/articles/upload/05-Essay-5-establishing-communities.pdf)

“Empire of Medical Investigation on Angel Island, California”
Quarantine: Local and Global Histories edited by Alison Bashford
(Palgrave MacMillan, 2016), pp. 103-128

“Regulating Intimacy and Immigration” Major Problems in Asian
American History ed by Lon Kurashige and Alice Yang (Cengage,
2016) p. 156-168

“Race-ing Sex” in the forum *Intimate Matters* at Twenty-Five Frontiers:
Journal of Women’s Studies volume 34 (2014), no 3, pp. 26-36

“Intimate Dependency, Race and Trans-Imperial Migration” The Sun
Never Sets: South Asian Migrants in an Age of U.S. Power Edited
by Vivek Bald, Miabi Chatterji, Sujani Reddy, Manu Vimalassery
(NYU Press, 2013), pp. 25-49

"Contested Intimacies: Adjudicating 'Hindu Marriage' in U.S. Frontiers"
Ann Laura Stoler (ed) Haunted By Empire: Geographies of
Intimacy in North American History (Durham: Duke University
Press, 2006), pp. 116-139.

"Policing Privacy, Migrants and the Limits of Freedom" in Social Text
No. 84-85 (Fall/Winter 2005), pp. 275-284

FELLOWSHIPS & GRANTS

Fellowships selected

University of California President’s Humanities Fellowship Alternate, 2010-11
Freeman Foundation Distinguished Visiting Professorship, Wesleyan University,
Fall 2006

University of California Humanities Research Institute (Irvine), Convenor &
Fellow, Research Residency Group on “Gender and Sexual Dissidence in
Muslim Dominant and Muslim Minority Communities,” Winter 2006

Rockefeller Humanities Residency Fellowship, University of Arizona, Project on
Race, Sex and Globalization, 2002-03

University of California, Humanities Research Institute (Irvine), Fellow, 1998
New York University, International Center for Advanced Studies, Postdoctoral
Fellowship, 1997-98

Public Humanities

Documentaries and Radio Shows (selected)

- [*The Fire this Time*, \(2022\)](#) directed by Mariam Ghani premiere BAM Cinema Fest June 2022
- [*Plague at the Golden Gate* \(2022\)](#) American Experience PBS, directed by Li-Shi Yu Aired May 24, 2022
- [*Prison Protest*](#) “Thinking Allowed with Hugh Laurie” BBC 4 Radio April 2022
- [*“How Print Culture Upheld Queer South Asian Culture”*](#) KCET
- [*“An Old Hate Goes Viral”*](#) interview subject, Reveal News audio documentary PRX Radio, June 2020
- [*Culture Fix: Nayan Shah and Candace Brown on Rina Banerjee*](#) short video 2020 Fowler Museum at UCLA
- *Asian Americans* (2020) PBS Documentary, directed by Renee Tajima Pena aired in May 2020 , episode 1 and 3
<https://www.pbssocal.org/asian-americans/episode-guide-asian-americans/>
- *Rats, Bats and Bugs* (2003) History Channel, aired October 2003
- Interview subject for *Dirty Laundry* (1996), Richard Fung, director, (Canada, 30 minutes, video distributed by Video Databank, NAATA and V-Tape).

Museum Exhibit Consultant

- One Archives “Archival Intimacies: Queering South/East Asian Diasporas Exhibit” Spring 2022
- New York Historical Society for “Chinese American: Exclusion/Inclusion” 2014-15 exhibit
- University of Chicago Special Collections, “Closeted/Out in the Quadrangles” 2015 exhibit
- “Angel Island Immigration Hospital Historical Record” Angel Island Foundation and National Park Service, Angel Immigration Station and Hospital Permanent Exhibition Planning Workshop 2010

CURRICULUM VITAE

WENDY L. ROUSE

EDUCATION

2003-2007	Ph. D., University of California, Davis – U.S. History, Asian American Studies minor
1996-1998	M.A., California State University, Sacramento - Public History and Archaeology
1994-1996	B. A., California State University, Sacramento – U.S. History, Summa Cum Laude

ACADEMIC APPOINTMENTS

2018-Present	Associate Professor, San Jose State University, Department of History
2016-2018	Assistant Professor, San Jose State University, Sociology and Interdisciplinary Social Sciences
2011-2015	Lecturer, San Jose State University, History, Geography, & Social Science'

BOOKS

Public Faces, Secret Lives: A Queer History of the Suffrage Movement. New York: New York University Press, 2022.
Her Own Hero: The Origins of the Women's Self-Defense Movement. New York: New York University Press, 2017.
The Children of Chinatown: Growing up Chinese American in San Francisco, 1850-1920. Chapel Hill: UNC Press, 2009.

SCHOLARLY ARTICLES AND BOOK CHAPTERS

- "A Crushable, Kissable Girl?: Queer Love and the Invention of the Abnormal Girl," *Journal of the Gilded Age and Progressive Era* 21, no. 3 (July 2022): 1-20.
- "Hurrah for Woman Suffrage! Young Suffragists and the Campaign for the Vote," *Journal of the History of Childhood and Youth* 13, no. 3 (Winter 2021): 133-158.
- "Gender, Sexuality and Love Between Women in California's Suffrage Campaign." *California History* 97, no. 4 (Fall 2020), 144-150.
- "Perfect Love in a Better World: Same-Sex Attraction Between Girls in the Progressive Era." *The Girl in the Text.* Ann Smith, editor. New York: Berghahn Books, 2019.
- "Between Two Worlds: Chinese Immigrant Children and the Production of Knowledge in the Era of Chinese Exclusion." *KNOW: A Journal on the Formation of Knowledge.* 3, no. 2 (Fall 2019): 263-282.
- "Perfect Love in a Better World: Same-Sex Attraction Between Girls in the Progressive Era." *Girlhood Studies* 10, no. 3 (December 2017).
- "Charmed Lives: Charms, Amulets and Childhood in Urban America, 1870-1940." *Journal of American Culture* 40, no. 1 (March 2017): 21-33.
- "Jiu-Jitsu Uncle Sam: The 'Unmanly Art' of Jiu-Jitsu and the 'Yellow Peril' Threat in Progressive Era America." *Pacific Historical Review* 84, no. 4 (November 2015): 448-477.
- "Empowering the Physical and Political Self: Women and the Practice of Self Defense, 1890-1920." *Journal of the Gilded Age and Progressive Era* 13, no. 4 (October 2014): 470-499.

BLOG POSTS & MAGAZINE ARTICLES

- ["Teach the History of LGBTQ+ Joy."](#) California History Social Science Project. June 2022.
- ["Teaching LGBTQ Topics in 2021."](#) California History Social Science Project. June 2021.
- ["Sex and Suffrage."](#) California Historical Society. January 2021.
- ["The Very Queer History of the Women's Suffrage Movement."](#) National Park Service. July 22, 2020.
- ["Crossing Borders: Chinese Immigrant Children and the Production of Knowledge."](#) March 2, 2020.
- ["Fighting for the Vote: Boxing, Jiu-Jitsu and Suffragist Self-Defense."](#) February 10, 2020.
- ["Fighting Like Amazons: Suffrage and Self-Defense."](#) ESD Global: Empowerment Blog. March 6, 2019.
- ["Gloves Off: Women's Self-Defense."](#) *Phi Kappa Phi Forum.* 98, no. 1 (Spring 2018), 26-29.
- ["Every Woman Her Own Bodyguard."](#) *Longreads.* January 10, 2018.
- ["The Origins of the Women's Self-Defense Movement."](#) *From the Square.* NYU Press. August 8, 2017.
- ["How Our Fierce Feminist Grandmothers Fought to Claim Their Space."](#) *Ms. Magazine.* July 28, 2017.
- ["For Fun and Freedom These 19th Century Female Fighters Got in the Ring."](#) *Timeline.* May 31, 2017.

ACADEMIC CONFERENCE PAPERS & PANELS

- “Historicizing Sexual Harassment in the Age of #MeToo.” Berkshire Conference. Baltimore, MD. May 2023.
- “Writing Same-Sex Desire before Stonewall.” American Historical Association. New Orleans, LA. Feb. 2022.
- “Queering Suffrage: An Intersectional History.” American Historical Association. New York. Jan. 2020.
- “Teaching Queer Lives.” National Women’s Studies Association. San Francisco, CA. November 2019.
- “The Invention of the “Abnormal Girl.” ClexaCon Academic Lab. Las Vegas, Nevada. April 11, 2019.
- “‘Lesbian-Like’ Loyalties and Archival Silences” American Historical Association. Chicago. January 2019.
- “Perfect Love in a Better World.” PCB, American Historical Association. CSU Northridge. August 5, 2017.

HISTORY EDUCATION WORKSHOPS & PANELS

- “LGBTQ+ Histories,” National Endowment for the Humanities, City University of New York, July 2022.
- “Chinese American Experiences,” National Endowment for the Humanities, UC, Davis, July 2022.
- “LGBTQ+ Inclusive Curriculum,” Queer History Conference, San Francisco State University, June 2022.
- “Teaching LGBTQ History: 6-12,” Santa Clara County Office of Education. April 2022.
- “Immigration History for Fourth Graders.” California History and Social Science Project. March 2022.
- “Teaching LGBTQ History: 2-5,” California State University, Long Beach. March 2022.
- “Teaching LGBTQ History: An Integrative Approach,” California Council for the Social Studies. March 2022.
- “Queering the Women’s Suffrage Movement,” California Council for the Social Studies. March 2022.
- “The FAIR Education Act: What You Need to Know.” Santa Clara County Office of Education, Nov. 2021.
- “Teaching Suffrage Movement.” CLIC Virtual Series. History Project at UC Davis. April 2021.
- “Teaching and Supporting LGBTQ Students Virtually.” California Council for the Social Studies. March 2021.
- “Library of Congress: Teaching the FAIR Act.” History Project at UC Davis. July 30, 2020.
- “FAIR Act for History Teachers.” History Project at UC Davis. Yolo County Office of Education. March 2020.
- “Extraordinary Local Suffragists.” California Council for the Social Studies. Costa Mesa, California. Feb. 2020.
- “Queering the History of the Suffrage Movement.” Webinar for National Park Service. Feb. 6, 2020.
- “Decolonizing High School Curriculum.” National Council for the Social Studies. Austin, Texas. Nov. 2019.
- “Building LGBTQ Content Knowledge.” Queer History Conference. San Francisco State University. Jun 2019.
- “LGBTQ History Curriculum.” UC Berkeley History-Social Science Project. Santa Clara COE. June 2019.
- “Teaching LGBTQ History: Fair Education Act.” ClexaCon Academic Lab. Las Vegas, Nevada. April 2019.

PUBLIC PRESENTATIONS

Book Talks related to research from *Public Faces, Secret Lives: A Queer History of the Women’s Suffrage Movement*

- Woman Suffrage Book Club, Paris, France, Gustave Eiffel University, October 10, 2022.
- National Portrait Gallery, Smithsonian, Washington, DC, August 30, 2022.
- California Historical Society. San Francisco, California. June 7, 2022.
- National Women’s History Museum. Washington, DC, June 5, 2022.
- Massachusetts Historical Society. Boston, Massachusetts, June 1, 2022.
- GLBT Historical Society. San Francisco, California. February 25, 2022.
- History San Jose. San Jose, California. February 19, 2022.
- Alice Paul Institute, Mount Laurel, New Jersey. June 17, 2021.
- Connecticut Historical Society Museum and Library. Hartford, Connecticut. March 10, 2021.
- University of Rhode Island. Kingston, Rhode Island. March 4, 2021.
- Sex and Suffrage. California Historical Society. San Francisco, California. January 20, 2021.
- National Women’s History Alliance webinar. April 22, 2020.
- UC Davis Library. Yolo County Archives. Yolo County Library. Davis, California. March 19, 2020.
- Women’s Equality 2020 Leadership Council. Santa Clara County, May 8, 2019.

Jules Gill-Peterson

3400 N Charles Street, 301 Gilman Hall, Baltimore MD 21218

Email: jgillpe1@jhu.edu

ACADEMIC APPOINTMENT

- 2021-present Associate Professor, Department of History, Johns Hopkins University
- 2020-2021 Associate Professor, Department of English, University of Pittsburgh
Secondary Appointment in Gender, Sexuality, and Women's Studies
- 2015-2020 Assistant Professor, Department of English, University of Pittsburgh
Secondary Appointment in Gender, Sexuality, and Women's Studies

EDUCATION

- 2015 Ph.D., American Studies, Rutgers University
- 2010 B.A., History, University of Ottawa

PUBLICATIONS

Books

- 2018 *Histories of the Transgender Child* (University of Minnesota Press).
Historias de la infancia trans, translated by Javier Saez (Edicions Bellaterra, 2022).
Winner, Lambda Literary Award for Transgender Nonfiction (2019)
Winner, Children's Literature Association Book Award (2020)
- Forthcoming *A Short History of Trans Misogyny* (under contract with Verso).
- In-progress (b) (4)

Selected Articles

- Forthcoming (b) (4)
- Forthcoming "Trans Auto-Antonym Theory (The Masc-Femme Dialectic)." *Paragraph* Vol. 46, No. 1, Special issue on Paul B. Preciado (2023).
- Forthcoming "The Little Yellow Book; or, Does Trans Studies Care?" *Feminist Formations*, Vol 34 (2022).
- Forthcoming "A Trans Woman of Color's History of Sexuality." *Journal of the History of Sexuality*, Vol 31 (2022).

- 2021 "Toward a Historiography of the Lesbian Transsexual, or the TERF's Nightmare." *Journal of Lesbian Studies*, Vol. 25, No. 1: 1-15.
- 2019 With Gabby Benavente. "The Promise of Trans Critique: Susan Stryker's Queer Theory." *GLQ: A Journal of Lesbian and Gay Studies*, Vol. 25, No. 1: 23-28.
- 2018 "Trans of Color Critique Before Transsexuality." *TSQ: Transgender Studies Quarterly*, Vol. 5, No. 4: 606-620.
*Republished in *The Transgender Studies Reader Remix*, Susan Striker and Dylan McCarthy Blackston, eds. (New York: Routledge, 2022), 290-300.
- 2017 "Implanting Plasticity into Sex and Trans/Gender: Animal and Child Metaphors in the History of Endocrinology." *Angelaki: Journal of the Theoretical Humanities*, Vol. 22, No. 2: 47-60.
- 2015 "Sexting Girls: Technological Sovereignty and the Digital." *Women & Performance: A Journal of Feminist Theory*, Vol. 25, No. 2: 143-156.
- 2015 "The Value of the Future: The Child as Human Capital and the Neoliberal Labor of Race." *Women's Studies Quarterly*, Vol. 43, No. 1-2: 181-196.
- 2014 "The Technical Capacities of the Body: Assembling Race, Technology and Transgender." *Transgender Studies Quarterly*, Vol. 1, No. 3: 402-418.
- 2013 "Haunting the Queer Spaces of AIDS: Remembering ACT UP/NY and an Ethics for an Endemic." *GLQ: A Journal of Lesbian and Gay Studies*, Vol. 19, No. 3: 279-300.

Selected Book Chapters

- Forthcoming "Trans of Color Liberation: An Unauthorized History of the Future." In Jennifer Nash and Samantha Pinto, eds., *The Routledge Companion to Intersectionality* (Routledge, 2023),
- Forthcoming "Caring for Trans Kids, Transnationally; Or, Against 'Gender Critical' Moms." In Emma Heaney, ed., *Feminism Against Cisness* (Duke University Press, 2023).
- 2022 "On the Possibility of Affirmative Health Care for Transgender Children." In Martin Halliwell and Sophie A. Jones, eds., *The Edinburgh Companion to the Politics of American Health* (Edinburgh University Press), 236-244.
- 2022 "The Cultivation of Queer and Trans Childhood: Eugenic Logics of Genetic and Endocrine Science." In Anna Fishzon and Emma Lieber, eds., *The Queerness of Childhood: Essays From the Other Side of the Looking Glass* (New York: Palgrave Macmillan), 127-144.
- 2021 "Gender." In Aren Aizura et al., eds., *Keywords for Gender and Sexuality Studies* (New York: NYU Press), 96-101.

- 2021 "Trans DIY" and "Youth and Teens of Color." In, Genny Beemyn and Abbie Goldberg, eds., *The SAGE Encyclopedia of Trans Studies* (SAGE).
- 2021 "Depathologizing Trans Childhood: A Trans of Color Critique." In Aimee Medeiros, Elena Conis, and Sandra Eder, eds. *Pink and Blue: The Gendered Culture of Pediatrics* (Rutgers University Press), 90-102.
- 2016 "Neurofeminism: An Eco-Pharmacology of Childhood ADHD." In Victoria Pitts-Taylor, ed., *Mattering: Feminism, Science and Materialism* (NYU Press), 188-203.

Edited Collections and Books

- 2024 With Onni Gust. *Humans*. Vol. 5 of *Gender, Colonialism, and Science, 1750-1950: A Cross-Cultural Compendium of Primary Sources* (Routledge).
- 2023 *The Conversation on Gender Diversity* (Johns Hopkins University Press).
- 2020 With Kyla Schuller. "The Biopolitics of Plasticity." Special Issue of *Social Text*, Vol. 38, No. 2.
- 2016 With Kathryn Bond Stockton and Rebekah Sheldon. "The Child Now." A special Issue of *GLQ: A Journal of Lesbian and Gay Studies*, Vol. 22, No. 4.

TSQ: Transgender Studies Quarterly

- 2023 "General Editor's Introduction: The View from Graduate School." *TSQ: Transgender Studies Quarterly*, Vol 10., No. 1.
- 2021 "General Editor's Introduction: The Transvestite/Transsexual Issue." *TSQ: Transgender Studies Quarterly*, Vol. 8, No. 4: 413-416.
- 2021 With Grace Lavery. "Dossier on Covid-19," *TSQ: Transgender Studies Quarterly*, Vol. 7, No. 4: 638-673.

SELECTED ACADEMIC HONORS

Fellowships

- 2018-2019 American Council of Learned Societies (ACLS) Fellowship
- 2018-2019 Senior Fellowship, Center for Humanities and Information, Pennsylvania State University (Declined)
- 2018 Visiting Scholar Fellowship, Chair in Transgender Studies, University of Victoria, Canada

- 2017-2018 Gender, Sexuality and Women's Studies Faculty Fellowship, University of Pittsburgh
- 2015 John Money Fellowship, Kinsey Institute, Bloomington, Indiana

Grants and Awards

- 2022 Inaugural Mellon Public Scholar in Residence, University of Southern California
Department of Gender and Sexuality Studies
- 2022 Executive producer and narrator, *Framing Agnes* (dir. Chase Joynt)
Audience Next Award, Sundance Film Festival
Next Innovation Award, Sundance Film Festival
- 2020 Chancellor's Distinguished Research Award, University of Pittsburgh
- 2020 Children's Literature Association Book Award
- 2019 Hewlett International Grant, University of Pittsburgh
- 2019 Lambda Literary Award for Transgender Nonfiction
- 2018, 2019 Provost's Special Initiative to Promote Scholarly Activities in the Humanities Award,
University of Pittsburgh
- 2018 Type I Third Term Research Award, Dietrich School of Arts and Sciences, University of
Pittsburgh
- 2017-2018 Faculty Research and Scholarship Program Award, University of Pittsburgh (Principle
Investigator)
- 2017-2018 Humanities Center Collaborative Research Grant, University of Pittsburgh (Principle
Investigator)

SELECTED INVITED TALKS

- 2022 The 4th Annual LGBTQS+ Lecture. "Trans Panic: A Global History." University of Calgary,
Canada, August.
- 2022 "Troubling Anti-Gender Attacks: Transnational Activist and Academic Perspectives."
London School of Economics, with the University of Witwatersrand,
Johannesburg, South Africa, May.

- 2022 “The Street as a Queen’s Archive.” Stanford University, May.
- 2022 Keynote Address. “How to Do the Trans History of Sexuality.” Scholarship That Matters: American Studies Graduate Student Symposium, Rutgers University, April.
- 2022 “The Queen’s Two Bodies, or a Political Theology of Trans Femininity.” University of Pennsylvania, April.
- 2022 Keynote Address. “Street Queens and the Promise of Intersectional Trans Studies.” Thinking Gender 2022, University of California, Los Angeles, April.
- 2022 “How to Do the History of Trans Femininity.” Princeton University, March.
- 2022 “How to Write a Transgender History of Sexuality.” Columbia University, March.
- 2021 “A Trans History of Childhood Conversion Therapy.” University of Oxford, UK, November.
- 2021 “Being Street: On the Evidence of Trans Feminine Experience.” University of Cambridge, UK, November.
- 2021 The Annual Queer Theory Lecture. “Queer Theory Killed Venus Xtravaganza: What’s Trans About Queer Studies Now?” Duke University, October.
- 2021 Plenary address: “Transsexual Theory Talks Nonbinary.” Beyond Binary: Genders in Past, Present and Future, University of Illinois-Chicago, October.
- 2021 Plenary address: “Transgender Rights.” University of Pittsburgh Diversity Forum, July.
- 2021 “The Evidence of Trans Experience (Being Street).” Northwestern University, April.
- 2021 “Being Street: The Trans Woman of Color as History.” Emory University, April.
- 2021 “Gender Self-Determination and Trans of Color Critique.” Gender and Sexual Rights in the Time of the Pandemic, Radcliffe Institute, Harvard University, April.
- 2021 “On Liking Men (To Love Women).” Columbia University, February.
- 2020 “Sad Brown Girl (Or, the Theory of t4t Gets Brown).” Princeton University, November.
- 2019 “The Desire for Trans History.” University of Chicago, December.
- 2019 Plenary address. “Notes on a History and Politics of Wanting Trans Children.” Humanities and Social Sciences Interdisciplinary Conference. William Paterson University, New Jersey, October.

- 2019 Plenary address. "On Wanting in the Trans Archive: A Shameful Love Story." Queer Youth Curating Queer History. University of Lethbridge, Alberta, Canada, October.
- 2019 Plenary address. "Transition/Transmutation." Trans+Sex: Rethinking Sex/Gender in Trans Studies Symposium. University of Arizona, Tucson, September.
- 2019 Keynote address. "Bringing Trans History Into the Clinic." Becoming a Trans-Knowledgeable Provider. UPMC Western Psychiatric Hospital, Pittsburgh, August.
- 2019 Keynote address. "Depathologizing Trans Childhood: Racial Justice and the History of Gender." Youngsters 2.0: On the Cultures of Children and Youth, Ryerson University, Toronto, Canada, May.
- 2019 "Depathologizing Trans Childhood: Racial Justice and the History of Plasticity." University of Southern California, April.
- 2018 "Trans Childhood Before Transsexuality, or Medicine's Case Against the Medical Model." Yale University, December.
- 2018 "The Intersex and Trans Invention of Gender: On Children's Self-Determination." Penn State University, October.
- 2015 Plenary Address, "Transgender Children in the 1960s: Sex, Race, and Organic Form." Child Matters: The 2015 Cultural Studies Conference, Indiana University, Bloomington, October.

