

NEH Application Cover sheet (ES-293713)

Institutes for K-12 Educators

PROJECT DIRECTOR

Dr Cara Faulkner Ward
Assistant Professor
601 S College Rd
Wilmington, NC 28403-3297
USA

E-mail: wardcf@uncw.edu
Phone: 9109623366
Fax:

Field of expertise: Education

INSTITUTION

University of North Carolina at Wilmington
Wilmington, NC 28403-5973

APPLICATION INFORMATION

Title: *Summer Teacher Institute*

Grant period: From 2023-10-01 to 2024-12-31
Project field(s): History, General; U.S. Regional Studies

Description of project: This proposal is for a new two week-long Summer Teacher Institute named "Wilmington 1898: Geographies of Rage, Resistance, and Resilience." This institute will bring together 25 teachers of grades 6-12 from across the US to Wilmington, North Carolina, site of the only successful coup d'état in the nation's history.

BUDGET

Outright request	167,639.00	Cost sharing	0.00
Matching request	0.00	Total budget	167,639.00
Total NEH request	167,639.00		

GRANT ADMINISTRATOR

Kati O Chipps
601 S. College Road
Wilmington, NC 28403-5973
USA

E-mail: chippsk@uncw.edu
Phone: 9109623167
Fax:

NEH Institutes for K-12 Educators
Funding Opportunity Numbers: 20230201- ES

Project Narrative

a) Nature of the Request: An interdisciplinary team of faculty from the University of North Carolina Wilmington (UNCW) propose a new, two-week summer institute for K-12 teachers titled *Wilmington 1898: Geographies of Rage, Resistance, and Resilience*. The institute will bring together 25 teachers of grades 6-12 from across the United States to study the only successful coup d'état in the country's history, learning from leading scholars, filmmakers, authors, and members of the community. The institute will focus on exploring the narratives that emerge from such events and examining best practices for teaching about racially charged events. Participating teachers will not only hear from experts and scholars but will also tread the very ground where these events took place, learning firsthand about the thriving, diverse reconstruction community and political system that were destroyed by an ad hoc militia organized and funded by prominent white city leaders. In addition to outlining the specifics of the 1898 Coup, the institute will focus on exploring the narratives that emerge from this terrible episode and examining best practices for teaching about racially charged events.

b) Intellectual rationale: At about 8 o'clock on the morning of November 10, 1898, a group of about 500 armed men gathered at the armory of the Wilmington Light Infantry in the city's downtown, about seven blocks from the Cape Fear River. Led by Alfred Moore Waddell, a former Confederate officer and U.S. Congressman, the mob descended on the offices of *The Daily Record*, the state's only daily black-owned newspaper. The *Daily Record* had recently enraged white supremacists with editorials advancing the notion of equality among the races. Swelling to as many as 2,000 strong as the morning went on, the mob burned the newspaper office as well as other homes and businesses, murdering an untold number of black citizens. The official count was 60 killed, but this estimate is almost certainly low. In the meantime, the leaders of the insurrection forced the biracial fusionist city government to resign en masse, inserting Waddell as the city's new mayor. An election following several months later secured their positions, thus making it the only successful coup d'état in the history of the United States.

Reconstructing the historical memory of this event has been a contested endeavor. Those who orchestrated the return of a white supremacist regime set about crafting an alternative "history" of events that transpired. They characterized the massacre as a race riot and insisted that it was instigated by the Black community. Black Wilmingtonians countered the slanted interpretation through such works as Charles W. Chesnutt's novel *The Marrow of Tradition* (1901); sadly, their voices and views were largely drowned out. For more than a century, Wilmington itself has been shaped by these opposing narratives.

After more than a century of official forgetting, Wilmington is attempting to come to terms with this bloody chapter and its enduring legacy. While the names of the 1898 perpetrators still grace some of the city's parks and buildings, the African American community has declined

steadily over the intervening century. In 1898, African Americans comprised 50% of the total population. Currently, they account for only about 18% of the city's residents.

As this proposal will demonstrate, the Wilmington community is undergoing a dynamic re-remembering, a true grassroots movement to undo the erasure of the city's rich multicultural history, including but not limited to the 1898 massacre. This effort is being undertaken by prominent authors and filmmakers, researchers, and most importantly by the people who live and work in the community. These initiatives have at their core a central humanities theme: the potential for a community to heal its historical scars and revitalize itself through the process of remembering and re-visioning.

In 1998, one hundred years after the event, *Democracy Betrayed: The Wilmington Race Riot of 1898 and its Legacy* was published. Edited by David S. Cecelski and Timothy B. Tyson, it represented the first significant effort to collect scholarly perspectives in one volume. Aimed at general readers, it likely introduced the massacre and its racist and antidemocratic motivations to many Americans—Black and White—whose social studies education either omitted or obscured the facts surrounding the genesis of the campaign to seize power from lawfully elected officials. More recently, David Zucchino's *Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy* (2020) recounts conspirators' calculated strategy to inflame fears over Black franchise and freedom.

Using the Wilmington massacre and coup as a case study, the institute will provide a unique opportunity for participants to learn from noted scholars as well as filmmakers, authors, community advocates, and descendants of those impacted. The teachers will develop curricula and place-based applied learning experiences that will help their students understand both the complexity and the resilience of democracy in the long 20th century and to interrogate how historical events connect to present-day issues of racial and economic inequity in the democratic process.

One of the fascinating things about this historic event is that many of the details are still being discovered. Even though it has been deemed one of the most important events in the state's history and holds national significance, it is an up and coming area of research, thus making it an exciting topic of study for both teachers and students. For many years, the coup was covered up and submerged in the political history of NC until the state created a commission to study it upon the 100th anniversary of the event. Much has been discovered about the event in the last two decades following the formation of the commission and the 1898 Coup has begun to make its way into national publications with articles appearing in *The New Yorker*, *The Atlantic*, and on NPR. Since the attempted insurrection in Washington, DC on January 6, 2021, the coup has gained national and even international attention in comparison.

In 2000, the North Carolina General Assembly formed the 1898 Wilmington Race Riot Commission, charged with preserving the history of the coup and assessing the lasting effects of

these events on the African American community.¹ One of the 1898 Commission's recommendations was that the coup be included as a topic of study in the North Carolina social studies curriculum. While the event was added as an example of "conflict and compromise" in the state standards, during our work with preservice teachers at our university and with classroom teachers at state conference presentations, we have discovered an enormous lack of content knowledge and teaching resources related to the event. Additionally, several authors have pointed out the inaccurate and problematic ways that textbooks have covered the coup over time. We also strongly feel that this event holds great significance for teachers and students not only here in North Carolina, but across the United States.

While the coup has often been viewed in the past as a local event or "single actor" example of racial violence, many scholars have recognized this as an important national event due to the extreme racial violence that occurred and the historical significance of this being the only successful coup d'état in the history of the US. There are also strong connections that can be made between this and other white supremacy campaigns and lynchings of the Jim Crow era; the coup has been compared in motive, scope, and impact to similar racially fueled events in Tulsa, Oklahoma and Rosewood, Florida. Furthermore, we feel that this topic is very timely given the current nationwide debate about Confederate monuments and memorials. Following upheaval about the "Silent Sam" statue at our state's flagship university, the University of North Carolina Chapel Hill, a history task force decided to rename Kenan Stadium on campus since the namesake was a conspirator of the 1898 Coup.

We believe that the recent discovery of significant texts related to the coup, the variety of readily available cultural responses (i.e., films, novels), the event's historical and contemporary significance, and the lasting impacts situate this as a robust summer institute for classroom teachers. Participating teachers will read three significant texts including a historical text and two historical fiction novels about the 1898 Coup prior to their arrival at the institute. We also have identified Recommended Pre-Readings (included in our Reading List Appendix C) to help those teachers who may need more grounding in the broader historical narrative of the time (Reconstruction, Jim Crow, etc). Additionally, participants will analyze a number of primary sources and recent publications related to the event as well as view two films about the event, one documentary and one narrative motion picture. While attending, teachers will have the opportunity to interact with all of the authors and filmmakers and discuss ways they can use these sources in the classroom. They will also learn from leading race scholars, interact with K-12 teachers who have facilitated the study of such events with students, and hear from a panel of victims' descendants, members of the 1898 State Commission, and community leaders who are working to educate others about this significant event. Furthermore, teachers will be given adequate time, resources, and professional guidance to plan a history/inquiry lab about the 1898 Coup and other similar events.

¹ <https://digital.ncdcr.gov/digital/collection/p249901coll22/id/5335>

The proposed institute provides a strong balance of history and race scholars, K-12 educators, filmmakers, and authors. The program of study outlined below has been carefully planned to weave together both presentations to increase knowledge of the rich content noted above as well as sessions where participants will analyze cultural sources such as films and novels to gain a view of the narratives that have emerged, thus making it instructionally relevant for both social studies and English language arts teachers. As shown in the program of study, each day of the week will include two to three scholars whose work coincides and will also allow ample time for reflection and work on a final product, thus making one week the ideal amount of time.

c) Project development: This is a first-time project

d) Format and program of study (aligns with review criteria 1, 2, and 3)

The proposed program of study offers a strong intellectual opportunity for grade 6-12 teachers of both social studies and English language arts, which we believe will create a rich mix of participants for the institute. The institute schedule reflects a strong balance of adequate intellectual time and sustained engagement. The themes/topics of the institute include coup d'état, the Jim Crow South, institutionalized racism, critical sociohistorical consciousness, historical narratives, uncovering "hidden" history, and archival research for educators. The work will be guided by the following questions: In what ways does an examination of the Wilmington Coup of 1898 help learners make connections between past and present societal factors? How can a local event be used to explore national trends in the Jim Crow era? How can events of racialized violence help us understand trends in institutionalized racism today? Why are racially charged events often submerged in history? How can teachers effectively use film and literature to help students understand history content and historical narratives? How can teachers plan instruction that inspires students to seek out "hidden" history? How can primary sources increase our content knowledge of the Jim Crow Era and the 1898 Coup? The table also shows which presenters and readings will address these items.

The institute will include a variety of instructional methods including place-based learning, lectures, seminars, small and large group discussions, panel discussions, film screenings, Q&A sessions, scholar consultation sessions, and curriculum development sessions to create history/inquiry labs. These methods are underlined in the following description of the program for the week.

One special aspect of the institute that should be noted is how time has been prioritized for participants to develop a history/inquiry lab as they are studying the topics and questions outlined above. This instructional method is outlined in Bruce Lesh's book *Why Won't You Just Tell Us the Answer?* and emphasizes Sam Wineburg's work on historical thinking skills such as sourcing, contextualization, and comparing/contrasting. While originally developed for use in social studies classrooms, literary sources can be used in such labs, thus making this an excellent activity for English language arts classrooms as well. During a history/inquiry lab, a

teacher presents compelling, open-ended question and four to eight primary and/or secondary sources related to the question. Students must then develop an evidence-based answer to the question, thus building both critical thinking and communication skills. This an excellent instructional method to train participants about during the week since the wide variety of rich 1898 Coup sources (primary sources, current articles, novels, films, etc.) which participants will explore during the week lend themselves well to the development of such a product for either a social studies or English/language arts classroom. One great benefit of history/inquiry labs that will enhance the institute's project outreach potential via the institute website is that labs can be adapted for a variety of grade levels and can be adjusted to take place during one class period or over several days in a variety of formats (partner work, small groups, Socratic seminar, etc.). A description of possible modifications will accompany each lab on the institute website. This will greatly enhance the project website and make it appealing to teachers from a variety of grade levels. Another unique aspect is that having the institute in Wilmington, NC where the events of the 1898 Coup took place and where many archival materials related to the event exist, will allow participants to experience place-based learning. Though participants will come from a variety of geographic locations, our hope is that upon returning to their community, they can take their personal experience with this type of learning and apply it in their location, helping their students learn about and even uncover pieces of "hidden" history through history/inquiry labs and other hands-on methods.

Week 1:

Monday: Guiding question: How has access to democracy been challenged? Author David Zucchino will speak on his work, *Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy* (2020) recounting conspirators' calculated strategy to inflame fears over Black franchise and freedom. In the afternoon, participants will take the Wilmington N Color Heritage Tour, a guided tour of landmarks of Black History in Wilmington, including many sites central to the story of 1898.

Tuesday: Guiding question: How do we teach truth about American democracy? Hasan Kwame Jeffries presents on Teaching Truth, Learning Justice; In the afternoon, participants tour the Bellamy Mansion Museum and Urban Slave Quarters.

Wednesday: Guiding question: How did the expansion of democracy after the Civil War affect American society? Field trip to Fort Fisher and Cameron Art Museum's "Boundless" exhibit on US Colored Troops. Afternoon session includes a presentation by David Cecelski on "Reconstruction and Black Political Power."

Thursday: Field trip to Wilmington's historic Pine Forest Cemetery, followed by presentations on the Pine Forest Cemetery Registry Digitization Project and Engaging Middle Schoolers through the Daily Record Project.

Friday: Screening of LaRae Umfleet's "Day of Blood" and Chris Everett's "Wilmington on Fire." Afternoon session includes conversations with the filmmakers.

Week 2:

Monday: Guiding question: How are history and memory embedded in place? Walking History Tour of 1898 Sites. Afternoon presentations include “The Competing Narratives of 1898” and “On Teachings One’s Own Past.”

Tuesday: Guiding question: What is the role of journalism in the democratic process? Cape Fear Museum Tour. Presentations on “The *Daily Record* in the Archives,” “Resistance and the Daily Record,” “The Role of the Black Press”

Wednesday: Guiding question: How do we teach democracy in our own communities? Presentations on “Alex Manly: Black Agency and Resistance,” “Carolina K-12 Teaching Democracy,” “Teaching History Through Literature,” and “Trauma-informed Pedagogy.”

Thursday: Guiding question: What sustains community, connection, and democratic participation? Participants will tour historically significant Black churches in Wilmington, including St. Stephen AME, Central Baptist Church, and Chestnut St. Presbyterian. Afternoon presentations include “Church, Community, and Civil Rights.”

Friday: Guiding question: How will we bring what we have learned back to our classrooms? Presentation: “Healing Forward: Teaching in the Community, Teaching for the Community.” Debriefing, project summaries, and close.

As outlined above, the proposed program will provide an intellectually rigorous program with many opportunities for engagement with scholars and other presenters throughout the week. Teachers will receive full documentation of their contact hours along with a certificate to share with their local education agency in order to receive continuing education units.

e) Project Team:

Project Director, Dr. Cara Ward: Dr. Ward has 19 years of experience in K-12 instruction and curriculum development having served the public school system in North Carolina since 2000 in numerous roles including classroom teacher (National Board Certified), K-12 lead teacher for social studies, and online teacher and instructional leader for the North Carolina Virtual Public School. She teaches a variety of elementary and secondary education courses including social studies methods in the Watson College of Education at the University of North Carolina Wilmington. Cara has a B.A. in History and an M.A.T. in Secondary Social Studies from the University of North Carolina Chapel Hill as well as an Ed.D. in Educational Leadership and Administration from the University of North Carolina Wilmington. Most relevant to the work of this proposed position as co-director, from 2009-2012, Cara was the project director for a \$1 million US Department of Education Teaching American History Grant where she coordinated 120 hours of professional development per year for a cohort of 25 teachers. Her curriculum vita is included in Appendix E.

