



ONE STATE / ONE STORY

WORLD OF WONDERS

Community Reads
Program Guide

V.2

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Congratulations on being awarded a *One State / One Story* Community Read! In this program guide, you'll find a variety of resources to help you plan and implement a meaningful and memorable series of programs around *World of Wonders* by Aimee Nezhukumatathil.

Your Community Read is one of dozens taking place across Indiana as part of *One State / One Story*. *One State / One Story* invites Hoosiers to engage deeply with a book as part of a statewide conversation tied to Indiana Humanities' current theme. *One State / One Story: World of Wonders* is one of the signature programs for Unearthed, our multi-year thematic initiative looking at we shape our environments and how our environments shape us.

In the pages ahead, you'll find all kinds of ideas and suggestions to guide you as you plan your Community Read. There are discussion questions, program ideas, a list of related books and films, and short essays by scholars to help you think about important themes in the book. There are also sample budgets, a planning checklist and detailed instructions for how to report to Indiana Humanities as you plan and as you conclude your series.

There's a lot of flexibility in how you design your Community Read. Whatever you do, we hope you use this as an opportunity to have rich and meaningful conversations Nezhukumatathil's remarkable collection of essays and how we Hoosiers relate to our environments. Hosting a Community Read is also an opportunity to build new audiences, forge relationships with new partners and connect your community to others around Indiana partaking in the same exciting, thought-provoking program.

Thank you for helping Indiana Humanities to lead this important statewide conversation about the wonders natural world. We look forward to seeing how you take *One State / One Story* and create something indelible and enriching for your community!

Sincerely,

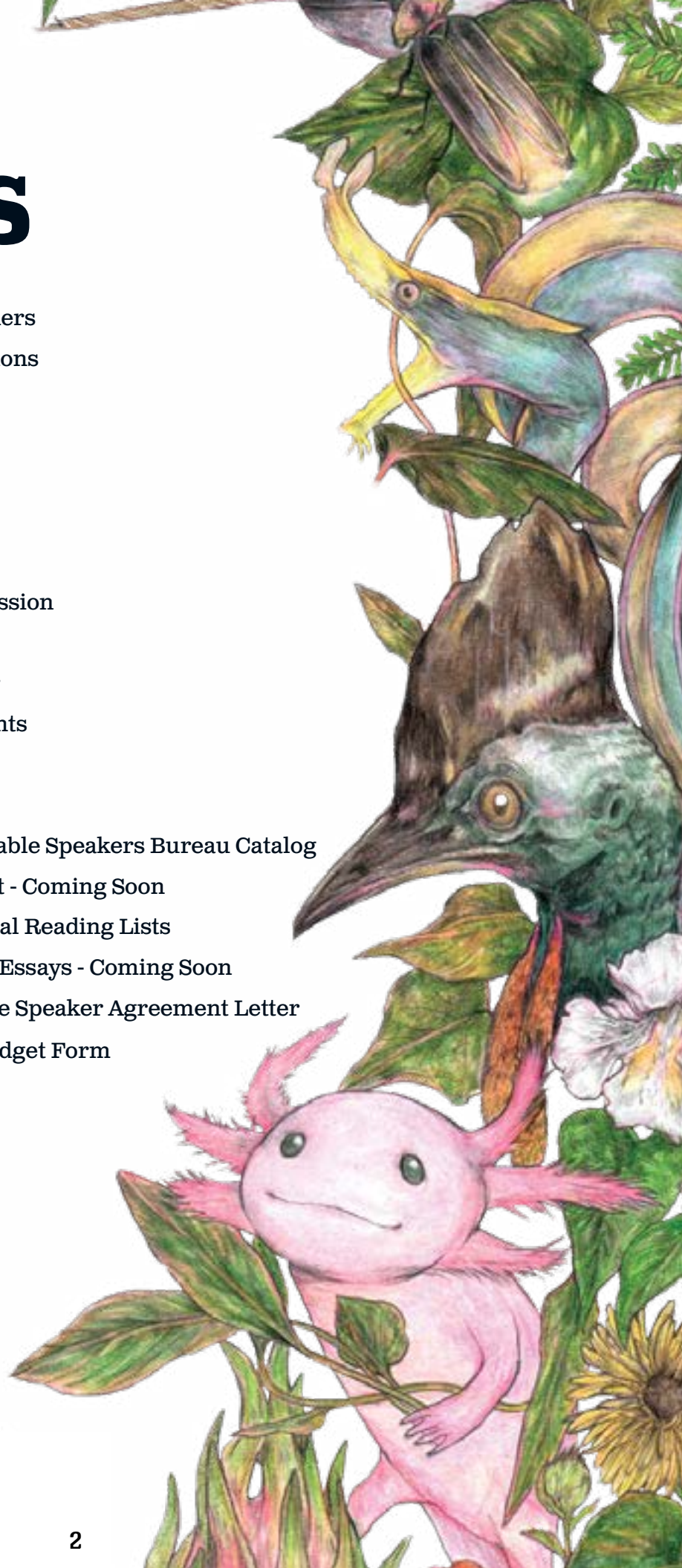
A handwritten signature in dark ink, reading "Keira Amstutz". The signature is fluid and cursive, with the first name "Keira" written in a larger, more prominent script than the last name "Amstutz".

--Keira Amstutz, President & C.E.O. Indiana Humanities

Questions? Ready to Bounce Around Ideas? Contact Megan Telligman, Director of Programs at 317.616.9409 / mtelligman@indianahumanities.org.

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Why We Chose *World of Wonders*