SELECTED SERVICE

- 2022-2025 Community Board Member, Trans BIPOC Digitization Initiative, Digital Transgender Archive, Northeastern University.
- 2022-2023 Advisory Board Member, Transnational 'Anti-Gender' Movements and Resistance: Narratives and Interventions Network, London School of Economics.
- 2022-pres Transgender Task Force, Office of Diversity and Inclusion, Johns Hopkins University.
- 2022 Trans Freedom Summer School facilitator, University of British Columbia and University of Arizona.
- 2022 Transgender Youth Health Communication working group, Center for Health Communication Think Tank, University of Texas at Austin.
- 2021 (In)Equality and Beyond: Achieving Justice in Gender-Affirming Hormone Initiation Exploratory Seminar, Harvard Radcliffe Institute.
- 2020-2024 General Editor, *TSQ: Transgender Studies Quarterly*.

Condensed Curriculum Vitae

EMILY K. HOBSON

Chair, Department of Gender, Race, and Identity

Associate Professor, Department of History and Department of Gender, Race, and Identity

University of Nevada, Reno • 1664 North Virginia Street MS 0046, Reno NV 89557-0046

ehobson@unr.edu • 775-682-6482 (office) • (b) (6)

EDUCATION

2009 PhD University of Southern California, Department of American Studies & Ethnicity
2007 MA University of Southern California, Department of American Studies & Ethnicity
1998 BA Harvard and Radcliffe Colleges, History and Literature of America, *magna cum laude*

PROFESSIONAL APPOINTMENTS

2021-present Chair, Department of Gender, Race, and Identity, University of Nevada, Reno (UNR)
2020-2021 Associate Chair and Graduate Director, Department of Gender, Race, and Identity, UNR
2018-present Associate Professor, Departments of History and Gender, Race, and Identity, UNR
2012-2018 Assistant Professor, Departments of History and Gender, Race, and Identity, UNR
2010-2012 Dornsife College Distinguished Postdoctoral Teaching Fellow, University of Southern California
2009-2010 Lecturer, Department of Feminist Studies, University of California, Santa Barbara

AWARDS, FELLOWSHIPS, AND GRANTS (selected, condensed)

Departmental Supervisor and Project Team

2022 American Council of Learned Societies (ACLS): Sustaining Public Engagement Grant, \$145,603 to the Department of Gender, Race, and Identity, UNR
2022 Holocaust Education Foundation of Northwestern University: Holocaust Teaching Grant, \$4,000 to the Department of Gender, Race, and Identity, UNR

Individual

2021 College of Liberal Arts Dean's Award for Outstanding Teaching, UNR
2020 College of Liberal Arts Fellowship, UNR
2020, 2016 Research & Innovation Publishing Subvention, UNR
2019 LGBTQ Research Fellowship, ONE Archives Foundation, Los Angeles
Carel B. Germain Fellowship, Smith College
2017 Mousel-Feltner Award for Excellence in Research, UNR
2016, 2013 Scholarly and Creative Activities Grant, UNR
2015 Finalist, Alan Bible Teaching Award, UNR
2013-14 Joan Heller-Diane Bernard Fellowship, CLAGS: Center for LGBTQ Studies, CUNY
2012-13 Postdoctoral Associate Fellowship, Women's Studies, Duke University (*declined*)
2009 Outstanding Achievement Fellowship, Lambda Gay & Lesbian Alumni Association, USC
2008-2009 Dissertation Fellowship, Department of Feminist Studies, UC Santa Barbara
Dissertation Fellowship, John R. Haynes & Dora Haynes Foundation
2008, 2005 Center for Feminist Research Travel Grants, University of Southern California
2006-2007 Beaumont Fellowship, University of Southern California
2005 Humanities Practicum Grant, Woodrow Wilson National Foundation
2004-2006 Provost's Fellowship, University of Southern California
1998 Bowdoin Prize for Writing, Harvard University

BOOKS

(b) (4) Manuscript in progress.

2020 Dan Berger and Emily K. Hobson, eds., *Remaking Radicalism: A Grassroots Documentary Reader of the United States, 1973-2001* (University of Georgia Press, Since 1970 series).

2016 *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left* (University of California Press, American Crossroads Series).

- Finalist (runner-up) for: Lambda Literary Award in LGBTQ Studies; First Book Prize, Berkshire Conference of Women Historians; Judy Grahn Award for Lesbian Nonfiction, Publishing Triangle

EDITED JOURNAL ISSUES

- 2021 Emily K. Hobson and Dan Royles, eds., *Radical History Review* No. 140, Special Issue: The AIDS Crisis Is Not Over (May).

JOURNAL ARTICLES

“The AIDS Quilt in Prison: Radical Carework Against the Carceral State.” Abstract accepted for *Radical History Review* 148 (“Feminists Confront State Violence”), publication anticipated January 2024.

“HIV/AIDS Inside/Outside: A Roundtable Interview.” Abstract accepted for *QED: A Journal in GLBTQ Worldmaking* 10:1 (“The Queer 1990s”), publication anticipated Fall 2023.

- 2022 “Fighting HIV/AIDS in Prison.” *Sinister Wisdom* 126: Out of Control (Fall).
- 2021 Emily K. Hobson and Dan Royles, “Editors’ Introduction.” *Radical History Review* No. 140, Special Issue: The AIDS Crisis Is Not Over (May).
- 2017 Jonathan Bell, Darius Bost, Jennifer Brier, Julio Capó Jr., Jih-Fei Cheng, Daniel Fox, Christina Hanhardt, Emily K. Hobson, and Dan Royles, “Interchange: HIV/AIDS and U.S. History.” *Journal of American History* 104 (September).
- 2012 “‘Si Nicaragua Venció’: Lesbian and Gay Solidarity with the Revolution.” *The Journal of Transnational American Studies* 4:2 (Fall).

BOOK CHAPTERS

- 2020 “Movements.” In *The Routledge Handbook of American Sexuality*, eds. Kevin P. Murphy, Jason Ruiz, and David Serlin (Routledge).
- 2018 “Thinking Transnationally, Thinking Queer.” In *The Routledge History of Queer America*, ed. Don Romesburg (Routledge).
- 2017 “Love and Solidarity: Queer Liberation.” In *Finally Got the News: The Printed Legacy of the U.S. Radical Left, 1970-1979*, eds. Bradley Duncan and Interference Archive (Common Notions Press).
- 2017, 2014 Co-authored with Felicia T. Perez, “Questions, Not Test Answers: Teaching LGBT History in Public Schools.” In *Understanding and Teaching U.S. Lesbian, Gay, Bisexual and Transgender History*, eds. Susan Freeman and Leila Rupp (University of Wisconsin Press).
- Volume awarded the Lambda Literary Award for Best LGBT Anthology, 2015
- 2014 “Policing Gay LA: Mapping Racial Divides in the Homophile Era, 1950-1967.” In *The Rising Tide of Color: Race, State Violence, and Radical Movements Across the Pacific*, ed. Moon-Ho Jung (University of Washington Press).

ENCYCLOPEDIA ESSAYS

- 2019 “Central America Solidarity Movement.” “Nicaraguan Revolution.” “Victoria Mercado Brigade.” In *Global Encyclopedia of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) History*, ed. Howard Chiang (Charles Scribner’s Sons).
- Volume awarded the Dartmouth Medal, American Library Association, 2020
- 2019, 2017 “[LGBTQ Politics in America since 1945.](#)”
- (2019) In *The Oxford Encyclopedia of American Urban History*, ed. Timothy Gilfoyle (Oxford University Press).
- (2017) In *The Oxford Research Encyclopedia of American History*, ed. Jon Butler (Oxford University Press).

Please see full CV for: magazine and newspaper publications; book and media reviews; media appearances and interviews; invited lectures; conference papers and roles; community and campus engagement; teaching; professional service; university service; professional memberships; and references.

Timothy Stewart-Winter

timsww@rutgers.edu

EDUCATION

Ph.D., History, University of Chicago, 2009

M.A., History, University of Chicago, 2003

B.A., History, Swarthmore College (with Highest Honors), 2001

APPOINTMENTS

Associate Professor of History, Rutgers University–Newark, 2016-present

Director of Graduate Studies, Department of History, 2019-present

Director of Undergraduate Studies, Department of History, 2018-2019

Affiliate faculty member, Program in Women's and Gender Studies, 2010-present

Affiliate faculty member, Program in Women's and Gender Studies, 2010-present

Assistant Professor of History, Rutgers University–Newark, 2010-2016

Acting Director, Women's and Gender Studies Program, 2016 (spring)

Visiting Lecturer in LGBT Studies and History, Yale University, 2009-2010

PEER-REVIEWED PUBLICATIONS

Book

Queer Clout: Chicago and the Rise of Gay Politics (University of Pennsylvania Press, 2016)

- 2017 John Boswell Prize (co-recipient), given to the outstanding book on LGBTQ history published in English during the previous two years by the Committee on LGBT History (an American Historical Association affiliated society)

Articles and Book Chapters

(b) (4)

"The Fall of Walter Jenkins and the Hidden History of the Lavender Scare," in *Intimate States: Gender, Sexuality, and Governance in U.S. History*, Margot Canaday, Robert Self, and Nancy Cott, eds. (University of Chicago Press, 2021), 211-234

"AIDS and the Urban Crisis: Stigma, Cost, and the Persistence of Racism in Chicago, 1981-1996," in *Beyond the Politics of the Closet: Gay Rights and the American State Since the 1970s*, Jonathan Bell, ed. (University of Pennsylvania Press, 2020), 83-99

"The Gay Rights President," in *The Presidency of Barack Obama: A First Historical Assessment*, Julian E. Zelizer, ed. (Princeton University Press, 2018), 95-110

"Ralph Arnold's Queer Chicago: A Life at the Intersections," in *The Many Hats of Ralph Arnold: Art, Identity and Politics*, Greg Foster-Rice, ed. (Chicago: Museum of Contemporary Photography, 2018), 113-126

"The Law and Order Origins of Urban Gay Politics," *Journal of Urban History* 41:5

(September 2015), 1-11

“Queer Law and Order: Sex, Criminality, and Policing in the Late Twentieth-Century United States,” *Journal of American History* 102:1 (June 2015), 61-72

“A Community’s Response to the Problem of Invisibility: The Queer Newark Oral History Project” (with Darnell L. Moore, Beryl Satter, and Whitney Strub), *QED: A Journal in GLBTQ Worldmaking* 1:2 (Summer 2014), 1-14

“Picturing Same-Sex Marriage in the Antebellum United States: The Union of ‘Two Most Excellent Men’ in Longstreet’s ‘A Sage Conversation’” (with Simon Stern), *Journal of the History of Sexuality* 19:2 (May 2010), 197-222

“Not a Soldier, Not a Slacker: Conscientious Objectors and Male Citizenship in the United States during the Second World War,” *Gender & History* 19:3 (November 2007), 519-542

HONORS, FELLOWSHIPS, AND AWARDS

Visiting Scholar, Charles Warren Center for Studies in American History, Harvard University, 2017-2018

John Boswell Prize awarded to *Queer Clout*, Committee on LGBT History, 2017

Moody Research Grant, Lyndon B. Johnson Presidential Library, 2015-2016

Rutgers Research Council Grant, 2013-2014

Faculty Fellow, Institute for Research on Women, Rutgers University-New Brunswick, 2011-2012

Mellon/ACLS Dissertation Completion Fellow, 2008-2009

James C. Hormel Fellowship in Lesbian & Gay Studies, 2007-2008

James and Sylvia Thayer Short-Term Research Fellowship, UCLA Special Collections Library (declined), 2007

Jacob K. Javits Fellow, 2003-2007

Century Fellowship, University of Chicago, 2002-2007

Paul H. Beik Prize in History, Swarthmore College, 2001

Philip M. Hicks Prize in Literary Criticism, Swarthmore College, 2001

Phi Beta Kappa, 2001

Mansfeld-Wefald Senior Thesis Prize, Telluride Association, 2001

Professional Service

External

Lecturer, Gilder Lehrman Institute of American History staff development program for high school history teachers, December 2016 and May 2020

Contributor, “Making the Framework FAIR: California’s History-Social Science Framework Proposed LGBT Revisions Related to the FAIR Education Act,” 2014 (revisions to state K-12 History-Social Science content standards, adopted by state Board of Education in 2016)

Governing Board, Committee on LGBT History (an AHA affiliated society), 2011-2014

Co-editor, Committee on LGBT History Newsletter (with Whitney Strub), 2011-2012

Channing Gerard Joseph

channing@caa.columbia.edu | (b) (6) | channingjoseph.com | @cgjoseph

ACADEMIC APPOINTMENTS, 2000-present

2023-present	<ul style="list-style-type: none"> Princeton University — Princeton, NJ Visiting Lecturer in the Humanities Council; Ferris Professor of Journalism
2022	<ul style="list-style-type: none"> Craig Newmark Graduate School of Journalism— The City University of New York— New York, NY Associate Professor of Race & Identity (nontenured)
2021	<ul style="list-style-type: none"> American Academy in Berlin — Berlin, Germany Berlin Prize Fellow
2017–2021	<ul style="list-style-type: none"> University of Southern California— Annenberg School for Communication and Journalism — Los Angeles, CA Lecturer of Journalism
2019–2020	<ul style="list-style-type: none"> City University of New York Graduate Center— New York, NY Fellow, The Leon Levy Center for Biography
2009–2010	<ul style="list-style-type: none"> State University of New York College at Plattsburgh— Plattsburgh, NY Visiting Assistant Professor of Journalism
2000	<ul style="list-style-type: none"> Oberlin College — Oberlin, OH Instructor, Experimental College

EDUCATION

2005	Columbia University, New York, NY — <i>Master of Science in Journalism</i>
2003	Oberlin College, Oberlin, OH — <i>Bachelor of Arts in Philosophy and Theater</i>
2001	The University of the Western Cape (Die Universiteit van Wes-Kaapland) — Cape Town, South Africa
2000	The School for Field Studies (Centro sobre Desarrollo Sostenible) — Atenas, Costa Rica

BOOKS, 2012-present

2024	<i>Forthcoming</i>
	<i>House of Swann: Where Slaves Became Drag Queens — and Changed the World.</i> New York, NY: Crown; London: Picador.
2012	<i>Published</i>
	“Whitney Houston: Soaring Star, Fallen Idol” (co-author), The Socialite Who Killed a Nazi with Her Bare Hands and 143 Other Fascinating People Who Died This Past Year: The Best of the New York Times Obituaries, 2013 , edited by William McDonald. New York, NY: Workman Publishing.

PEER REVIEWED PUBLICATIONS, 2016-present

2021	<i>Published</i>
	Joseph, Channing Gerard. “William Dorsey Swann,” <i>African American National Biography</i> , edited by Profs. Henry Louis Gates Jr. & Evelyn Brooks Higginbotham of Harvard University. New York, NY: Oxford University Press.
2016	<i>Published</i>
	Joseph, Channing G. “ The Black Drag Queens Who Fought Before Stonewall ,” <i>OutHistory</i> . Feb. 2016.

FILM DEVELOPMENT, 2018-ongoing

<i>House of Swann</i>	based on the forthcoming <i>House of Swann: Where Slaves Became Drag Queens — and Changed the World</i> (Crown).
● Director:	Lee Daniels, Oscar-nominated director of The Butler (2013) ; producer of Monster's Ball (2001) ; creator of FOX's Empire and Star .
● Producer:	Bruce Cohen, Academy Award winner for Best Picture for American Beauty (1999) and Best Picture nominee for Milk (2008) .

TOTAL AMOUNT OF RECENT GRANTS, FELLOWSHIPS & FUNDING, 2016-present

		<u>Award</u>
2022	● TED Fellowship	\$15,000
2021	● Berlin Prize Fellowship & Residency, American Academy in Berlin	\$20,000+
2020	● Logan Nonfiction Fellowship and Residency	\$9,625
2019-2020	● Whiting Creative Nonfiction Grant	\$40,000
2019-2020	● Leon Levy Center for Biography at CUNY Graduate Center, Fellowship	\$72,000
2019-2020	● USC Annenberg Institutional Grant	\$8,000
2018	● Picador/Macmillan, Book Advance	£22,500 (~\$29,000)
2018	● Crown Publishing/Penguin Random House, Book Advance	\$165,000
2016	● International Center for Journalists, Fellowship	\$7,623
		TOTAL: ~\$365,248+

SELECTED INTERNATIONAL MEDIA APPEARANCES & COVERAGE, 2013-present

Jan. 10, 2023	" The Forgotten Queer History of Drag " <i>The Daily Show</i> with Roy Wood Jr., Comedy Central/Paramount.
July 23, 2022	" Tanzvergnügen schwuler Afroamerikaner William Dorsey Swann war die erste Drag Queen der USA ," <i>Der Tagesspiegel</i> (Berlin), by Udo Badelt.
May 28, 2022	" How Berlin became 'home' to trans* people ," Arts.21, Deutsche Welle, Germany's multi-language public broadcaster.
Dec. 28, 2021	" Black Joy, Success, Culture and Community (Episode 7) ," The Demystifying Diversity Podcast, by Daralyse Lyons.
Dec. 14, 2021	" Black History: From Slavery to Segregation (Episode 5) ," The Demystifying Diversity Podcast, by Daralyse Lyons.
Oct. 2, 2021	" Schwarzer queerer Widerstand im 19. Jahrhundert ," ["Black queer resistance in the 19th century"], <i>Queer.de</i> (Berlin), by Axel Krämer.
Sept. 22, 2021	" Willkommen in Berlin, dieser visionären und provinziellen Stadt! ," <i>Der Tagesspiegel</i> (Berlin), by Christiane Peitz.
June 9, 2021	" Tan France's Queer Icons: William Dorsey Swann ," Audible Original.
May 3, 2021	"The Majority Report with Sam Seder and Emma Vigeland," NBC/Peacock TV.
May 2, 2021	" The United States of Anxiety ," with Kai Wright, WNYC.
Feb. 21, 2021	" The big questions of LGBTQ history ," BBC, <i>HistoryExtra</i> .
Oct. 12, 2020	" Unheard Of: William Dorsey Swann ," BBC, by Alva French.
June 29, 2020	" William Dorsey Swann, the Queen of Drag ," <i>Rediscovering Black History</i> (National Archives and Records Administration), by Netisha Currie.
March 30, 2020	" Interview on William Dorsey Swann ," <i>Ink Slingers: A Podcast About Life, Writers & Why They Do It</i> , hosted by Jenny Skoog & Sierra Holt.
March 12, 2020	"Congratulations to the 2019 winners of the Whiting Creative Nonfiction Grant," <i>The New York Review of Books</i>
Feb. 28, 2020	" America's first drag queen was a former slave and LGBT rights crusader, says historian ," Day 6, CBC. [Audio]
Feb. 7, 2020	Interview on William Dorsey Swann, <i>The Natasha Hall Show</i> , CJAD 800/iHeartRadio (Montreal's #1 News Talk Radio Station). [Audio]
Oct. 3, 2019	" 8 Nonfiction Authors Receive \$40,000 Whiting Grants ," <i>The Washington Post</i> (and elsewhere) via <i>The Associated Press</i> .
Oct. 3, 2019	" Whiting Foundation Announces 2019 Creative Nonfiction Grant Recipients ," <i>Poets & Writers</i> .
Oct. 3, 2019	" 2019 Whiting Creative Nonfiction Grant Recipients ," <i>Publishers Weekly</i> .
Oct. 3, 2019	" Here Are the Winners of This Year's \$40k Whiting Creative Nonfiction Grants ," <i>Literary Hub</i> .
May 23–June 5, 2019	" 2019-2020 Leon Levy Center for Biography Fellows Announcement ," <i>The New York Review of Books</i>
July 9, 2018	" 'Extraordinary' tale of 'first' drag queen to Picador ," <i>The Bookseller</i> , by Heloise Wood.
May 16, 2018	U.S. Publishing Deal Announcement, <i>Publishers Marketplace</i> .
2016-2018	"Channing Shares Exciting Discoveries," Ancestry.com. (Featured on Commercial Networks and PBS Stations)
March 2017	" Behind the Ancestry Commercial with Channing Joseph ," Ancestry.com.
Oct. 6, 2016	" Gay man takes the helm of SF alt weekly ," <i>The Bay Area Reporter</i> , by Sari Staver.
Fall 2016	"News of the World," <i>Oberlin Alumni Magazine</i> . (Article not available online)
July 3, 2016	"Short Takes," <i>Journal-isms</i> , by Richard Prince.
Feb. 25, 2016	" Sights & Sounds Weekly ," KALW 91.7FM (San Francisco), by Chris Hambrick et al.
Feb. 18, 2016	" Joseph on the Black Drag Queens Who Fought Before Stonewall at Outhistory ," <i>Diaspora Hypertext</i> , by Jessica Marie Johnson, Johns Hopkins University.
Feb. 15, 2016	" Latino Folk Art, George Takei, and Octavia Butler: Three Can't-Miss Exhibits ," <i>SF Weekly</i> , by Peter Lawrence Kane.
Feb. 1, 2016	" Octavia's Attic: ARTifacts From Our Possible Futures ," <i>Black Girl Nerds</i> , by Jamie Broadnax.
Jan. 27, 2016	" The life and legacy of Black Feminist/Sci-Fi Pioneer Octavia E. Butler to be honored with weeklong exhibition. 'Octavia's Attic: ARTifacts From Our Possible Futures' ," <i>Afropunk</i> , by Eye Candy/Erin White.
Sept. 10, 2013	" NYT Writer Headed to AP San Francisco ," <i>Adweek</i> , by Richard Horgan.
Sept. 9, 2013	"AP hires new staffer in San Francisco," <i>The Associated Press</i> . (Accessed via LexisNexis on Jan. 18, 2017)

SELECTED JOURNALISM EXPERIENCE, 2001-present

2001–present

Independent Journalist*The Nation*, *The New York Times*, *The Guardian*, *MTV News*, etc.

Report and write numerous news and culture stories, many of which have gone viral, drawing millions of unique hits and earning upward of 125,000 shares on social media. Notable stories have included "The First Drag Queen Was a Former Slave," a piece for *The Nation* discussing my original research on the first self-described drag queen, a *Guardian* piece on the racist text messages of the San Francisco Police Department, *Truthdig* columns that have earned praise from a wide array of thinkers, an *MTV News* feature on the nation's only African-American LGBTQ+ youth gang, and an enterprise piece exploring the puzzle of why as many as 2 million young Japanese *bikikomori* never leave their bedrooms.