Project Co-Directors: Along with Dr. Ward, Co-Directors bring a combined 37 years of education experience to the project. They will share the responsibilities of recruitment and selection of participants, planning and coordinating the details of the institute, overseeing the implementation of the program of study during the week of the institute, and ensuring that information shared during the institute is archived on the program website so that a large audience has access.

K-12 Leader: Leyna M. Varnham, M.A. has nearly twenty years of experience teaching literature, writing, and social studies at the middle and high school level in California and North Carolina. She has spoken professionally on teaching difficult subjects and hidden histories related to the 1898 Coup and is a co-founder of the Daily Record Project, an initiative to find and preserve lost copies of Wilmington's black-owned daily newspaper which ceased publication in November 1898 after its offices were burned.

Distinguished Scholars (All have committed in writing and letters are included in Appendix D.)

Dr. Lisa Buchanan began her career as a classroom teacher 18 years ago and now teaches a variety of undergraduate and graduate courses in social studies education, literacy education, and action research in the elementary undergraduate and graduate programs in her current role as Associate Professor in the Watson College of Education at The University of North Carolina Wilmington. She holds a B.S. in Elementary Education from the University of North Carolina Greensboro, a M.Ed. in Special Education from Elon University, and a Ph.D. in Teacher Education from the University of North Carolina Greensboro. In addition to her teaching with inservice and preservice teachers, she maintains a very rigorous agenda of research and scholarship related to teaching difficult topics including race. Her curriculum vita is included in Appendix E.

Ms. LeRae Umfleet is a historian for the North Carolina Department of Natural and Cultural Resources. Ms. Umfleet has conducted comprehensive research about 1898, particularly the events that preceded the coup and the lasting economic impact. At the time of the centennial anniversary of the 1898 Coup, she was commissioned by the state of North Carolina to research the event and write a full report which became the book *A Day of Blood*.

Dr. Keffrelyn Brown is a professor of Cultural Studies in Education at the University of Texas, Austin. A Maxine Foreman Zarrow Endowed Faculty Fellow in Education, her content expertise includes sociocultural knowledge, African American education, and race relations.

Dr. Anthony Brown is a professor of Curriculum and Instruction in Social Studies Education at the University of Texas, Austin. His content expertise includes historical and contemporary issues affecting African American students and race relations. Drs. Brown and Brown developed the theory of critical sociohistorical consciousness which will frame the pedagogy for the institute. Dr. Tim Tyson is a historian/senior research scholar at Duke University's Center for Documentary Studies. He studies historical research, writing, and film related to race relations

and serves on the executive board of the state NAACP and the UNC Center for Civil Rights. Dr. Tyson has authored several publications about 1898 which can be found in Appendix C.

Dr. Chris Fonvielle is a retired professor of history at the University of North Carolina Wilmington. A native Wilmingtonian, Dr. Fonvielle has been recognized for his continuous efforts to preserve local historical sites and was awarded the Historic Wilmington Foundation Preservation Award (2014) as well as the Order of the Long Leaf Pine (2018).

Other Presenters:

Mr. Chris Everett is the director and producer of *Wilmington on Fire*, a documentary film chronicling the 1898 Coup which has been recognized as the Cucalorus Film Festival Best Documentary (2015) and the FilmSPARK Best Documentary (2016).

Mr. Freebird McKinney is the 2018-2019 North Carolina Teacher of the Year. He teaches secondary social studies courses at Walter Williams High School in Burlington, NC.

Ms. Rebecca Bagnon is the Special Collections Librarian in UNCW's William M. Randall Library. She will share a variety of primary sources related to 1898 with participants.

Mr. Matthew Scialdone is a high school English teacher at Middle Creek High School in Apex, NC. He was the 2015-2016 Wake County Teacher of the Year.

Ms. Christie Norris is the director of Carolina K-12, a nonprofit organization that supports teachers through the development of curriculum and professional development opportunities.

Ms. Barbara Wright is the author of *Crow*, a novel about a young boy living in Wilmington in 1898; it was named a National Council for the Social Studies Notable Trade Book in 2013.

Additional Staff: Administrative Personnel Two graduate assistants will be hired for the institute. One will work for a period of time beginning in January of 2020 and ending in August of 2020. This individual will assist the project co-directors with a variety of tasks including, but not limited to, collecting applications, following up with selected participants on details of the institute, mailing books and other materials to participants ahead of the institute, and administrative details during the week of the institute including help with recording sessions. The other graduate assistant will develop the institute website as well as upload participant work products from the institute. The project will also benefit from the expertise of Emmanuel Mitcham, Marketing and Communications Specialist from UNCW's Office of Community Engagement, in developing web-based project resources.

f) Institutional resources: The University of North Carolina Wilmington, the state's coastal university, is located in southeastern North Carolina between historic downtown Wilmington and Wrightsville Beach. The Watson College of Education is a thriving part of the UNCW campus housed in a modern building with inviting meeting spaces and up-to-date technology tools. Hosting *The 1898 Wilmington Coup: Racial Violence in the Jim Crow South* aligns with Watson's mission "to develop knowledgeable and proficient education professionals dedicated to

improving schools and society.” As shown in the letter of support from the Dean of the Watson College of Education, UNCW will provide meeting space and parking throughout the week as well as breakfast, lunch, and snacks. Additionally, funded instructional technology support staff will be on site throughout the week for assistance and as mentioned in the program of study, Randall Library will allow access to their Special Collections. Participants will stay at hotels adjacent to campus that provide a group rate for university guests. Upon hearing about our proposal for such an institute, the distinguished chair of the UNCW Creative Writing Department offered to fund a one-day workshop about the 1898 Coup for local teachers in the summer of 2019 so that we can begin working early with some of the scholars to make this potential institute as strong as possible.

g) Participants and project dissemination: Any K-12 educator will be able to apply for the institute, although preference will be given to 6-12 teachers due to the focus. We will work to recruit a diverse group of teachers from various geographic regions, backgrounds, and subject areas and will designate five spots for teachers who are new to the profession. The selection committee will be made up of the two co-directors, a K-12 classroom teacher, and a K-12 curriculum coordinator to ensure the best selection of participants.

Our goals for project outreach are to recruit for the institute by targeting specific professional communities, encourage the exchange of ideas both during and after the institute, and to make the institute materials available to as many people as possible beyond the attendees. We understand the importance of recruiting nationwide and intend to circulate information about the institute through various state and national education organizations, various listservs, and marketing services that are available through UNCW. In addition, we will be using three social media tools to publicize the institute: Twitter, Instagram, and Facebook (specifically Facebook groups for various educator organizations). We will also use social media to encourage the exchange of ideas during and after the institute by archiving material on various platforms and encouraging participants to share their experiences from the week. Additionally, we will encourage attendees to present their new knowledge in the form of professional development sessions upon return to their K-12 school.

To achieve our goal of making the materials from the institute available to a wide audience, we will develop and maintain a strong institute website that offers both accessibility and functionality. We recognize the need to hire a web designer who can launch a website that is accessible and functional, therefore we have budgeted for a web designer to create, launch, and then maintain the institute’s website. We intend to prioritize being able to locate and then navigate the site and will also use a platform that is mobile device friendly in order to increase the opportunity for outreach. Within the college, we receive excellent instructional technology support which includes professional photography and video recording. Utilizing this support, we will photograph and record portions of the institute and experiences for archiving on the website. In addition to photography and recordings, the institute website will also include the following resources which will be available for educators and the general public free of charge:

digitized copies of primary and secondary sources from the institute, participant created history/inquiry labs organized by grade level/keywords and accompanied by modifications, a featured texts section with all of the book and film titles used during institute as well as other supplemental resources related to these texts, and other tools for classroom teachers such as a blog of participant experiences.

WEEK 1	Discussion topic	Presenter(s)	Key questions and texts for the day
<u>Monday</u> Morning: Afternoon:	Welcome The Legacies of 1898 Introduction of K-12 Leader and Explanation of Institute Projects (Primary Source Portfolios and Place-Based Activities) WilmingtonColor heritage tour	UNCW Deans & CDO David Zucchini Leyna Varnum Cedric Harrison	<i>Guiding question: How has access to democracy been challenged?</i> Readings: <ul style="list-style-type: none"> David Zucchini, <i>Wilmington's Lie</i> (distributed in advance) Leon Prather, "We Have Taken a City: A Centennial Essay," in <i>Democracy Betrayed</i> "When White Supremacists Overthrew a Government: The Hidden History of an American Coup," VOX, 2019 (YouTube, 15 min.)
<u>Tuesday</u> Morning: Afternoon:	Teaching Truth, Learning Justice Project development session "Hard History" panel Tour of Bellamy Mansion Museum & Urban Slave Quarters	Hasan Kwame Jeffries Participants with Hasan Kwame Jeffries Donyell Roseboro, Felix Brooks, Leslie Randall-Morton Bellamy Museum staff	<i>Guiding question: How do we teach truth about American democracy?</i> Readings: <ul style="list-style-type: none"> Imani Perry, "Tobacco Road in the Bible Belt: North Carolina," in <i>South to America: A Journey Below the Mason-Dixon Line to Understand the Soul of a Nation</i> Lauren MacArthur Harris et. al., <i>Teaching Difficult Histories in Difficult Times: Stories of Practice</i>, Chs. 2 and 9
<u>Wednesday</u> Morning: Afternoon:	Field trip to Fort Fisher and "Boundless," Cameron Art Museum Exhibit on US Colored Troops (will take up both morning sessions) Reconstruction and Black Political Power Project development session	Daniel Jones, Cameron Art Museum David Cecelski Group discussion and independent work	<i>Guiding question: How did the expansion of democracy after the Civil War affect American society?</i> Readings: <ul style="list-style-type: none"> William B. Gould, <i>Diary of a Contraband</i>, excerpts David Cecelski, "Abraham H. Galloway: Wilmington's Lost Prophet and the Rise of Black Radicalism in the American South," in <i>Democracy Betrayed</i> Cameron Art Museum Lesson plan on "Boundless"

Thursday <i>Morning</i>	Field trip to Pine Forest Cemetery	Cynthia Brown	<i>Guiding question: How does access to the franchise impact Black Americans?</i> Readings: <ul style="list-style-type: none"> • Margaret M. Mulrooney, <i>Deep Currents: Race, Place, and Memory in Wilmington NC</i>, Chs. 1 & 2 • Prather, <i>We Have Taken a City: The Wilmington Racial Massacre and Coup of 1898</i>, prologue and Ch. 1
	Wilmington, 1897	Third Person Project (John Jeremiah Sullivan & Joel Finsel)	
	Teaching history through student research: Pine Forest Cemetery Registry Digitization Project Engaging Middle Schoolers: The <i>Daily Record</i> Project	Tara White Leyna Varnum and Third Person Project	
Friday <i>Morning</i>	Day of Blood	LeRae Umfleet	<i>Guiding question: What constitutes a crime against democracy?</i> Readings: <ul style="list-style-type: none"> • LeRae Umfleet, <i>A Day of Blood</i>, excerpts • Rebecca Latimer Felton speech, August 1897 • Alexander Manly editorial, August 1898 • "Declaration of White Independence," Nov. 9, 1898
	Project development session	Participants with LeRae Umfleet	
	Screening of "Wilmington on Fire" Conversation with "Wilmington on Fire" filmmaker	Chris Everett Chris Everett & LeRae Umfleet	

WEEK 2	Discussion topic	Presenter	Key texts
Monday <i>Morning:</i>	Walking History: Tour of 1898 Sites (will take up both morning sessions)	Margaret Mulrooney	<i>Guiding question: How are history and memory embedded in place?</i> Readings: <ul style="list-style-type: none"> • Clint Smith, "Why Confederate Lies Live On," <i>The Atlantic</i>, June 2021 • Clint Smith, "Monuments to the Unthinkable," <i>The Atlantic</i>, December 2022 • Mulrooney, <i>Deep Currents</i>, Ch. 4
	The Competing Narratives of 1898	Margaret Mulrooney	
	On Teaching One's Own Past	Elaine Brown & Gwendolyn Alexis	

<u>Tuesday</u> <i>Morning:</i>	Presentation: <i>The Daily Record</i> in the Archives	Jan Davidson	<i>Guiding question: What is the role of journalism in the democratic process?</i> Readings: <ul style="list-style-type: none"> • <i>The 1619 Project</i>, excerpts • <i>The 1776 Project</i>, excerpts • Alexander Manly editorials published in the <i>Daily Record</i>
	Tour of Cape Fear Museum collections	Jan Davidson	
<i>Afternoon:</i>	Resistance and the <i>Daily Record</i>	Kieran Haile	
	The Role of the Black Press with screening of documentary on Wilmington <i>Journal</i> editor Mary Alice Jervay Thatch	Cash Michaels	
<u>Wednesday</u> <i>Morning:</i>	History Inquiry, “Alex Manly: Black Agency and Resistance”	Lisa Buchanan	<i>Guiding question: How do we teach democracy in our own communities?</i> Readings: <ul style="list-style-type: none"> • Diana E. Hess, <i>Controversy in the Classroom: The Democratic Power of Discussion</i>, Ch. 1 • Barbara Wright, <i>Crow</i> (distributed in advance) • Charles Chestnutt, <i>The Marrow of Tradition</i> (distributed in advance)
<i>Afternoon:</i>	Carolina K-12: Teaching Democracy	Christie Norris	
	Teaching History through Literature	Barbara Wright	
	Trauma-Informed Pedagogy	Kim Cook	
<u>Thursday</u> <i>Morning:</i>	Tour of St. Stephen AME, Central Baptist Church, and Chestnut St. Presbyterian	Cynthia Brown	<i>Guiding question: What sustains community, connection, and democratic participation?</i> Readings: <ul style="list-style-type: none"> • Henry Louis Gates, “The Black Church: This is Our Story, This is Our Song,” PBS Documentary, Episode 2
<i>Afternoon:</i>	Church, Community, and Civil Rights	Cynthia Brown	
	Project development session	Participants	
<u>Friday</u> <i>Morning:</i>	Healing Forward: Teaching in the Community, Teaching for the Community	Bertha Todd	<i>Guiding question: How will we bring what we have learned back to our classrooms?</i> No readings for the day.
<i>Afternoon:</i>	Debriefing, project summaries, and close	Participants	
	Farewell reception	Participants	

Wilmington 1898: Geographies of Rage, Resistance, and Resilience
NEH Summer Institute for Teachers

Key readings, provided to participants in advance:

Chestnutt, Charles W. *The Marrow of Tradition*. Ed. Nancy Bentley and Sandra Gunning. New York: Bedford/St. Martin's Press, 2002.