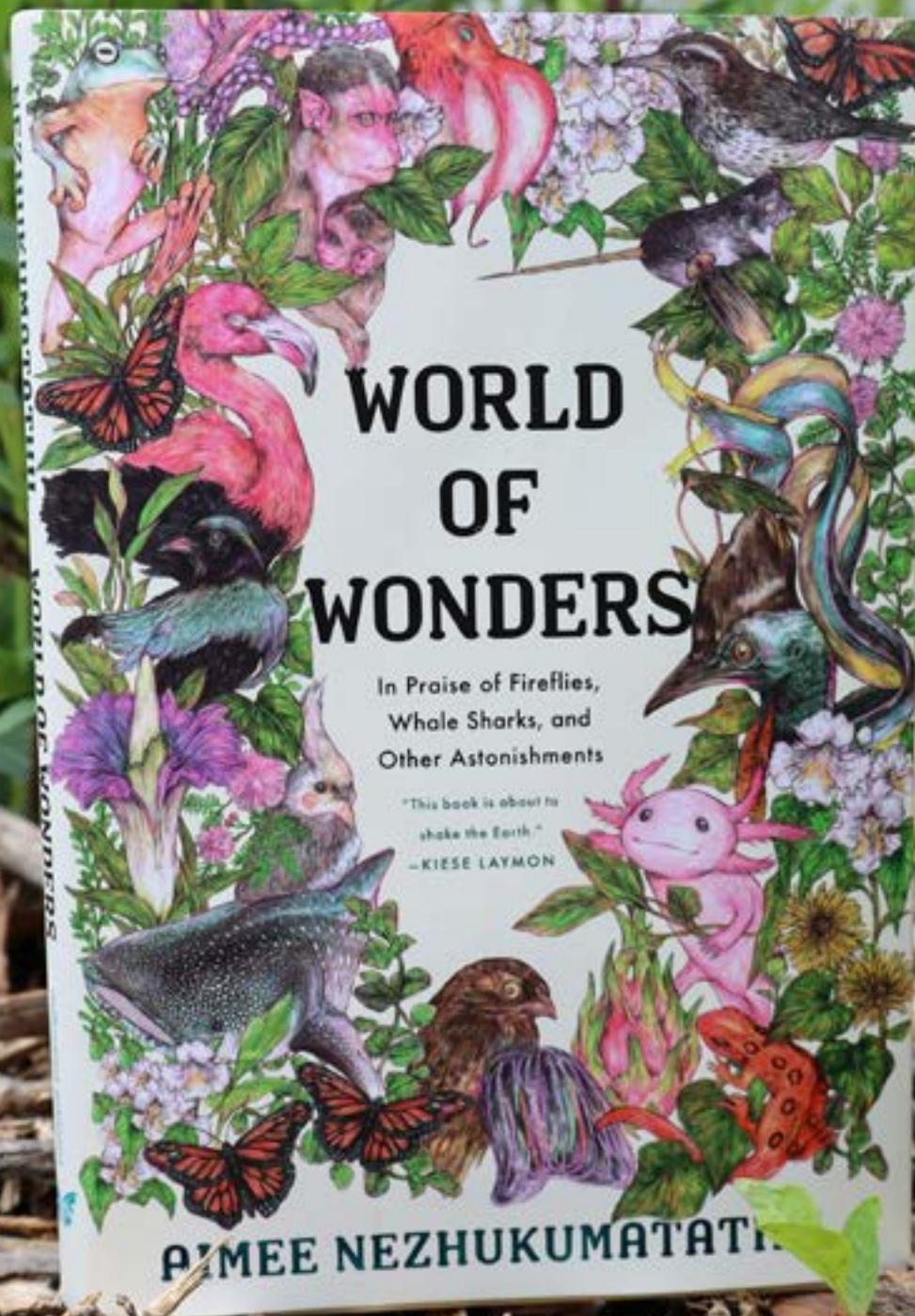
Indiana Humanities is thrilled to announce the selection of Aimee Nezhukumatathil's *World of Wonders: In Praise of Fireflies, Whale Sharks, and Other Astonishments* as our 2022 *One State / One Story* statewide read selection. Throughout the year, we'll have opportunities for Hoosiers to come together to read, discuss and discover Nezhukumatathil's amazing collection of 28 short essays celebrating the natural world and all its wonders.

Nezhukumatathil is an accomplished poet, with four previous collections to her name, and poetry infuses *World of Wonders*. Her love of language and skill with the written word allow her to represent the wonders of nature which defy easy depiction. Her descriptions move from the depths of the ocean, where the vampire squid looks for a "meal of marine snow" and the ribbon eel "unspools itself, as if a piece of ribbon candy has unfolded and softened in the sea," to the "tender and electric dress" of the firefly or the sound of cactus wrens ("a small motor revving up the morning quiet"). These clever descriptions are further supplemented by beautiful illustrations by Fumi Mini Nakamura throughout the book.

To consider: the ambiguous smile of the axolotl, the repulsive scent of the corpse flower, the stunning blue of a peacock, the flickering of fireflies, the dangerous claw of a cassowary. Nezhukumatathil's collection is full of the wondrous in the more-than-human world, finding beauty and appreciation in unexpected creatures. Nezhukumatathil's collection asks us what wonder, appreciation or connection with the natural world can do to change our attitudes and actions toward it. In reflecting on an octopus, she writes, "I am certain it knows we humans are messing up entirely, that in just a matter of decades the oceans will become unswimmable to any of us animals." Through her wonder at what exists, readers also wonder at what may be lost.

Nezhukumatathil's collection is more than mere documentation of the earth's vast wonders; it is also a record of her own experience as a woman of color living in America. With every entry, Nezhukumatathil connects her experiences—from love and motherhood to xenophobia and racism—with the creatures and plant-life she wonders about. Throughout the collection, Nezhukumatathil deftly moves between beautiful depictions of the more-than-human and her own experiences, encouraging readers to think through the connections they've discovered with the natural world, and what ones might yet be unearthed.

We encourage Hoosiers across the state to pick up *World of Wonders* to connect and reflect upon the natural world and find your own wonders in Indiana's landscapes. Non-profit organizations in Indiana can apply to host a Community Read as part of *One State / One Story*. Through the Community Read program, organizations receive funding and programming support to design and host a series of three events.





About the Author

Aimee Nezhukumatathil (neh-ZOO / KOO-mah / tah-TILL) is the author of the New York Times best-selling illustrated collection of nature essays and Kirkus Prize finalist, *World Of Wonders: In Praise Of Fireflies, Whale Sharks, & Other Astonishments* (2020, Milkweed Editions), which was chosen as Barnes and Noble's Book of the Year. She has four previous poetry collections: *Oceanic* (Copper Canyon Press, 2018), *Lucky Fish* (2011), *At The Drive-In Volcano* (2007), and *Miracle Fruit* (2003), the last three from Tupelo Press. Her most recent chapbook is *Lace & Pyrite*, a collaboration of epistolary garden poems with the poet Ross Gay. Her writing appears twice in the *Best American Poetry Series*, *The New York Times Magazine*, *ESPN*, *Ploughshares*, *American Poetry Review*, and *Tin House*.

Honors include a poetry fellowship from the National Endowment for the Arts, the Pushcart Prize, a Mississippi Arts Council grant, and being named a Guggenheim Fellow in poetry. In 2021, she became the first-ever poetry editor for SIERRA magazine, the story-telling arm of The Sierra Club. She is professor of English and Creative Writing in the University of Mississippi's MFA program.