2016–2017

Editor-in-Chief**SF Weekly & SFWeekly.com** — San Francisco, CA

After being sought and recruited by corporate management, led an award-winning team of staffers and freelancers to publish San Francisco's flagship newsweekly, which reached 700,000 monthly print readers and 700,000 to 1 million monthly online readers.

2013–2014

Breaking News Supervisor**The Associated Press** — San Francisco, CA

After being recruited from *The New York Times*, directed coverage of breaking news in Northern California for this international news service, managing a six-person team of experienced reporters — including a Pulitzer winner — in the San Francisco, Santa Cruz, and Fresno bureaus. Set daily strategy, generated ideas, and assigned, revised, and edited stories for global distribution in print, online, and on TV and radio. Reported and wrote news, features, and enterprise stories aired on radio and TV, including ABC, NBC, CBS, and FOX affiliates. Produced articles featured by major outlets, including *The New York Times*, *The Washington Post*, *USA Today*, *People*, CNN, *Salon*, *The New Zealand Herald*, and others.

2010–2013

Staff Editor & Writer**The New York Times & NYTimes.com** — New York, NY

Directed a close-knit team of experienced print and online journalists as a slot editor on the Metro Copy Desk, making assignments to staff reporters, copy editors, and freelancers at this world-renowned newspaper and online destination. Edited Sam Dolnick's work exposing on rape, murder, and mismanagement in New Jersey's privatized halfway houses. Dolnick's reporting earned the 2012 George Polk Award for Justice Reporting. Later, edited an investigative series uncovering evidence that a homicide detective had used false confessions and coercive tactics to convict dozens of innocent defendants. That series also won the 2013 George Polk Award, and the courts have since thrown out eight of the convictions — some for men who had been imprisoned for decades.

DANIEL HUREWITZ

EDUCATION

University of California, Los Angeles	(September 1995 – June 2001)	June 2001
PhD in American History		
Harvard University, Cambridge	(September 1984 – June 1988)	June 1988
Bachelor of Arts in Literature, Magna Cum Laude		
Harvard Orator, Harvard Scholar, Phi Beta Kappa		

POSITIONS

Hunter College, CUNY	Associate Professor of History	Fall 2007 - Present
New York City Department of Education: Hidden Voices Project	Lead Historian	2018-Present

I have been an advisor, writer, and editor, helping the NYC schools develop curricular materials to support faculty in teaching LGBT history.

Center for Lesbian and Gay Studies, CUNY (CLAGS)	Chair of the Board of Directors	Fall 2009-Fall 2012
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CLAGS is the nation's first and premier center for LGBT studies. As chair, I oversaw the development of programming including a series of events to celebrate the 20th anniversary, the development of a new curriculum project, the hiring of a new executive director, and an extended fundraising campaign.

WRITING

Books:

Bohemian Los Angeles and the Making of Modern Politics, Berkeley: University of California Press, 2007. *Los Angeles Times* Bestseller.

An analysis of Los Angeles in the 1920s, 30s, and 40s, and the changing notions of self-expression and political action that circulated both broadly within the city and within the local bohemian community. Those changes laid the foundation not only for the launching of the nation's first gay rights organization, in 1950, but for what came to be deemed identity politics more generally.

Stepping Out: Nine Walks Through New York City's Gay and Lesbian Past, New York: Holt, 1997.

A collection of neighborhood walking tours which stop at locations ranging from the sites of demonstrations and former gay liberation movement headquarters to turn-of-the-century drag bars and bath-houses. The material was culled from archival city maps, old guide books, interviews, and gay periodicals and leaflets, as well as various biographies and memoirs.

Plays:

*Nancy F***ing Reagan* (2019)

Tells the story of David, a gay teacher, whose 50th birthday celebration coincides with the death of Nancy Reagan. While his best friend, Margie, wrestles with an outburst of racial activism on her campus, David feels called to re-engage with the impact of AIDS on his past and the meaning of gay identity, as he also begins to imagine a new future for himself.

- Production, The Secret Rose, N. Hollywood, CA; July 2019; Dir. Larry Margo
- Winner "Best New Play," Eddon Awards, 2019
- Winner Christopher Hewitt Award, A&U Publications, 2018.

Reclamation (2016)

Traces the life of Bayard Rustin, Martin Luther King, Jr.'s key mentor and strategist who organized the 1963 March on Washington. The play examines how the culture of Cold War homophobia both constrained his career and suppressed the memory of his role in the black civil rights movement.

- Semifinalist, O'Neill Theater Center, National Playwrights Conference, 2018
- Winner Third Place Honorable Mention, Arch and Bruce Brown Foundation, 2016

Hugh Ryan

(b) (6)



- 2004 - Present *Freelance Writer*
Books: When Brooklyn Was Queer (2019 NYTimes Editors' Pick); The Women's House of Detention. Specialize in arts, queer, & cultural journalism. Publication credits include: **The New York Times, The Guardian, Slate, Times Literary Supplement, VICE, Buzzfeed, The Daily Beast, Town & Country, Out**, and others. Represented by Robert Guinsler, Sterling Lord Literistic. Taught Creative Nonfiction at the MFA level at SUNY Stonybrook and Bennington College.
- 2010 – 2020 *Founding Director, The Pop-Up Museum of Queer History*
Curated and created art exhibits on queer history with artists from around the world, in locations around the country. Developed organizational strategic plan. Led an all-volunteer staff of thirteen. Oversaw publicity and communications working groups. Spoke at conferences and panels. Developed and led semester-long workshop for K – 12 educators with the Center for Lesbian & Gay Studies at CUNY.
- 2006 - Present *Development Associate, Urban Justice Center*
Work closely with development team to plan and implement two 300 – 600 person major donor events a year. Manage a database of 28000 contacts. Write monthly newsletter. Write and edit annual appeal, Executive Director's speeches and letters, grants, and proposals. Appointed **Interim Director of Development for 2012**, and as which launched website & database redesign, and oversaw budgets, website, and social media properties for an organization of 80 staff with a \$7 million budget.
- 2002 - 2004 *Education Specialist, Hetrick Martin Institute / Harvey Milk High School*
Developed and implemented programming for 60-120 at-risk lesbian, gay, bisexual and transgender youth of color on a daily basis. Facilitated ongoing social programs like Men's Group, Writing Group, & Older Teen Group. Created first ever Tutoring and Higher Ed. Prep Program. Counseled youth 1-on-1 about coming out, violence, substance use, relationships and other topics. Wrote program modules for contracts.

AWARDS, GRANTS & AFFILIATIONS

- 2021 Recipient of a NYFA City Artist Corps Grant
 - 2021 Recipient of a Residency at Yaddo
 - 2020 Winner of the Allan Berube Prize from the Committee on LGBT History of the American Historical Association
 - 2020 Winner of the New York City Book Award from the New York Society Library
 - 2020 Finalist for the Lambda Literary Award for LGBTQ Nonfiction
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- 2020 Finalist for The Publishing Triangle's Randy Shilts Award for Gay Nonfiction
- 2019 Appointed a Research Affiliate at Smith College
- 2019 Recipient of an Official Commendation from the Brooklyn Borough President
- 2018 Appointed to the Board of Advisors to the NYC LGBT Center Archives
- 2018 Recipient of a Residency at The Watermill Center
- 2017 Recipient of New York Foundation for the Arts Fellowship in Nonfiction Literature
- 2017 Recipient of the Martin Duberman Visiting Fellowship at the NYPL
- Finalist for 2015 The Rauschenberg Foundation's Artist as Activist Fellowship
- Advisory Board Member – *QED: A Journal in GLBTQ Worldmaking*
- 2012 Brooklyn Arts Council Community Arts Fund Award recipient for the Pop-Up Museum of Queer History
- *Not for Navigational Purposes*. Finalist, 2008 Third Coast Creative Nonfiction Contest
- 2008 Artist Grant from the Puffin Foundation for the Rude Mechanical Orchestra

TEACHING EXPERIENCE

- Nonfiction Faculty, Bennington College Writing Seminars, 2022-present
- **The Ways of the Essay**. Taught in SUNY Stonybrook MFA program, 2019 & 2021
- **Alumni Fellow, Nonfiction**. Led workshops, taught a master class, and provided individual advisement to MFA students in Bennington College Nonfiction MFA's June 2018 residency
- **How to Have a Career In Nonfiction**. Workshop & lecture presented at Bennington College's MFA Writing Program (Jan. 2017), Farleigh Dickinson University (April 2017), Southampton Writers Conference (July 2017)
- **Making Public Queer History**. Guest Lecturer. Gallatin / NYU. Spring 2016
- **Critical Arts Writing in Practice**. Guest Lecturer. The New School. Fall 2014
- **Queer Designs for Living in My America**. Guest lecturer. Parsons / The New School. Spring 2014
- **Gender, Sex & Art. Guest Lecturer**. City University of NY. Fall 2013
- **HomoNormativity & The American Ideal**. Assistant teacher. Parsons / The New School. Spring 2013
- **Human Sexuality**. Teaching Assistant. Cornell University. Fall 1999

PUBLICATIONS

BOOKS:

- “Rea,” Between Certain Death and a Possible Future. Arsenal Pulp, 2021
- The Women’s House of Detention. Bold Type Books. Bold Type Books, May 10 2022
- “Forward,” Outline of My Lover (Douglas Martin). Nightboat Books, 2021
- When Brooklyn Was Queer. St. Martin’s Press, March 2019
- Alex Ko: From Iowa to Broadway. My Billy Elliot Story. HarperCollins, April 30, 2013
(*Ghostwritten*)
- Spy Academy #3 The Hunt. Scholastic, Inc., Winter 2012
- Nancy Drew / Hardy Boys Super Mystery #6: Stage Fright. Aladdin Paperbacks, Summer, 2012. (*Under the names Franklin W. Dixon & Carolyn Keene*)
- Spy Academy #2: Mission Twinpossible. Scholastic, Inc., Spring 2012
- Nancy Drew / Hardy Boys Super Mystery #5: Bonfire Masquerade. Aladdin Paperbacks, July 14, 2011 (*Under the names Franklin W. Dixon & Carolyn Keene*)
- Hardy Boys Secret Files #6: The Bicycle Thief. Aladdin Paperbacks, August 19, 2011
(*Under the name Franklin W. Dixon*)
- Hardy Boys Secret Files #4: Hopping Mad. Aladdin Paperbacks, September 14, 2010
(*Under the name Franklin W. Dixon*)
- Nancy Drew / Hardy Boys Super Mystery #4: Gold Medal Murder. Aladdin Paperbacks, July 6, 2010 (*Under the names Franklin W. Dixon & Carolyn Keene*)
- Hardy Boys Secret Files #2: The Missing Mitt. Aladdin Paperbacks, April 27, 2010
(*Under the name Franklin W. Dixon*)
- Hardy Boys Undercover Brothers #32: Private Killer. Aladdin Paperbacks, Winter 2009
(*Under the name Franklin W. Dixon*)
- Hardy Boys Undercover Brothers #29: X-Plosion. Aladdin Paperbacks, July 21, 2009
(*Under the name Franklin W. Dixon*)
- Nancy Drew / Hardy Boys Super Mystery #3: Club Dread. Aladdin Paperbacks, May 5, 2009 (*Under the names Franklin W. Dixon & Carolyn Keene*)

NEWSPAPERS & MAGAZINES

- *The Dystopia Has Just Arrived*, New York Times’ Book Review, June 28, 2022
- *A Memoir About Queer Identity, Told One Gay Bar at a Time*. New York Times’ Book Review, April 18, 2021
- *Passion Can’t Save Joseph Cassara’s Short-Sighted AIDs-Era Novel*. Out Magazine, February, 2018

- *These Drag Kids Are Proving It's Never Too Soon To Be Fabulous*. Out Magazine, February, 2018
- *Jackie Shane, Genderqueer Soul Survivor, Prepares For Her Comeback*. Out Magazine, November 2017
- *Power to the People: The Queer Liberation of Marsha P. Johnson*. Out Magazine, September 2017
- *Review of Angel of History*. Out Magazine, October 2016
- *Review of How to Survive a Plague*. Out Magazine, August 2016
- *The Final Secret of David Wojnarowicz*. VICE, October 2014
- *Notes on the Pop-Up Museum of Queer History*. QED, Spring/Summer 2014
- *On When We Were Three*. Tin House, March 1, 2014
- *How to Whitewash a Plague*. The New York Times Sunday Review, August 3, 2013
- *Westchester for Adventurers*. Westchester Magazine, 2012
- *The Postmodern Memoir*. The Writer's Chronicle, March/April 2012
- *A Teenage Mutant*. Brain World Magazine, March 2012
- *Who Says Machines Must Be Useful?* The New York Times, January 6, 2012
- *A Tiffany Gem, Restored to Glory*. The New York Times. December 21, 2012
- *Schmekel, A Band Born as a Laugh*. The New York Times, November 25, 2011
- *Trafficked Women's Second Chance*. The Daily Beast, October 14, 2011
- *Where Novices and Artists Indulge the Quilter Within*. The New York Times, September 29, 2011
- *Fall Getaways*. September 22, Westchester Magazine, 2011
- *A Gay Oasis, With Beer And Barbecue*. The New York Times, August 11, 2011
- *Opinion: 914 vs 212*. Westchester Magazine, August 11, 2011
- *Is It Summer? Time to Party at the Museum*. The New York Times, July 7, 2011
- *On the Diaries of Others*. Tin House, June 1, 2011
- *On William Buehler Seabrook's The Magic Island*. Tin House, March 1, 2011
- *An Arcade to Make Gamers Cry*. The New York Times, February 10, 2011
- *Bites: Island Creek Oyster Bar*. The New York Times, January 14, 2011
- *Pinball Museums Light Up Around the Country*. The New York Times, December 17, 2010

- *4 Towns, 4 Tasty New Reasons to Visit.* The New York Times, November 17, 2010
- *Richard Halliburton's The Glorious Journey.* Tin House, Fall 2010
- *Bites: The Blind Pig.* The New York Times, August 4, 2010
- *Surfacing: The Bywater-Marigny.* The New York Times, June 27, 2010
- *Zipcar Expands to London and Beyond.* The New York Times, May 2, 2010
- *Delta Resumes Nonstops to Valencia, Spain.* The New York Times, May 2, 2010
- *You Can Buy Gaydar at the Apple Store.* Details, March 2010
- *36 Hours in Vieques.* The New York Times, February 21, 2010
- *Missing the Point.* The New York Post. July 19, 2009
- *A Yearning Sensation.* New York Press. Vol. 21, Num. 26, June 25, 2008
- *Rob Roth Profile.* City Magazine. April 2008
- *Up In Smoke.* New York Press. Vol. 20, Num. 46, November 7, 2007
- *A Pot Farm Grows in Brooklyn.* New York Press. Vol. 20, Num. 34, August 22, 2007
- Contributor, Articles. The Brooklyn Bride. January 2006 – March 2006
- Contributor, Essays & Articles. Sposa Magazine. July 2004 – January 2006
- Contributor, Celebrity Interviews & Reviews. Skope Magazine. September 2004 – July 2006
- *Best of Gay New York.* Contributor. Out Traveler. September / October 2005
- *White Trash Fast Food.* Karma Magazine, Winter 2004
- *Punk Dining.* Student Traveler, November, 2004
- *VoKu.* Backpacker, Vol. 2, Num. 8, October 2004
- *Coming Out and Getting In.* College Bound Teen Magazine, September 2004
- *Metropolitan Diary.* The New York Times Monday, December 2, 2002
- *Letters from Ithaca.* Cornell Alumni Magazine, January/February, 2002

ONLINE

- *Hugh Ryan on the Urgency of Prison Abolition.* LitHub.com, December 2022.
- *Writing My Community's History Helps Me Chart Our Better, Brighter Future.* Electric Literature, September 2022.
- *The Last Free Woman.* Harper's Bazaar, August 2022.

- *LGBTQ people are disproportionately incarcerated. Here's Why.* Washington Post, May 2022
- *Downton Abbey's Thomas Barrow and the Future of the Gay Past.* Town & Country, September 2019
- *Never Not A Poet.* Poetry.com, July 2019
- *Voices on the Line.* Times Literary Supplement, June 2019
- *Why Queer Archives Are Important.* Google Arts & Culture, June 2019
- *How Eugenics Gave Rise to Modern Homophobia.* Washington Post, May 2019
- *The Stonewall Riots Weren't NYC's Only Queer Uprising.* The Daily Beast, April 2019
- *Crush Notes: What can an eighth-century Islamic poet tell us about queer desire?* Poetry Foundation, August 13, 2018
- *Sacred Places: Hugh Ryan Interviews Lance Richardson.* LA Review of Books, July 1, 2018
- *How Ball Culture Has Changed Since the Era of Pose.* Them, June 18, 2018
- *Beyond Pose, Queer New Yorkers Remember Their City in 1987.* Them, June 11, 2018
- *Ballroom 101: The History Behind the Culture on Pose.* Them, June 4, 2018
- *This Black Drag King Was Once Known As the Greatest Male Impersonator of All Time.* Them, June 1, 2018
- *The 7 Queerest Moments in Versace History,* Them, May 7, 2018
- *How This Researcher Is Preserving Trans History Around the World.* Them, April 20, 2018
- *How This 18th Century French Spy Came Out As Trans.* Them, April 9, 2018
- *The Queer Commune in WWII Brooklyn That Became a Cultural Epicenter.* Them, March 22, 2018
- *The 1950s Government Witch Hunt That Exposed Closeted Queers.* Them, March 12, 2018
- *Susan Sontag Loved Her, Yet Time Has Overlooked This Brilliant Queer Playwright.* Them, February 26, 2018
- *Ancient Egypt Was Totally Queer.* Them, February 22, 2018
- *News Flash: History Isn't Just for Straight People.* Them, February 9, 2018
- *What It's Like to be Trans at a Woman's College.* Them, February 1, 2018
- *The History of Gay Marriage from the Byzantine Empire to Present Day.* Them, January 18, 2018

- *A Century in GNC Music*. Them, January 4, 2018
- *Kiyoshi Kuromiya, the AIDS Activist Who Marched with Dr. Martin Luther King, Jr.* Them, December 4, 2018
- *Claude Cahun Is the Gender-Nonconforming Anti-Fascist Hero We Deserve*. Them, November 16, 2017
- *Mabel Hampton, Black Lesbian* New York Entertainer. October 25, 2017
- *Review of Brian Donovan's Respectability on Trial: Sex Crimes in NYC, 1900-18*. Gotham Center for NYC History Blog, August 29, 2017
- *Inventing, and Policing, the Homosexual in Early 20th c. NYC*. Gotham Center for NYC History Blog, April 4, 2017
- *Hundreds of Theater Groups are Coming Together to Protest Trump's Inauguration*. Vice, January 15, 2017
- *Ten Queer Reimaginings of New York's 'Gay Liberation Monument.'* Vice, Dec 23, 2016
- *We Talked to Christian Slater About Gay Porn, Man-Crushes, and 'King Cobra'*. Vice, October 22, 2016
- *How Taylor Mac's 24-Hour Performance Encapsulated the Experience of the AIDS Crisis*. New York Magazine, Oct 18, 2016
- *The Three Lives of Malvina Schwartz*. Hazlitt, Oct 12, 2016
- *About Face: An Obscure Art Film Becomes the Center of an Ethics and Public Relations Nightmare*. Critical Read, May 18, 2016
- *At 83, Chita Rivera Would Still Beat You in a Dance-Off*. Vice, Apr 11, 2016
- *In California, A 'Welcome Home' For The Japanese-American Queer Community*. NPR, Apr 2, 2016
- *Hillary's Tortured Relationship with LGBTs*. Mar 26, 2016
- *My Year of Sarah Schulman*. LA Review of Books, Mar 20, 2016
- *The Controversial Chinese Gay Erotic Novel You Can Finally Read in English*. Vice, Mar 16, 2016
- *Meet 'The Tenth,' A Slick New Magazine For Queer Black Men*. NPR, Jan 27, 2016
- *Ryan Pfluger on Photographing Caitlyn Jenner and More*. SVA, Jan 22, 2016
- *The Assemblage of Norman Hasselriis*. Hazlitt, Jan 16, 2016
- *See Moving Portraits of Same-Sex Couples Both Real and Imaginary*. NY Mag, Jan 13, 2016
- *Happy Birthday Marsha*. VICE, Dec 19, 2015
- *Photos from the NYC Queer Experimental Film Fest*. VICE, Nov 21, 2015

- *Talking with Director Todd Haynes About Carol.* VICE, Nov 20, 2015
- *This Gender-Fucking Performance Artist Is Changing The Theater Game.* Buzzfeed, Nov 8, 2015
- *'Jason And Shirley' Wonders If A Classic Queer Black Film Told The Whole Story.* NPR, Oct 16, 2015
- *First transgender suicide hotline overcomes growing pains.* Al Jazeera America, Oct 13, 2015
- *Bhutan's LGBT Population Emerges from the Shadows.* The Daily Beast, Oct 28, 2015
- *See Roz Joseph's Lost Photos of the Early San Francisco Drag Scene.* NY Mag, Oct 27, 2015
- *Meet Basil Twist, the 'Genius' Puppet Master Bringing the Inanimate to Life.* VICE, Nov 3, 2015
- *How to Write a Young Adult Novel About a Gay Kid Without It Being a 'Gay Book.'* VICE, Oct 10, 2015
- *Mapping the Family Possible.* LA Review of Books, Sep 26, 2015
- *Poet Eileen Myles Remembers Her New York.* VICE, Oct 4, 2015
- *Remembering A'Lelia Walker, Who Made A Ritzy Space For Harlem's Queer Black Artists.* NPR, Sep 22, 2015
- *'Closet Monster' Is a Gay Coming-of-Age Tale with a Canadian Sense of Humor.* VICE, Sep 12, 2015
- *Three's A Crowd?: Finding the Language to Describe My Three-Person Relationship.* VICE, Aug 23, 2015
- *How to Have Gay Sex Without Being Gay.* VICE, Aug 9, 2015
- *Why So Many Disney Villains Sound 'Gay.'* VICE, July 14, 2015
- *What It Took to Create the World's First Gay Art Museum.* The Smithsonian, July 7, 2015
- *Back in the Day, Lesbian Drag Kings Worked for the Mafia.* VICE, July 5, 2015
- *Anyone in any loving relationship should get the legal benefits of marriage.* The Guardian, June 26, 2015
- *This Pride, Looking for True Liberation in an Age of Tolerance.* Slate, June 24, 2015
- *Filming Mario Diaz, the Man Behind The Cock.* VICE, June 20, 2015
- *Power in the Crisis: Kia LaBeija's Radical Art as a 25 Year Old, HIV Positive Woman of Color.* VICE, June 6, 2015
- *The Crisis of America's LGBT Youths in Foster Care.* Take Part, June 5, 2015