Harris, Lauren MacArthur, et. al. *Teaching Difficult Histories in Difficult Times: Stories of Practice*, New York: Teachers College Press, 2022.

Mulrooney, Margaret M. *Deep Currents: Race, Place, and Memory in Wilmington NC*. Gainesville: University Press of Florida, 2018.

Wright, Barbara. *Crow*. New York: Yearling, 2012.

Zucchino, David. *Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy* New York: Atlantic Monthly Press, 2020.

Program readings and videos:

Cecelski, David. "Abraham H. Galloway: Wilmington's Lost Prophet and the Rise of Black Radicalism in the American South." In David Cecelski and Timothy Tyson, eds. *Democracy Betrayed: The Wilmington Race Riot of 1898 and Its Legacy*. Chapel Hill: University of North Carolina Press, 1998.

"Declaration of White Independence." Nov. 9, 1898. Reprinted in Leslie Hossfeld, *Narrative, Political Unconscious and Racial Violence in Wilmington, North Carolina*. New York: Routledge, 2005. 175-176.

Felton, Rebecca Latimer. "Letter to the Atlanta Constitution." Reprinted in Charles W. Chestnutt, *The Marrow of Tradition*, ed. Nancy Bentley and Sandra Gunning. New York: Bedford/St. Martin's, 2002. 409-411.

Gates, Henry Louis. "The Black Church: This is Our Story, This is Our Song." PBS Documentary Episode 2. <https://pbsnc.pbslearningmedia.org/collection/the-black-church/>

Gould, William B. *Diary of a Contraband: The Civil War Passage of a Black Sailor*. Ed. William B. Gould IV. Stanford CA: Stanford University Press, 2002. Excerpts.

Hess, Diana E. "Why Democracy Demands Controversy." In *Controversy in the Classroom: The Democratic Power of Discussion*. New York: Routledge, 2009.

Jones, Nikole Hannah. "The 1619 Project." *New York Times Magazine*. August 14, 2019. Excerpts. [/https://nyti.ms/37JLWkZ](https://nyti.ms/37JLWkZ)

Krueger, September. *United States Colored Troops Public Sculpture Lesson Plans Booklet*. Wilmington NC: Cameron Art Museum, 2022. Available at: https://cameronartmuseum.org/uploads/uploads/20210923_OP_INT_HANDBOOK_USCTLessonPlans_V.6.pdf

Manly, Alexander. *Daily Record* Editorial, Aug. 18, 1898. Reprinted in Charles W. Chestnutt, *The Marrow of Tradition*, ed. Nancy Bentley and Sandra Gunning. New York: Bedford/St. Martin's, 2002. 405-408.

Perry, Imani. "Tobacco Road in the Bible Belt: North Carolina," in *South to America: A Journey Below the Mason-Dixon Line to Understand the Soul of a Nation*. New York: Harper Collins, 2022.

Prather, Sr. H. Leon. *We Have Taken a City: The Wilmington Racial Massacre and Coup of 1898*, reprint Dramtree Books, 2004. Excerpts.

Prather, Leon H. "We Have Taken a City: A Centennial Essay." In David Cecelski and Timothy Tyson, eds. *Democracy Betrayed: The Wilmington Race Riot of 1898 and Its Legacy*. Chapel Hill: UNC Press, 1998.

The President's Advisory 1776 Commission. "The 1776 Commission Report." January 18, 2021. <https://en.wikisource.org/wiki/File:The-Presidents-Advisory-1776-Commission-Final-Report.pdf>

Simmons, Gregory et. al. "Rethinking the Teaching of a Black History." In Lauren MacArthur Harris et. al., *Teaching Difficult Histories in Difficult Times: Stories of Practice*. New York: Teachers College Press, 2022.

Smith, Clint. "Monuments to the Unthinkable." *The Atlantic*. November 2022. https://www.theatlantic.com/magazine/archive/2022/12/holocaust-remembrance-lessons-america/671893/?utm_source=copy-link&utm_medium=social&utm_campaign=share

Smith, Clint. "Why Confederate Lies Live On." *The Atlantic*. June 2021. https://www.theatlantic.com/magazine/archive/2021/06/why-confederate-lies-live-on/618711/?utm_source=copy-link&utm_medium=social&utm_campaign=share

Washington, Lauren Yeager et. al. "When People Stay Silent, It looks Like Newberry is the Only One with a Problem: Confronting the Difficult History of Racial Violence in an African American History Course." In Lauren MacArthur Harris et. al., *Teaching Difficult Histories in Difficult Times: Stories of Practice*. New York: Teachers College Press, 2022.

"When White Supremacists Overthrew a Government: The Hidden History of an American Coup," VOX, 2019 (YouTube, 15 min.)

Umfleet, LeRae Sikes. *A Day of Blood: The 1898 Wilmington Race Riot*. Chapel Hill: University of North Carolina Press, 2009. Excerpts.

Recommended ancillary readings (not assigned):

Anderson, Eric. *Race and Politics in North Carolina 1872-1901: The Black Second*. Baton Rouge: Louisiana State Press, 1980.

Bryant, David Fulton. *Hanover, or the Persecution of the Lowly: A Story of the Wilmington Massacre*. 1900. Available through Project Gutenberg: <https://www.gutenberg.org/files/28180/28180-h/28180-h.htm>

Buck, Elaine and Beverly Mills. *If These Stones Could Talk: African American Presence in the Hopewell Valley, Sourland Mountain, and Surrounding Regions of New Jersey*. Lambertville NJ: Wild River Books, 2018.

Cecelski, David. *The Waterman's Song: Slavery and Freedom in Maritime North Carolina*. Chapel Hill: University of North Carolina Press, 2001.

Cecelski, David. *The Fire of Freedom: Abraham Galloway and the Slaves' Civil War*. Chapel Hill: University of North Carolina Press, 2015.

Cecelski, David and Timothy Tyson, eds. *Democracy Betrayed: The Wilmington Race Riot of 1898 and Its Legacy*. Chapel Hill: University of North Carolina Press, 1998.

Cody, Sue Ann. *After the Storm: Racial Violence in North Carolina and its Consequences for African Americans*. MA thesis. University of North Carolina Wilmington, 2000.

Conser, Walter H., Jr. *A Coat of Many Colors: Religion and Society along the Cape Fear River of North Carolina*. Lexington: University Press of Kentucky, 2006.

Daniels, Josephus. *Editor in Politics*. Chapel Hill: University of North Carolina Press, 1941.

Edmonds, Helen C. *The Negro and Fusion Politics in North Carolina, 1894–1901*. Chapel Hill: University of North Carolina Press, 2003.

Escott, Paul D. *Many Excellent People: Power and Privilege in North Carolina, 1850-1900*. Chapel Hill: University of North Carolina Press, 1985.

Gerard, Philip. *Cape Fear Rising*. Durham NC: Carolina Wren Press, 2019.

Gilmore, Glenda. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*. Chapel Hill: University of North Carolina Press, 1996.

Godwin, John L. *Black Wilmington and the North Carolina Way: Portrait of a Community in the Era of Civil Rights Protest*. Lanham MD: University Press of America, 2000.

Hossfeld, Leslie. *Narrative, Political Unconscious and Racial Violence in Wilmington, North Carolina*. New York: Routledge, 2005.

Hunt, James L. *Marion Butler and American Populism*. Chapel Hill: University of North Carolina Press, 2003.

Janken, Kenneth Robert. *The Wilmington Ten: Violence, Injustice, and the Rise of Black Politics*. University of North Carolina Press, 2015.

Kantrowitz, Stephen. *Ben Tillman and the Politics of White Supremacy*. Chapel Hill: University of North Carolina Press, 2000.

LaFrance, Adrienne and Vann R. Newkirk II. "The Lost History of an American Coup d'Etat." *The Atlantic*. August 12, 2017.

McKoy, Shelia Smith. *When Whites Riot: Writing Race and Violence in American and South African Cultures*. Madison: University of Wisconsin Press, 2001.

Miles, Tiya. *All That She Carried: The Journey of Ashley's Sack, A Black Family Keepsake*. New York: Random House, 2022.

Moore, Wayne, *Triumphant Warrior: Memoir of Soul Survivor of the Wilmington Ten*, 2014.

Nichol, Gene R. *Indecent Assembly: The North Carolina Legislature's Blueprint for the War on Democracy and Equality*. Blair Books, 2020.

Perman, Michael. *Struggle for Mastery: Disenfranchisement in the South, 1888-1908*. Chapel Hill: UNC Press, 2001.

Reaves, William M. "Strength Through Struggle": *The Chronological and Historical Record of the African-American Community in Wilmington, North Carolina*. Ed. Beverly Tetterton. Wilmington NC: New Hanover County Public Library, 1998.

Richardson, Heather Cox. *How the South Won the Civil War: Oligarchy, Democracy, and the Continuing Fight for the Soul of America*. New York: Oxford University Press, 2020.

Silverstein, Jake. "The 1619 Project and the Long Battle Over U.S. History." *New York Times Magazine*. November 12, 2021. <https://www.nytimes.com/2021/11/09/magazine/1619-project-us-history.html>

Thomas, Larry Reni. *The True Story Behind the Wilmington Ten*. 1993.

Tyson, Timothy B. "The Ghosts of 1898: Wilmington's Race Riot and the Rise of White Supremacy." *Raleigh News & Observer*. Nov. 17, 2006.

Upton, Dell. "The Long Shadow of the Civil War." *The Civil War in Art and Memory*. Ed. Kirk Savage. New Haven: Yale University Press, 2016.

Vereen, Willie Earl. *Wilmington Ten Willie: Guilt by Association*. Chapel Hill: University of North Carolina Press, 2020.

Watson, Alan D. *Wilmington: Port of North Carolina*. Columbia SC: University of South Carolina Press, 1992.

Walker, David. *Appeal to the Coloured Citizens of the World*. Ed. Peter P. Hinks. University Park: Pennsylvania State University Press, 2000.

Williams, Kidada E. *I Saw Death Coming: A History of Terror and Survival in the War Against Reconstruction*. New York: Bloomsbury, 2022.

Woodward, C. Vann. *Origins of the New South, 1877-1913*. Baton Rouge: Louisiana State Press, 1981.

Work Plan
University of North Carolina Wilmington
NEH Summer Teacher Institute
Project term: 10/01/2023 - 12/31/2024

Month	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024	May 2024
Tasks	<i>Project team attends meeting with NEH</i>	Develop application for institute	<i>Participant application opens</i>	Confirm selection team members to review applications	<i>Project team meeting with NEH (online)</i>	<i>Participant application deadline; review applications and select participants</i>	<i>Notify applicants; selected participants have 2 weeks to accept or decline</i>	Send logistics (housing options, schedule, etc) to participants; mail books to participants
	Hire graduate assistant	Create website for institute	<i>Project website goes live</i>	Advertise institute via UNCW & Watson College social media		Add resources for participants to the website	Order books and supplies	Add helpful information for participants to the website
	Notify scholars and partners	Collect agreements from scholars and partners	Start planning logistics with on-campus conference services	Reserve on-campus meeting spaces	Draft agenda	Confirm time slots and readings with scholars and partners		Finalize agenda

Month	June 2024	July 2024	August 2024	September 2024	October 2024	November 2024	December 2024
Tasks	Confirm final logistics with participants, scholars, and partners	Institute is held July 8 - 19	Collect work products from participants	Follow up work for NEH - evaluations, final reports, etc.			
	Final planning with on-campus conference services	Pre- and post-evaluations	Add resources to the institute website	Co-directors and K-12 leader apply for state and national conference presentations to showcase website materials as well as support institute participants in the development of professional development presentations			

**Items required by the Call for Proposals are in italics.*

CARA F. WARD

Assistant Professor, University of North Carolina Wilmington, Watson College of Education

EDUCATION

University of North Carolina Wilmington

Education Doctorate - Educational Leadership and Administration, December 2010

University of North Carolina at Chapel Hill

Master of Arts - Teaching, August 2000

University of North Carolina at Chapel Hill

Bachelor of Arts - American History, May 1999

PROFESSIONAL EXPERIENCE

University of North Carolina Wilmington, Assistant Professor, Social Studies Education

(2022-present); Instructor (2014-2022)

North Carolina Virtual Public School, Social Studies Teacher & Instructional Leader (2013-2018)

Pender County Schools, Project Director; Teaching American History in North Carolina (2009-2012);

Lead Teacher in K-12 Social Studies (2005-2011); Social Studies Teacher (2004-2009)

Wake County Public School System, Social Studies Teacher (2000-2004)

SELECT PUBLICATIONS - Journal Articles

Buchanan, L.B., **Ward, C.**, Roseboro, D., & Ousley, D. (under review). An interdisciplinary study of racial violence through place in grades 3-12. *Social Studies Research and Practice*.

(b) (4)

Ward, C. & Buchanan, L.B. (2021). Teaching the 1898 Wilmington race massacre using the history lab model. *Teaching Social Studies*, 21(2), pp. 33-41.

Ward, C. & Buchanan, L. B. (2021). Memorializing whiteness in state standards and local history: A critical sociohistorical consciousness analysis of The Coup of 1898 and Southern racial violence. *Whiteness and Education*. DOI: 10.1080/23793406.2021.1961099

Ward, C., & Matthews, T. (2017). Examining the evidence in a history lab: George Washington and slavery. *Social Studies and the Young Learner*, 29(4), pp. 22-26.

SELECT PUBLICATIONS - Book Chapters

Buchanan, L. B., **Ward, C.**, & Senta, A. (2021). Deploying Black joy: Learning to teach towards abolition through picture books. In D. Hartsfield (Ed.) *Teaching diverse youth literature to pre-service professionals*. IGI Global.

Buchanan, L. B. & **Ward, C.** (2020). Whiteness narratives on miscegenation in the South: Loving v. Virginia as a medium for examining racism in the South. In A. Hawkman & S. B. Shear (Eds.) *Marking the invisible: Articulating Whiteness in social studies education*. Charlotte, NC: Information Age Publishing.

Ward, C. (2018). Using history labs to examine immigration policy and the DREAM Act. In Shear, S., Tschida, C. M., Bellows, E., Buchanan, L. B., & Saylor, L. (Eds.) *Making controversial issues relevant for elementary social studies: A critical reader*. Charlotte, NC: Information Age Publishing.