Big Questions

- How do we shape the environment and how does the environment shape us?
- How do human perspectives affect our understanding of the more-than-human world?
- What plants and animals have you related to or had special relationships with?
- How do our relationships with nature affect our actions towards the natural world?

How Community Reads Work

The heart of *One State / One Story* is communities coming together to read, think and talk about *World of Wonders*. As part of your Community Read, you will design a series of at least three events. One of these must be an old-fashioned book discussion, because there's nothing better than talking about great books with curious people.

What the rest of your programs look like is up to you. You might book a speaker that helps give context to the book, or host a film screening with similar themes. You could sponsor a writing workshop to encourage people in your community to write their own short essays about a favorite plant or animal. While we're only asking you to create a three-event series, we know that many Community Read hosts will find creative and thought-provoking ways to dig into *World of Wonders* and its themes.

Indiana Humanities wants your programs to be a success, so we're providing the following resources to help you plan and implement your *One State / One Story* series:

- \$750 grant
- Up to 30 copies of the book
- Fun swag to build excitement about your Community Read
- Program guide with discussion questions, short essays, and more
- A recorded facilitation training that can help you or whoever is leading your book discussion create a meaningful conversation
- A speakers bureau with talks about environmental humanities topics
- Program logos and other downloadable promotional collateral

While you're not required to book a talk through the speakers bureau, we know that previous *One State / One Story* hosts who used our speakers catalog felt like their programs were more successful and intellectually richer. The grant we provide is designed to cover the cost of at least one speaker and still leave funds to purchase materials and pay for other costs for your series. You might also consider budgeting \$100-\$150 to pay an expert facilitator, such as a humanities scholar from a nearby college, to lead your book discussion. See page 22 for information about how to book a speaker and Appendix A for a full list of available talks.

There are a few other points to note about how the Community Read works:

- The project director is required to attend a training webinar before beginning their programs. The webinar includes detailed information about payments, budgeting, communicating with Indiana Humanities and more. Information about how to attend the webinar will be shared when we notify grant recipients.
- We'll pay out your \$750 grant in two installments. We'll pay 90% (\$675) after you've returned your signed agreement and submitted an event calendar. We'll pay the final 10% (\$75) when you've submitted all your final reporting. See page 12 for a list of approved and non-approved uses of Indiana Humanities funds.
- You're required to submit an event calendar to us, showing at least three events including a book discussion, at least a month before your first program begins. If you add other events or details change, we ask you to keep us in the loop so that our records are accurate and so we can help promote your events.
- At the end of your series, you'll be asked to submit final reporting that includes attendance information for all your events, a budget showing how funds were used, and some reflections about what your community and you learned by taking part in *One State / One Story*.
- Please use approved logos and credit Indiana Humanities in all of your external communications and printed fliers and posters about the program. See page 23 for more information on how to credit Indiana Humanities.
- While we don't require your organization to match our funds, we do ask that you record any in-kind or outright matches your organization and partners contribute to your program. We report this back to our funders and use this information to build the case for why humanities funding matters.



Planning a series

You're required to hold **at least three** events for your Community Read series, one of which should be a book discussion. What the other programs are, and what the overall mix is, is up to you! You may be creatively inspired and decide to do more than three events, though we'll caution that previous Community Read hosts felt regret when they planned more than six events.

When starting to plan, think through these questions:

- Is my series for adults, or do I want to create complementary teen and/or youth activities?
- Is there anyone in my community who I hope will attend my series? What would get them to come out?
- If I'm trying to draw in teens, what themes in the book would be most relevant to them?
- What activities make sense given the themes of the book? (See page 3 for a reminder on key questions and themes for *World of Wonders*.)
- Do I want to explore different aspects of the book in each program, or explore one theme over the course of several events?
- How can I ensure that even “fun” activities like crafts or art-making projects tie back intellectually to the book? Can adding a short reading, a written reflection, or a few discussion questions deepen the content of my events?
- Are there any local organizations who deal with any of the themes I'm hoping to explore, and could we use the Community Read as an opportunity to partner?
- Does another community organization have the audience I'm hoping to attract, and if so, could we partner together on an event during my Community Read?
- How often do I want to hold programs? Should I stretch them out over a few months, or try to concentrate everything into a shorter span, like 2 weeks or a month?
- Do you need any large print, audio, or e-book versions of *World of Wonders*?

After you've answered these questions sketch out estimates on how much each element will cost and draft a budget that shows how you'll use the \$750 from Indiana Humanities. This is the point where you'll know whether you need to scale back your plans or raise additional money to cover extra costs above \$750. Keep reading for information on how to budget for your series.



Budgeting

Your Community Read grant can be used to cover direct costs associated with putting on your series: speaker or facilitator honoraria and travel, additional books, promotion, space and/or equipment rental, materials and more. No more than 10% of your grant (\$75) can be used to pay for food or snacks. The balance of any unspent funds from Indiana Humanities can be used to support general operating expenses at the host organization, including project director time, utilities, etc. Where possible, we recommend working with local businesses and community foundations to secure donations to cover additional costs.

Here are some other tips on budgeting, based on others who've hosted a Community Read:

- We strongly encourage you to book a speaker from the Unearthed speakers bureau catalog. Not only will this give your series more intellectual depth, but we also learned that Community Read hosts who didn't book a speaker had trouble using their full grant. The amount of the grant was designed to allow you to book at least one talk.
- We recommend reimbursing mileage at the federal rate (56¢/mile for 2021).
- For art supplies and snacks, we strongly recommend seeking donations so that you can make the most of your Community Read grants to offer humanities activities.

Please note the following allowable and non-allowable uses of Indiana Humanities funds:

Allowable

- Speaker honoraria
- Speaker travel
- Book discussion leader honoraria
- Additional copies of book
- Large print or audio copies of book
- Read-a-long titles for younger readers
- Program materials
- Marketing and publicity
- Room reservation fees
- Equipment rentals
- Snacks for programs (not to exceed \$75 total)

Non-Allowable

- Prizes
- Political action or advocacy
- Religious practices or training
- Creation or performance of art
- Social services
- Scholarships or prizes
- Construction or renovation
- Property or major equipment purchases (in other words, funds should not be used exclusively for equipment purchases; we may consider funding equipment, however, if it's a portion of the grant request and will support the overall goal of providing public humanities programming)
- Publication of books
- Operating expenses
- Alcoholic beverages
- Entertainment (unless it's a key educational component of the program—for example, musicians for a program on Indiana's jazz heritage)

Sample budget

In your final reporting, you'll be asked to provide a final budget, including in-kind and outright contributions to the total event budget.