- *Meet the First Black Woman to Play Yitzhak in 'Hedwig and the Angry Inch' on Broadway.* VICE, May 31, 2015
- *Will Ireland Be the First Country Legalize Same-Sex Marriage by Popular Vote?* Take Part, May 22, 2015
- *There's a Suicide Problem Among Transgender Youths—and We Need to Help.* Take Part, April 28, 2015
- *What It's Like to Use 'Twin Peaks' as Your Guide to Adulthood.* VICE, May 16, 2015
- *Michelangelo Signorile Talks About the Future of the LGBT Movement.* Take Part, April 28, 2015
- *Sassafras Lowrey's 'Lost Boi' Reimagines Peter Pan for the Genderqueer Generation.* VICE, April 25, 2015
- *For Queer People, There's Already 2016 Election Fatigue.* Take Part, April 25, 2015
- *The Gods Are Queer and Racially Diverse in 'The Wicked + The Divine'.* VICE, April 11, 2015
- *AIDS Without Its Metaphors.* LA Review of Books, April 6, 2015
- *What an HIV Prevention Pill Means for the Future of Gay Sex.* Take Part, April 7, 2015
- *The Myth of Gay Progress.* Take Part, April 1, 2015
- *The Canines of 'White God' Take Over Cannes in a Dark Portrayal of Europe's Moral Crisis.* VICE, March 22, 2015
- *Is Gender-Neutral Clothing the Future of Fashion?* Take Part, March 19, 2015
- *The Failures of Male Society.* VICE, March 8, 2015
- *Queen Sabrina, Flawless Mother.* VICE, March 7, 2015
- *Can Gay Students Survive at a Christian College.* Take Part, March 7, 2015
- *How Auntie Mame Changed My Life.* The Guardian, March 6, 2015
- *How LGBT Youth Survive the Streets.* Take Part, February 25, 2015
- *Not Here to Make Friends.* VICE, February 22, 2015
- *Why It's So Hard to Understand Male Sex Workers.* Take Part,
- *How the Sausage Gets Laid.* VICE, February 14, 2015
- *Censorship Is the Dirty Little Secret of the Art World.* VICE, February 8, 2015
- *The Love and Struggle of Producing a Left-Wing Circus.* VICE, February 1, 2015
- *To end violence against trans people, the police must stop perpetuating it.* The Guardian, January 29, 2015

- *Settling down is the scariest part about growing up.* The Guardian, January 5, 2015
- *The 'Kept Man' Who Seduced All Your Favorite Dead Gay Novelists.* VICE, January 3, 2015
- *Wonder Woman Takes a Big Step Back.* The Daily Beast, December 16, 2014
- *St. Louis Galleries Put On an Art-Show Memorial for Michael Brown.* VICE, November 25, 2014
- *'The Babadook' Is a Horror Movie About a Mother Who Hates Her Son.* VICE, November 25, 2014
- *The Thrilling, Traumatic Lives of Teens: The Fall's Best YA Fiction.* The Daily Beast, November 8, 2014
- *Brony King M.A. Larson Wrote a Novel About 'Pink Princess Culture.'* VICE, November 8, 2014
- *Greening the Great White Way: Broadway's New Environmental Ethic.* Take Part, November 4, 2014
- *Our three-way relationship isn't your business. Even if we're doing business.* The Guardian, October 25, 2014
- *Who gets to write gay rights into the history books?* The Guardian, September 28, 2014
- *A Glossy Zine for the Black, Gay, and Talented.* VICE, September 27, 2014
- *More than 300,000 March in Manhattan to Demand Action on Climate Change.* Take Part, September 21, 2014
- *For NYC Kids, First Day of School Comes One Year Earlier.* Take Part, September 4, 2014
- *J.B. Ghuman JR.'s Once Upon a Dream.* VICE, August 30, 2014
- *Trans Writer Sybil Lamb Wrote a Novel About Surviving a Hate Crime.* VICE, August 17, 2014
- *A Warhol Girl With Banksy Talent.* The Daily Beast, August 3, 2014
- *My oasis is a garden in which nothing survives but the flowers I always hated.* The Guardian, August 3, 2014
- *Smells Like Teen Terror.* The Daily Beast, August 3, 2014
- *The Power of Queer Books (w/ Sassafra Lowrey).* The Daily Beast, August 1, 2014
- *Civil Rights Activists Gather for Freedom Summer 50th Anniversary.* Take Part, July 25, 2014
- *This wonder of the world has turned off. Are you worried about climate change yet?* The Guardian, July 17, 2014
- *Colby Keller Is the Marina Abramovic of Gay Porn.* VICE, July 5, 2014

- *We didn't queer the institution of marriage. It straightened us.* The Guardian, June 29, 2014
- *The Mattachine Society.* New York Public Library Blog, June 27, 2014
- *Christopher and His Twink.* VICE, June 21, 2014
- *'OITNB' Star Laverne Cox's Unbelievable Year.* The Daily Beast, June 6, 2014
- *Exploring M. Lamar's 'Negro Gothic Sensibility.'* Out Magazine, May 23, 2014
- *A Bathroom of One's Own.* VICE, May 3, 2014
- *Lena Dunham and the Renaissance of Archie Andrews (He's Not Dead Yet).* The Daily Beast, April 19, 2014
- *This Guy's SoHo Loft May House The Biggest Collection Of Homoerotic Art In New York.* Buzzfeed, March 26, 2014
- *Is Gay Singer Steve Grand Really Country Music's Frank Ocean?* The Daily Beast, March 25, 2014
- *Wonder Woman Makes a Triumphant Comeback in a New Comic Series.* The Daily Beast, March 13, 2014
- *The Leslie-Lohman Museum Is a Haven for Artists Who Are Too Gay for Art School.* VICE, March 2, 2014
- *"Dirty 30": Talking AIDS To The Basketball Wives Set.* The Daily Beast, February 16, 2014
- *Model Melanie Gaydos's Fight for High Fashion.* The Daily Beast, February 3, 2014
- *What Does Trans* Mean, and Where Did It Come From?* Slate, January 10, 2014
- *We Can End AIDS Without a Cure.* Slate, November 16, 2013
- *The Quest to Build a National LGBT Museum.* Slate, October 18, 2013
- *As James Pritzker becomes Jennifer, here's what's next.* Crane's Chicago Business, August 27, 2013
- *Real Racism: What Aaryn Gries Reveals about Reality TV.* The Daily Beast, August 25, 2013
- *TV's Transformative Moment.* Newsweek, July 17, 2013
- *Steve Grand's 'All-American Boy' and the End of the Gay-Panic Defense.* The Daily Beast, July 10, 2013
- *Red Dawn: Dumbest 80s Remake Ever?* Salon.com, November 20, 2012
- *The Thief* review. The Daily Beast, March 16, 2012
- *The Boy in the Suitcase* review. The Daily Beast, January 4, 2012

- *Trafficked Women's Second Chance*. The Daily Beast, October 14, 2011
- *Not for Navigational Purposes*. The Morning News, April 27, 2011
- *How to Do Astrology*. The Morning News, October 20, 2010
- *Papers Please! The GOP Wants to Be Sure You Are a Citizen*. Global Comment, August 9, 2010
- *Birth Tourism: The Newest Red Herring in the Anti-Immigration Arsenal*. Global Comment, July 23, 2010
- *My Country, My Train, My K-Hole*. The Morning News, June 30, 2010
- *Storm King Art Center Celebrates Their 50th Anniversary*. The Daily Beast, June 4, 2010
- *Pigs' Blood In Cigarette*. The Daily Beast, May 25, 2010
- *The Books Powerful Women Love*. The Daily Beast, April 27, 2010
- *Gay Cruise to Hawaii*. The New York Times' In Transit blog, April 5, 2010
- *New Booking Site Down Under*. The New York Times' In Transit blog, March 29, 2010
- *A Floating Safari in Botswana*. The New York Times' In Transit blog, February 8, 2010
- *The Problem with Pro-Choice Men*. The Daily Beast, February 5, 2010
- *A Bus Tour of Gay Hollywood*. The New York Times' In Transit blog, February 2, 2010
- *I'm a Hustla*. The Advocate, December 18, 2009
- *We Are (From) Everywhere*. The Advocate. August 25, 2009
- *I'm from Irvington, NY*. I'mFromDriftwood.com, August 18, 2009
- *Pixelated Pride*. The Advocate, June 10, 2009
- *Lindsay Lohan's Fight for Marriage Equality*. The Advocate, April 25, 2009
- *By Any Other Name*. Nerve.com, April 2, 2009
- *What Book Review Language Really Means*. Mediabistro.com, February 3, 2009
- *Tomorrow, or the Next Day, We Will Die*. Popularink.com, March 16, 2008
- Book Reviewer. Kirkus Discoveries. October 2007 – February 2008
- *NYC Bloggorhea*. Gawker.com. Daily column. September 2005 – March 2006
- Assorted Celebrity Profiles & Reviews. Edge.com. January 2005 – December 2006

SPEAKING

- Bonus feature on the audiobook for *Queer City* (with Abrams Books)
- *When Brooklyn Was Queer*. The South Street Seaport Museum, June 2018
- *When Brooklyn Was Queer*. Brooklyn Public Library, May 2018
- *The Swastika Swishery*. The Watermill Center, March 2018
- *The Queer History of Brooklyn's Working Waterfront*. Brooklyn Historical Society, June 2017
- *Literary Citizenship: How to Create a Writer's Life?* Fairleigh Dickinson University, April 2017
- *The Business of Nonfiction*. Bennington College, January 2017
- *The Queer History of Brooklyn's Working Waterfront*. New York Public Library, January 2017
- *On Mobile Contemporary Art Institutions*. From Chaos to Insight at Riksstallningar. Stockholm, Sweden. Panelist. May 19, 2016
- *The Final Secret of David Wojnarowicz*. Second Tuesday Lecture Series at the NYC LGBT Center. New York, NY. Presenter. April 14, 2015
- *Popping Up: Lessons from the Pop-Up Museum of Queer History*. Telling Untold Stories Unconference at Rutgers University – Camden. Workshop leader. April 201, 2015
- *How to Create a Pop-Up Museum*. Intensivdagarna Conference 2014, Visby, Sweden. Speaker. November 17th – 21st 2014
- *Writing an Op-Ed*. The Mark Twain House, Hartford, CT. Workshop leader. October 11th, 2014
- *The Politics and Practices of Queer Archives*. Syracuse University, Syracuse. Panelist. April 9-11th, 2014
- *What You Don't Know Could Fill A Museum: AIDS, Art & The Institution*. Brooklyn Museum. Panelist. January 4, 2014
- *(re)Presenting AIDS: Public Forum on Culture and Accountability*. CUNY Grad Center, New York. Organizer and panelist. August 20, 2013
- *Know Your GLBTQ History*. Panelist. Huffington Post Live. August 6, 2013
- *Bro-Choice: Giving Men A Voice in the Abortion Debate*. Panelist. Huffington Post Live. July 22, 2013
- *Queering the History Museum Symposium*. Museum of History and Industry, Seattle. Keynote speaker. June 8, 2013
- *iGDN Founding Conference "Gender Play."* Parsons the New School for Design. Paper presenter and panel participant. March 29, 2013
- *Just Josh*. Interviewed for the segment on The Pop-Up Museum of Queer History for Here! TV. Aired August 17, 2012

- *What's Queer Anyway? A Campaign to End Ignorance*. Documentary subject. August, 2012
- *Three Questions for a Teacher and a Father*. Interviewer. Morning Edition. June 29, 2007
- *Fringe NYC – Gay Highlights Segment*. Newscaster. CBS News on LOGO. Aired August 2005

EDITORIAL EXPERIENCE

- Nonfiction Reader. *A Public Space*, June 2009 – 2011
- Nonfiction Editor. *The Bennington Review*, Winter 2009

SHOWS CURATED

- *Violet Holdings* – NYU Bobst Gallery, 2019
Examined the highlights of the LGBTQ collections at NYU's special libraries.
- *On the (Queer) Waterfront* – Brooklyn Historical Society, 2019
Explored the intersection of LGBTQ lives and economic stratification along the Brooklyn waterfront.
- *The Symbolic Language of David Wojnarowicz* – NYU Fales Library, 2018
A look at David Wojnarowicz's unique symbolic language, told through his archives, as a companion to the Wojnarowicz retrospective at The Whitney.
- *Everyday* – Visual AIDS & La Mama Galleria, 2016
Exploring AIDS through the work of intuitive artists, documentarians, and other "non-artists" engaged in art-making practices.
- *The Queer Book Diorama Show* – New York Public Library (Fall 2014)
Open-ended installation of dioramas based on queer books at the Jefferson Market branch of the NYPL. Co-sponsored by the Lambda Literary Foundation.
- *Pop-Up Museum of Queer History* – Brooklyn's Waterfront (October 2013)
Scatter-site public history show and event series on Brooklyn's waterfront's queer history.
- *Pop-Up Museum of Queer History* – Before We Were Queer (August 2012)
Month-long return engagement at the Leslie + Lohman Museum of Lesbian and Gay History.
- *Pop-Up Museum of Queer History* – Philadelphia (April 2012)
Month-long engagement at the William Way Community Center in Philadelphia.
- *Queering the Curriculum* – NYC (January – May 2012)
Semester-long series of workshops for NYC elementary and secondary school teachers interested in integrating queer history into their classrooms. Co-organized with the Center for Lesbian and Gay Studies at CUNY and the Hetrick Martin Institute.
- *Pop-Up Museum of Queer History* – Bloomington, Indiana (October 2011)
Month-long engagement at Indiana University – Bloomington.
- *Pop-Up Museum of Queer History* – SoHo (August 2011)
Month-long engagement at the Leslie + Lohman Museum of Lesbian and Gay History.
- *Pop-Up Museum of Queer History* – Bushwick (January 2011)
One-night engagement as the opening event of Queers Organizing for Radical Unity and Movement (QuORUM)'s New York City wide, week-long Quorum Forum.

EDUCATION

- M.F.A. 2009 – Bennington College, Creative Non-Fiction
- B.A. 2000 – Cornell University, Feminist, Gender and Sexuality Studies

Letters of Commitment

December 8, 2022

Dr. Anne Valk
American Social History Project/Center for Media and Learning
The Graduate Center
365 Fifth Avenue
New York, NY 10016

Dear Professor Valk,

I am delighted to provide this letter of institutional support to the American Social History Project/Center for Media and Learning for the proposed National Endowment for the Humanities Summer Institute for Teachers, LGBTQ+ Histories of the United States, which is planned for Summer 2024 at the City University of New York Graduate Center.

The Graduate Center understands that these programs are highly coveted and involve many moving parts. My office is dedicated to ensuring the smooth facilitation of the institute's various arrangements, which are essential to its success. As the host institution for your 2024 summer institute, please be assured that the Graduate Center will welcome your prospective k-12 educators, distinguished visiting scholars, and guest lecturers and will assist in making their experience memorably comfortable and eminently edifying. In addition, we will support your efforts to share the institute materials after the summer's end and help to bring positive attention to a dedicated website that you intend to develop to broadly share resources with other educators interested in learning about LGBTQ+ history.

Sincerely,



Steve Everett
Provost and Senior Vice President



RUTGERS

Institute for the Study
of Global Racial Justice

Scarlet and Black Research Center

Institute for the Study of Global Racial Justice
Rutgers University–New Brunswick
Academic Building West 6101
15 Seminary Place
New Brunswick, NJ 08901

scarletandblack.rutgers.edu
globalracialjustice.rutgers.edu

January 15, 2023

To Whom It May Concern:

I fully support the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York. Led by Program Director Anne Valk, the program of engaged study will provide middle and high school teachers opportunities to learn more about LGBTQ+ history and strategies for including this content in their classrooms.

Over the past several years, a handful of states have passed laws mandating the inclusion of LGBTQ+ history in K12 public schools. Many teachers are enthusiastic about this new focus and eager to include this content in their curriculum. However, there is still a great need for professional development programs that provide the support and opportunity to prepare content and curricular materials.

The state of New Jersey joined this effort in 2019, passing a bill requiring public schools to teach about the political, economic and social contributions of LGBTQ individuals. The great need for professional development related to LGBTQ+ history is illustrated by the recent survey of social studies education in New Jersey public schools conducted by our state's Historical Commission. The survey found that more than half of responding schools in the state have insufficient resources supporting instruction that includes LGBTQ people. When asked to select the top content areas where teachers have the most need for additional instructional resources, LGBTQ people ranked number one.

The proposed NEH Summer Institute at CUNY in 2024 would be an important program that could help meet the needs of educators. I am excited to work together with other educators to consider the importance of queer history and LGBTQ+ individuals in the continued struggles for equality in American history. It will be my pleasure to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in July of 2024.

I look forward to working with teachers to help frame the history of trans and gender-non-conforming individuals in the United States in the nineteenth century. My presentation will address the use of cross-dressing laws and vagrancy policing to criminalize gender non-conformity since the antebellum period as well as the ways that trans individuals resisted the criminalization of their lives and practices.

I look forward to the opportunity to collaborate with fellow educators and to work with the American Social History Project at the Graduate Center of the City University of New York to support teacher participants.

Sincerely,
Jesse Bayker

November 10, 2022

To Whom it May Concern,

I write with great enthusiasm in support of the Summer Institute on LGBTQ+ History proposed by the American Social History Project at the Graduate Center of the City University of New York. I participated as an invited speaker for the program last year, and was so impressed by the level of nuance and sophistication that the institute brought to integrating LGBTQ+ history in K-12 curricula.

Led by Program Director Anne Valk, the program of engaged study would continue to provide middle and high school teachers opportunities to learn more about LGBTQ+ history and strategies for including this content in their classrooms.

As you likely know, a handful of states have passed or proposed laws mandating the inclusion of LGBTQ+ history in K-12 public schools. Others have passed or proposed laws prohibiting such education. This education is more critical today than ever. And indeed, teachers are enthusiastic about this new focus and eager to include this content in their curriculum. However, there is still a great need for professional development programs that provide the support and opportunity to prepare content and curricular materials. The proposed NEH Summer Institute at CUNY would be an important program that speaks directly to meeting the needs of today's educators.

I am excited to work together again with other educators to consider the importance of LGBTQ+ history, which also helps affirm and validate people's own diverse experience and viewpoints in classroom settings. In fact, exposure to LGBTQ+ can literally save lives. I would be honored to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in July of 2024.

In particular, I look forward to working with teachers to help frame the history of immigration in relation to LGBTQ+ experiences. My presentation will address the myriad of ways that LGBTQ! Immigrants and their allies have challenged ideas of who belongs in this country and counter other forms of discrimination and exclusion. Of course, immigration is already a central theme in U.S. history, so my presentation makes particular suggestions for seamless ways of incorporating LGBTQ+ voices and experiences into the existing curriculum.



I look forward to the opportunity to collaborate with fellow educators and to work with the American Social History Project at the Graduate Center of the City University of New York to support teacher participants.

Sincerely,

A handwritten signature in blue ink, appearing to read "Julio Capó, Jr.", written in a cursive style.

Julio Capó, Jr., Ph.D.
Associate Professor, Department of History
Deputy Director, Wolfsonian Public Humanities Lab
Florida International University



January 11, 2023

Annie Valk
Professor of History and
Executive Director, American Social History Project
Graduate Center, CUNY
avalk@gc.cuny.edu

Dear Professor Valk,

It is a pleasure to hear from you. Thank you for inviting me to present my work at the 2024 LGBTQ+ Histories of the United States Summer Institute for Middle and High School Teachers.

I would be happy to participate.

I did a lecture for a similar event through the ONE Institute at the University of Southern California a few years ago. In the midst of the ongoing backlash against the very discussion of race and queer/trans identities, these kinds of institutes are as urgent as ever.

Sincerely,

A handwritten signature in black ink, which appears to read "Channing Gerard Joseph".

Channing Gerard Joseph

Visiting Lecturer in the Humanities Council;
Ferris Professor of Journalism
Princeton University
(b) (6)
cj4479@princeton.edu



DEPARTMENT OF AMERICAN STUDIES

January 23, 2023

To Whom It May Concern:

I am excited to support the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York. Under the direction of Anne Valk and her colleagues at CUNY, the Institute will offer middle and high school teachers an important opportunity to learn about LGBTQ+ history and to discuss effective approaches for including this content in their classrooms. The proposed NEH Summer Institute at CUNY in 2024 would be an important program that could help meet the needs of educators who want to incorporate LGBTQ+ topics in their courses and want to broaden their understanding of new scholarship in the field.

I am a Diné feminist scholar who has research and published extensively on Indigenous/Native Indigenous gender & sexuality and I look forward to sharing my expertise and experience with the proposed Institute participants. I will share my years of working within my Diné and Indigenous communities to raise consciousness about gender diversity and how our young people are eager to share their lives and experiences as part of the mission of inclusivity and support for gender-diverse communities. As a historian, I will be able to provide historical overviews to topics about gender and transitions in Native communities. These topics are of interest in my own Diné/Navajo nation and I look forward to sharing with the NEH Institute. Teachers will may be interested in the materials and documents that I will provide as part of my participation in the institute.

If you have any questions regarding my support of this proposed project, please call me at [REDACTED] (b) (6) or by email at jdenet@unm.ed.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jennifer Denetdale'.

Jennifer Denetdale, Ph.D.
Professor of American Studies



January 24, 2022

RE: American Social History Project, NEH summer institute on LGBTQ+ History.

I write to support the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York. Led by Program Director Anne Valk, the program of engaged study provided an invaluable opportunity for middle and high school teachers to learn about LGBTQ+ history, culture, and literature.

It will be my pleasure to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in July of 2024. I look forward to working with teachers to help frame literary representations of LGBTQ+ life in the nineteenth century, before those identity categories existed as frameworks to understand queer experience.

My presentation will focus on one or two exemplary short stories from the middle of the nineteenth century, both of which would make fantastic additions to a middle or secondary school English Language Arts curriculum.

I look forward to the opportunity to collaborate with fellow educators and to work with the American Social History Project at the Graduate Center of the City University of New York to support teacher participants.

Sincerely yours,

Travis M. Foster
Associate Professor, Department of English
Academic Director, Program of Gender & Women's Studies



Division of Education Programs
National Endowment for the Humanities
1100 Pennsylvania Avenue, NW
Washington, DC 20506

January 19, 2023

To Whom It May Concern:

I'm delighted to write with my strongest possible support for the Summer Institute on LGBTQ+ History proposed by the American Social History Project at the Graduate Center of the City University of New York. This planned institute, led by Program Director Anne Valk, will provide an urgent and impactful professional development opportunity for middle and high school educators to learn about LGBTQ+ history on location in New York City in June 2024.