SELECT PRESENTATIONS - Research

- Buchanan, L.B., **Ward, C.**, Roseboro, D., & Ousley, D. (January 2023). *Unpacking Racial Violence and Place: Using Sources to Examine the Wilmington Race Massacre*. Presentation at SOURCES Annual Conference: University of Central Florida.
- Hilburn, J., Buchanan, L.B., Journell, W., & **Ward, C.** (April 2022). *Deploying film to teach social studies: A systematic review of the literature*. Paper presentation at the American Educational Research Association Annual Meeting: San Diego, CA.
- Shear, S. B., Hawkman, A. et al. (November 2019). *Challenging white supremacy in social studies*. Book session at the College and University Faculty Assembly of the National Council for the Social Studies Annual Meeting: Austin, TX.
- Ward, C.**, & Buchanan, L. B. (November 2018). *Memorializing Whiteness in state standards and local history: A critical sociohistorical consciousness analysis of southern racial violence*. Paper presentation at the College and University Faculty Assembly of the National Council for the Social Studies Annual Meeting: Chicago, IL. *Author only.
- Tschida, C., Bellows E., Buchanan, L. B., Saylor, E., Shear, S., et al. (November 2017). *Making controversial issues relevant to elementary social studies*. Book session at the College and University Faculty Assembly of the National Council for the Social Studies Annual Meeting: San Francisco, CA.

SELECT PRESENTATIONS - Teaching

- Buchanan, L.B., **Ward, C.**, Roseboro, D., & Ousley, D. (July 2021). *Examining the racial violence, coup, and economic impact of the 1898 Wilmington Race Massacre with pre-service and in-service teachers*. Carter Center's 4th Annual Teaching Black History Conference: University of Missouri (Virtual).
- Ward, C.** & Buchanan, L. B. (February 2018). *Using the 1898 Wilmington race riots to teach local and state history*. North Carolina Council for the Social Studies Conference: Greensboro, NC.
- Buchanan, L. B., & **Ward, C.** (February 2018). *Loving v. Virginia: Teaching constitutional rights using a history lab model*. North Carolina Council for the Social Studies Conference: Greensboro, NC.

SELECT PRESENTATIONS - Invited

- Ward, C.** & Buchanan, L. B. (November, December 2021). Presenters and co-organizers for *Democracy on the line: Hope, hostility, and the lasting legacies of 1898 Wilmington*. Carolina K-12 Hybrid Professional Development.
- Roseboro, D. & **Ward, C.** (August 2021). *Incorporating underrepresented voices*. Professional development presentation for K-5, middle, and high school social studies teachers, New Hanover County Schools.

SERVICE AND RECOGNITIONS

- Faculty Fellow for the UNCW 1898 Legacies and Futures Research Collaborative (2022-2023)
- UNCW 1898 Legacies and Futures Curriculum Development Program (Summer 2022)
- Instructor for UNCW Fulbright Teaching Excellence and Achievement Program (Spring 2022)
- Workshop Coordinator, *Jim Crow and the 1898 Coup*, sponsored by UNCW (August 2019)
- National Board Certified Teacher, Initial Certification (2004), Certification Renewal (2013)

LYNN WOOD MOLLENAUER

ACADEMIC POSITIONS

Chair, History Department, University of North Carolina Wilmington, 2016- present
Associate Professor, History Department, University of North Carolina Wilmington, 2007 – present
Assistant Professor, History Department University of North Carolina Wilmington, 2000 – 2007

EDUCATION

Northwestern University, Ph. D., history
University of Chicago, M.A., history
Amherst College, B.A. cum laude, history and fine arts

SELECT PUBLICATIONS

(b) (4)

(b) (4)

“Magic,” in *Routledge Encyclopedia of the Renaissance World*, Taylor and Francis, forthcoming 2023

“Sugar and Slavery,” in Mark W. Wilde-Ramsing and Linda F. Carnes-McNaughton, *The Sunken Prize: Blackbeard’s Queen Anne’s Revenge*, University of North Carolina Press, 2018

“Breaching the Wall: Beyond the Convent in Catholic Reformation Europe,” *Journal of Women’s History* 26 4 (Summer 2014): 190-199

“The Affair of the Poisons,” *Hexenforschung*, Historicum.net, ed. Gudrun Gersmann, Katrin Moeller, and Jürgen-Michael Schimdt, 2008

Strange Revelations: Magic, Poison, and Sacrilege in Louis XIV’s France (University Park: Pennsylvania State University Press, 2007)

RECENT PRESENTATIONS

“Re-storying Wilmington’s History,” Osher Lifelong Learning Institute, Wilmington NC – November 2022

“Insurrection and the Long History of Lost Cause,” Racial Justice Learning Community Panel, UNCW – April 2022

“Re-storying Wilmington's Black History: Place-based Learning, Community Engagement, and the 1898 Wilmington Massacre,” Society for French Historical Studies, Charlotte NC – March 2022

“Medicine, Luxury, and the Feminine in Renaissance Europe,” Osher Lifelong Learning Institute, Wilmington NC – February 2022

“The Myth of the Lost Cause,” Racial Justice Learning Community Panel, UNCW – November 2021

"Golden Youth: *L'Or Potable* and the Quest for Youth and Beauty in the Ancien Regime," Society for French Historical Studies, Auckland, NZ – July 2020

"Teaching the Black Death," New Hanover County Schools webinar, May 2020

"Femme Forte and Femme Fatale: Posing "En Cléopâtre" in the Ancien Regime," Western Society for French History, Portland, ME – November 2018

"Blackbeard's Sunken Flagship: Excavating the History of the *Queen Anne's Revenge*," Panelist, UNCW – November 2018

"(Gem)stone Age Medicine in Early Modern Europe," North Carolina State University -- March 2018

"Constructing, Consuming, and Critiquing Luxury Medicine in Early Modern France," Charlotte Area French Studies Workshop, University of North Carolina Charlotte -- September 2017

"Cleopatra's Pearl: Luxury and the Medical Marketplace in Early Modern France," USC Upstate, March 2017

"Pearl Juleps and Coral Cordials: Fashion and Fraud in the Seventeenth-Century Medical Marketplace," Society for French Historical Studies, Nashville, TN – March 2016

"Souls and Bodies: Popular Errors, Public Health, and Anti-Superstition Literature in Early Modern France," Western Society for French History, Chicago, IL – November 2015

"From Marvel to Medicine to Merchandise: The Long Strange Trip of an Early Modern Wonder Drug," French Cultural Studies Seminar of the National Humanities Center, September 2013

SELECT WORKSHOPS, INSTITUTES and DISCUSSION SERIES

Co-Director, "1898: Futures and Legacies," Faculty Curriculum Summer Development Workshop, UNCW Office of Community Engagement, May-June 2022

Co-Director, "1898: Futures and Legacies," Faculty Curriculum Summer Development Workshop, UNCW Office of Community Engagement, May-June 2021

Facilitator, "Recruitment Matters: From Prospects to Commits," American Historical Association Department Chairs Webinar, October 28, 2022

Co-organizer, "A People's History of Wilmington" Community Engagement Virtual Discussion Series with Third Person Project, Spring 2021 and 2022

Fellow, National Endowment for the Humanities Summer Seminar for College and University Teachers, "Punishment, Politics, and Society," held at Amherst College, June-July 2004

BOARD MEMBERSHIPS

- 2019 - Advisory Board, *Encyclopedia of the Renaissance World*, Taylor & Francis Press
- 2015 - Editorial Board, *Journal of Women's History*
- 2005 - Editorial Board, *Journal of Magic, Ritual, and Witchcraft*

Tiffany Gilbert, PhD

University of North Carolina Wilmington
601 S. College Road, Wilmington, North Carolina
910.962.7746 | gilbertt@uncw.edu

Professional Experience

2017-present Chair, Department of English, UNCW
2016-2017 Interim Chair, Department of English, UNCW
2013-present Associate Professor of English, UNCW
2006-2013 Assistant Professor of English, UNCW

Education

2005 Doctor of Philosophy, English, University of Virginia
1997 Master of Arts, English, Clemson University
1993 Bachelor of Arts, English, The College of William and Mary

Publications

Edited volume in progress:

(b) (4)

Monograph in progress:

Gilbert, Tiffany. *Anna Magnani: Performing in Place*. Edinburgh University Press. Contracted.

Refereed

Gilbert, Tiffany. "Chairing in the Pandemicene: Coronavirus, George Floyd, and the Year of Living Dangerously." *Disaster Pedagogy for Higher Education*, edited by Victor Malo-Juvera and Nicholas C. Laudadio, Rowman and Littlefield, 2022, pp. 157-172.

Gilbert, Tiffany. "Mississippi Magnani: Transatlantic Collaborations and Civil Rights in *The Rose Tattoo* and *The Fugitive Kind*." *Tennessee Williams Annual Review*, no. 16, 2017, pp. 8-35.

Gilbert, Tiffany. "Sheridan's Supercrip: Daniel Day-Lewis and the Wonder of *My Left Foot*." *Modern Irish Drama and Fiction on Screen*, edited by R. Barton Palmer and Marc C. Conner, Palgrave MacMillan, 2016, pp. 173-190.

Gilbert, Tiffany. "After Auschwitz, Connecticut?: Dreams and Disappointments in Mid-twentieth Century American Literature." *Critical Insights: The American Dream*, edited by Keith Newlin, Salem Press, 2013, pp. 168-188.

Gilbert, Tiffany. "The Madness of Susan Traherne: Adapting David Hare's *Plenty*." *Modern British Drama on the Screen*, edited by R. Barton Palmer, Cambridge UP, 2013, pp. 216-235.

Gilbert, Tiffany. "Consuming Men: Male Friendship and the Vampiric Impulse in Bram Stoker's *Dracula* and Patricia Highsmith's *The Talented Mr. Ripley*." *Philological Review*, vol. 38, no. 2, 2012, pp. 37-60.

- Gilbert, Tiffany. "The Queering of Memory: Nostalgia and Desire in James Baldwin's 'Going to Meet the Man.'" *Critical Insights: James Baldwin*, edited by Morris Dickstein, Salem Press, 2010, pp. 239-253.
- Gilbert, Tiffany. "'No more weeping' and wailing': Sounds of Blackness and Divadom in Douglas Sirk's *Imitation of Life*." *Screening Noir*. vol 2, no. 1, 2009, pp. 21-41.
- Gilbert, Tiffany. "Verdi's Byronic Shakespeare: Evolving Heroisms in the Opera *Otello* (1887)." *Interdisciplinary Humanities*. vol 25. no. 1, 2008, pp. 99-110.
- Gilbert, Tiffany. "American Iconoclast: *Carmen Jones* and the Revolutionary Divadom of Dorothy Dandridge." *Women's Studies Quarterly*. vol. 33, no. 3 & 4, 2005, pp. 234-249.

Forthcoming

- Gilbert, Tiffany. "A Chair's Epistle: Finding the Color Purple and Your Leadership Style in a Field of Departmental Email." *Dear Department Chair: Letters from Black Women to the Next Generation of Academic Leader*, edited by Stephanie Y. Evans, Stephanie Shonekan, Stephanie G. Adams, Wayne State UP, 2023. (in press)

Non-refereed

- Gilbert, Tiffany. Review of Alessandro Clericuzio's *Tennessee Williams and Italy*; Jacqueline O'Connor's *Law and Sexuality in Tennessee Williams's America*; Annette J. Saddik's *Tennessee Williams and the Theatre of Excess*. *Tennessee Williams Annual Review*, no. 17, 2018, pp. 167-183.

Grants and Sponsored Projects

- | | |
|------|--|
| 2022 | The Teagle Foundation. "The Fragility and Promise of Democracy: Integrating the Undergraduate Experience, Community Engagement, and the History of Wilmington, North Carolina, to Enhance Civic Education at a Mid-Size Public University (FREED Project)." (PIs: Jeanine Mingé, Donyell Roseboro, Jamie Winebrake. Steering Committee: Tiffany Gilbert, Lynn Mollenauer, John Jeremiah Sullivan, Joel Finsel, Emmanuel Mitcham, Reddgo Long, Jr., David Smith) \$300,000 |
| 2014 | UNCW ETEAL Pedagogy Initiative. "The Cult of Mad Men: Advertising, Anxiety, and the Aesthetics of Nostalgia" (ENG 561), \$3500 |
| 2008 | UNCW Summer Research Initiative. "No GPS on Memory Lane: Teaching the Fifties." \$3500 |

HASAN KWAME JEFFRIES, Ph.D.

The Ohio State University
4120
Department of History
336 Dulles Hall
Columbus, Ohio 43210-1367

Office: (614) 688-

Email: Jeffries.57@osu.edu

Twitter: @Profjeffries

ACADEMIC APPOINTMENT

Associate Professor, Hist Dept, The Ohio State University, Columbus, Ohio (2009 – Present)

EDUCATION

Ph.D., American History, Duke University, Durham, North Carolina (2002)

M.A., American History, Duke University, Durham, North Carolina (1997)

B.A., History, Morehouse College, Atlanta, Georgia (1994)

PUBLICATIONS

Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt. New York: New York University Press, 2009. Winner of the Alabama Historical Association 2010 Clinton Jackson Coley Prize.

Understanding and Teaching the Civil Rights Movement, Ed. Madison: University of Wisconsin Press, 2019. Winner of the American Historical Association's 2020 James Harvey Robinson Prize.

EDITORIAL EXPERIENCE

Editorial Board Member, *Journal of American History* (2013-2016)

HISTORICAL CONSULTING

Exhibit Content Developer and Script Writer, National Civil Rights Museum Exhibit Renovation Project (Memphis, TN), Howard+Revis Exhibit Design, Washington, DC (2009-2014)

Advisory Board Member, SNCC Digital Gateway Project, SNCC Legacy Project and Center for Documentary Studies, Duke University, Durham, NC (2014-2020)

CONFERENCES ORGANIZED

"We who believe in freedom cannot rest:" A Symposium on Teaching the Civil Rights Movement, The Ohio State University, June 1-3, 2018

BOARD SERVICE

President, Board of Directors, American Civil Liberties Union of Ohio (ACLU), Columbus, Ohio, 2019-2021 (Board Vice President, 2014-2019; Board Member 2011-2014)

Leyna M. Varnum, M.A.

E-Mail: leyna.varnum@nhcs.net

(b) (6)

Education:

University of California, Davis 2004 – 2006

- Degree: Master of Arts in Education

University of North Carolina at Chapel Hill 2000 – 2004

- Degree: Bachelor of Arts in English
- North Carolina Teaching Fellows Scholarship Recipient

Work Experience:

Isaac Bear Early College High School Aug. 2022-Present

- Sophomore English (2022-present)

Williston Middle School, Wilmington, NC Aug. 2013 – June 2022

- Instructional Coach (2016-present)
- Eighth Grade Language Arts and Social Studies (2014-2020)
- Seventh Grade Language Arts (2013/14)

Topsail Middle School, Hampstead, NC Aug. 2008 – March 2012

- Seventh Grade Language Arts (2011/12, 2010/11, 2009/10)
- Eighth Grade Language Arts (2008/09)

C.K. McClatchy High School, Sacramento, CA Aug. 2005 – June 2008

- Tenth Grade Literature of the Middle East and Asia (2005/06, 2006/07, 2007/08)
- Tenth Grade Writing Skills (2005/06, 2006/07, 2007/08)
- Ninth Grade English (2005/06)
- Tenth Grade English (2006/07, 2007/08)
- Eleventh and Twelfth Grade English (Summer sessions)

Teaching Licensure:

- Currently licensed in NC to teach English grades 6-12 and Social Studies grades 6-9
- Previously licensed in California to teach English grades 9-12. California licensure included ESL

Community Involvement and Leadership:

- Co-Founder of the Daily Record Project (see description below with article citation)

- Connected with Christopher Everett and Kent Chatfield to bring their film, *Wilmington on Fire*, to Williston and participate in a Q & A each year for six years. The film screening and director visit each year was an integral part of the curriculum we used to teach local Wilmington history.