Sample Budget for a 4-event series that includes a book discussion, a speaker talk, a thematically-related storytime activity, and a film screening and discussion.

CATEGORY	COMMUNITY READ GRANT	IN-KIND MATCH *	OUTRIGHT MATCH * *
Honoraria	\$400 for speaker from catalogue \$75 for book club discussion leader	\$--	\$--
Travel	\$50 for r/t speaker travel	\$--	\$--
Materials	\$20 for 1 large print copy \$50 for 2 e-book licenses \$50 for film license	\$--	\$25 storytime materials purchased by library
Food and Beverages	\$--	\$50 beer and wine donated by local vendor	\$75 purchased by library
Printing, Design and Marketing	\$85 to print 1,000 fliers \$20 Facebook digital advertising	\$150 advertising donated by local radio station	
Host Org. Operating Expenses	\$--	\$100 room reservation fee x 2 \$450 (25 hours of staff time @ \$18/hour)	\$--
TOTAL	\$750.00	\$750.00	\$100.00

*In-kind match includes the value of services, staff time, or space donated/contributed to make the event possible.

**Outright match includes direct costs (e.g., purchases) contributed by the host org., community partners, local businesses or other funders.

Planning checklist

Use this checklist to keep yourself on track as you plan, implement and report back about your *One State / One Story* series.

First Steps

- Sign and return the agreement letter to Indiana Humanities, including your organization's DUNS number.
- Bookmark the Community Reads Resource page. You'll be referencing it regularly in the year ahead.
- Sign up for the Community Reads Project Director webinar. Your project director is required to attend the webinar before your programs begin. Webinar dates and times are listed on the Community Reads webpage.

Planning Your Series

- Consider all the activities you'd like to do as part of your program and estimate how much each will cost. If you plan to spend more than \$750, trim your plans or decide how you'll raise additional money.
- Identify local organizations or audiences who might be especially interested in your programs, or who can help you plan or promote events. Set up meetings to dream up ideas.
- Find a facilitator to lead your book discussion. This may be you, someone who regularly leads discussions at your organization, or someone you invite because of their particular expertise related to the book. Guide them to the facilitation webinar on our website and strongly recommend that they view the webinar.
- Contact any speakers you wish to book as part of your series to arrange a date and time. Use the template agreement letter (Appendix E) to confirm all details in writing.
- Set dates and locations for each event in your series. Reserve spaces as needed.
- Decide how you will distribute the 30 books from Indiana Humanities and determine if you need to purchase additional copies or large print/audiobook versions. Books will arrive by the end of December 2021.
- Once all events are planned, complete the Event Calendar Form to notify Indiana Humanities of dates, times and details of your series. This will trigger the first payment. The form is on the Community Reads Admin page.

- Submit your event calendar at least three weeks before your first event.
- Download the press release template from the Admin page and customize it with details about your series.
- Send the press release to your local media (newspaper, radio, etc.).
- Where applicable, make sure front-line staff are able to answer questions and distribute books. We recommend creating a “*One State / One Story* FAQ” to keep at the front desk.
- Use materials in your Starter Kit to get the word out! Hang posters, distribute bookmarks and more!
- Add events to your community’s website and Facebook pages. Also post events to community calendars and other places where people get ideas for what to do. You can use your budget to boost posts on social media and other advertising.
- Ask partners to help you spread the word.

During Your Series

- Keep track of attendance after each event. You’ll need to report this back at the end of your series.
- Take great photos and write short recaps for your blog, newsletter or social media. You might consider hiring a professional photographer if you want high-quality photos for future use.
- Collect any media coverage of your events. We’ll ask you to share examples in your final report.
- Send thank-you notes to facilitators, speakers or others who help with each event.
- Consider collecting emails of attendees and sending regular updates about related programs.
- Share your successes on social media and tag Indiana Humanities (@INHumanities on Twitter and Instagram, @IndianaHumanities on Facebook).

After All Programs Are Completed

- Complete the final budget form showing how you spent Indiana Humanities funds and noting any additional funds you raised or matched. The budget form can be downloaded from the Community Reads page.
- Gather your favorite photos and media coverage about the series.
- Submit the Final Report Form, attached the budget form, photos and media coverage examples. When all information has been submitted, it will trigger the final payment.
- Submit your final report within three months of your final event and no later than **March 31, 2023.**



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Program ideas

Speaker Program: Host a speaker that provides context for *World of Wonders*. Use the Unearthed Speakers Bureau catalog to find a speaker, or reach out to a local college or university faculty to find an expert in your own community. Your talk could focus on interesting subjects like local environmental history or literature.

Film Series: Put together a film series based on the themes of *World of Wonders* – environmental awareness, connections with the natural world, connections with the generations of humanity coming before and after us. Find your favorite movie snacks and invite a scholar to come and engage the audience in a discussion after the screening. See Appendix B for a list of films that you could pair with a discussion of the novel.