As an historian and public scholar, I have spent the last several years working to make the transgender histories I research more accessible and available to educators in the shadow of escalating political and legislative attacks on trans rights, some of which directly target the teaching of LGBTQ+ history. Nationally, we confront a deeply uneven geography today; several states now require the teaching of queer and transgender history, while others have moved specifically to censor and prohibit any discussion of gender diversity in the classroom. In this environment, the Summer Institute is a vital opportunity outside of the usual state and local channels to bring together a group of educators comprising a wide range of experiences and locations to learn how to teach LGBTQ+ history in a way that meets this challenging moment.

I look forward to working with teachers on incorporating the vast diversity of transgender histories in their classrooms. My research focuses on the histories of trans youth, trans medicalization, trans communities, and the centrality of race and class to each of them. These are areas where scholarly research is surging, but much remains to be explored in archive and collections in every corner of the country, meaning that teaching research methods is a central thread of learning the content of transgender history. New York City's rich concentration of museums and collections, combined with the longevity of its trans communities, will allow me to invite teachers to build learning opportunities around subjects as varied as Black trans women's practices of freedom in the antebellum era, to the role of trans women of color in the Stonewall riots in 1969, to the iconic ballroom performers of the 1980s and 1990s increasingly featured in popular culture.

I am excited to participate as a speaker this Summer Institute to consider the importance of transgender history and trans individuals in a moment of profound struggle. The support of the National Endowment for the Humanities would be fundamental in making this important endeavor possible.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Valk", with a long, sweeping horizontal line extending to the right.



Jules Gill-Peterson
Associate Professor
Department of History
Johns Hopkins University
General Co-Editor, *Transgender Studies Quarterly*



Department of History
University of Nevada, Reno

Emily K. Hobson
Chair, Department of Gender, Race, and Identity (GRI)
Associate Professor of Gender, Race, and Identity and of History
University of Nevada, Reno /0046
Reno, NV 89557-0046
(775) - 682 - 6482
ehobson@unr.edu

National Endowment for the Humanities

December 9, 2022

To Whom It May Concern::

I write to express my very strong and full support for the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York. The planned institute, led by Program Director Anne Valk, will provide an invaluable professional development opportunity for middle and high school teachers to learn more about LGBTQ+ history and strategies for including this content in their classrooms.

Over the past several years, a growing number of states across the country, including California, Colorado, Illinois, and New Jersey, have passed laws mandating the inclusion of LGBTQ+ history in K-12 public schools. Teachers are enthusiastic about this new focus and eager to include this content in their curriculum. However, as a public university professor whose mandate includes educating future K-12 teachers, I can affirm that there is a great need for professional development programs that provide the support and opportunity for public school teachers to prepare content and curricular materials. The proposed NEH Summer Institute at CUNY would be an important program that could help meet the needs of educators around the United States.

I look forward to working with teachers to help frame how LGBT activism in the 1960s, 1970s, and 1980s was interrelated with other social movements of the era, including the civil rights movement, women's liberation, and peace activism. My research focuses on how gay and lesbian activists worked in solidarity with anti-war and anti-racist causes from the 1960s through 1990s. I will explore the significance of these topics in the larger context of the U.S. history narrative.

I am excited to work together with other educators to consider the importance of queer history and LGBTQ+ individuals in the continued struggles for equality in American history. It will be my pleasure to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in July 2024. I am well aware of the necessity of forging strong connections between K-16 educators to enhance the learning experience for all of our students. I look forward to the opportunity to collaborate with fellow educators and to work with the American Social History Project at the Graduate Center of the City University of New York to support teacher participants.

Sincerely,

Emily Hobson
Chair of Gender, Race, and Identity
Associate Professor of History and of Gender, Race, and Identity
University of Nevada, Reno

Dear Annie Valk,

Please accept this letter as a sign of my support for the CUNY Graduate Center and American Social History Project's Summer 2024 NEH institute on teaching LGBTQ+ history and my commitment to participate in the institute.

Speaking with teachers from around the country in the institute will allow teachers to think about lesser known, local histories of New York City. The focus of my work with participants will revolve around the historical research and narratives from both of my books, *When Brooklyn Was Queer* and *The Women's House of Detention: A Queer History of a Forgotten Prison*. My work on the Women's House of Detention, especially, will amplify the histories of marginalized queer women, transgender, and gender nonconforming individuals who are so often left out of popular LGBTQ+ histories, and help teachers to consider how to incorporate these narratives into their curriculums. Moreover, the locus of the House of D centers LGBTQ+ New York City history in the lives of queer people of color, particularly Black women and gender non-conforming people assigned female at birth, and shows the ways in which New York City's queer history has often been whitewashed, both by accident and on purpose.

Sincerely,
-Hugh Ryan

January 25, 2023

RE: American Social History Project, NEH summer institute on LGBTQ+ History.

I am writing in eager support of the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York. Led by Program Director Anne Valk, the program of engaged study will provide middle and high school teachers opportunities to learn more about LGBTQ+ history and strategies for including this content in their classrooms.

Over the past several years, a handful of states have passed laws mandating the inclusion of LGBTQ+ history in K12 public schools. Teachers are enthusiastic about this new focus and eager to include this content in their curriculum. However, there is still a great need for professional development programs that provide the support and opportunity to prepare content and curricular materials. Throughout my career, I have run many webinars and workshops with this purpose. The proposed NEH Summer Institute at CUNY would be an important program that could further help meet the needs of educators.

I look forward to offering a walking tour of selected LGBTQ+ sites in New York City and working with teachers to research and present places of local significance. This topic is the subject of my book, *Stepping Out: Nine Walks Through New York City's Gay and Lesbian Past* (1997). After introducing teachers to some specific NYC sites, I will help them strategize about ways to work with their students to uncover sites of relevance to LGBTQ+ history in their own communities, how to construct walking tours and other ways to interpret these sites, and how to think about the significance of a broad array of types of locations, from private homes to public parks, bars and bookstores, churches and meeting spots.

It will be my pleasure to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in July of 2024. I look forward to the opportunity to collaborate with fellow educators and to work with the American Social History Project at the Graduate Center of the City University of New York to support teacher participants.

Sincerely yours,



Daniel Hurewitz
Special Advisor to the President
For Student Success
Associate Professor of History
Hunter College
695 Park Avenue, HE 1702B
New York, NY 10065
212-772-4285
daniel.hurewitz@hunter.cuny.edu

LESBIAN HERSTORY EDUCATIONAL FOUNDATION, INC
LESBIAN HERSTORY ARCHIVES

484 14th Street

Brooklyn, NY 11215

718-768-3953

lhabusiness@gmail.com

January 26, 2023

Dear Anne Valk,

The Lesbian Herstory Archives is pleased to support the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York. The planned institute, led by Project Director and historian, Dr. Anne Valk, offers an invaluable professional development opportunity for middle school and high school teachers who want to learn more about LGBTQ+ history and strategies for including this content in their classrooms.

Since 1974, the Lesbian Herstory Archives has collected, preserved and made available documents and artifacts related to the lives, work, and love of Lesbians. We now care for the world's largest collection of Lesbian culture which includes, but is not limited to, organizational records and personal papers, oral history interviews recorded on audio and video, publications, t-shirts, banners, ephemera, music, video and photographs. We welcome researchers and visitors, answer research questions, prepare exhibits on focused topics, support museums as they develop their own programming, do public speaking to groups nationally and internationally, take part in workshops and much more.

As part of our mission, we often welcome educators from all educational levels, from kindergarten teachers through college professors, who are interested in learning more about Lesbian history and culture. We offer tours and host research visits for them, whether they come as individuals or as groups.

The Lesbian Herstory Archives would be pleased to host participants from your Summer Institute. We will introduce them to the work we do, help them explore our vast Archival collection and in particular focus on helping them discover materials suitable for use in their own classes. In addition, based on our wealth of experience, we can also discuss with them teaching strategies, approaches and materials that will be exciting and illuminating for all their students.

Sincerely,

Deborah Edel, MA, LCSW

Co-founder, Co-Coordinator, Treasurer



Amherst College

Department of History

Department of Sexuality, Women's & Gender Studies

Jen Manion
Professor
jmanion@amherst.edu

Amherst College
PO Box 5000
Amherst, MA 01002-5000

October 12, 2022

I am writing to express my enthusiasm for participating as a presenter in the LGBTQ+ history summer institute being led and organized by American Social History Project under the leadership of Dr. Anne Valk.

Sincerely,

A handwritten signature in cursive script that reads "Jen Manion".

Jen Manion



Maxwell Museum of Anthropology

January 19, 2023

Letter of Support, NEH Application

To Whom It May Concern: [or you can address it to me – or to NEH]

I am excited to support the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York. Under the direction of Anne Valk and her colleagues at CUNY, the program promises to provide middle and high school teachers numerous opportunities to learn more about LGBTQ+ history and to discuss effective approaches for including this content in their classrooms. The proposed NEH Summer Institute at CUNY in 2024 would be an important program that could help meet the needs of educators who want to incorporate LGBTQ+ topics in their courses but want to expand their knowledge and locate visual and textual sources appropriate for their students.

It will be my pleasure to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in July of 2024. I look forward to introducing the participants to some of the visual sources available for understanding gender identities in indigenous communities, particularly by examining ethnographic photography. Images, such as those held at the Maxwell Museum and the New Mexico History Museum, collections I have researched and published about, are useful for examining evolving concepts of gender and sexuality. Coupling such images with historic documents and contemporary Indigenous expressions of gender and sexuality, and contrasting them with more hegemonic contemporary attitudes and understandings of gender and identity help clarify how misunderstandings about gender and sexuality expressions of the past take place in contemporary discourse, particularly around contemporary Indigenous ideas and expressions around these topics.

If funded by the NEH, I look forward to the opportunity to supporting teacher participants at the 2024 LGBTQ+ Histories of the United States summer institute.

Sincerely,

Devorah Romanek, PhD
Curator of Exhibits
Maxwell Museum of Anthropology
500 University Blvd NE
University of New Mexico
Albuquerque, NM 87131
Ph: 505-277-1553
email:dromanek@unm.edu

Division of Education Programs
National Endowment for the Humanities
1100 Pennsylvania Avenue, NW
Washington, DC 20506

December 14, 2022

To Whom It May Concern:

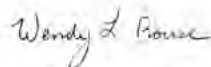
I write this letter to express my full support for the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York's. The planned institute, led by Program Director Anne Valk, will provide an incredible professional development opportunity for middle and high school teachers to learn more about LGBTQ+ history on location in New York City.

In my role as a professor in the History and Social Science Teacher Preparation Program at San Jose State University, I help prepare future middle and high school teachers for careers in education. Over the past several years, we have worked to implement California's FAIR Education Act that mandates the teaching of LGBT history in K12 public schools. Similar laws have since passed in states across the country. Teachers are enthusiastic about this new focus and eager to include this content in their curriculum. However, there is still a great need for professional development programs that provide the support and opportunity to prepare content and curricular materials. The proposed NEH Summer Institute at CUNY would be an important program that could help meet the needs of educators.

I look forward to working with teachers to help frame the significance of the queer history of the suffrage movement. My research focuses on the ways in which suffragists in the early twentieth century transgressed normative bounds of gender and sexuality. In addition to examining the significance of this within the context of the women's movement, I will also explore the significance of the queer history of the suffrage movement in the larger context of the Progressive Era and the increasing urbanization and industrialization of American society.

I am excited to work together with other educators to consider the importance of queer history and LGBT individuals in the continued struggles for equality in American history. It will be my pleasure to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in July of 2024. As a past participant in other educator learning opportunities, I am well aware of the necessity of forging strong connections between K-16 educators to enhance the learning experience for all of our students. I look forward to the opportunity to collaborate with fellow educators and to work with the American Social History Project at the Graduate Center of the City University of New York to support teacher participants.

Sincerely,



Wendy L. Rouse, Ph.D.
Associate Professor
Program Coordinator, Social Science Teacher Preparation
Department of History
San Jose State University

January 3, 2023

RE: American Social History Project, NEH summer institute on LGBTQ+ History.

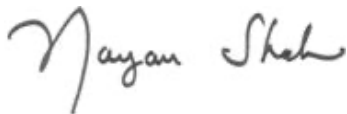
I fully support the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York. Led by Program Director Anne Valk, the program of engaged study will provide middle and high school teachers opportunities to learn more about LGBTQ+ history and strategies for including this content in their classrooms.

Over the past several years, a handful of states have passed laws mandating the inclusion of LGBTQ+ history in K12 public schools. This includes California, where I live and work. Although teachers are enthusiastic about this new focus and eager to include this content in their curriculum, they lack resources to assist them as they prepare content and curricular materials. The proposed NEH Summer Institute at CUNY in 2024 would be an important program that could help meet the needs of educators.

It will be my pleasure to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in July of 2024. I look forward to working with teachers to help frame the history of immigration in relation to LGBTQ+ experiences. My presentation will focus on interpreting Asian American experiences of sexual diversity and gender variance throughout the 20th century.

I look forward to the opportunity to collaborate with fellow educators and to work with the American Social History Project at the Graduate Center of the City University of New York to support teacher participants.

Sincerely yours,



Nayan Shah
Professor, American Studies and Ethnicity and History
University of Southern California
3620 South Vermont Avenue, Kaprielian Hall 462
Los Angeles, California, 90089-2534
nayan.shah@usc.edu



Dr. Sandra Slater
Associate Professor of History
Director, Carolina Lowcountry and Atlantic World Program
Affiliate Professor of Women's and Gender Studies
Affiliate Professor of African American History

313 Maybank Hall
slaters@cofc.edu

(b) (6)

October 25, 2022

Dear Colleagues,

I want to express my full support for the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York's. The planned institute, led by Program Director Anne Valk, will provide an invaluable professional development opportunity for middle and high school teachers to learn more about LGBTQ+ history and strategies for including this content in their classrooms.

Over the past several years, a handful of states have passed laws mandating the inclusion of LGBTQ+ history in K12 public schools. Teachers are enthusiastic about this new focus and eager to include this content in their curriculum. However, there is still a great need for professional development programs that provide the support and opportunity to prepare content and curricular materials. The proposed NEH Summer Institute at CUNY would be an important program that could help meet the needs of educators.

I look forward to working with teachers to help frame the significance of the queer history of queer identities in early America (1600-1800). My research focuses on the fluidity of colonial American sexual identities and practices. Beginning with indigenous incorporation of multiple genders, my research juxtaposes European adherence to a binary model against the realities of the new world. As colonies emerged, so did variant levels of acceptance, as well as violence, against individuals who embodied a challenge to English expectations of an emerging America. Intersectionality is key to understanding sexualities; race, class, religion, and environment, among other markers of self, all affected understandings of gender and sexualities. I will also explore the significance of these topics in the larger context of the U.S. history narrative.

I am excited to work together with other educators to consider the importance of queer history and LGBTQ+ individuals in the continued struggles for equality in American history. It will be my pleasure to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in Summer 2024. I am well aware of the necessity of forging strong connections between K-16 educators to enhance the learning experience for all of our students. I look forward to the opportunity to collaborate with fellow educators and to work with the American Social History Project at the Graduate Center of the City University of New York to support teacher participants.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sandra Slater". The signature is written in a dark ink and is positioned above the printed name.

Sandra Slater

January 23, 2023

To Whom It May Concern:

I am writing to express my strong support for the American Social History Project and would be pleased to participate in their summer teacher's institute on LGBTQ+ History by offering a session which introduces key concepts and frameworks for understanding trans within the context of LGBTQ+ history.

Sincerely,



Susan Stryker, Ph.D.

Professor Emerita of Gender and Women's Studies, University of Arizona

Marta Sutton Weeks External Faculty Fellow, Stanford Humanities Center, 2022-23

(b) (6)

January 15, 2023

To Whom It May Concern:

RE: American Social History Project, NEH summer institute on LGBTQ+ History.

I fully support the Summer Institute on LGBTQ+ history proposed by the American Social History Project at the Graduate Center of the City University of New York. Led by Program Director Anne Valk, the program of engaged study will provide middle and high school teachers opportunities to learn more about LGBTQ+ history and strategies for including this content in their classrooms.

Over the past several years, a handful of states have passed laws mandating the inclusion of LGBTQ+ history in K12 public schools. Teachers are enthusiastic about this new focus and eager to include this content in their curriculum. However, there is still a great need for professional development programs that provide the support and opportunity to prepare content and curricular materials. The proposed NEH Summer Institute at CUNY in 2024 would be an important program that could help meet the needs of educators.

I am excited to work together with other educators to consider the importance of queer history and LGBTQ+ individuals in the continued struggles for equality in American history. It will be my pleasure to participate in the institute as a speaker as part of a National Endowment for the Humanities Summer Teacher Institute in July of 2024. I look forward to working with teachers to help frame the history of LGBTQ+ politics in the post-World War II decades. My presentation will deal with the lavender scare, the rise of the LGBTQ+ movement, and the long struggle for inclusive laws and policies.

I look forward to the opportunity to collaborate with fellow educators and to work with the American Social History Project at the Graduate Center of the City University of New York to support teacher participants.

Sincerely yours,



Timothy Stewart-Winter
Associate Professor

THE CENTER

THE LESBIAN, GAY, BISEXUAL &
TRANSGENDER COMMUNITY CENTER

January 10, 2023

Dear Annie Valk,

I am writing on behalf of The LGBT Community Center National History Archive in support of the American Social History Project's grant proposal to the NEH for a summer institute on LGBTQ+ histories of the U.S. for secondary teachers in the Summer 2024.

The LGBT Community Center National History Archive is a community-based archive that collects, preserves, and makes available to the public the documentation of LGBTQ lives and organizations centered in and around New York. The Center and its archive has played a critical role in the lives of LGBTQ+ people since its creation in 1990. Both our space and collections tell the stories of activists and everyday individuals from historical eras such as the AIDS Epidemic and Gay Liberation, and also those that date back as early as the late nineteenth century. We would be excited to expose teachers to our collections through a tour and workshop—including significant primary source material and material culture—that would enable them to share these histories of LGBTQ people with historical depth and understanding in their curricula. We welcome a partnership with the CUNY Graduate Center and the American Social History Project that would allow us to do so.

Sincerely,



Lou McCarthy, MLS

Director of Archives

(646) 358-1757 | lmccarthy@gaycenter.org

The Lesbian, Gay, Bisexual & Transgender Community Center

208 W 13th St, New York, NY 10011 | gaycenter.org

LGBTQ+ Histories of the United States NEH Summer Institute, 2022

Participant Evaluation Report

Note:

All institute participants were invited and encouraged to submit a program evaluation at the conclusion of the Institute in July 2022. Nineteen of the twenty-nine participants filled and submitted their evaluation, including quantitative ratings and qualitative feedback. Those responses, which represent a majority of participants (~66%), are included in this report.

The evaluation form was anonymous, with no identifying data collected. It included fourteen prompts that queried participants for feedback on several aspects of the program including content and process.

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Prompt #1: Summarize your overall assessment of the experience.

Participants were required to submit a qualitative response in narrative form.

Participant Responses:

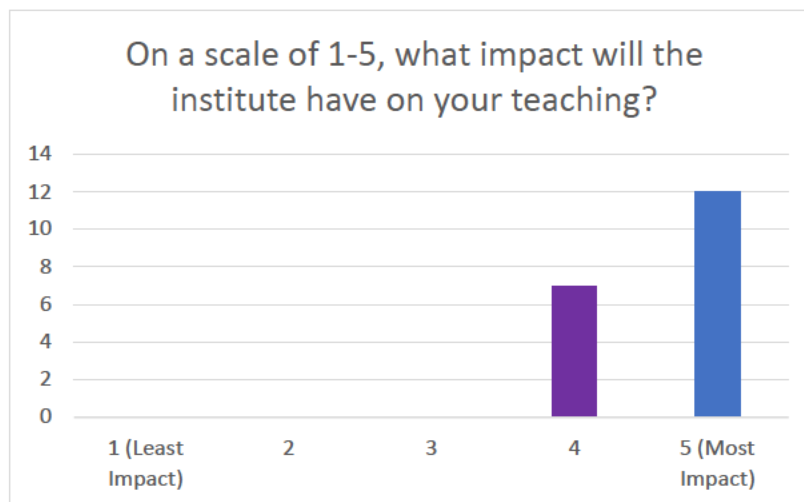
- This was an incredible experience. I have done a lot of self-study around LGBTQ+ History, but it always felt like my studies existed in a vacuum; I had no one to discuss it with who had the same level of interest as I did, and no one to learn from that didn't exist only within the pages of a book. To have this experience where I could engage this part of myself with so many like-minded people has really motivated me to pursue my studies in new ways. I have learned fascinating new things that have given rise to countless new questions that I can't wait to explore through more research and study. I know that this experience will benefit my teaching; that is a given. However, it also benefits me holistically, as a person, on many levels. I was worried that Zoom classes would leave something to be desired in terms of building community, staying engaged, staying motivated, etc, but I did not find that to be the case, and it was truly a wonderful experience. It was so exciting to get to engage with so many incredible scholars whose works I have read and who I've admired for so long, and to also be introduced to so many scholars who are new to me - the stipend we get from this course may go directly to my bookshelf since my reading list is now considerably longer than it was two weeks ago. I feel that this course opened up a new world to me that I can't wait to explore further.
- This was an incredible experience, as a teacher and somebody personally fascinated with history, to be able to cover so many different topics and eras in queering the history of the United States. I enjoyed hearing from all of the presenters and learning with all of the other participants who shared their unique perspectives and content connections. Aside from the professional development, which is honestly one of the best PD experiences I've had, this has been a personally affirming journey for me as a queer person with limited knowledge of my community's history. My biggest piece of critical feedback is that I wish we would have had more presenters who focused on the experiences of queer people of color. I am excited to incorporate many of the things we touched on into my U.S. Government class where it is relevant, and I feel less apprehension about queer history not being as important as other topics.
- I came into this workshop with the desire of wanting to be a better ally to my LGBTQ students and learn more about how to do so. I also wanted to learn specifically information in order to be more educated on the subject so when I encountered rhetoric or poor comments during social conversations I would be more informed and be able to give factual rebuttal rather than emotional or non at all. So far, this institute has been amazing for me and accomplished those goals. From the required text I read before hand to the amazing guest speakers and activities I have learned a ton. I also appreciated grouping with my classmates as so many of them are so informed and passionate about this subject for one reason or another.
- This was a wonderful experience. I learned a lot about historical methodologies. I learned a lot about pedagogy. I was in a scholarly space that was warm and challenging. I came in with a desire really excited to integrate LGBTQ+ history while also willing to be critical of that process. I achieved that goal while learning a lot about LGBTQ+ history that I had never been taught and that I had never discovered on my own. It will benefit many educators to participate in this Institute again given the wealth of knowledge, support, and approaches that had been offered to us.