Publications:

- Hilburn, J., Oliver, T., Varnum, L., & Roseboro, D. L. Recovering Lost Local History: The Daily Record Project. *Middle Grades Review*, 5(3) (2019).
<https://scholarworks.uvm.edu/mgreview/vol5/iss3/5>
 - o This article's topic is the Daily Record Project, a multi-disciplinary research project about local history in Wilmington, NC. The Daily Record Project is a program for eighth-grade students that allows them to research local history and digitally archive the lost African American newspaper in Wilmington. I helped design and initiate this project in 2016 along with local writer John Jeremiah Sullivan and his assistant Joel Finsel. The article and presentation are part of a Partnership in Action grant from UNC Wilmington.
- Cohen, Lori and Leyna Peery. "Unveiling Students' Perceptions about Women in Islam." *English Journal* 95.3 (2006). <https://www.jstor.org/stable/30047039>
 - o Recipient of the 2006 Paul and Kate Farmer Award for the best *English Journal* article authored by classroom teachers.
 - o This article details a unit Lori Cohen and I designed at C. K. McClatchy High School to help students dispel stereotypes about Muslim Women.

Speaking Engagements:

- "Teaching Hidden Histories" panel (upcoming, May 2022)
 - o I am confirmed to serve on a panel as part of a collaboration between the nonprofit, Third Person Project, and the UNCW English and History departments to help UNCW professors integrate 1898 into their syllabi.
- "Teaching *Crow* and *The Red Cape*" professional development for NHCS grades 6-12 teachers (August 2019)
 - o I presented at a professional development day sponsored by NHCS and the UNCW Watson College of Education. My presentation focused on strategies for teaching hard history in the secondary classroom.

DAVID A. ZUCCHINO

David Zucchini is a two-time Pulitzer-Prize winning journalist and author who has reported from across the United States and from more than three dozen countries, including Afghanistan, Iraq, Libya, Lebanon, South Africa, Kenya, Israel, the West Bank, Ethiopia, Uganda, Angola, Namibia, Bosnia, Serbia and Chechnya. He has served as a newspaper bureau chief in Lebanon, Nairobi and Johannesburg.

Zucchini was awarded a 2021 Pulitzer Prize for his book, *Wilmington's Lie*. He was also awarded a 1989 Pulitzer Prize for his dispatches from apartheid South Africa. He is a four-time Pulitzer Prize finalist.

EMPLOYMENT

2016 to present – Contributing Writer, *New York Times*, covering Afghanistan, Iraq and the United States.

2001-2015 - National and foreign correspondent, *Los Angeles Times*.

1980-2001- Foreign Editor, Projects Editor, Africa Bureau Chief, Middle East Bureau Chief, national correspondent, *Philadelphia Inquirer*.

1978-1980 – Reporter, *Detroit Free Press*.

1973-1980 – Reporter, *News and Observer*, Raleigh, N.C.

AWARDS

Pulitzer Prize, general non-fiction, for *Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy*, a book the Pulitzer Board described as “a gripping account of the overthrow of the elected government of a Black-majority North Carolina city after Reconstruction that untangles a complicated set of power dynamics cutting across race, class and gender,” 2021.

Pulitzer Prize, feature writing, for “Being Black in South Africa,” described by the Pulitzer Board as “a richly compelling series” about life under apartheid and South Africa’s State of Emergency, 1989.

Pulitzer Prize finalist, international reporting, for what the Pulitzer Board called “resourceful, sweeping and valorous reports that gave readers a rare, close-up view of combat as American soldiers invaded Iraq,” 2004.

Pulitzer Prize finalist, national reporting, for a series on the origins and impact of violence in America, called “deeply resourceful and instructive” by the Pulitzer Board, 1995.

Pulitzer Prize finalist, international reporting, for coverage of South Africa, 1989

Pulitzer Prize finalist, international reporting, for what the Pulitzer Board called “thorough and elegantly written dispatches” from Lebanon’s civil war, 1985.

Overseas Press Club, foreign reporting, Los Angeles Times team coverage of the wars in Iraq and Afghanistan, 2007.

Overseas Press Club Citation, for reporting from Iraq, 2003.

Overseas Press Club Award, for Los Angeles Times team coverage of the war in Afghanistan, 2002.

Overseas Press Club Award, for Los Angeles Times team coverage of international terrorism, 2001.

Ernie Pyle Award, Finalist Citation, Scripps Howard Foundation, for “The Lifeline,” a series about wounded soldiers on the battlefields of Iraq, 2007.

Society of Professional Journalists, Sigma Delta Chi national award, feature writing, “The Lifeline,” 2007.

Southern California Journalism Award, news feature, “The Lifeline,” 2007

Associated Press Managing Editors, PA, investigative reporting, for “The Suicide Files: Death in the Military,” an investigation into unexplained military deaths, 1993.

Society of Professional Journalists, PA, for “Badlands,” a series about the lives of drug traffickers and addicts in Philadelphia’s inner city, 1992.

National Assn. of Black Journalists Award, international reporting, for “The New South Africa,” a series about upheavals in South Africa, 1990.

Overseas Press Club, magazine reporting, for a story on underground revolutionary groups in South Africa, 1987.

American Society of Newspaper Editors, Distinguished Writing Award, for dispatches from Lebanon, 1984.

EDUCATION

University of North Carolina at Chapel Hill. B.A., journalism, 1973, National Merit Scholar.

BOOKS

Myth of the Welfare Queen: A Pulitzer-Prize Winning Reporter's Portrait of Women on the Line, Scribner, 1997.

Thunder Run: The Armored Strike to Capture Baghdad, Atlantic Monthly Press, 2004.

Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy, "Atlantic Monthly Press, 2020.

CURRICULUM VITAE: DAVID S. CECELSKI

Dr. David S. Cecelski
Independent Historian/Writer

(b) (6)

EDUCATION

Ed.D. Harvard Graduate School of Education	1991
M.Ed. Harvard Graduate School of Education	1986
B.A. Duke University (majors in history and biology)	1982

6. PUBLICATIONS

BOOKS

The Fire of Freedom: Abraham Galloway and the Slaves' Civil War (Chapel Hill: University of North Carolina Press, 2012).

The Waterman's Song: Slavery and Freedom in Maritime North Carolina (Chapel Hill: University of North Carolina Press, 2001).

A Historian's Coast: Adventures into the Tidewater Past (Winston-Salem, N.C.: John Blair, Publisher, 2000).

Co-editor (with Katherine Mellen Charron), *Recollections of My Slavery Days*, by William H. Singleton (Raleigh: North Carolina Department of Cultural Resources, Division of Archives and History, 1999).

Co-editor (with Timothy B. Tyson), *Democracy Betrayed: The Wilmington Race Riot of 1898 and Its Legacy*. (Chapel Hill: University of North Carolina Press, 1998).

Along Freedom Road: Hyde County, North Carolina and the Fate of Black Schools in the South (Chapel Hill: University of North Carolina Press, 1994).

SPECIAL SERIES

"A Historian's Coast." *Coastwatch* magazine (published by the University of North

Carolina Sea Grant Program, North Carolina State University, Raleigh, NC). A bi-monthly series of essays on the environmental history of coastal North Carolina, 1996- 2000.

"Listening to History," in the "Sunday Journal" section of *The News and Observer* (Raleigh, N.C.). A monthly column of oral history stories focusing mainly on Eastern North Carolina. Published monthly, 1998-2008.

NCFOOD. An on-line journal on traditional foods and cookery in North Carolina. Published by the North Carolina Folklife Institute (www.ncfolk.org), Durham, N.C., 2007-2012.

Love in the Archives. A collection of several hundred historical essays and other short writings on the history and culture of coastal North Carolina., 2017-2023.
(www.davidcecelski.com)

A SELECTION OF ARTICLES, ESSAYS AND MISCELLANEOUS WRITINGS

"'Voice of the Shipyard': Arthur Miller in Wilmington, North Carolina, 1941," *North Carolina Literary Review* #23 (Summer 2014), forthcoming.

"'Music All Over the Ocean': Voices from the Menhaden Industry's Last Days," *North Carolina Folklore Journal* 60, #1 (Spring/Summer 2013), forthcoming.

"The Constant, Haunting Music of the Geese," *North Carolina Literary Review* # 20 (summer 2011), 20-26.

"The Lighthouse's Last Keeper." Originally a lecture at the 150th Anniversary Celebration of the Cape Lookout Lighthouse, Core Sound Waterfowl Museum and Heritage Center, 19 Oct. 2009. Published on-line by the Core Sound Waterfowl Museum at www.coresound.com.

"Playing Croquet until Dark: Voices from Portsmouth Island," *North Carolina Folk Lore Journal* 55, # 2 (Fall/Winter 2008), 41-51.

RECENT AWARDS

Crittenton Award for Lifetime Achievement, North Carolina Literary and Historical Association.

LeRae Sikes Umfleet

Lerae.umfleet@ncdcr.gov

*Throughout her career in public history, LeRae has worked with a multitude of sites, museums, and repositories in a variety of capacities, consistently seeking to tell an inclusive story of the history of our state and nation. Originally from Bath, North Carolina, LeRae graduated from UNC-Chapel Hill in 1991 with a Bachelor's Degree in History. She then attended the Archival Management Program at NC State and transferred to East Carolina University where she graduated with a Master's Degree in 1998. Reflecting her interest in plantation slavery, her Master's thesis was entitled "Slavery in Microcosm: Bertie County, North Carolina 1790-1810." LeRae also published *A Day of Blood: the 1898 Wilmington Race Riot*, based on research for which she was awarded the American Association of State and Local History Award of Merit and their prestigious WOW Award.*

Professional Experience

North Carolina Department of Natural and Cultural Resources

Administration August 2018 – present,

- Participate in planning and development of department-wide initiatives on behalf of the Secretary's office
- Seek funding opportunities for support of statewide initiatives in conjunction with Development Officer and Marketing Department
- Research and writing on topics as assigned in addition to continuing work on topics related to the 1898 Wilmington Race Riot

Division of Education and Outreach February 2007 – August 2018, North Carolina Department of Natural and Cultural Resources, Raleigh, North Carolina

- .Oversee department-wide educational and outreach programming across all divisions
- Develop and implement statewide outreach programs for ceremonial observances (War of 1812, World War I, Civil War, Women's Suffrage Centennial)
- Manage a statewide Disaster Response Team (CREST)

Interim Director, Tryon Palace Historic Sites and Gardens, North Carolina Department of Natural and Cultural Resources, New Bern, North Carolina

- Oversee all day to day operations and management of a complex historic site containing historic house museums and support buildings, including the modern North Carolina History Center and a staff of 50 full – and 30 part-time employees (October 2015-January 2016) plus manage a multi-million dollar budget

Research Historian, November 2003 to February 2007, Research Branch, Office of Archives and History, N.C. Department of Cultural Resources, Raleigh

History Instructor, part-time, January 2000 – May 2004, Vance Granville Community College

Curator, September 1999 to October 2003, Joel Lane Museum House, Raleigh, North Carolina

Curator of Collections, March 1994 – August 1999, Historic Hope Plantation, Windsor, North Carolina

Education

Bath High School, Bath, N.C.

Graduation with honors, 1988

University of North Carolina at Chapel Hill

Graduation with Bachelor's Degree in History, 1991

North Carolina State University

Coursework in Archival Management, 1991-1993

East Carolina University, Greenville, N.C.

Graduation with a Master's Degree in History, 1998

Sample Publications/Speaking Engagements

1898: A Day of Blood at Wilmington (2009)

"A Day of Blood at Wilmington: Teaching Difficult History in the Classroom."

"Boots on the Ground: Statewide Preparedness Outreach Projects" Session chair and speaker, American Association for State and Local History Annual Conference (Salt Lake City, 2012)

"Connecting to Collections Exchange: North Carolina's Disaster Preparedness Initiatives" AASLH Annual Meeting (Richmond, VA, September 2011)

Presenter, "Behind the Ropes: Showcasing Collections Care" Heritage Preservation Webinar, October 2013

"Differing Thoughts: Women's Views of the Civil War in Coastal, Piedmont, and Appalachian North Carolina" Ladies and Gentlemen of the 1860's Conference (Harrisburg, PA, March 2008)

"Slavery in Microcosm: Bertie County North Carolina, 1790-1810" Masters Thesis (May 1998)

Awards

American Association for State and Local History Award of Merit, 2007

American Association for State and Local History, National WOW Award, 2007

Grants Written, Awarded, and Administered (recent)

- 2019 Institute of Museum and Library Services Grant for conservation of American Indian canoes for exhibition at Pettigrew State Park
- 2019 National Park Service, Planning Grant, for research to identify USCT battlefield roles/locations in NC
- 2019 Mary Lynn Richardson Fund, for exhibitions at Charlotte Hawkins Brown State Historic Site
- 2020 National Park Service, Civil Rights Preservation, repairs and renovations to Golden Frinks House at Edenton State Historic Site
- 2020 National Park Service, Civil Rights History, research possible National Register eligible properties in Northeastern NC related to struggle for Civil Rights
- 2020 Institute of Museum and Library Services Grant for growth of the African American Heritage Commission's project to trace importation of Africans to North Carolina, "Africa to Carolina"
- 2020 National Park Service, Network to Freedom, for lesson plans for the African American Heritage Commission on United States Colored Troops
- 2021 National Endowment for the Humanities, planning grant for exhibition development at the Frinks Freedom House, Edenton State Historic Site
- 2021 National Trust for planning grant for scaling African American Heritage Commission's Green Brook project
- 2021 National Park Service, for repairs to the Stone Teachers Cottage at Charlotte Hawkins Brown State Historic Site

MARGARET M. MULROONEY, PhD

ADMINISTRATIVE EXPERIENCE

SENIOR ASSOCIATE VICE PROVOST FOR ACADEMIC PROGRAMS AND EQUITY July 2021-present
Office of Vice Provost for Faculty Affairs and Curriculum
James Madison University, Harrisonburg, Virginia

ASSOCIATE VICE PROVOST July
2013 to July 2021
Office of Vice Provost for University Programs
James Madison University, Harrisonburg, Virginia

ASSOCIATE DEAN July 2008
to July 2013
Office of the Dean of University Studies
James Madison University, Harrisonburg, Virginia

EDUCATION

PhD, American Studies Program, College of William and Mary 1996
Major field: 19thC Social and Cultural History (Labor, Immigration, Urban); Minor field: Public History

MA, American Studies Program, College of William and Mary 1990
Major field: 19thC Social and Cultural History (Labor, Immigration, Urban); Minor field: Public History

BA, Liberal Studies Program, University of Delaware 1987
Concentration: Historic Preservation

ACADEMIC POSITIONS

Professor, Department of History 2018-present
Associate Professor, Department of History (tenured) 2005 to 2018
James Madison University, Harrisonburg, Virginia

Associate Professor, Department of History and Politics (tenured) 2002 to 2005
Assistant Professor, Department of History and Politics 1997 to 2002
Marymount University, Arlington, Virginia

Visiting Assistant Professor, Department of History 1996 to 1997
University of North Carolina at Wilmington, Wilmington, North Carolina

PUBLICATIONS (Selected)

Books

Race, Place, and Memory: Deep Currents in Wilmington, North Carolina (Gainesville: University Press of Florida, 2018).