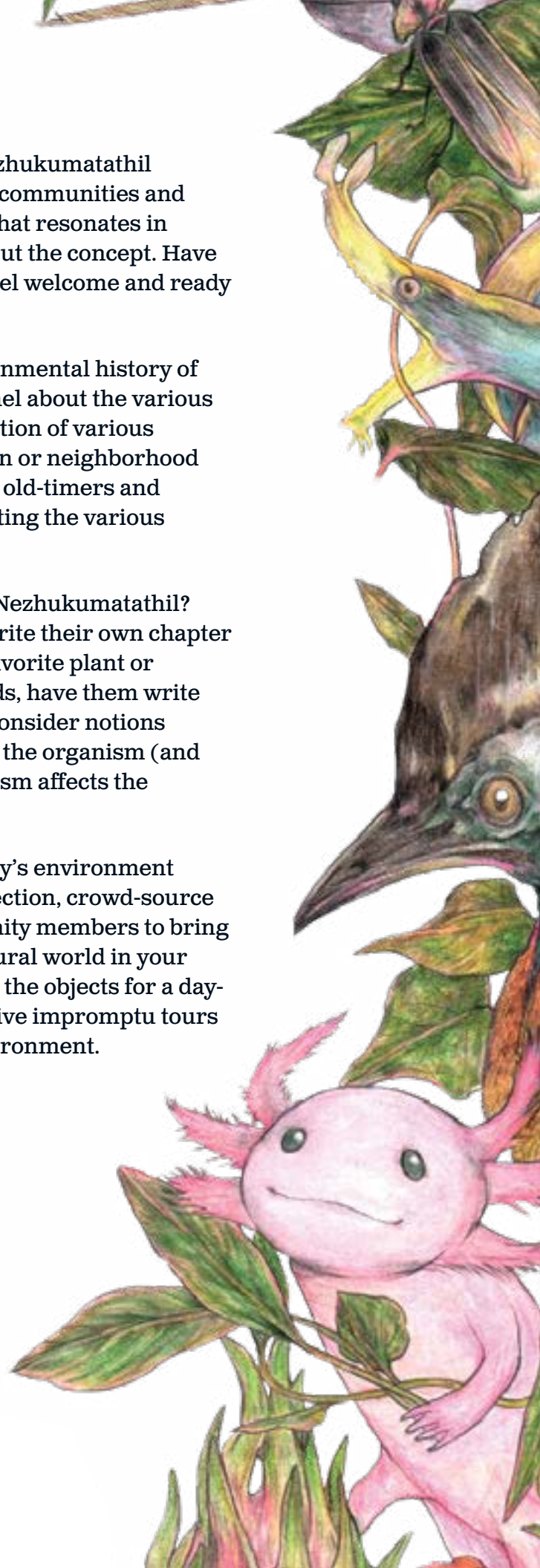
Read-alike Series: We've curated a list of additional books for adults and children that add context to *World of Wonders*. Make your book discussion into a series by encouraging reading of other titles that address environmental connection, personal history, zoology, and more. Children's stories by Indiana authors like *Wake Up, Woods* by Gillian Harris, Michael Homoya, and Shane Gibson or *Thank You, Earth* by April Pulley Sayre can expose young readers to the wonders of the natural world. See Appendix C for a full list of additional readings.

Community Conversation: Throughout her book, Nezhukumatathil addresses the constantly evolving relationship between communities and nature. Pick a moment or lesson addressed in the book that resonates in your community and invite residents to a discussion about the concept. Have prompts, facilitators and food on hand to make people feel welcome and ready to talk and to listen!

Panel Discussion: Organize a panel around the environmental history of your community. For example, you might organize a panel about the various creatures witnessed on the surrounding land, the utilization of various plants in your region's culture and diet, or how your town or neighborhood has altered the environment. You might even invite both old-timers and newcomers to participate in a panel discussion highlighting the various perceptions of the natural world where you live.

Art-Making Activity: Looking to recreate the work of Nezhukumatathil? Develop an art making program where audiences can write their own chapter of *World of Wonders*. Have each participant draw their favorite plant or animal from your community's natural world. Afterwards, have them write out the lessons that can be shared from this organism. Consider notions from the book, such as how the participant is affected by the organism (and vice versa) as well as how a relationship with this organism affects the participant's understanding of the natural world.

Pop-up Exhibits: Highlight changes in your community's environment through objects. If your organization doesn't have a collection, crowd-source objects for a temporary pop-up museum. Invite community members to bring photographs and objects that reveal an aspect of the natural world in your region, have them write out an artifact label, and display the objects for a day-long pop-up event. You can even have young "docents" give impromptu tours about what they believe the objects reveal about the environment.





Program ideas for youth and teen

Program ideas about celebrating and protecting the natural world for ages 0-5

Very young children learn and grow by playing and using their hands. Preschools and youth librarians can get young children thinking about the natural world with storytimes, engaging programs, and hands-on-activities.

Nature Program: Invite families to go on a nature walk in your community or have a storytime in a park or other outdoor space. Be sure to pick a place that's friendly for strollers. Do a simple craft that involves leaves or other found natural objects like acorns. Take a minute and lead your group in silent listening. Feel the breezes. Listen to the birds. Smell the weather. Talk about how it feels to be outside vs. inside. If possible, lead your group in gentle yoga poses reminiscent of nature. Child's pose looks like a seed. Mountain pose looks like a carrot. Forward fold can be a waterfall.

Conservation Program: Clean up the neighborhood! Invite families to join you in a litter hike. Provide gloves and trash bags and see how much trash you can pick up. Choose a safe location for strollers and young children. Have a discussion about why people throw trash on the ground. Talk about where trash goes after we put it in a trash can. Does it ever go away? Using a paper egg carton, lead your group in planting seeds. Plant sunflowers, snap peas, radishes, or other plants that germinate quickly. After the plant starts growing, the egg carton sections can be planted directly into the ground. Learn about recycling. Even young children can help sort recycle. Collect some recyclables and have the group help you sort. Paper, cardboard, plastic, and metal with no sharp edges are good items to use. In general, be mindful about the craft materials you purchase for your library. How long does it take for a plastic googly eye to decompose?

Program ideas about the moving to a new country for ages 0-5

Very young children learn and grow by playing and using their hands. Preschools and youth librarians can get young children thinking about the people and countries in this world with storytimes, engaging programs, and hands-on-activities.

Around the World Program - Show a globe and talk about how we live on the earth. Other people live on the earth too, and activities and culture are unique and varied all around the world. There are lots of books that explore how children eat, sleep, dress, and even deal with lost teeth in other parts of the world. Read a bilingual book and have your group practice learning words in different languages. Show images of food from around the world using images or a flannel board. Have parents talk about their favorite dishes that originated in different lands. Dance together! There are many dances that come from other countries. Share some new music and move and dance together.

Immigration Program: Very young children will have a hard time understanding the concept of immigration, but they can understand being welcoming despite differences. Read *Welcome* by Barroux. How can we make someone new feel welcomed? Pass out pre-cut rectangles of white cardstock. Have each participant decorate it with bright colors. String them together and add letters to say "ALL ARE WELCOME." Hang up your pennant garland in your storytime area. Read *Lubna and Pebble* by Wendy Meddour. Talk about why Lubna lives in a tent. Lead your group in making their own Pebble Friends. Be sure to use clean rocks and safe art supplies. Have everyone make an extra Pebble Friend to share with a neighbor.

Program ideas about celebrating and protecting the natural world for ages 6-12

Children in this age group are ready to learn and help make the world a better place. Some elementary students will be ready to hear essays from *World of Wonders*. You could try reading and talking about any of these essays with this age group: "Peacock," "Comb Jelly," "Questions While Searching for Birds...", or "Cara Cara Orange."