- I thought the Institute was brilliant conceived and flawlessly executed. To be honest, this is the first experience I've enjoyed since leaving higher education and starting work in K-12 that I have felt like I'm truly learning -- not only new information but also new pedagogical approaches and practices that I can immediately implement in my classes. I simply cannot thank the faculty and staff at CUNY ASHP enough for devoting so much of yourselves to making us feel so important and valued. And thank you to the NEH for funding it all!
- This has been an incredibly important and powerful two weeks for me. I have been teaching for 18 years, and have attended a number of NEH institutes and zoom workshops. This is the best workshop I've ever attended. Almost everything discussed was something I did not previously know, or even know to ask about. The sessions were well organized, took advantage of the benefits of zoom for bringing in a wide variety of scholars, fostered interaction and the meaningful participation of the teachers, and brought people together in person.
- I thought this was a fabulous NEH that enabled me to learn a lot. I knew very little (ok, basically nothing) about the topic before doing the readings or taking the class and I felt like I was able to learn a lot, participate, and form connections with the other participants. More so than any other NEH I have done (and I have been to a LOT), it felt like the participants truly wanted to learn about the subject and connect with others. I also felt like the subject adapted well to the virtual environment.
- This experience was completely unlike any other professional development experience I've had as a teacher. The amount of learning even just daily, was incredible. The guest speakers were interesting and had such rich histories working in these fields. They provided entry points into some of the long forgotten or never known history of LGBTQ+ people in the U.S. The facilitators were incredibly responsive to the needs of the participants and it was so well organized and executed. Wow!
- This was an incredible experience. So many things were a highlight: the clear organization and intentionality of the programming, the historians who joined us each day, and the other participants. I learned SO much, both about queer history and the kinds of questions we can ask about it, that I'm eager to bring back into my classroom this year and beyond.
- The LGBTQ+ Histories of the United States - NEH Summer Institute was remarkable and I would highly recommend this PD to all educators! The reading, speakers, and lectures were robust, insightful, informative and there was so much NEW LEARNING that I will be able to share with my school community. Wonderfully planned and delivered.
- I really enjoyed participating in this summer institute. I learned a lot about topics in queer history. I also gained many resources that I can use in my own classroom with my students. I now feel comfortable integrating LGBTQ+ history into my classroom in the future.
- Overall, I loved it -- plain and simple! This PD Institute provided me with so many sources, so much information, incredible connections -- the list goes on forever. I am extremely grateful to have been able to participate.
- This experience opened my eyes to all the resources that exist to include LGBT histories into my class. I am so impressed by this collection of teachers, presenters and organizers involved and have learned so much

- Excellent experience- I really appreciated the way things were organized, it was very accessible. The content was extremely valuable and useful and I cannot wait to use it in my class!
- This was amazing! My hope was to be able to learn new information about queer history that I could translate to my high school students, and this more than met my expectations!!
- The program has been tremendous. The variety of speakers, the content offered, and program support (staff) is amazing. Especially for an online institute.
- This experience was busy, invigorating, respectful, enlightening, useful, and fun -- truly the best PD I have attended in 12 years of teaching.
- This experience has been amazing. I learned so much from the staff, speakers, and participants. It has exceeded my expectations
- Amazing to connect to scholars, historians, activists, fellow teachers, friends, and more. Incredible resources and ideas.

Prompt #2: On a scale of 1-5, what impact will the institute have on your teaching?

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



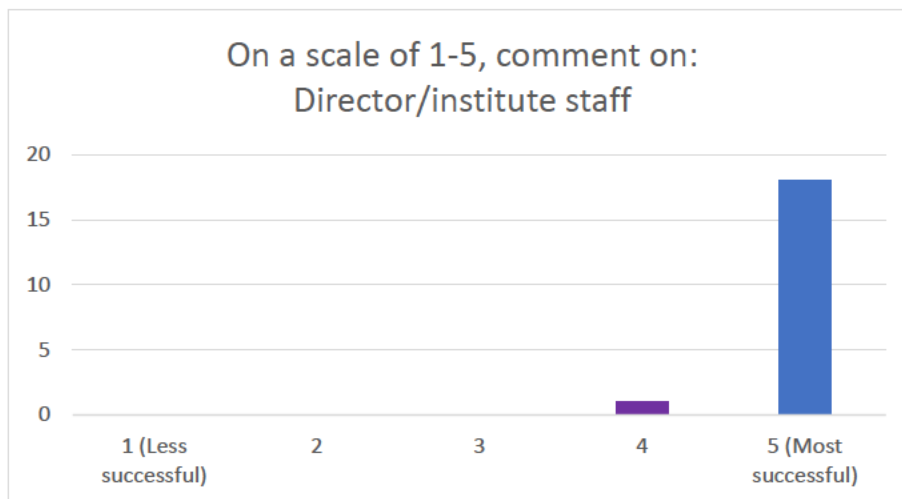
Participant Responses:

- I am open to moving it to 5 after hearing the presentations by the teams on Friday. The challenge for me was the presenters were amazing sharing so much information and knowledge about the individuals, movements, and time periods. The sessions were like mini college lectures which was wonderful to hear; however, it is also my concern. For some, I took notes, but could not get everything they say. For others, I was following the chat. For all, I was also trying to follow the links. So there was lots of multitasking which is ok but definitely had its drawbacks. Finally, I would have enjoyed more time talking about specific ways the information in the presentations could be part of the classroom - via slack channels of high school vs middle school teachers, or history teachers vs English classes, or something like that. Or break out rooms using the same divisions. Happy to explain more in other ways too.
- The specific people, topics, and events we learned about will of course impact my teaching in the sense that I have new people and events I'd like to incorporate into my curriculum. I think the most impact the institute had, though, was on reframing the way I think of queer history; there was a lot of emphasis on queer history as woven into the fabric of history on the whole, and that reframing has been a big shift in my own thinking that I'm really excited to explore, and really excited to see inform my teaching.
- I loved that the emphasis was on integrating this material into existing curriculum, rather than just on creating a separate class on queer history (which I already do teach). This approach helped me be more mindful of different identities in my classroom and more inclusive in my teaching in general. And also allows me to give teaching info to my colleagues without a. overwhelming them and b. making it feel like this is another topic they have to somehow fit into their classes.
- I am not sure how much I will directly teach this content. I will definitely be able to include court cases in our study of government and the constitution. As for now, I think I will be able to clarify and accurately guide classroom discussions as current events topics come up.

- I will use the materials, information, and connections to people that I acquired from this institute for the rest of my teaching career. I've already planned lessons for the fall that I plan to use and adapt as I teach and learn my new students and their needs.
- I applied to the institute because I wanted to be able to knowledgeably incorporate LGBTQ+ history into my English class (such as when we are reading texts featuring gay characters), and I learned so much and became aware of so much.
- I literally worked for hours in the evenings writing up the lesson plans I was busy sketching all day during the Institute. So many new topics, sources, people, ideas, approaches... My course in US History will be truly transformed.
- A lot of content I already include in my US History class which is why I did not give it a 5, however there are ample sources I was not aware of/did not have at my disposal that will definitely change the way many lessons go!
- I am very glad the suggestions and references from our class are saved in the chat and in the slack, this will be so helpful and I loved getting to see other people's teaching strategies
- I am not a classroom teacher, but this institute will impact my work as an equity leader and school community as I will share my learning with social studies and English departments.
- I thought it was helpful to my teaching history but also to helping bring understanding of how to teach LGBTQ topics outside of a history class as well.
- The approach to the content has offered many opportunities for me to integrate existing units.
- I cannot wait to share this information with my students and fellow teachers
- I cannot wait to incorporate the resources I now have

Prompt #3: On a scale of 1-5, comment on: Director/institute staff

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.

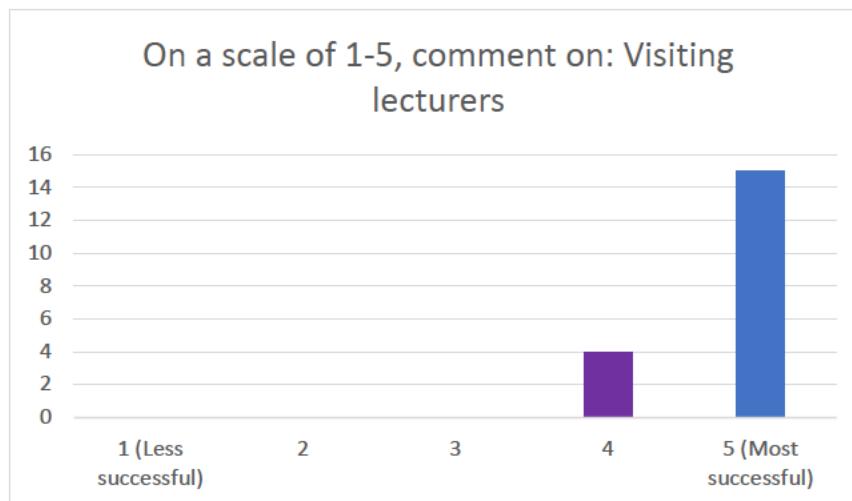


Participant Responses:

- AMAZING. Such incredibly clear communication, gracious offers of assistance, unbelievable attentiveness (I have an entire comps-length reading list thanks to Danielle), and pedagogical brilliance (Stacie was exceptional). Donna made everything work so smoothly and always had everything ready in advance. Peter's NPR voice was something to look forward to, and Anne was just so generous with her expertise. 10/5.
- Peeps in charge rock! Aside from being organized and kind, I appreciated their respect for OUR time. If a lecture/Q&A went over time, the time was added to our breaks. Caring for our own mental health in that manner was wonderful. Typically PD's are go-go-go.
- The team was lovely. Everyone worked really together giving each other space to share, comment, move things along, etc. As much as I enjoyed this experience virtually, I truly wanted to connect with my peers and each staff member as well.
- Everyone was amazing and professional. The slack channel was a good way to communicate and all of the support staff to help us in break out rooms and with our group project were great.
- The staff effectively communicated and seemed to work seamlessly (Nice job folks!). It clearly showed a high level of professionalism and preparation.
- Everyone involved with the institute was wonderful, and combined a rigorous commitment to the institute and material with a warm and welcoming vibe.
- So kind and helpful. Wonderful spirit and enthusiasm. Willingness to do anything to help us was so appreciated. Thank you for all your hard work!!
- Everyone was incredibly helpful, available, supportive, knowledgeable, friendly, and a joy to work with.
- They were amazing!! Such helpful insights and resources every day.
- Staff was very accessible, available and helpful
- So helpful and kind and really knew their stuff.
- The staff was very accommodating and helpful

Prompt #4: On a scale of 1-5, comment on: Visiting lecturers

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



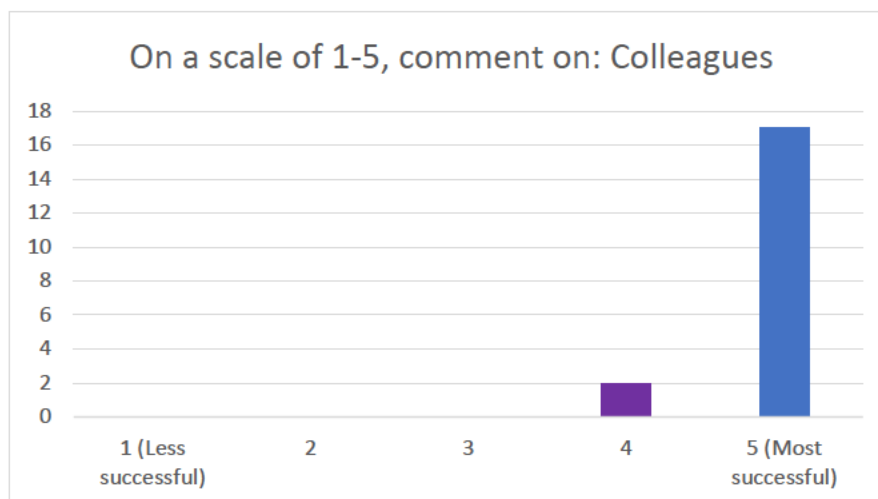
Participant Responses:

- I loved all of the visiting lecturers. My favorites were Jen Manion, Sandra Slater, DeAnne Blanton, Julio Capó, Jonathan Ned Katz, and Sarah Schulman. I do wish we had a little more time to digest each lecture and have class discussions about the content, but I also understand that adding that in would have meant fewer lecturers, so from that perspective, I'm glad to have had as many lecturers as we did with less class discussion time. As I was talking with a few people in breakout rooms throughout the week, though, and raising some questions and thoughts I had, we all agreed that it would have been nice to have more chances to discuss the content as a class so that we could hear and learn from each other's perspectives. I think part of that may be due to Zoom, though, because if we were in person, there would have been more chances to unpack the content together over lunch, after or before class, etc., whereas on Zoom, unless you intentionally DM someone, those opportunities don't arise as easily. Either way, though, I really enjoyed all of the visiting lecturers, and I felt we had some of the best scholars in the field.
- I wish we could have heard from more scholars of color and even young scholars (i.e. graduate students) who are doing more expansive work than what has already been covered in the more established queer history canon (for example, Henry Chen at UMichigan who studies Chinese American bachelor sexuality in the Middle Age or Elio Colavito who studies trans-masculine mutual aid in the later 20th century).
- The visiting lecturers were amazing. I looked forward to the pre-reading every day because of how helpful they were for my understanding of U.S. history and for queer-ing my own curriculum. Some of the visiting lecturers were like celebrities to me as a queer person, and that was so special.
- The lecturers were great, especially those that emphasized how to incorporate this material into various high school courses. I loved those that had slides, I was able to stay better engaged throughout the lecture and ask questions at the end.

- I learned so much from these amazing people. I especially connected to Sandy Slater, and the presenter from the Lesbian Herstory Archive. They were so engaging and their personal histories and their expertise provided so much insight.
- Every time, I wished they had an extra hour to continue speaking. We were SO lucky to have such gifted, brilliant individuals "visit" us! I do however need to note I wish we would have had more POC lecturers.
- I LOVE hearing from scholars so passionate about their work, and the Institute faculty and staff brought out the true stars in the field -- all of whom were so respectful, engaging, and eager to share.
- As I said before, some felt like a college lecture. I believe more interaction rather than passively listening for 45 minutes give or take might have provided a greater impact for me.
- There was a distinctiveness to each speaker with some occasional moments of overlap -- to me, that is the perfect balance when taking in a lot of new material.
- Very much enjoyed the visiting lecturers and learning new topics and sources. I also appreciate that we are still able to reach out to them in the future
- I really enjoyed the visiting lectures. I would have liked to see more lecturers of color included in the group.
- These were the highlight for me! I felt so lucky to be learning from such an incredible group of scholars.
- The lecturers were so informative and educational. I learned so much from their readings and lectures
- What an amazing roster of lecturers! All fascinating, and they seemed happy to be there.
- So much knowledge, passion, and professionalism. This was truly top shelf.
- I thought, as is always the case, some were more engaging than others.
- I especially loved hearing from the archivists and librarians!
- The variety and depth of content was amazing.

Prompt #5: On a scale of 1-5, comment on: Colleagues

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



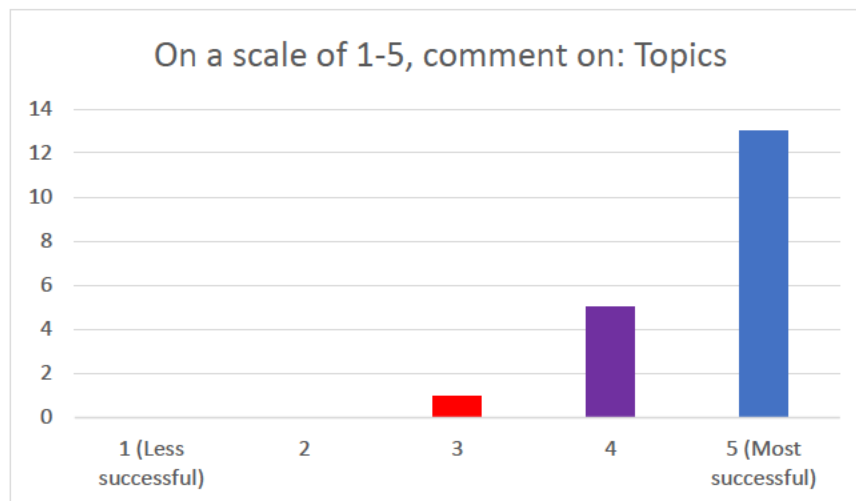
Participant Responses:

- I felt we had a really great group of like-minded scholars in this institute! I would have liked to have seen more diversity amongst participants, both in terms of more BIPOC scholars, and more trans voices represented. However, I did really enjoy the contributions of everyone in class and felt that I made a lot of great connections that will last beyond the institute.
- I really enjoyed working with all the participants and I felt like more so than other NEHs, people had strong teaching backgrounds and strong content knowledge. I have been to NEHs where people little pedagogical or content background and it was easier to learn from and collaborate with people who had more expertise, like in this one.
- Colleagues and colleagues, and group work is what it is. I will note, especially in this context, that the women carried the work in my two groups (the morning intro and lesson plan modules) plus in discussions. Not a bad thing necessarily, in terms of centering diverse voices, but the men in my groups definitely coasted on our work.
- I learned so much from my colleagues!!! I wish we had had a chance to meet in groups of colleagues who taught what we taught. I loved learning across disciplines and courses, but having sometime with folks who taught a straight History course or who taught a full LGBTQ+ History class would have been useful.
- I learned so much from my colleagues. I joined this institute because I knew very little and wanted to learn more. So many of my colleagues are living this history and I truly appreciated their perspective and point of view.
- This group of teachers is so impressive (even a bit intimidating). The resources shared by teachers will be very useful. When time is always tight, I appreciate hearing what has been tried and approved by teachers.

- It definitely helps in collaboration when every member WANTS to be here/do this -- but all in all, yes, my colleagues are all amazing humans that inspire me to bring "them" into the classroom with me!
- Colleagues were respectful, insightful, engaged participants. I would love to see more diversity, racially and gender identity-wise, next time. Although I don't know how the participants were chosen.
- Lovely humans, grateful to have so many queer-affirming teachers across the country doing this work. Shout out to Kennita and Katie Ayers for always have such critical comments.
- Colleagues make or break an experience. For two weeks, I was surrounded by passionate, thoughtful educators at varying grade levels and disciplines. I am thankful for that.
- I was thrilled to meet such a varied and wonderful group of fellow educators all working towards the same goals and so eager to learn and help one another.
- I am so thankful I was selected to attend this seminar because I connected with so many amazing colleagues and am inspired by their enthusiasm.
- A major thing that made this PD successful was that everyone was engaged and worked very hard to make the institute successful.
- Wonderful to connect via Slack and Zoom. Everyone was super kind and helpful. Hoping to stay connected with them.
- Speaking with folks in our small groups brought joy to my day.

Prompt #6: On a scale of 1-5, comment on: Topics

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



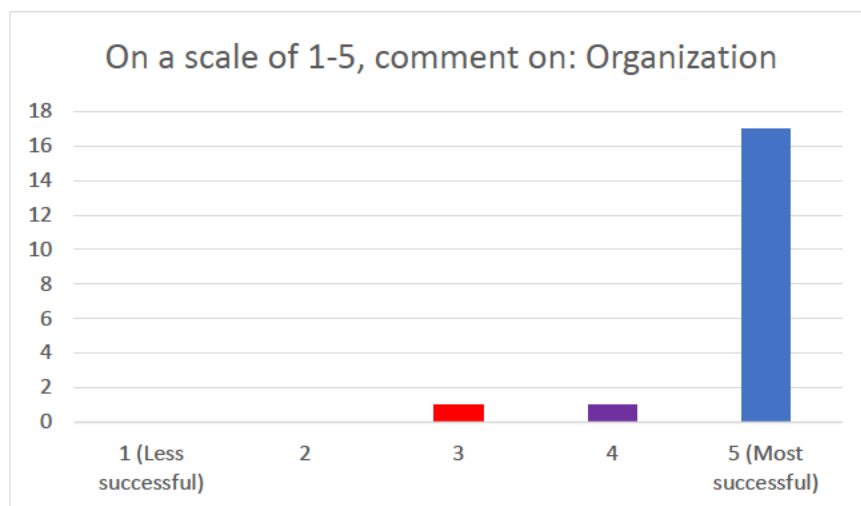
Participant Responses:

- I really liked the topics we had; I felt we covered SO MANY great topics from multiple time periods, and overall, I really learned a lot. I do wish that there was more emphasis on trans topics; while there were many topics that included quite a few trans and gender diverse people, which I was really glad to see, I felt that a lot of big trans topics weren't mentioned at all, such as basic trans history and the long history of the LGB movement excluding trans people. I think that especially right now, in the current political climate, a lot of LGB people do not understand this history, or think that it's over because "T" is included in the "LGBTQ" acronym, but I still saw a lot of lack of basic understanding of trans topics from some participants, and it's something I still see in almost all LGBTQ spaces I enter, even outside this Institute. I think that with so many students identifying as gender diverse in the current times, and with trans rights so under attack, this is really crucial. I also felt that there wasn't always a sensitive approach to understanding gender nonconforming people of the past by some participants, but perhaps with more explicit teaching of trans history and topics, those mistakes - which are often well-intentioned - could have been avoided.
- I think there's long been a tendency to center gay white men and trans men (including trans men of color). Women and people of color were a little less well represented than I would have liked, especially beyond the Black and white. I missed a more thorough engagement with Latinx queerness (Capo on immigration was good, but not explicit in addressing that community), and given the students I teach having nothing at all mentioned about Asian Americans was disappointing.
- I rate this on the lower scale even though in a way it is no one's fault. It took until these last two or so days to really be inclusive of POC in queer history. I say it's no one's fault in that queer history alone is hard to come across and have accurate records of, let alone POC due to a million and one reasons, but I still needed to mention it. Perhaps in the future specifically having POC-solely focused topics?