Editor. *Fleeing the Famine: North America and Irish Refugees, 1845-1851* (Westport: Praeger, 2003).

Black Powder, White Lace: The du Pont Irish and Cultural Identity in 19th-Century America. (2001; Newark: University of

Delaware Press, 20th Anniversary edition, 2022)

Norvelt and Penncraft, Pennsylvania: Subsistence Homestead Communities of the 1930s (Washington, D.C.: HABS/HAER Division, NPS, 1991). Co-author with Alison K. Hoagland.

A Legacy of Coal: The Coal Company Towns of Southwestern Pennsylvania (Washington, D.C.: HABS/HAER Division, NPS, 1989).

Essays

"The Danger of a Single Motive: Evaluating Stories and Histories of 1898," in *The 1898 Wilmington Massacre: Critical Explorations on Insurrection, Black Resilience, and Black Futures*, ed. by Lynn Mollenauer and Tiffany Gilbert (Louisiana State University Press, under contract for 2023).

"Resistance and Resilience: The Life and Legacy of Yuri Nemoto ('46)," *Madison Magazine*, (Fall 2022): 31-35.

Mulrooney, Margaret M., Melody K. Eaton and Lisa E. McGuire. "Civic Learning for All Students." *Peer Review*. Vol. 19, No. 4 (Fall 2017). <https://www.aacu.org/peerreview/2017/Fall/JMU>

"Liberty and Learning at JMU," American Democracy Project Campus Spotlight.

"Company Towns" in *The Encyclopedia of American Industrial History* edited by Thomas Heinrich (New York: ME Sharpe, 2002).

Other

Historian and design consultant, "A Sense of Place." Permanent campus history exhibit, JMU, September 2019.

Guest editor, *Journal of General Education*, special double issue focused on civic engagement. Vol 68, No. 1-2 (2019).

Editor. "The Black Heritage Museum of Arlington," website (2002-2005). www.arlingtonblackheritage.org (updated 2018)

Editor. Wilmington's African-American Heritage Walking Tour (Wilmington, NC: UNCW, 1997).

RECENT PRESENTATIONS (Selected)

"The Azalea Festival in History and Memory." Invited lecture. Center for Southeastern North Carolina Archives, UNCW, October 27, 2022.

"Determining Readiness: Supporting Student Access, Equity, and Success," AAC&U Conference on General Education, Pedagogy, and Assessment (GEPA), San Diego, February 2022.

"Anti-Racism Across our Campuses." AAC&U Annual Meeting, January 2022.

"Regulating History: Educators and Curators discuss the relevancy of the 1898 Wilmington Coup d'Etat to Our Present Moment." Historical Society of North Carolina Fall Meeting (virtual), Oct. 29, 2021.

"De-Commemorating on Campus." International Council of Fine Arts Deans conference, Richmond, VA, Oct. 7, 2021.

"Confederates on the Quad: Confronting the Lost Cause on Campus." Honors College Forum, JMU, Oct. 2019.

"Blackface at Madison and Other Colleges." Dialogues with History: The Burden of Blackface, JMU, Oct. 2019.

"Confronting Dangerous Memories: Lessons from Wilmington for America." The Bellamy Mansion Museum, Wilmington, NC. Sponsored by the Bellamy Mansion and UNCW History Department, April 2019.

"Communicating with Students about the Value of General Education." AAC&U General Education and Assessment annual meeting, San Francisco, Feb. 2019.

Letters of Institutional Support from UNCW Leaders



UNIVERSITY OF NORTH CAROLINA WILMINGTON

LOWELL K. DAVIS, PH.D.
Vice Chancellor for Student Affairs

January 13, 2023

Dr. Cara Ward
Assistant Professor
Watson College of Education
DELIVERED VIA EMAIL

Greetings,

I am writing in support of the "Wilmington 1898: Geographies of Rage, Resistance, and Resilience" grant.

This grant will help teachers learn about what happened, its impact on Wilmington, and how it continues to plague our community. The grant will help provide attending teachers with on-campus housing, without the added cost of staying at area hotels. It will enable them to use campus resources, such as the Lumina Theater for film screenings and other events. Approving this grant will make it easier for those educators to focus on learning about this part of American history. Additionally, the Division of Student Affairs will provide free use of our recreation center.

By approving this grant, it will help teachers learn about the events nearly 125 years ago and help those teachers educate their students in their respective classrooms for years to come.

Thank you for your consideration.

Sincerely,

Lowell K. Davis, Ph.D.
Vice Chancellor for Student Affairs
University of North Carolina Wilmington



UNIVERSITY of NORTH CAROLINA WILMINGTON

January 17, 2023

To Whom It May Concern,

It is my pleasure to offer this letter of support for the NEH Summer Institute hosted by the Watson College of Education at UNC Wilmington. I am confident that Dr. Cara Ward, Dr. Lynn Mollenaur, and Dr. Tiffany Gilbert will provide a rich and rewarding professional experience for the participants.

The Watson College and my office fully support this proposal and initiative. We have secured resources to ensure appropriate program space, instructional technology and WiFi access, parking, and meals for the participants. Drs. Ward, Mollenaur, and Gilbert have also done diligent work to secure the expertise of colleagues and scholars who are well-versed in the 1898 Wilmington Insurrection and southern racial violence. Along with researchers, scholars, and writers, they have also engaged colleagues in film and cultural analysis. Their planning and strategies also include important community-embedded components. The planning team has also contextualized the proposed program within the larger conversation about racialized violence, institutional racism, and the lasting impacts of historical racism, for example, Wilmington post-1898.

Drs. Ward, Mollenaur, and Gilbert bring important expertise and skill to the planning and operation of the program; I have been highly impressed with their early framing of the initiative, their attention to operational detail, and their care in doing this well and meaningfully for the participants. I support the proposal without reservation, and I look forward to both hosting and participating in the Summer Teacher Institute.

If I can be of any assistance or provide any additional information, please do not hesitate to let me know.

Sincerely,

Van Dempsey, Dean
Watson College of Education

DONALD R. WATSON COLLEGE of EDUCATION
OFFICE of THE DEAN

801 SOUTH COLLEGE BLVD • WILMINGTON, NORTH CAROLINA 28403-5991 • 910-962-3300 • FAX 910-962-4081



January 12, 2023

To whom it may concern,

I am pleased to offer this letter of support for the NEH Summer Institute to be held on the UNC Wilmington campus in July 2024, directed by Dr. Cara Ward of the Watson College of Education and co-directed by Drs. Lynn Wood Mollenauer and Tiffany Gilbert of the College of Arts and Sciences. The College of Arts and Sciences fully supports this proposal and initiative. The College has pledged \$3000 to purchase the texts that will be sent to each participant in advance of the Institute and will also host a reception at the close of the Institute.

The institute, tentatively entitled "Wilmington 1898: Geographies of Rage, Resistance, and Resilience," will use the Wilmington massacre and coup as a case study on American democracy. I am confident that the three directors will provide a rich and rewarding professional experience for the participants. Drs. Ward, Mollenauer, and Gilbert have invited an impressive array of scholars, filmmakers, authors, community experts, and descendants of those impacted by the massacre and coup to present. The teachers who attend the institute will have the opportunity to develop curricula and place-based applied learning experiences to help their students understand both the complexity and the resilience of democracy in the long 20th century and as well as to interrogate how historical events connect to present-day issues of racial and economic inequity in the democratic process.

I fully support the proposal and look forward to both hosting and participating in the Summer Teacher Institute. If I can be of any assistance or provide any additional information, please do not hesitate to ask.

Sincerely,

A handwritten signature in black ink, appearing to read "MST" or similar, with a horizontal line extending to the right.

COLLEGE OF ARTS AND SCIENCES
OFFICE OF THE DEAN

601 SOUTH COLLEGE ROAD, WILMINGTON, NORTH CAROLINA 28403-5912, 910-962-5111, FAX 910-962-

Letters of Commitment from Faculty/Presenters

David Zucchini (b) (6)

Mon 4/16/2023 4:59 PM

To: Mollenauer, Lynn <mollenauerl@uncw.edu>

Cc: Ward, Cara F. <wardcf@uncw.edu>; Gilbert, Tiffany <gilbertt@uncw.edu>

Some people who received this message don't often get email from david.zucchini@gmail.com. [Learn why this is important](#)

[This email originated from outside of UNCW]

Hi Lynn:

Thanks for the information.

This email will confirm that I intend to participate in the Wilmington 1898 institute at UNC-Wilmington from July 8-19, 2024.

I intend to speak for about 90 minutes on July 8 about the causes and lasting impact of the 1898 white supremacist coup in Wilmington in November of 1898. I will also remain at the event the rest of the day to answer any questions from teachers.

Most of my presentation will be based on my 2020 book about the coup, *Wilmington's Lie - The Murderous Coup of 1898 and the Rise of White Supremacy*. I will discuss the White Supremacy Campaign of 1898; the use of violence, vigilantes and misinformation by white supremacists to suppress the black vote; the overthrow of the municipal government and the murders of at least 60 black men on the day of the coup; and the coup leaders' success in attaining their long-term goals of removing black men and their white allies from government and preventing black men from voting or holding public or appointed office for decades afterward.

Best,

David Zucchini



Hasan Kwame Jeffries, PhD
History Department

336 Dulles Hall
230 West 17th Avenue
Columbus, OH 43210-1367

Phone (614) 688-4120
Fax (614) 292-2282
E-mail jefries.57@osu.edu

January 23, 2023

Cara F. Ward, Ed.D.
Watson College of Education
University of North Carolina Wilmington
601 South College Road
Wilmington, NC 28403

Dear Dr. Ward,

Thank you very much for the invitation to participate as a scholar in the proposed National Endowment for the Humanities Summer Institute tentatively titled "*Wilmington 1898: Geographies of Rage, Resistance, and Resilience*."

I am particularly excited about participating in this project because of my own research interests revolve around the race and resistance to white supremacy. My first book *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt* examines the local struggle for freedom in rural Lowndes County, Alabama and the ways the partnership between ordinary people and grassroots organizers from the Student Nonviolent Coordinating Committee (SNCC) resisted violent white supremacy, transforming the county, the region, and the nation.

I am also looking forward to the opportunity to be a part of this institute because of my commitment to developing best practices for teaching the African American freedom struggle. Most recently, I edited and published *Understanding and Teaching the Civil Rights Movement* (Univ of Wisconsin, 2019), which offers teachers – K12 and college – practical ways to teach the civil rights movement accurately and effectively.

Thank you again for the honor of being a part of this important undertaking. I look forward to working with you and the marvelous team you have assembled to make the institute a success.

All best wishes,

Hasan Kwame Jeffries
Associate Professor
History Department
The Ohio State University

Dr. David S. Cecelski
1502 Bivins Street
Durham, NC 27707
January 16, 2023

Dr. Lynn Mollenauer
Chair and Associate Professor
Department of History
University of North Carolina Wilmington
Wilmington, N.C.

Dear Dr. Mollenauer:

I am writing to confirm my participation in the National Endowment for the Humanities Summer Institute entitled "Wilmington 1898: Geographies of Rage, Resistance and Resilience" in the summer of 2024.

I will look forward very much to working with you and your colleagues at the University of North Carolina Wilmington.

Sincerely yours,

Dr. David S. Cecelski

Wholehearted support for your NEH 1898 Teacher Institute Proposal!

Umfleet, LeRae S <lerae.umfleet@ncdcr.gov>

Mon 1/23/2023 2:56 PM

To: Ward, Cara F. <wardcf@uncw.edu>

[This email originated from outside of UNCW]

Cara,

I am encouraged and excited to learn that you are pursuing a grant application with NEH to fund a teachers' institute about the 1898 Wilmington Massacre and Coup. Teachers have repeatedly told me that they feel a need to teach this important piece of our state and national history but feel challenged by the content. Your institute will seek to break down those barriers using a variety of content experts and development of curricula with place-based learning experiences. Your ultimate goal, to help students understand both the complexity and the resilience of democracy in the long 20th century and to interrogate how historical events connect to present-day issues of racial and economic inequity in the democratic process, is a vital step for all learners.

As the lead researcher for the 1898 Wilmington Race Riot Commission and author of a widely acclaimed book on the topic, I'm ready to assist you in any way possible.

LeRae Umfleet

Special Projects Administrator

NC Department of Natural & Cultural Resources

109 East Jones Street | 4601 Mail Service Center | Raleigh, NC 27699-4601

(919) 814-6637

NEH letter/email

Mulrooney, Margaret M - mulroomm <mulroomm@jmu.edu>

Mon 1/23/2023 10:23 AM

To: Mollenauer, Lynn <mollenauerl@uncw.edu>; Gilbert, Tiffany <tgilbertt@uncw.edu>; Ward, Cara F. <wardcf@uncw.edu>

[This email originated from outside of UNCW]

Dr. Mollenauer,

Thank you for the invitation to present at the National Endowment for the Humanities Summer Institute for K-12 teachers you are planning that is tentatively entitled "Wilmington 1898: Geographies of Rage, Resistance, and Resilience." I congratulate you and Dr. Gilbert and your colleagues on your ongoing efforts to share the actual history of the Wilmington massacre and coup and evaluate critically its lessons for the present and future.

I would be very pleased to join the institute on Monday, July 15, 2024, to discuss with participants the varied and often contradictory narratives that surround both the history and memories of 1898. I am also available to lead or co-lead and participate in related events, including a version of the Wilmington's African American Heritage walking tour that I designed while employed at UNCW.

Please let me know if you need additional information.

Yours,

Margaret M. Mulrooney, PhD
Senior Associate Vice Provost, VPFAC
Professor of History
James Madison University
(she/her) #FirstGen



Roseboro, Donyell

To: Mollenauer, Lynn

Cc: Ward, Cara F.



Tue 1/24/2023 5:52 PM

Dear Dr. Mollenauer,

I am pleased to send this email of support for your grant application to the National Endowment for the Humanities Summer Institute for K-12 teachers. I would be happy to support the project overall and to serve as a panelist.