Nature Program: Invite families to go on a nature hike scavenger hunt. Provide a list of things to watch for depending on the season of your hike and where you hike; birds, squirrels, turtles, other animals, coniferous trees, deciduous trees, seeds, flowers, nests, holes and homes, webs, mushrooms, moss, and also, keep a look out for trash. Be prepared with gloves and a trash bag. If you encounter trash on your hike, pick it up and talk to your group about where trash goes after it's thrown "away." To prepare for your hike, lead your group in a walking stick decorating activity and practice identifying poison ivy. For a fun indoor activity, provide pictures of birds from all around the world. Identify what continent they live on and have each participant paint a picture of the bird they think is the coolest. Include pictures of extinct species and talk about why animals go extinct.

Conservation Program: Get your group thinking about the earth with poetry. Explore Earth Day poetry (easily available online) and guide your group in writing their own poems. Have fun with upcycling! Cardboard boxes are easily one of the most versatile art supplies out there. Have students design games, create artwork, or make a toy or instrument using upcycled material with cardboard as the base. Upcycling crayons is another program that only requires a few materials. You will need a microwave, paper cups, silicone molds, hot pads, and old crayons. A freezer is helpful as well. Peel the crayons and break into pieces. Keep similar colors together for a better result. Place the crayon pieces in paper cups and microwave on high for about five minutes. You will need to use a hot pad to remove the melted wax from the microwave and then pour into silicone molds. Cool in the freezer. Where do broken crayons go if we simply throw them in the trash?

Program ideas about moving to a new country for ages 6-12

Children in this age group are ready to learn and help make the world a better place. Some elementary students will be ready to hear essays from World of Wonders. You could try reading and talking about any of these essays with this age group: “Peacock,” “Comb Jelly,” “Questions While Searching for Birds...,” or “Cara Cara Orange.”

Around the World Program: Elementary aged students understand that there are many different continents and countries that make up the world. Look at a globe together and see what countries your group can identify. Celebrate different languages by saying some common words in many languages. Do a craft by making instruments popular in different corners of the globe. Weaving is an activity that is done in many places around the world. Practice weaving with paper or make rudimentary looms with cardboard and yarn.

Immigration Program: Immigrants are people who move from one country to another. Talk to your group about why a family might decide to move to a different country. Moving can be challenging. If you had to pack a suitcase to move to another country, what would you include? Give students sheets of construction paper and have them cut out shapes representing their belongings. What can they fit in their imaginary paper suitcase? What would they have to leave behind? Read *The Name Jar* by Yangsook Choi. Using cardboard or other found materials, have your participants make stamps of their first initials. Have them collect the stamps of everyone in the program. Talk about names and how special they can be and how they have various meanings.

Program ideas about celebrating and protecting the natural world for ages 13-18

Teenagers might be interested in reading World of Wonders and participating in a book discussion. Consider having a book discussion specifically for teens or do a special invite for teens to attend a regularly scheduled book discussion. Be curious and respectful about what they have to say.

Nature Program: Teens are often very capable of doing great things. Explore your community and find an area that needs help with invasive plant species abatement. Many areas of Indiana are overrun with wintercreeper, Japanese honeysuckle, and kudzu. Partner with an extension office to give training on how to identify and remove these invasive plant species and have a clean-up day with teen volunteers. Be sure teens bring (or you can supply) gardening gloves, proper tools, and drinking water. Looking for something a little less intense? Have teens create a nature journal. Teach them how to press flowers. Encourage them to go on walks, meditate outside, or just sit and listen to the world around them. They can write short essays to share with World of Wonders as a guide.

Conservation Program: Discuss plastic bags with teens. Why do we use them? What can we use instead? Teach teens how to crochet plastic bags into a sturdier, reusable grocery bag. Get teens into composting. Have a workshop demonstrating how to get started. Take a sturdy plastic bin with a lid. Drill about 200 small holes all over it. Place the bin on a few bricks outside. Start with a layer of dirt. From there, layer dry compost with wet compost. Provide a list of things that can be added to a compost bin. Add some worms for even quicker compost. Every few weeks give it a stir. After a year you'll be able to add rich compost to flower beds and vegetable gardens. Why is composting important?

Take Action Against Climate Change: Talk to teens about climate change. What can be done to help the world? Turns out, a lot. Teens can start locally by writing to their schools about single-use plastics like straws and eating utensils. They can make a video right before spring or summer break about the importance of using sunscreen that doesn't include chemicals harmful to coral reefs or ocean life. Air quality in schools can be improved by having a plant in every classroom. Have a discussion about individual responsibilities versus corporate responsibilities. How can businesses and corporations be encouraged to make better choices for the Earth?

Immigration Programs for ages 13-18

This age group is able to tackle hard questions. Immigration is tied directly with race in America. Don't be afraid to discuss history with this age group. Very often, they are interested and ready to talk about difficult subjects.

Read and discuss the picture book: *We Are a Garden: A Story of How Diversity Took Root in America* by Lisa Westberg Peters and Victoria Tentler-Krylov. Talk about the people who first lived on this land. What happened over time to bring different people here? Talk about how all people who have lived here came from migrants. Not all people who came to the United States arrived here by their own will. Talk about slavery and immigration. How are they related?





Planning a book discussion

The heart of your Community Read is a book discussion of *World of Wonders*. Typically, 90 minutes is the right length—long enough to get into the book but short enough to keep everyone’s attention.

Indiana Humanities has developed several resources to help make your book discussion a success. The discussion questions on the next page will help your facilitator guide the conversation about *World of Wonders*.

Finally, Indiana Humanities offers a facilitation webinar that we strongly recommend you share with your chosen facilitator. The webinar will be available in February of 2022 and will be found on the Community Read resource page.

Finding a facilitator

Many kinds of people have what it takes to be a great facilitator. The most important qualities to look for are someone who is a great listener and someone who makes others feel comfortable talking about big ideas.

Skilled facilitators come from all walks of life and can be any age. We recommend reaching out to a local humanities scholar to facilitate your discussion; try calling or emailing the faculty of English departments at a nearby college or university. Of course, others have what it takes to be great discussion leaders, including librarians, teachers, or pastoral figures.

Facilitators should understand what your goals for the discussion are and commit to using the guidelines in this discussion guide. Although we recommend using the questions presented here, they may want to add some of their own.

Since it’s a good amount of work to read, plan and lead the discussion, we recommend paying your facilitator. How much you want to pay your facilitator is up to you, though we recommend \$100-\$150. (If your facilitator forgoes payment, count what you would have paid them as an in-kind match on your final budget.)