- Once again, I didn't know enough about LGBTQ topics to comment on much. I do know history and have taken many seminars and classes. Including Women's Rights in Rochester NY. It was amazing seeing the different connections between the movements and how they complimented and were also conflicting with one another.
- The topics were great, but I do wish there was more explicit focus on cis queer women and cis lesbians in the 20th century. I would love a speaker on lesbian and women's culture in the 1970s-90s... women's music, festivals, coffeeshops, dances, and lesbians' work with gay male AIDs patients.
- I knew very little about LGBTQ+ history before Stonewall before this workshop. I had no idea the breadth and depth of the scholarship on this period and had little knowledge of the ways that historians and other scholars used sources to tell this story.
- I appreciated the array of topics. Some were outside of my comfort zone while others were in my wheelhouse -- another aspect of balance that made me appreciate this learning experience.
- I learned information and gained new materials and strategies that can I use in every one of my classes, and also learned best practices for talking to students about these materials
- I liked the wide range of topics. I would have liked to see more coverage of people of color and nonbinary people included in the institute.
- It was especially enlightening to hear about LGBT histories in early America, as I had not previously known much prior to the 20th century
- The institute hit on everything I was hoping it would, and will have an immediate impact on how I teach so many different units next year.
- I wish we would have talked more about the history of drag performance and about the histories of queer people of color.
- I wouldn't have changed anything about the topics! They fit so well together and covered everything that was missing!!!
- My only suggestion is to include a lecturer/more reading on "Current Events/Issues in the LGBTQ+ Community"
- I liked the chronological sequence of the topics
- Excellent range of topics. All very helpful!!
- I liked the variety of topics.
- wonderful variety!
- Great variety.

Prompt #7: On a scale of 1-5, comment on: Organization

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



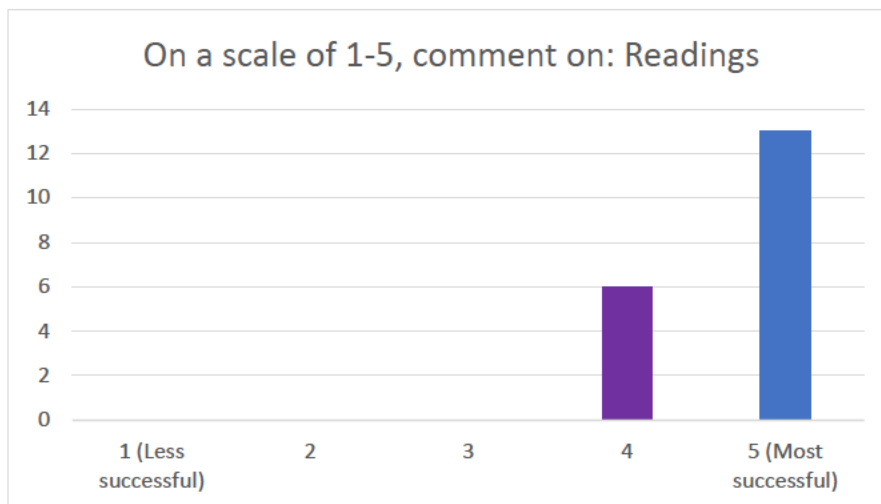
Participant Responses:

- The Google Drive and Slack channels as places to keep and share resources was very helpful. I could always find what I was looking for. It would also be helpful to have a document in the folder that details all the assigned readings and which they will be needed for to help give participants an overview of what they will need to do for the institute. I also found it a little bit challenging to put our work into the module packet. It might be easier in the future to use the templates but not have to put them into the packet or to have the blank templates as separate documents so we can make copies of them easier.
- The organization of the workshop was really great. Starting each day with a warm up activity created by the teachers was a really great way make the teachers participants in the workshop rather than an audience for lecture. I've never been to a NEH or other workshop that's done this, even in person. Especially for a two week workshop, only being an audience member can get a little old. I also appreciated the respect for the difficulties of staying on zoom for extended periods and the respect for break times.
- I appreciated the chance to create Slack channels on my own, but I also believe a little more structure from the start would have helped. Independent/public school. High school/middle school. English/history teachers. I felt it was like grad school or college a little where you had to find your own way. Time is short, so maybe a little more organization of slack channels from the start might have helped.
- Slack was a useful tool. The templates for planning the final project were useful too. The schedule was detailed and easy for me to refer to as well. Overall, I thought the organization from the initial emails to the daily reminders of important tasks (e.g., check out this video, review this reading) was super helpful and allowed me to prioritize too.
- The drive was a dream come true! I'm very excited to have these resources on hand and I thought the organization of each day with readings, lecturers and activities all flowed very well

- On so many levels the Institute was well organized. Whether it was communicating verbally, through google drive, or the slack channel, the organization was amazing.
- This was extremely organized! Thank you for all of the organizational work that made it easy to keep track of all the files, documents, and folders we used.
- I would have liked to have some preference selection in my group for the final project so that we would be more aligned in our subjects/grades/interests.
- I was shocked at how well we stuck to the schedule. The slack, itinerary, GoogleDocs, etc. were all super clear and easy to navigate.
- Incredibly organized. So easy to tell what needed to be done and how to do it.
- The google drive was a great way to keep the information organized
- well organized & thoughtful scope and sequence
- Very, Very organized. All of it.

Prompt #8: On a scale of 1-5, comment on: Readings

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



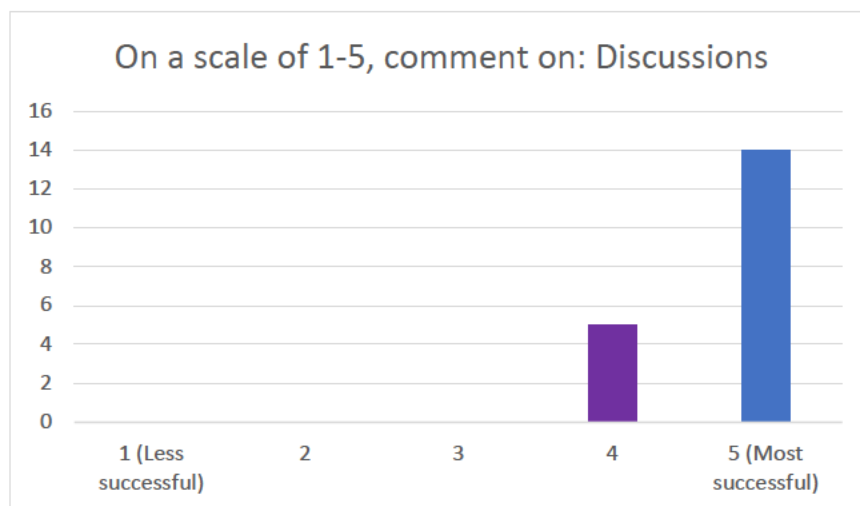
Participant Responses:

- I found all of the readings interesting and informative. As a high school teacher, I can use some of them directly with students either in a class or in providing sources for students doing independent research. (All of the students in my school write a 4000 word research paper submitted in the 1st half of senior year. Many of them also do a shorter research paper in history. These papers are on topics of the student's choice.) I would have appreciated if more of the readings were used directly in the sessions. Some of the presenters basically presented an outline of what I'd already read, instead of building on that knowledge or asking us to work with specific sources that extended the background reading we'd done.
- All very good and informative. I know some presenters were adamant about us reading them. I feel like a few presenters did not reference the readings which was disappointing. I also wanted to hear more about how to use the readings in different classrooms lessons which could have been done in Zoom breakout rooms or via slack.
- I can't say enough how much I loved the readings. I was highlighting almost everything, taking pictures, sending them to colleagues. The readings provided alternate perspectives on widely covered topics that need to be incorporated into curriculum immediately. I have a very long reading list now, to extend my learning!
- The readings were rich and useful for my on understanding. I did struggle a bit with the quantity. I will need to be very selective in including these in one of my classes in terms of the length and level
- I thought the readings were really interesting, and I enjoyed them. It would have been nice to know about these earlier, so i had more time to read them and digest them before the sessions.
- The Bronski book was very informative and I took so many notes from the book. The readings in the drive were good too and I liked the way the scholars referenced them in their discussions

- I enjoyed the array of readings and thinking about what parts of the readings I might share with my students. I especially liked the focus on queer indigenous studies.
- I loved the readings and felt they were all really relevant, informative, interesting, and genuinely fun to read and learn from.
- There was a great variety of material. I particularly like Michael Bronski's book.
- I loved the text we used and I really enjoyed the videos as well.
- Perhaps consider a historical fiction excerpt or more poetry?
- Carefully chosen, judicious in length, diverse, and helpful.
- The readings were high interest and informative.
- There were many I can bring into my classes!

Prompt #9: On a scale of 1-5, comment on: Discussions

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



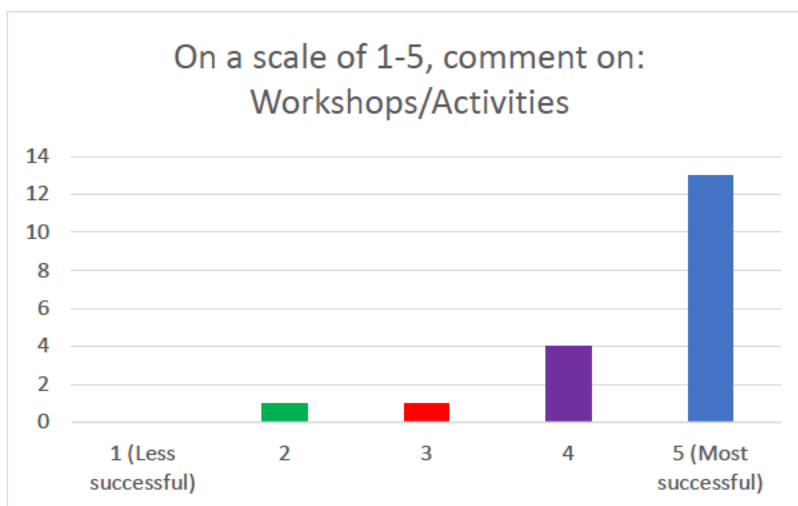
Participant Responses:

- I wish there had been some way to facilitate more open (meaning not task specific) discussion. The processing session that Danielle led was really beneficial, and perhaps to have more of those scattered throughout the workshop would have been good. I guess in an in person workshop, these kinds of more open discussions would happen over lunch or dinner, and maybe that can't be replicated in a zoom situation. The discussions that we did have about particular ideas and tasks were really interesting and informative.
- Discussions were rich and the organization around that I think worked really well -- about 30 minutes following each speaker and the occasional debrief too. We stuck to a schedule and our breaks were protected. Lots of great questions: I keep thinking about language and projection and how to honor representation when it comes to gender and sexuality. This is a discussion I want to continue to have to feel even more prepared to navigate it with my students.
- I think there's always a tendency for people to fall into a passive receptive mode after 45 minutes to an hour of listening. Stopping along the way to ask for questions is, I've always thought, a more effective way to prompt discussion? I think the TALK TALK TALK, then Q&A model just doesn't work. Yes, it's an academic conference or seminar model, but it is kinda meant to PREVENT discussion, no?
- I felt we had the best discussions we could have had within the context of Zoom. It's definitely easier to have more lively discussion in person, but I enjoyed our discussions nonetheless. As I mentioned in a different answer, I wish we'd had more time to discuss the content of lectures as a class, but I also understand there wasn't time for that.
- I feel like I did not comment or question as much as I could have but that was because I was enjoying listening and learning during the discussions. Many of my classmates articulated what I was wondering and I was very excited to hear so many different thoughts and perspectives- I have a lot of take back to school now!

- This institute made me feel so much better about teaching Queer History and just teaching in general. Folks are just so passionate and thoughtful. As well, we have been together for only a week and a half and I feel so connected with folks I've met in small groups.
- Once again, my colleagues, the institute staff, and the guest lecturers were so knowledgeable they brought the discussions to life. I did sit back and listen a lot as I didn't know what to ask but valued the questions and the responses.
- I wish there was a more equitable participation structure. I am very nervous to volunteer to speak (in camera and in real life), so I would have benefitted from some forced participation routines.
- I loved having time in small breakout rooms to discuss stuff from class! It was also nice to have time at the end of each lecture to ask questions of the presenter.
- One of my favorite parts!!!! Teachers love to talk, we know this, but ah some of the conversations felt like they could go on forever -- I mean that in a good way!
- I really enjoyed most of our discussions; the long discussion on the second day got a bit meandering and repetitive, but overall these were great!
- I appreciated how people used the chat and voice in discussion. Perhaps a few more techniques to get more voices heard would be useful.
- I appreciated the Breakout conversations, as I am more comfortable sharing out in smaller groups
- I would have enjoyed hearing more from colleagues and having even more chance for discussions.
- It was engaging to hearing other interpretations and connection with the texts and presenters.
- The discussions were respectful and interesting. I would have loved more discussion time!
- Very thought provoking.

Prompt #10: On a scale of 1-5, comment on: Workshops/Activities

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



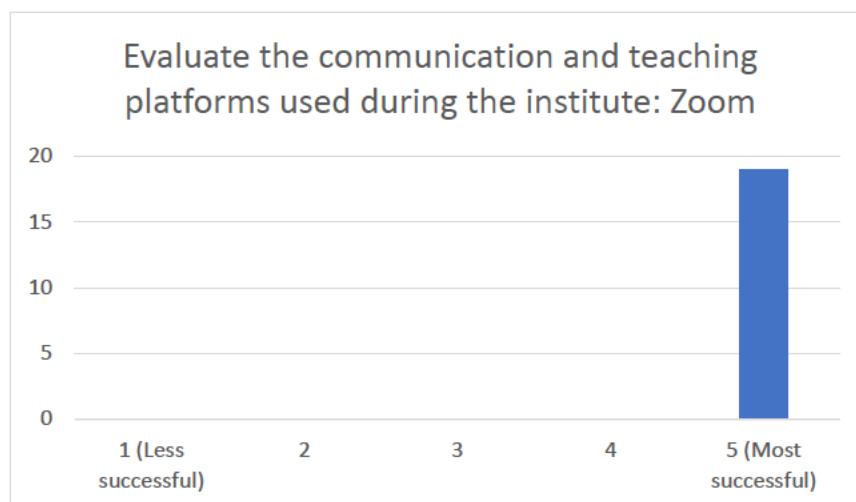
Participant Responses:

- The workshops unfortunately were my least favorite parts. Most of the time more time was needed than provided, and I also feel that Zoom's "random" groups aren't so random. I unfortunately only ever connected with a handful of colleagues. In the future, specifically organizing "random" groups in a Doc or something ahead of the Institute itself could be worthwhile.
- Some of these felt forced. The morning warmups were over-long and a little painful, to be frank. Quick breakout rooms with already set activities would have been better. And the primary source activities, while thoughtful, were awkward to complete with a group of strangers. Again, women carried the burden here, in my experience these two weeks.
- I think that all of our workshops and activities were well-designed and implemented, and helped to enhance our understanding of what we learned and how we can best apply that learning to our classrooms. They were also a great chance to talk with new people in the class.
- The workshops were useful, the morning warm-up less so, but I get the idea of wanting to allow folks to participate in smaller groups and then a chance to speak when they otherwise might not in a big group setting.
- Discussing with other teachers and hearing other's takeaways provided another level of engagement and helped me think about additional openings to use some of the documents and topics in my classroom
- I really enjoyed the workshop groups, and wish we had done a few more of those (perhaps with some of the presenters). I seem to wish that we had done a few more of just about everything!
- The workshops and activities were so great- especially when we got to work in groups and learn from our colleagues. I would have loved more workshop/activity time!
- It was nice to practice using the strategies we were hearing about to see how incorporating these materials and content would actually look in our classes.
- I really enjoyed these because it allowed us to explore, bounce ideas off of each other and add new activities and resources to my teacher bag of tricks

- I wish we had more time to work together in workshops for each topic rather than just consuming the lecture!
- I like the ones that we had and would have enjoyed experiencing more. I know time is a challenge of course.
- I liked the workshops as we got to see a variety of sources and meet other members of the group
- I liked most of the workshops. Sometimes the activities associated felt rushed.
- Very much enjoyed meeting in small groups and getting to know folks.
- All of the activities were excellent.

Prompt #11: Evaluate the communication and teaching platforms used during the institute: Zoom

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.

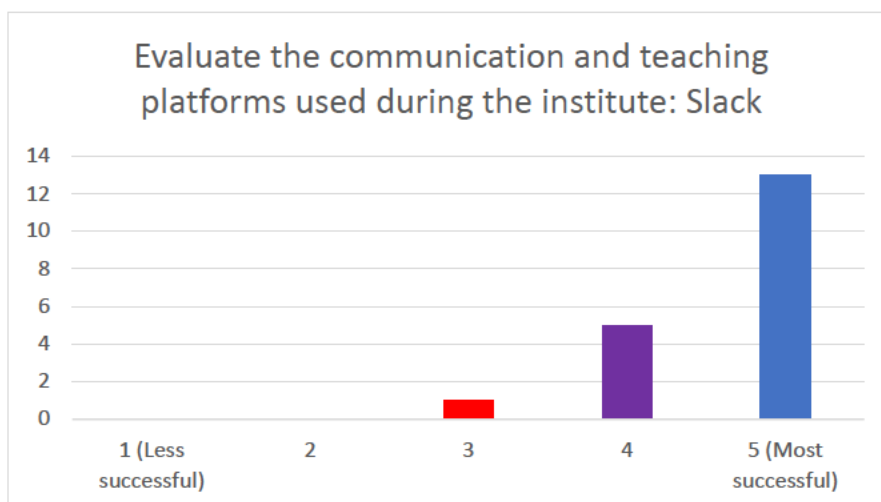


Participant Responses:

- I feel weird rating it 5 as this was actually my biggest area of complain -- but it is in no way at fault to anyone, thus it being 5. Things went perfectly smooth. I just know we all severely experienced Zoom fatigue. It'll be nice for the future doing this in-person if given the chance!
- The technology platform (Zoom) felt well-executed and felt seamless. well-down, as we all know, the behind the scenes maneuvering of directing students in students in Zoom is never easy, but you made it appear that way
- Zoom was used really well! No technological difficulties the entire time which was impressive. Colleagues used tech in an engaging way that helped make it more collaborative despite being remote!
- I liked Zoom because I could participate in the institute from outside of New York. I wouldn't have been able to participate otherwise. I appreciated the breaks to help with Zoom fatigue.
- Zoom and Slack have their positives and negatives, but they supported what we needed to do very well. I appreciate the one hour break too.
- I love that the Zoom chats are being saved and that the ideas/books/articles were being thrown in the Slack as well
- Zoom was Zoom. It met it's objective and allowed educators from all over the country to collaborate and learn.
- Very happy to be able to participate virtually, had a little bit of zoom fatigue but it was worth it
- As I said before, this workshop used zoom more effectively than any other I've participated in.
- I liked how there was one link for the entire seminar. Too many links get too cumbersome
- Best use of Zoom for a PD that I have experienced.
- Seamless work done by the staff.

Prompt #12: Evaluate the communication and teaching platforms used during the institute: Slack

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



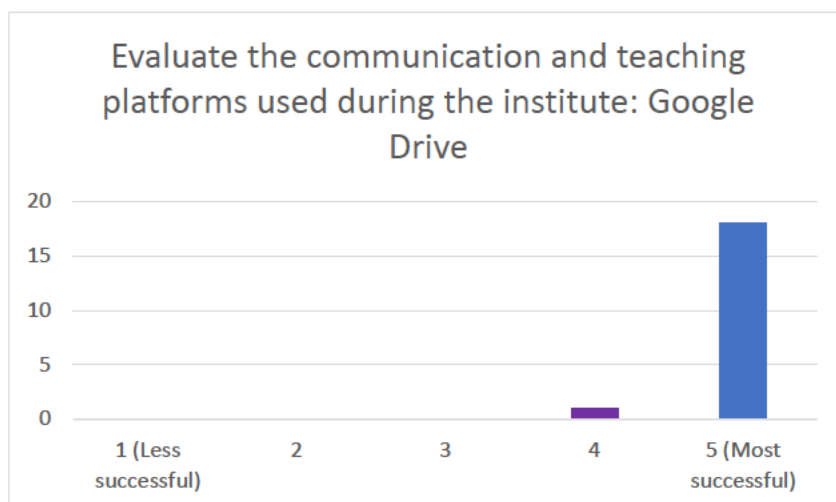
Participant Responses:

- I had never used slack before but I really like being able to get in touch with others and that everyone (especially Danielle) could put sources in there, so I will have them all in once place. it was great for someone who has trouble staying organized like me. I also appreciate the different channels we created like teaching, visuals, etc.
- I thought I would hate Slack, but ended up loving that I could pull it up on my laptop and run it without having to switch between computer and phone. It also (perhaps unintentionally) provides access to folks who might not have a smartphone, which breaks down class access barriers.
- I had never used Slack before and I've actually grown to quite like it, but I know MANY colleagues did not ever check the Slack, and that prevented necessary convos/collabs.
- Slack was new to me. It took a while to get used to for me but I found it a nice way to communicate with the group. Especially with different group activities.
- This is an easy way to share resources and communicate with each other while working on projects. I also enjoyed learning how to use a new platform.
- This was a great resource for communication, and I'm so glad to have a repository of resources that came up during discussions.
- As stated previously, I believe pre created Slack channels might helped us find each other and share ideas.
- Never used Slack before but it made it very easy to communicate with my various groups for projects.
- I can see the value of Slack. however I did not utilize it as much as others.
- Slack has been so useful in collaborating and learning from colleagues!

- Slack was helpful although there was a slight learning curve!
- I'd never used Slack but it was easy and very helpful.
- I prefer Google Chat.

Prompt #13: Evaluate the communication and teaching platforms used during the institute: Google Drive

Participants were required to share a quantitative response on a Likert scale. Participants had the option of submitting additional comments to support their rating.



Participant Responses:

- All communication platforms were useful. Google docs is easily accessible. It was especially helpful to have all the readings in one document (when the daily readings and materials were added to the schedule document). I ended up making a copy of that and adding space to take notes on the lectures right next to that and it helped me organize much better
- This was very organized. I do realize that I am partially proficient with some things in Google Drive. I am still trying to figure out how to add multiple lessons to the final project module. I am not good at that.
- A better organized Google Drive could not be imagined, and I am literally trying to figure out how to copy this model for myself and my students. Amazing.
- Loved that everything will be in drive forever, it makes it extra easy to share with colleagues and friends who are interested in LGBTQ+ histories
- Google Drive was awesome for sharing the documents and more. It was all very clear and organized. That was very good!!
- Perfectly organized, thank you! I always knew exactly what I needed to know.
- It was so helpful to have everything effectively organized here for folks.
- The organization of the drive was superb, so thanks for that!
- It was so helpful to have everything put into daily folders.
- great way to keep all of the sources in one place
- Necessary!

Section #14: Final Thoughts

In this multi-question section, participants were asked to share their experiences and offer suggestions for future institutes. Participants provided qualitative responses in narrative form. The first prompt was required; participants had the option to respond to the second and third prompts.

Prompt #14A: How would you describe your experiences with this as a fully online institute? In the future, would you like to continue participating in fully online institutes, fully in-person institutes, or a hybrid format?