Best wishes,

Donyell

Donyell L. Roseboro, Ph.D.
Professor and Chief Diversity Officer
University of North Carolina Wilmington
601 South College Road
Wilmington, North Carolina
Pronouns: She/Her/Hers
roseborod@uncw.edu

(b) (6)

From: Brooks, Felix <brooksf@uncw.edu>
Sent: Monday, January 23, 2023 5:22 PM
To: Mollenauer, Lynn <mollenauerl@uncw.edu>
Subject: Re: Invitation to present at 2024 NEH Summer Institute for K-12 teachers

Count me in I should be in town that week

From: Mollenauer, Lynn <mollenauerl@uncw.edu>
Date: Monday, January 23, 2023 at 2:37 PM
To: Brooks, Felix <brooksf@uncw.edu>
Subject: Re: Invitation to present at 2024 NEH Summer Institute for K-12 teachers

Hi Felix,

Any chance that you might be able to join us, if we are funded for the NEH Summer Institute?

--Lynn

Re: NEH Summer Institute 2024

Leslie Randle-Morton <lmorton@bellamymansion.org>

Tue 1/17/2023 4:32 PM

To: Mollenauer, Lynn <mollenauerl@uncw.edu>

Cc: Ward, Cara F. <wardcf@uncw.edu>

[This email originated from outside of UNCW]

Thank you for the information.

I have the July 9, 2024, tentative tour on our calendar, and I am honored you asked me to participate.

Leslie Randle-Morton

Associate Director

Bellamy Mansion Museum of History & Design Arts

503 Market Street

Wilmington, NC 28401

(910)-251-3700 ext. 305

lmorton@bellamymansion.org

[We appreciate your support!](#)

The Bellamy Mansion Museum is a stewardship property of [Preservation North Carolina](#)

Georgia Mastroianni <georgia@cameronartmuseum.org>

Tue 1/16/2023 2:29 PM

To: Ward, Cara F. <wardcf@uncw.edu>; Daniel Jones <djones@cameronartmuseum.org>

Cc: Mollenauer, Lynn <mollenauerl@uncw.edu>

You don't often get email from georgia@cameronartmuseum.org. [Learn why this is important.](#)

[This email originated from outside of UNCW]

Hi Cara,

Wonderful! We have you scheduled for Wednesday, February 1st from 10am to 11am for a guided tour with Daniel Jones.

Yes, we'd be happy to help you schedule that future visit. If they are students, the cost is \$10 per person, and if they are adults/non-students the cost is \$15 per person. Feel free to reach out when you have a date in mind and we'll be happy to arrange that for you.

Thanks and have a great wonderful day,

Georgia Mastroianni
Director of Outreach and Accessibility
Cameron Art Museum
georgia@cameronartmuseum.org



From: CJBrown (b) (6)
Sent: Wednesday, January 25, 2023 10:17 AM
To: Mollenauer, Lynn <mollenauerl@uncw.edu>
Cc: Cynthia Brown (b) (6)
Subject: RE: Planned NEH Summer Institute

[This email originated from outside of UNCW]

Good morning Dr. Mollenauer,

I am writing to confirm my intent to participate in the National Endowment for the Humanities Summer Institute entitled 'Wilmington 1898: Geographies of Rage, Resistance and Resilience.' I look forward very much to working with the organizers and participants on the UNCW campus in July 2024.

Cynthia J. Brown, 1898 Descendant
Church Historian - St. Stephen A.M.E. Church / Wilmington, N.C.



RE: Letter of Support for the Summer Teacher Institute at UNCW

To Whom It May Concern:

On behalf of Third Person Project, a nonprofit (501c3) research and educational outreach group, I heartily support this proposal for a NEH-supported Summer Teacher Institute at UNCW. I have studied the proposal in depth and believe it to be a very natural and cohesive evolutionary step forward to the work already in practice by the team making the application. Over the past few years, this group, known as the 1898 Legacy and Futures Research Collaborative, has hosted a 6-week Summer Curriculum Workshop, which we have contributed to in various ways, everything from hosting tours of historic places and talks about primary source material preservation initiatives to recruiting speakers and community leaders to participate. We look forward to continuing this work and have already marked our calendars to be there in person, tentatively scheduled for July 2024. Please fund this crucial work. The ripples of not just knowledge but also compassionate pedagogy that it will foster in the state of North Carolina and beyond will be significant. It's time. Thank you.

Respectfully,

Joel R. Finsel

(b) (6)

www.ThirdPersonProject.org

From: White, Tara <whiteta@uncw.edu>
Sent: Tuesday, January 17, 2023 7:03 PM
To: Mollenauer, Lynn <mollenauerl@uncw.edu>
Cc: Ward, Cara F. <wardcf@uncw.edu>; Gilbert, Tiffany <gilbertt@uncw.edu>
Subject: Re: Invitation to present at 2024 NEH Summer Institute for K-12 teachers

Hi Lynn,
I would love to be a part of this wonderful effort!

Wishing you the best of luck in seeking this opportunity,
Tara

--

Tara Y. White, Ph.D. (she/her)
Assistant Professor
History Department
African American Studies Program affiliate
UNC Wilmington
Morton 220
601 S. College Road
Wilmington, NC 28403
910-962-3316
whiteta@uncw.edu



Christopher Everett (b) (6)



To: Ward, Cara F.

Wed 1/25/2023 8:02 AM

[This email originated from outside of UNCW]

Greetings,

My name is Christopher Everett and I fully support the project "*Wilmington 1898: Geographies of Rage, Resistance, and Resilience*" and I plan to participate and show my documentaries WILMINGTON ON FIRE and WILMINGTON ON FIRE: CHAPTER II as a part of the project. I will participate in a Q&A during the project.

This institute / project is greatly needed and I give it my full support.

Christopher Everett

From: Elaine Brown <browne1412@gmail.com>

Sent: Monday, January 16, 2023 7:32 PM

To: Mollenauer, Lynn <mollenauerl@uncw.edu>

Subject: Re: Invitation to Participate in 2024 NEH Summer Institute

[This email originated from outside of UNCW]

Hello Lynn,

What honor to be invited back to do something that I was born into . With that said, I welcome the opportunity to be a part of this. For now let's say by Zoom as I might be teaching summer school this year. I believe you have all of my information. Please feel free to contact me if you have any questions.

Without Fear,

Elaine Brown

From: Gwendolyn Alexis (b) (6)
Sent: Tuesday, January 17, 2023 8:08 PM
To: Mollenauer, Lynn <mollenauerl@uncw.edu>
Cc: Elaine Brown (b) (6)
Subject: Hidden History Panel

[This email originated from outside of UNCW]

Hi,

I would be honored to be on the panel. Sorry, I am just getting back to you. The semester is getting ready to start. I would be able to appear via zoom.

Thank you,
Gwen.



A department of
Mesa Hancock County

January 18, 2023

To Whom it May Concern

Cape Fear Museum of History and Science has been asked to participate in the University of North Carolina Wilmington's proposed NEH institute for K-12 teachers, tentatively entitled "Wilmington 1898: Geographies of Rage, Resistance, and Resilience." The Museum has decades of experience of interpreting 1898 for the public. Our exhibitions have addressed the massacre and coup since the 1990s; our current exhibition was revised in 2016 to reflect the growing body of scholarly work that has transformed the interpretation of the massacre and coup. We have artifacts and documents in our collection that speak to the history – including copies of the local African American newspaper, the Daily Record, whose editor was run out of town in the wake of the 1898 election. We have also created an award-winning Story Map and an 8th grade field trip about the Wilmington massacre and coup. As the Museum's historian, I have given numerous presentations that address 1898 as a part of the region's history and have spent decades thinking about how to incorporate this story—and other uncomfortable stories—into our exhibitions, programs, and understanding of the past. We support UNCW's efforts to create this institute and look forward to the opportunity to be part of the project.

Sincerely,

Dr. Jan Davidson
Museum Historian

884 Market Street
Wilmington, NC 28403-4733
Phone: 910-368-4300 • Fax: 910-368-4332
www.capefearmuseum.org

Kieran Haile

(b) (6)

18th January 2023

Lynn Mollenauer
UNCW
Wilmington, NC 28403

To whom it may concern,

This writing is to state my intention to present at the 2024 NEH Summer Institute, at UNCW. I was invited to participate by Ms. Lynn Mollenauer via email on January 14 2023.

As a direct descendant of Alex L Manly I believe I could help to advance the discussions around 1898, and I would appreciate the opportunity to do so. Some of the points I'd like to acknowledge in my 90 minute presentation include:

- The Sadgwar and Manly families, and their unique positions in the community
- Art, media, and politics during reconstruction
- Rebecca Latimer Felton, and other anti-black campaigns
- Political and societal fallout, and the consequences of 1898

Compensation for the event may still be negotiated and/or formalized. As I do not live in the state I would prefer for the Institute to cover my travel expenses, but if that proves to be prohibitive we can prepare for a remote presentation as well. Thank you for this opportunity, I am looking forward to presenting.

Sincerely,

Kieran Haile

From: Cash Michaels (b) (6)
Sent: Friday, January 13, 2023 10:11:35 AM
To: Mollenauer, Lynn <mollenauerl@uncw.edu>
Subject: Re: Invitation to present at 2024 NEH Summer Institute

[This email originated from outside of UNCW]

Good Morning Dr. Mollenauer:

Thank you for your gracious invitation to participate in the Summer institute. yes, i would be interested in taking part, and believe that i could contribute significantly to your discussion as outlined.

On January 28th, i will be presenting a short 17 minute film i produced on Ms. Mary Alice Jervay Thatch, the late publisher/editor of The Wilmington Journal. i would like to use that as part of any presentation i do at the Summer Institute.

(b) (6) would i be able to get hotel accommodations for coming in the night before, leaving the day after, since i would be driving from the Raleigh-Cary area?

please advise, and thank you for your consideration.

Sincerely,

Cash Michaels

Summer Teacher Institute Support

Lisa Buchanan <lbuchanan2@elon.edu>

Tue 1/24/2023 7:06 AM

To: Ward, Cara E. <wardcf@uncw.edu>

[This email originated from outside of UNCW]

Dear Cara,

I am writing to express my support for the proposed Summer Teacher Institute "Wilmington 1898: Geographies of Rage, Resistance, and Resilience" and to enthusiastically confirm my participation for the summer of 2024. I look forward to sharing a history inquiry about *Daily Record* editor Alex Manly with the teachers attending. Thank you for the opportunity to support this endeavor.

Sincerely,

Lisa Brown Buchanan, Ph.D.
Associate Professor of Education, School of Education
Elon University
lbuchanan2@elon.edu
336-278-5656

January 15, 2023

To Whom it May Concern:

It is with great enthusiasm that I write in support of the proposed project "Wilmington 1898: Geographies of Rage, Resistance, and Resilience."


As the only successful coup in American history, and at the same time one of the least known events in North Carolina and around the nation, I can't stress enough the crucial void that an NEH funded institute will fill on this particular topic. This seminar will bring needed national attention and understanding to the events that took place in 1898 Wilmington, as well as lead participating teachers in considering related themes and current events. Beyond the importance of the content to be covered, now more than ever teachers are worried about and struggling to implement difficult historical topics, such as those in which race and oppression are at the forefront. This project will be instrumental in assisting teachers with particular skills and support in effectively tackling "hard history" in their K-12 classrooms. I strongly believe that until we devote time, attention and grace to the study of such history, our nation cannot truly heal and move forward.

Carolina K-12 (CarolinaK12.org), a program of UNC-Chapel Hill's Carolina Public Humanities, has been working with teachers since 2001, with a focus on providing engaging professional development and creative curriculum for direct implementation in the K-12 classroom. Experience has shown that these are areas where teachers need and desire quality support. The content knowledge, context and interpretation teachers will receive as part of this institute, as well as the opportunity to create and then access lesson plans, will be instrumental in meeting the specific needs of K-12 educators around the nation. The project is truly poised to have a broad impact on thousands of teachers and students, and Carolina K-12 is committed to supporting our partners at UNC-W in this important and impactful work.

We at Carolina K-12 at UNC-Chapel Hill welcome the opportunity to collaborate on such a visionary and perfectly-timed project and hope that you will grant teachers across the country the opportunity to critically engage with a hidden aspect of our state and nation's history.

Please let me know if you have questions or need any additional information.

Sincerely,



Christie Norris
Director, Carolina K-12
Carolina Public Humanities

Barbara Wright (b) (6)

Tue 1/17/2023 7:27 PM

To: Ward, Cara F. <wardcf@uncw.edu>

[This email originated from outside of UNCW]

Dear Cara Ward,

I heartily support your proposal to the National Endowment for the Humanities to explore multiple aspects of the 1898 massacre and coup in Wilmington, North Carolina. I would be delighted to participate the second week of July, 2024. I wrote my historical novel CROW because I was shocked that I had not learned anything about such an important event when I was going through school in North Carolina. The toxic mix of white supremacy, violence, racial inequality and voter suppression that converged in 1898 to such tragic results has much to teach us about today's political climate. I applaud you for bringing together such a range of voices and disciplines to help teachers convey to their students how historical events shed light on current stresses on our democracy.

Sincerely,

Barbara Wright



Department of Sociology and Criminology
University of North Carolina Wilmington

601 South College Road
Wilmington, North Carolina 28403-5978
soscsm@uncw.edu

To: Whom It May Concern

Fr: Kimberly J. Cook, Ph.D. *Kimberly Cook*

Re: Commitment to Participate

January 24, 2023

I am writing to confirm my participation in the National Endowment for the Humanities Summer Institute entitled 'Wilmington 1898: Geographies of Rage, Resistance and Resilience' in the summer of 2024.

I will look forward very much to working with you and your colleagues at the University of North Carolina Wilmington.

Bertha Boykin Todd

(b) (6)

January 13, 2023

Lynn Wood Mollinauer, Ph.D.
Chair & Associate Professor
Department of History
Co-Director,
1898 Legacies & Futures Research Collective
University of North Carolina Wilmington
601 College Road
Wilmington, NC 28403

Dear Dr. Mollinauer,

It is my pleasure to have been invited to participate in the symposium tentatively scheduled for July 8 – 19 of 2024. I will be available to participate from July 15th through July 19th of 2024.

I look forward to sharing with the symposium participants and others the ramifications realized by a core group of Black and White citizens. This group began researching the 1898 Massacre and Coup in 1995 – the only successful coup de 'tat that has occurred in the United States. Many of the core members of the 1898 Centennial Foundation are deceased.

Sincerely,

Bertha Boykin Todd

**Former Co-chair,
The 1898 Centennial Foundation**



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

7700 Wisconsin Avenue, Suite 2301
Bethesda, MD 20814
PHONE: (301) 492-4855
FAX: (301) 492-5081

August 29, 2018

Mr. Rick Whitfield
Associate Vice Chancellor of Business Affairs
University of North Carolina at Wilmington
601 South College Road
Wilmington, NC 28403-3297

Dear Mr. Whitfield,

The original and one copy of this facilities and administrative (F&A) cost Rate Agreement are enclosed. This Agreement reflects an understanding reached between your organization and the Cost Allocation Services concerning the rate(s) that may be used to support your claim for F&A costs on grants and contracts with the Federal Government.