Facilitation tips



- Ask open-ended questions that can be answered in a variety of ways.
- Use specific moments or quotes from the book to ground discussion. Encourage participants to take notes as they read. Ask folks to make connections between what they read to their own lives.
- Ask follow-up questions to get folks to dig a little deeper and make connections between different points of view in the room.
- Try to avoid questions that require a lot of background information. In other words, ask questions grounded in the text or in people's everyday lives. If your questions require a lot of background knowledge, they will exclude some people and make them feel unwelcome.
- Keep introductions brief so you can devote your time to real conversation. For instance, you might simply have everyone state his or her first name and share one word they would use to describe the plot of the book.
- Set guidelines at the start. Some important ones: All perspectives are valued and it's important to hear from everyone in the room. It's okay to disagree respectfully. Be wary of easy consensus—it's possible not all points of view have been considered.
- Scan the room for verbal and nonverbal cues: Are people feeling comfortable? Is there a shy person who looks like they want to talk but just needs to be asked? Is someone talking too much? Moderate your tone and body language to invite new participants into the discussion.
- Avoid sharing what you think, even when people ask! Your role is to lead the conversation, not contribute opinions. Always turn the discussion back to what participants think.

Discussion questions



Catalpa Tree

- Which two places does Nezhukumatathil mention seeing catalpa trees? Can you recall locations where you've seen them?
- Have you dealt with microaggressions like those experienced by Nezhukumatahil's family?

Firefly

- What impact does artificial light (e.g., headlights, porch lights, streetlamps, etc.) have on fireflies? Have you noticed this effect in your experiences?
- Do you have any personal memories attached to fireflies? If so, what are they?

Peacock

- When did Nezhukumatathil first fall in love with peacocks? Can you recall an animal you similarly adored when you were younger?
- What impact did the peacock drawing situation have on Nezhukumatathil? What impact did it have on you?

Comb Jelly

- Nezhukumatathil compares the comb jelly to which fashion accessory from her childhood? What were popular fashion accessories from your childhood?
- According to Nezhukumatathil, what is the best way for humans to observe comb jellies? Where have you observed them?

Touch-Me-Nots

- According to Nezhukumatathil, how is the touch-me-not viewed in India and the northern Philippines? Has anybody in the group been fortunate enough to journey to one of these locations (or another) and see the touch-me-not?
- Is there a situation(s) where you would like to “shut down and shake off predators” like the touch-me-not?

Cactus Wren

- What safety measures did Nezhukumatathil use to protect herself while living in Arizona? Do you remember partaking in safety measures such as these when you were that age? Why or why not?
- What measures do you take to protect yourself from potential danger today? How do those measures change when you're with your family compared to when you're alone?

Narwhal

- What did the “chunky blond boy” say to Nezhukumatathil on the school bus? What positive and negative experiences did you have on the school bus growing up?
- What life lessons had Nezhukumatathil learned by the end of her stay in Arizona? What did you gain from these lessons?

Axolotl

- What quality or characteristic of the axolotl is the most interesting to you?
- Which qualities or characteristics of the axolotl does Nezhukumatathil connect to her own life?
- What is the current environmental status of the axolotl? What steps can we take to preserve the axolotl as well as the endangered species of our community?

Dancing Frog

- Why do dancing frogs “dance”?
- What can frogs tell us about our planet? What lessons can we learn from these creatures that we can take into our own communities?

Vampire Squid

- How does a vampire squid behave when it feels threatened or wants to disappear? How do you behave when you feel threatened or want to disappear?
- What did Nezhukumatathil learn from her “cephalopod” year in high school? What life lessons do you have from your “cephalopod” year?

Monsoon

- How do you like to spend a rainy day?
- Which item from the Cornetto Ice Cream Parlour Menu sounds most appetizing to you?



Corpse Flower

- What role did the corpse flower play in Nezhukumatathil's dating life? Do you have key moments or items that you cherish from your dating life?
- Which cultivated corpse flower name do you like the best?

Bonnet Macaque

- How did Nezhukumatathil and her husband originally react to the bonnet macaque situation? How would you react to the bonnet macaque situation?
- Can you recall a memorable date night that as stayed with you?

Calendars Poetica

- What major event(s) does Nezhukumatathil cover in her Ars Poetica? What was the inspiration beyond Nezhukumatathil's proposed manuscript set?
- Do you keep track of major milestones in your own life? If so, what are they and how do you keep track of them?

Whale Shark

- Throughout the chapter, Nezhukumatathil analyzes her guilt and shame from participating in a thrilling experience that (theoretically) could have robbed her husband of a partner and her children of a mother. Has anybody in attendance had a similar experience? How do we pursue our passions while also reckoning with our responsibilities?
- On page 89, Nezhukumatathil talks about "submitting" oneself to nature? Talk about an experience like this in your life. How would society's perception and utilization of nature change if more people engaged in similar experiences?

Potoo

- Nezhukumatathil talks about her hobby of talking to birds during her moments of tranquility and calm. What hobbies do you engage in to find your tranquility?
- In one of the more humorous anecdotes of the book, Nezhukumatathil describes the first time her husband discovered her ability to talk with birds after being together for a decade. Describe a similar experience you've had with your partner or close friends. What activities do you keep for yourself? Talk about Nezhukumatathil's concept of being somebody else when others aren't looking.



Cara Cara Oranges

- What is a generational food in your family? What have you seen your parents serve to you and then your children? Describe your family's attachment to this food/meal.
- Nezhukumatathil talks about her wintertime ache to go see her parents. How is this truth/concept prevalent in your life? Who are people that you yearn to go visit?

Octopus

- Has anybody here every held an octopus before? What did it look like? What did it feel like? How did your experience compare to that of Nezhukumatathil's?
- On pages 106 and 107, Nezhukumatathil describes the experience of the octopus dying in her hands. How do we balance our support for our children's curiosity and discovery in nature with the at-times visceral moments that come from nature (especially when those visceral moments can be brought on by human curiosity)?

Grey Cockatiel

- On page 108, Nezhukumatathil describes her parents' acquisition of a new pet after her and her sister moved out of the house. Describe your experience in starting a new emotional chapter of your life. Where did you put your hope?
- Talk about Nezhukumatathil's concept of hopelessness in this chapter. Does anybody feel comfortable sharing similar experiences? How did you persist?

Dragon Fruit

- On page 113, Nezhukumatathil lists the numerous cultural touchstones she wasn't allowed to engage with as a preteen. When you were a preteen, what elements of pop culture did your parents and guardians have you stay away from? How did you connect with those elements later in life as Nezhukumatathil connected to them through the dragon fruit?
- Has anyone here ever had dragon fruit before? Did Nezhukumatathil's experience prove to be true for you as well?
- What is your favorite summer dish? What memories and nostalgia does it evoke for you?