Participant Responses:

- As I've said before, this was the best zoom workshop I've taken. The very thoughtful incorporation of teacher created warm up activities, workshops and the group project really created much more space for collaboration than any workshop I've taken, in zoom or in person. In future it would be nice if this could have been a hybrid workshop. I really appreciate what zoom brings to these experiences - a wider range of presenters can participate and a wider range of attendees can be participate as well. There is a real benefit to being in the same place at the same time as well. If there's a way to bring together people who can be in person and incorporate those who can't because of pandemic, family or health concerns, these kinds of workshops could really expand their audience. Throughout my teaching career I've known many teachers who've never done workshops like this because they can't be away from home overnight, much less for two weeks.
- The institute exceeded my expectations for a fully online institute. I expected to struggle with engagement, because sometimes when I work from home, it's hard for me to stay focused. However, that wasn't the case at all, and I felt I could still thrive and enjoy my time in the institute while it was fully online. That being said, I would still prefer in-person because I think it makes for richer discussions and interpersonal connections. I would love to participate in a fully in-person or hybrid format in the future. If hybrid, I think that zooming in lecturers would be great and in-person lectures would be great for more discussion-rich moments. If it were this particular institute, though, I'd do it again in any format.
- If I were only given the chance to do this Institute online, I would do it again solely because I loved the content and the people. However, I would 100% rather have a fully in-person Institute. It allows for such greater depth/convo, and my brain wouldn't hurt from such excessive screen-time. I will say though, boy oh boy, did it give me great perspective for my students in spring 2020/fall 2021. I had preps built in - they just had a lunch. They were more drained than I already even thought!
- I appreciated the online institute due to rising covid cases, and the ability for folks who don't live in NYC, have kids, and/or have disabilities that preclude them from participating in in-person institutes. However, I would have loved to be in person with everyone. I would do this again in any format, but would love to be in-person. Especially due to the sensitive nature of the LGBTQ+ topics we cover. I think it would be even more impactful in person.
- It made it so much more accessible for me that this was an online institute. Because I'm so interested in the subject matter, I would have made an in-person institute work, but the accessibility of the online version, and the fact that it didn't feel like we were missing out in terms of content delivery and discussion, makes me want it to continue in online format. But an in-person field trip or two would also be great, particularly to the archives.
- I am open to all format. A fully online institute allows for a tremendous amount of flexibility, which ultimately is the most equitable and the direction I think we need to head in, especially when funding can be unpredictable. With that said, I would have loved to be with everyone, if even for a

couple days to promote and enhance community. That goes a long way in extending this work into the new academic year.

- This format was good. I did like the online as I was able to maintain my life and not need to travel. A two week, in person would have been a lot. Hybrid model might be interesting with a little bit of both travel and at home. It was nice to get the knowledge and learning and not have travel expenses so I could end my two weeks with a little money in my pocket.
- I did the all-online institute in Lowell last year and enjoyed it, it gave me more of a chance to participate. In the future, I would be very interested in attending any of the three options. I don't think I would be able to do in person for more than a week, but would love to do it and would be very interested in a hybrid.
- Fully online works for my life, to be frank, and makes it possible for me to participate fully. To be in-person requires a commitment (of resources and time away from home) that I can't make as a working mother with personal responsibilities. So my conviction is that online institutes are more equitable.
- Online was the only way that I could participate this year because of childcare responsibilities and expenses, so I really appreciate that NEH offered at least a few online institutes this summer. A hybrid or flexible option might be best. I would have come in a couple of days if I had been able to.
- I like the option of in person or virtual. During the Pandemic the virtual made it easier to know I would be able to do this. Also, depending on the location, sometimes virtual allows me to go to workshops I wouldn't apply to in person. I thought this one translated really well to virtual.
- At this time I would not have been able to travel and stay for an institute. It was beneficial to have the option to attend an online institute. In the future I would consider all three options, although hybrid and remote are the most do-able at the moment.
- I have attended in person for other organizations and value that in person experience highly. I do know they cost more and have their limitations too. I am not skeptical of hybrid. I think it should be Zoom/virtual or in person.
- If the institute was as well organized as this- I would definitely utilize online. This is my second NEH institute and gives me the encouragement I need to go back to teach again in the fall :)
- I enjoy it because it is easier to participate and allows more diversity in who is participating. At the same time, I would have liked to be able to engage with some physical archive materials.
- I would prefer in-person because I like people and the idea of tours of places, but ONLY IF we could also have a Slack like we did here to chat with folks and share info and documents
- I was glad in the era of COVID that it was virtual. In addition, I have family responsibilities that make it impossible to attend two weeks in person.
- I enjoyed participating virtually. It made the institute accessible to me. I wouldn't have been able to participate if it was fully in person.
- Fully online or hybrid-but as a mother of three young children with responsibilities it is difficult for me to be away from my home for 2 weeks

Prompt #14B: If this institute were offered again, what specific ideas do you have for topics, presenters, readings, or issues that should be added?

Participant Responses:

- I would have like to discuss policing of queer people at more length (Anna Lvovsky has a great book on this). Furthermore, I would loved to hear from graduate students (there were many wonderful presentations at the CLGBTH conference in San Francisco: <http://clgbthistory.org/queer-history-conference-2022>). I would have also loved to hear from Channing Gerard Joseph in the first week of the institute when we studied early America, so that he could talk about William Dorsey Swann and early Black queer life.
- More 20th century lesbians!! I would love to have someone talk on butch identity historically and currently (we've had a lot of trans women, but not so much of butchness both as (possibly) a trans identity and as a cis lesbian identity. As I said previously, I would also love a lesson on women's culture 1970s-90s - I think especially the 2nd wave/lesbian feminists had a great strategy for organizing (similar to the lesbian avengers mentioned in the HIV/AIDs talk, and would love to flesh that out more).
- As I said in some of my other answers, I think it would be great to have a topic just on trans history, as it felt largely absent, with the exception of highlighting a few trans individuals (which I loved to see!). But especially with the climate being as it is for trans people currently, I think it's really crucial to put trans topics on the forefront as the government has been attempting to legislate us out of existence and we are truly in an emergency state.
- Sandy Slater mentioned having a lot of queer Appalachia stories and I'd love to know more about that and other Southern queers. Additionally I would love to do a little more on Black lesbian feminists like Audre Lorde, Barbara Smith and the Combahee River Collective. I also really only know the Daughters of Bilitis and Lesbian Avengers by name so I would have liked to have done a little more on what they actually did and get materials for my students.
- Incorporating a focus on government, civics, law; incorporating a focus on literature -- I say this because many schools will likely continue to head into a direction of interdisciplinary approaches to learning ... that, and queer issues lends itself so well to interdisciplinary approaches to learning ... using history as the driver, but continuing to connect to other disciplines would be really exciting.
- I would really love to see more trans presenters and trans readings. We looked a lot of examples of gender nonconforming people but would've loved more explicitly trans content. I would also love to see the intersection of queer and disabled identities in this course. I think that incorporating queer people with disabilities would enrich our understanding of American history.
- Definitely as inclusive as can be, preferably more POC-based lessons with POC lecturers. And more connections to modern day - it would've been interesting to make past connections to present. We often did in the chat, but I think having a guest speaker that specializes in perhaps government and can break down court cases for instance could be cool.
- I think many people were looking for further ways to support LGBTQ youth in schools, so maybe a final day on how to support GSAs or how to empower students directly. Most participants seemed to run GSAs or work on equity so I think that my tie everything together.

- The workshop made some attempts at addressing a non-white queer experience, but it was limited. While that may lead to a longer workshop, it would broaden the perspective and approaches that teachers could take in their classrooms.
- I would love to hear from Susan Stryker! I also think it would be fun to have a "book group" running simultaneously to see how some of these issues have been explored in literature (children's, adult, etc.).
- I was such a novice at this I am not sure. Maybe current hot topics in the news such as transgender sports, more information on current transgender misinformation.
- I would love to see more representation of queer people of color and presenters of color. I'd also like to learn more about nonbinary people in LGBTQ+ history.
- Maybe a session or roundtable from those who already teach LGBTQ+ history for those of us who are starting to teach the class for the first time.
- Mentioned before, but I'd like more emphasis on Latinx and Asian American queer topics as well as more focus on places NOT NYC.
- I appreciated hearing from those who were not only academics but "primary sources" themselves.
- Maybe a few more lessons/workshops on pedagogy or use of the materials in the classroom.
- I am not sure at this moment. It was very thoughtfully created and covered so much.
- Drag Queens!
- n/a

Prompt #14C: Do you have any additional suggestions for improvements?

Participant Responses:

- No! I had a really wonderful time and am very appreciative of my time in the institute these past two weeks. It has made me think seriously about potentially entering this field as a scholar rather than a teacher. For someone who has always felt unwritten and absent even in my own personal history, to find others who have lived lives like mine throughout time has been an incredibly powerful gift of connection, belonging, and hope. I really appreciate all that I've learned the past two weeks, all the work that was put into this institute, and all of the new things I've learned. Thank you!
- This was an amazing, incredible, very important, and necessary topic. I cannot wait to go back to my school and infuse the material into my government class and to create a new LGBTQ+ class. Thank you for creating this institute, accepting me, and for teaching me! I have so many colleagues who want to apply the next time it is offered! THANK YOU!!! and my students thank you, too!!!
- More queer cis women!! As much as I love learning about gay men, trans identities (both women and men), and nonbinary folks, I feel like the queer cis women component was missing. And in the spirit of intersectionality, when women's rights are under attack in this country, it's more important than ever to include women wherever we can!
- I am very, very grateful for the opportunity to hear from experts, to connect with colleagues, and so much more. This is exactly what I wanted to have in order to help my development as a teacher. I feel so fortunate and blessed. Thank you. I hope you can all take a deep breath too!!
- I am wondering how groups were selected for our final project. I loved my group and we found a way to find a commonality in our practice but maybe doing a survey or something in the beginning to figure out what course we would be planning lessons for.
- My only suggestions are to either allow more group time for final project module OR allow time for an individual final project module. I would have loved to really dig in to a project that would benefit my Library Media Center and my students.
- It would be helpful to work in more homogenous groups from subject and grade for the curriculum piece to be highly applicable to our classes. And also have a bit more time to work on final projects.
- Please please offer this workshop again. There are so many teachers who want to find and use these kinds of materials, and need help and models of how to do so in their classrooms.
- As mentioned, diversifying the participants would be beneficial. I had an incredible experience. Thank you so much for everything you have done to make this possible.
- I had a little trouble with the breaks and rushing around to take care of stuff during them, I felt like maybe a few more could have been helpful!
- I think I listed them all! And any that I did do not change the fact that I 100% loved every moment of this Institute. Thank you again!
- Preferences in group selection!! I think the products could be better developed and more useful.
- Thank you so much for your time and I hope you all have a great summer.

- Thank you so much for an amazing two weeks!
- It was nearly perfect. Thank you again.
- Nope. This was great.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1131988190A1

DATE:08/26/2020

ORGANIZATION:

FILING REF.: The preceding
agreement was dated

RFCUNY - Graduate Center

04/14/2020

230 West 41st Street

New York, NY 10036-

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2020	06/30/2023	53.00	On-Campus	Research
PRED.	07/01/2020	06/30/2023	42.00	On-Campus	Other Sponsored Programs
PRED.	07/01/2020	06/30/2023	26.00	Off-Campus	All Programs
PROV.	07/01/2023	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or third party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g., student aid, stipends, dependency allowances, scholarships, fellowships).

ORGANIZATION: RFCUNY - Graduate Center

AGREEMENT DATE: 8/26/2020

SECTION II: SPECIAL REMARKS

NA

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

1. These indirect cost rates apply when grants or contracts are awarded jointly to the Research Foundation of City University of New York and Graduate Center.

2. An off-campus site is one which does not benefit from either the building or equipment of the City University. Projects are not apportioned between their on-site and off-site components. If 50% or more of the indirect cost base costs of the project are determined to be on-site, the entire project is considered on-site. If less than 50% of the indirect cost rate base costs are determined to be on-site, the entire project is considered off-site.

3. Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs.

4. Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit.

5. The next F&A cost rate proposal based on actual costs for the fiscal year ending 06/30/2022 is due in our office by 12/31/2022.

The one year rate extension of the indirect cost rate was granted in accordance with the OMB Memorandum M-20-17.

AGREEMENT DATE: 8/26/2020

A. LIMITATIONS:

B. ACCOUNTING CHANGES:

C. FIXED RATES:

D. USE BY OTHER FEDERAL AGENCIES:

F. OTHER:

BY THE INSTITUTION:

RFCUNY - Graduate Center

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, ou=2342.19700800.100.1.1, 2000.1.31.669
cn=Darryl W. Mayes -S
Date: 2020.09.28.08:49:28 -0400

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

8/26/2020

(DATE) 5680

HHS REPRESENTATIVE: Edwin Miranda

Telephone: (212) 264-2069

Components of Published Facilities and Administrative Cost Rate

Institution: RFCUNY - Graduate Center
FY Covered by Rate: Fiscal Years Ending 6/30/20 to 6/30/23
Predetermined Rates

<u>Rate Component</u>	<u>FY 20-23</u>
1. a. Depreciation - Bldgs & Improvements	<u>6.40%</u>
b. Depreciation - Equipment	<u>0.67%</u>
2. Interest	<u>0.00%</u>
3. Operation & Maintenance	<u>16.95%</u>
4. General Administration	<u>0.00%</u> *
5. Departmental Administration	<u>26.00%</u> *
6. Sponsored Projects Administration	<u>0.00%</u> *
7. Library	<u>2.98%</u>
8. Other	<u>0.00%</u>
Published Rate - Research (On-Campus)	<u>53.0%</u>

* Reflects provisions of revised OMB Circular A-21, Sections G.8.a and G.10.
dated May 8, 1996.

Name : Lisa DeStefano

Title: Director of Research Policy & IDC

Date: 9/29/2020

Components of Published Facilities and Administrative Cost Rate

Institution: RFCUNY - Graduate Center
FY Covered by Rate: Fiscal Years Ending 6/30/20 to 6/30/23
Predetermined Rates

<u>Rate Component</u>	<u>FY 20-23</u>
1. a. Depreciation - Bldgs & Improvements	<u>3.12%</u>
b. Depreciation - Equipment	<u>0.33%</u>
2. Interest	<u>0.00%</u>
3. Operation & Maintenance	<u>7.88%</u>
4. General Administration	<u>0.00%</u> *
5. Departmental Administration	<u>26.00%</u> *
6. Sponsored Projects Administration	<u>0.00%</u> *
7. Library	<u>4.67%</u>
8. Other	<u>0.00%</u>
Published Rate - Other Spons. Programs (On-Campus)	<u>42.0%</u>

* Reflects provisions of revised OMB Circular A-21, Sections G.8.a and G.10.
dated May 8, 1996.

Name : Lisa DeStefano

Title: Director of Research Policy & IDC

Date: 9/29/20

Components of Published Facilities and Administrative Cost Rate

Institution: RFCUNY - Graduate Center
FY Covered by Rate: Fiscal Years Ending 6/30/20 to 6/30/23
Predetermined Rates

<u>Rate Component</u>	<u>FY 20-23</u>
1. a. Depreciation - Bldgs & Improvements	<u>0.00%</u>
b. Depreciation - Equipment	<u>0.00%</u>
2. Interest	<u>0.00%</u>
3. Operation & Maintenance	<u>0.00%</u>
4. General Administration	<u>0.00%</u> *
5. Departmental Administration	<u>26.00%</u> *
6. Sponsored Projects Administration	<u>0.00%</u> *
7. Library	<u>0.00%</u>
8. Other	<u>0.00%</u>
Published Rate - All Programs (Off-Campus)	<u>26.0%</u>

* Reflects provisions of revised OMB Circular A-21, Sections G.8.a and G.10.
dated May 8, 1996.

Name : Lisa DeStefano

Title: Director of Research Policy & IDC

Date: 9/29/2020

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001

Expiration Date: 12/31/2022

UEI: (b) (4)

Enter name of Organization: Research Foundation of CUNY on behalf of the Graduate Center

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 1

Start Date: 10/01/2023

End Date: 12/31/2024

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Ann		Valk		(b) (6)	9.00	3.00		(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Donna		Thompson Ray		(b) (6)	12.00			(b) (6)	(b) (6)	(b) (6)
Project Role: Project Director											
	Peter		Mabli		(b) (6)	12.00			(b) (6)	(b) (6)	(b) (6)
Project Role: K-12 Leader											

Additional Senior Key Persons:

Add Attachment

Delete Attachment

View Attachment

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

40,756.22

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
	Post Doctoral Associates						
2	Graduate Students	7.00			(b) (6)	(b) (6)	(b) (6)
	Undergraduate Students						
1	Secretarial/Clerical	12.00			(b) (6)	(b) (6)	(b) (6)
3	Total Number Other Personnel						
Total Other Personnel							12,610.77
Total Salary, Wages and Fringe Benefits (A+B)							53,366.99

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text" value="3,977.61"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text" value="3,977.61"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text" value="66,000.00"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text" value="604.80"/>
5. Other <input type="text" value="Museum Admission"/>	<input type="text" value="1,050.00"/>
<input type="text"/> Number of Participants/Trainees	
Total Participant/Trainee Support Costs	<input type="text" value="67,654.80"/>

F. Other Direct Costs		Funds Requested (\$)
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		27,850.00
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. <input type="text" value="none"/>		0.00
9. <input type="text" value="none"/>		0.00
10. <input type="text" value="none"/>		0.00
11. <input type="text" value="none"/>		0.00
12. <input type="text" value="none"/>		0.00
13. <input type="text" value="none"/>		0.00
14. <input type="text" value="none"/>		0.00
15. <input type="text" value="none"/>		0.00
16. <input type="text" value="none"/>		0.00
17. <input type="text" value="none"/>		0.00
Total Other Direct Costs		27,850.00

G. Direct Costs	Funds Requested (\$)
Total Direct Costs (A thru F)	152,849.40

H. Indirect Costs				Funds Requested (\$)
Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)		
<input type="text" value="Off-Campus"/>	<input type="text" value="26.00"/>	<input type="text" value="85,194.61"/>	<input type="text" value="22,150.60"/>	
Total Indirect Costs			<input type="text" value="22,150.60"/>	

Cognizant Federal Agency (Agency Name, POC Name, and POC Phone Number)	<input type="text"/>
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I. Total Direct and Indirect Costs	Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)	175,000.00

J. Fee	Funds Requested (\$)
<input type="text"/>	

K. Total Costs and Fee	Funds Requested (\$)
Total Costs and Fee (I + J)	175,000.00

L. Budget Justification				
(Only attach one file.)	<input type="text" value="1241-budgetjustification.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		40,756.22
Section B, Other Personnel		12,610.77
Total Number Other Personnel	3	
Total Salary, Wages and Fringe Benefits (A+B)		53,366.99
Section C, Equipment		
Section D, Travel		3,977.61
1. Domestic	3,977.61	
2. Foreign		
Section E, Participant/Trainee Support Costs		67,654.80
1. Tuition/Fees/Health Insurance		
2. Stipends	66,000.00	
3. Travel		
4. Subsistence	604.80	
5. Other	1,050.00	
6. Number of Participants/Trainees		
Section F, Other Direct Costs		27,850.00
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services	27,850.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	0.00	
9. Other 2	0.00	
10. Other 3	0.00	
11. Other 4	0.00	
12. Other 5	0.00	
13. Other 6	0.00	
14. Other 7	0.00	
15. Other 8	0.00	
16. Other 9	0.00	
17. Other 10	0.00	

Section G, Direct Costs (A thru F)	152,849.40
Section H, Indirect Costs	22,150.60
Section I, Total Direct and Indirect Costs (G + H)	175,000.00
Section J, Fee	
Section K, Total Costs and Fee (I + J)	175,000.00

BUDGET JUSTIFICATION
LGBTQ+ Histories of the United States
Performance Period: 10/1/23-12/31/24

A. Senior/Key Personnel: The Co-Project Director is responsible for overall coordination of institute activities including overseeing all arrangements, recruiting and selecting the participants, and coordinating the project during the summer. The Principal Investigator/Co-Project Director has primary intellectual responsibility for the project and will lead and participate in institute sessions. The K-12 Leaders will serve on the selection committee, manage institute teaching materials, oversee the compilation of materials for institute participants, lead workshops, and create and edit teaching resources for the post-institute website (teaching guides for research, finding primary sources online.) The Fringe Benefit rate (36.5% for full-time and 8% for part-time employees) is set by the Research Foundation of the City University of New York; and 51% for Higher Education Officers, and the Metropolitan Transportation Authority (MTA) tax (.34%) is set by the State of New York.

B. Other Personnel: The Project Administrator will assist with logistics, preparation of institute materials, manage social media and communications, and process payments. Two Graduate Fellows will participate in pre- and post-institute planning, lead small group discussions, and help coordinate development of the teacher resource website (edit curriculum modules submitted by participants, and audio/video of all presentations). The Fringe Benefit rate (36.5% for full-time and 8% for part-time employees) is set by the Research Foundation of the City University of New York; and 51% for Higher Education Officers, and the Metropolitan Transportation Authority (MTA) tax (.34%) is set by the State of New York.

C. Equipment: Not applicable.

D. Travel: Round-trip MTA, or commuter rail/bus fare for four (4) greater New York City area visiting lecturers, \$19.40 each. Costs for three (3) visiting lecturers, including national round-trip travel and local transportation, \$530.50 each; hotel, \$572 each for 2-night stay; and meal expenses and incidentals, \$197.50 each. Travel costs calculated using GSA rates for New York City.

E. Participant/Trainee Support Costs: Each participant will receive a \$ 2,200 stipend, as per NEH guidelines to help cover travel to NYC and accommodations, books, research fees, and other living expenses. Museum admission covers the cost of teachers and staff participating in virtual on-site tours, presentations and workshops, 35 ppl, \$10 each, for three (3) sites. Subsistence covers the cost for hot/cold beverages, and fruit snacks (\$5.76pp, 3 off-site locations, 35 participants).

F. Other Direct Costs: Sixteen (16) visiting lecturers, \$600 each. One (1) K-12 educational leader will help lead teaching workshops and develop curriculum, 16 days, \$500/day. One (1) selection committee member will receive an honorarium of \$250 to review applications and

select participants. Four (4) teachers will help facilitate group work during the institute, \$2,500 each.

G. *Direct Costs*: Total direct costs exclusive of participant/trainee support costs.

H. Indirect Costs: The 26% off-campus indirect cost rate is being applied.

I. *Total Direct and Indirect Costs*: Total direct and indirect costs exclusive of participant/trainee support costs.

J. *Fee*: Not applicable.

K. *Total Costs and Fee*: Total costs and fee inclusive of participant/trainee support costs.

L. *Budget Justification*: This is the Budget Justification for NEH Summer Institute proposal, *LGBTQ+ Histories of the United States*.