Please have the original signed by an authorized representative of your organization and email it to me, retaining the copy for your files. Our email is CAS-Bethesda@psc.hhs.gov. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

The Office of Management and Budget (OMB) has requested that we reach an agreement with each institution on the components of the published F&A rates. The attached form is provided for that purpose. Please sign the form and fax it with the original Rate Agreement.

A facilities and administrative cost rate proposal, together with the supporting information, are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 06/30/21, will be due in our office by 12/31/21.

Sincerely,

Darryl W.
Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: c=US, o=U.S. Government,
ou=HHS, ou=OSC, ou=People,
0.9.2342.19200300.100.1.3=20001310,
09, cn=Darryl W. Mayes -S
Date: 2018.09.03 09:44:00 -0400

Darryl W. Mayes
Deputy Director
Cost Allocation Services

Enclosures

PLEASE SIGN AND RETURN A COPY OF THE RATE AGREEMENT

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 56-1258660

DATE:08/29/2018

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
12/04/2014

University of North Carolina at
Wilmington

601 South College Road
Wilmington, NC 28403-3297

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.	07/01/2018	06/30/2022	49.00	On-Campus	Organized Research
PRED.	07/01/2018	06/30/2022	26.00	Off-Campus	Organized Research
PRED.	07/01/2018	06/30/2022	50.00	On-Campus	Instruction
PRED.	07/01/2018	06/30/2022	26.00	Off-Campus	Instruction
PRED.	07/01/2018	06/30/2022	32.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2018	06/30/2022	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2022	06/30/2026			Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

*BASE

ORGANIZATION: University of North Carolina at Wilmington

AGREEMENT DATE: 8/29/2018

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: University of North Carolina at Wilmington

AGREEMENT DATE: 8/29/2018

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

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.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Fringe Benefits include: FICA, Retirement, Disability Insurance, Health Insurance, Workers' Compensation and Unemployment Insurance.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000.

A four year extension of the F&A rates were granted in accordance with 2 CFR part 200.414 (g)

Next proposal based on FYE 6/30/2021 is due in our office by 12/31/2021.

ORGANIZATION: University of North Carolina at Wilmington

AGREEMENT DATE: 8/29/2018

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of North Carolina at Wilmington

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

8/29/2018

(DATE) 7109

HHS REPRESENTATIVE:

Lucy Siow

Telephone:

(301) 492-4855

COMPONENTS OF THE PUBLISHED F&A RATES

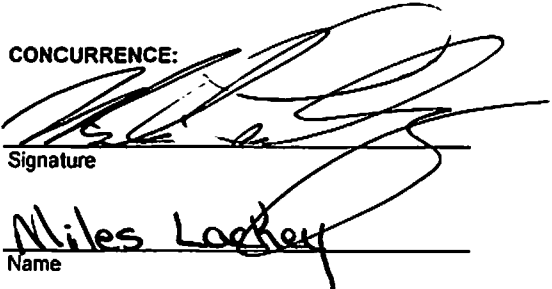
Institution: UNIVERSITY OF NORTH CAROLINA - WILMINGTON

FY Covered by Rate: Extension July 1, 2018 - June 30, 2022

RATE COMPONENTS:

	Organized Research		Instruction		Other Sponsored Activities	
	On-Camp FY 18-22	Off-Camp FY 18-22	On-Camp FY 18-22	Off-Camp FY 18-22	On-Camp FY 18-22	Off-Camp FY 18-22
Bldg & Improv - Depr/Use Allow	3.1		3.6		1.8	
Equipment - Depr/Use Allow	3.2		0.6		0.1	
Interest	1.3		0.7		1.0	
Operations & Maintenance	14.2		10.1		2.6	
Library	1.2		9.0		0.5	
Administrative Component	26.0	26.0	26.0	26.0	26.0	26.0
Total	49.0	26.0	50.0	26.0	32.0	26.0

CONCURRENCE:


Signature

Miles Lockley
Name

Vice Chancellor for Business
Title

Affairs

10-3-18
Date

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001

Expiration Date: 12/31/2022

UEI: (b) (4)

Enter name of Organization: University of North Carolina at Wilmington

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.			
Dr	Cara	Faulkner	Ward		(b) (6)			1.00	(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
Dr	Lynn	W	Mollenauer		(b) (6)	0.75			(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
Dr	Tiffany	N	Gilbert		(b) (6)	0.80			(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											

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

27,876.00

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
	Post Doctoral Associates						
2	Graduate Students	15.00			12,000.00	1,038.00	13,038.00
	Undergraduate Students						
	Secretarial/Clerical						
1	web services	1.00			(b) (6)	(b) (6)	6,233.00
3	Total Number Other Personnel						
Total Other Personnel							19,271.00
Total Salary, Wages and Fringe Benefits (A+B)							47,147.00

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="2,461.00"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text" value="2,461.00"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text" value="5,000.00"/>
2. Stipends	<input type="text" value="55,000.00"/>
3. Travel	<input type="text" value="4,800.00"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text" value="25"/> Number of Participants/Trainees	
Total Participant/Trainee Support Costs	<input type="text" value="64,800.00"/>

F. Other Direct Costs		Funds Requested (\$)
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		27,550.00
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other Costs		750.00
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
Total Other Direct Costs		28,300.00

G. Direct Costs	Funds Requested (\$)
Total Direct Costs (A thru F)	142,708.00

H. Indirect Costs				Funds Requested (\$)
Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)		
MTDC	32.00	77,907.00	24,930.00	
Total Indirect Costs			24,930.00	

Cognizant Federal Agency (Agency Name, POC Name, and POC Phone Number)	DHHS
--	------

I. Total Direct and Indirect Costs	Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)	167,638.00

J. Fee	Funds Requested (\$)

K. Total Costs and Fee	Funds Requested (\$)
Total Costs and Fee (I + J)	167,638.00

L. Budget Justification				
(Only attach one file.)	Budget Justification.pdf	Add Attachment	Delete Attachment	View Attachment

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		27,876.00
Section B, Other Personnel		19,271.00
Total Number Other Personnel	3	
Total Salary, Wages and Fringe Benefits (A+B)		47,147.00
Section C, Equipment		
Section D, Travel		2,461.00
1. Domestic	2,461.00	
2. Foreign		
Section E, Participant/Trainee Support Costs		64,800.00
1. Tuition/Fees/Health Insurance	5,000.00	
2. Stipends	55,000.00	
3. Travel	4,800.00	
4. Subsistence		
5. Other		
6. Number of Participants/Trainees	25	
Section F, Other Direct Costs		28,300.00
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services	27,550.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	750.00	
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

Section G, Direct Costs (A thru F)

142,708.00

Section H, Indirect Costs

24,930.00

Section I, Total Direct and Indirect Costs (G + H)

167,638.00

Section J, Fee

Section K, Total Costs and Fee (I + J)

167,638.00

**Institutes for Higher Education Faculty
Institutes for K-12 Educators**

Budget Justification

A. Senior/Key Persons

Per NSF PAPPG Chapter II.C.2.g(i)(a), UNCW defines an Academic Year as beginning August 15 and ending August 14 of the subsequent calendar year. The year starts with the beginning of the Fall Academic Year and concludes with three summer months. Additionally, UNCW defines a Fiscal Year as beginning August 1 and ending July 31 the subsequent calendar year. Salary amounts are based on current (Fiscal Year 2020-2021) institutional based salaries.

Cara F. Ward (PI) – Dr. Ward will serve the project in a planning, administrative, and supervisory capacity. Dr. Ward will contribute 1 summer month of effort to this project at their current institutional salary rate for a total salary of (b) (6). Fringe benefits for Dr. Ward are calculated at the rate of 32.8%, for total fringe benefits of (b) (6). **Total Salary and Fringe for Dr. Ward:** (b) (6)

Tiffany N. Gilbert (PI) – Dr. Gilbert will serve the project in a planning, administrative, and supervisory capacity. Dr. Gilbert will contribute .80 calendar months of effort to this project at their current institutional salary rate for a total salary of (b) (6). Fringe benefits for Dr. Gilbert are calculated at the rate of 29.2%, for total fringe benefits of (b) (6). **Total Salary and Fringe for Dr. Gilbert:** (b) (6)

Lynn W. Mollenauer (PI) – Dr. Mollenauer will serve the project in a planning, administrative, and supervisory capacity. Dr. Mollenauer will contribute .75 calendar months of effort to this project at their current institutional salary rate for a total salary of (b) (6). Fringe benefits for Dr. Mollenauer are calculated at the rate of 29%, for total fringe benefits of (b) (6). **Total Salary and Fringe for Dr. Mollenauer:** (b) (6)

TOTAL Senior/Key Persons Salary + Fringe = \$27,876

B. Other Personnel

Graduate Assistant (TBD) – Two graduate assistants will help plan and coordinate various aspects of the summer institute. The graduate assistants will provide 800 total hours of service to this project at a rate of \$15/hour for a total salary of \$12,000. Fringe benefits for graduate student workers are calculated at the rate of 8.65%, for total fringe benefits of \$1028. **Total Salary + Fringe for Graduate Assistant = \$13,038**

Emmanuel Mitcham, Marketing and Communications Specialist, Office of Community Engagement
– Mitcham will develop a dedicated web page for the summer institute and provide other technical

and programmatic services as required. Mitcham will contribute 1 calendar month of effort to this project at their current institutional salary rate for a total salary of (b) (6). Fringe benefits for Mitcham are calculated at the rate of (b) (6), for total fringe benefits of (b) (6). **Total Salary and Fringe for Mitcham: \$6,233**

TOTAL Other Personnel Salary + Fringe = \$19,271

C. Equipment Description

Not Applicable

D. Travel

Project guidelines specify that the budget include funds for the project directors to attend a two-day meeting at NEH's offices in Washington, D.C., in October 2023. Costs for airfare, lodging, and per diem are broken out below for each of the three project directors:

Cara F. Ward: Airfare Round trip Wilmington, NC to Washington, DC = \$400; three days hotel accommodations @ \$96/day = \$288; three days per diem @ \$44.10/day = \$132.30; **Total: \$820.30**

Lynn W. Mollenauer: Airfare Round trip Wilmington, NC to Washington, DC = \$400; three days hotel accommodations @ \$96/day = \$288; three days per diem @ \$44.10/day = \$132.30; **Total: \$820.30**

Tiffany Gilbert: Airfare Round trip Wilmington, NC to Washington, DC = \$400; three days hotel accommodations @ \$96/day = \$288; three days per diem @ \$44.10/day = \$132.30; **Total: \$820.30**

TOTAL Travel: \$2,461

E. Participant/Trainee Support Costs

Participant Stipends – Project guidelines stipulate that each of proposed 25 participants receive a stipend of \$2,200. **Total Participant Stipend = \$55,000**

Participant Travel – Renting of bus/van for local participant travel to program sites, including the Wilmington N Color History Tour, the Bellamy Museum, Cameron Art Museum, Pine Forest Cemetery, Cape Fear Museum, St. Stephens AMC Church, Central Baptist Church, Chestnut Street Presbyterian Church. 24 hours @\$200= **\$4,800**

Participant Tuition and Fees – Entry fees to local museums and historical sites when applicable for trips to Wilmington N Color History Tour, the Bellamy Museum, Cameron Art Museum, Cape Fear Museum, etc. 30 participants @\$166 = **\$5,000**

TOTAL Participant/Trainee Support Costs: \$64,800

F. Other Direct Costs

1. Materials and Supplies – NA

2. Publication Costs – NA
3. Consultant Services:

Project Faculty/Scholars/Presenters: The following individuals will receive stipends and travel expenses as consultants, for serving as project faculty. These scholars will present content to participants by speaking on panels, reading original work, lecturing, leading tours of significant historical landmarks, etc.

Presenter	Role	Stipend	Travel	Total
LeRae Umfleet	Scholar/Presenter	\$0	\$600	\$600
David Zucchini	Scholar/Presenter	\$750	\$1,200	\$1,950
Cedric Harrison	Scholar/Presenter	\$750	\$0	\$750
Hasan Kwame Jeffries	Scholar/Presenter	\$750	\$1,200	\$1,950
David Cecelski	Scholar/Presenter	\$750	\$600	\$1,350
Wallace Best	Scholar/Presenter	\$750	\$1,200	\$1,950
Meg Mulrooney	Scholar/Presenter	\$750	\$1,200	\$1,950
Bertha Todd	Scholar/Presenter	\$750	\$0	\$750
Leslie Randall-Morton	Scholar/Presenter	\$500	\$0	\$500
Kaitlinn O'Connor	Scholar/Presenter	\$500	\$0	\$500
Cynthia Brown	Scholar/Presenter	\$750	\$0	\$750
John Sullivan	Scholar/Presenter	\$500	\$0	\$500
Joel Finsel	Scholar/Presenter	\$500	\$0	\$500
Chris Everett	Scholar/Presenter	\$750	\$0	\$750
Jan Davidson	Scholar/Presenter	\$500	\$0	\$500
Cash Michaels	Scholar/Presenter	\$750	\$700	\$1,450
Elaine Brown	Scholar/Presenter	\$500	\$0	\$500
Gwen Alexis	Scholar/Presenter	\$500	\$0	\$500
Kieran Haile	Scholar/Presenter	\$500	\$1,200	\$1,700
Barbara Wright	Scholar/Presenter	\$750	\$1,200	\$1,950
Christie Norris	Scholar/Presenter	\$750	\$600	\$1,350
Lisa Buchanan	Scholar/Presenter	\$750	\$600	\$1,350
TOTALS		\$13,750	\$10,300	\$24,050

The selection committee will be made up of the two co-directors, a K-12 classroom teacher (tbd), and a K-12 curriculum coordinator (tbd) to ensure the best selection of participants. Each

non-director member of the selection committee will receive a stipend of \$250. **Total Selection Committee Stipends = \$500**

K-12 Leader (TBD) – The K-12 Leader will help plan and coordinate various aspects of the summer institute relating to recruiting and communicating with K-12 educators. **\$3,000**

TOTAL Consultant Services = \$27,550

8. Other Costs – Shipping texts/materials to program participants: 25 @\$30 = **\$750**

TOTAL Other Direct Costs: \$28,300

TOTAL DIRECT COSTS: \$142,708

G. Indirect Costs

Indirect costs are calculated at UNCW's established F&A rate for Other Sponsored Programs (32%).

Participant/Trainee Support Costs (\$64,800) are exempt from F&A under UNCW policy. ($\$142,708 - \$64,800 = \$77,908$).

Thus, indirect costs are calculated at 32% of applicable program expenses ($\$77,908$) = \$24,931

TOTAL Request: \$142,708 + \$24,931 = \$167,639