Flamingo

- On page 120, Nezhukumatathil talks about her experiences saying a silent prayer for the young women on her campus as they go out to dance and have fun. Why does Nezhukumatathil do this? What steps do we need to take as a society so that young women form their “flamingo packs” solely out of joy rather than security as well?
- Who do you walk in lockstep with through your life (like the flamingos)? What constitutes security and “stepping together” for you?

Ribbon Eel

- On page 126, Nezhukumatathil details her “tour” of the house to soothe her son back to sleep. For those in attendance who have kids or have been parents, what was your late-night routine to ease your children back to sleep? How was this concept true in your life?
- Throughout this chapter, Nezhukumatathil compares the mannerisms of her baby with those of the ribbon eel. What memories do you have of the mannerisms of the children in your life? What animals did those mannerisms remind you of?

Questions While Searching for Birds

- Discuss the various ideas referenced or alluded to in this chapter. What memories do you have of children in your life expressing their curiosity?
- This chapter’s structure is unique in relation to the rest of the book. Why do you think she chose to put this chapter in the book? How does it relate to the thematics of the rest of the book?

Superb Bird

- Throughout the chapter, Nezhukumatathil offers memories of her wedding day, especially in relation to music. What do you remember of the music of your wedding or a close friend’s wedding day? What sense of communal joy did you derive from those moments?
- On page 137, Nezhukumatathil asks the readers when the last time was that they danced like the superb bird of paradise? When was the last time you really danced?

Red-Spotted Newt

- Describe a time when you felt uncomfortable where you lived. Did Nezhukumatathil’s descriptions of these times match up with your own truth? How did you know you were done with your “pond”?
- Describe a time when you found a new home. What memories do you have of your first moments there? Where did your homing instinct take you?

Cassowary

- Has anybody in attendance seen a cassowary in-person before?
- Where do you feel the “boom” of the natural world and connection? Describe your truth in relation to this concept.
- Harkening back to idea of submitting oneself to nature, how do we spread that boom to others? How do we communicate effectively about the natural world?

Monarchs

- Throughout pages 151 and 152, Nezhukumatathil details a type of memory that she calls an “invisible kiss.” How is this true in your life? What memories provide an invisible kiss for you?
- On pages 153 and 154, Nezhukumatathil tells a story of a monarch butterfly and how her sons handled the sorrow of it never hatching from its chrysalis. How do you help your children and family recover from trauma?

Firefly (redux)

- Discuss the title of this chapter. Why do you think Nezhukumatathil chose to revisit this animal?
- When was the last time you stopped to watch the fireflies?
- On page 159, Nezhukumatathil suggests that people “start small” when it comes to helping protect and preserve the natural world? Where do you start small in your life?





NEZHUKUMATATHIL

WORLD OF WONDERS

WORLD OF WONDERS

In Praise of Fireflies, Whale Sharks, and Other Astonishments

"This book is about to shake the Earth."
—KIRK LATHAM

AIMEE NEZHUKVA

HOW TO BOOK A SPEAKER

As part of *One State / One Story: World of Wonders*, Indiana Humanities has curated a list of exciting, in-depth speakers to add to our understanding of the themes and contexts of the novel. Talks in the bureau range from discussions of local environmental histories, to investigations of literary and historical representations of nature. We encourage you to peruse the catalog to find a talk that adds to your conversation about the text and spurs thinking about our relationships to the environment.

How to book a speaker:

1. View catalog (Appendix A) and select a talk you wish to host at your organization.
2. Use the contact information listed in the catalog to contact the speaker you're interested in hosting to determine availability.
3. Speaking fees are set at \$400 and you should offer to pay the speaker's mileage costs. Also, if the speaker is coming from a distance, you should offer to pay for lodging as well. Be smart about scheduling—end your events by 8 or 8:30pm—so you can avoid hotel costs if you have a tight budget.
4. Use the template agreement letter (Appendix E) to formalize the details of the engagement, and ask the speaker to sign and return a copy. You may also need to collect the speaker's W9—check with your finance department to see if this is needed in order for your organization to pay the speaker.
5. Publicize your event! On the Community Read resource page, you can find logos and a template flyer to help you promote your event.
6. Prior to your event, check with the speaker to see if any special set-up is required (A/V, speakers, room set-up, etc.).
7. We strongly recommend waiting until after the event to pay your speaker. Process payment within two weeks of the event. Have a check ready for them at the event, or clearly indicate to them when to expect the check if you are having it mailed after the fact.

COMMUNICATIONS REQUIREMENTS

You are required to acknowledge Indiana Humanities support at each event and, wherever possible, on printed materials.

Use the Indiana Humanities logo on **all printed materials**. A variety of file formats, colors and black/white versions of this logo can be downloaded from the Community Reads Admin page.

Where room allows on printed materials, please add: *One State / One Story: World of Wonders* is presented by Indiana Humanities in partnership with the Indiana Center for the Book and the Indiana State Library.

Verbally, at the start of all programs, please say the following: This program has been made possible through Indiana Humanities as part of *One State / One Story*. *One State / One Story: World of Wonders* is presented by Indiana Humanities in partnership with the Indiana Center for the Book and the Indiana State Library. In 2022, Hoosiers are invited to engage deeply with a book as part of Unearthed, Indiana Humanities' multi-year initiative looking at how we shape our environments and how our environments shape us.

If you need more information about Indiana Humanities or Unearthed, feel free to use or adapt the following language:

Indiana Humanities connects people, opens minds and enriches lives by creating and facilitating programs that encourage Hoosiers to think, read and talk.

Unearthed is a new multiyear thematic initiative from Indiana Humanities that encourages Hoosiers to discover and discuss their relationships with the natural world. Through engaging speakers, a statewide read, a tour of the Smithsonian's *Water/Ways* exhibit, Campfires treks, a film series, a podcast and more, Hoosiers will explore how we shape the environment and how the environment shapes us.

As we did with themes in the past (such as INseparable, Quantum Leap and Food for Thought), we'll dig into a range of humanities subjects—ethics, philosophy, history, literature and religion. We'll provide our own ideas for programming (and often the funding to make it happen in your community), and we'll work with organizations around the state to create even more engaging events and activities.

Together, we'll use the humanities to better understand our actions and interactions. We'll consider what our state's environmental history might reveal about its landscape and its people today. We'll get comfortable with the idea of living in the Anthropocene. And we'll ask questions like, "Are we being good ancestors?"

We think there will be something for everyone along the way—whether your idea of a good time is going for a long walk in the woods or sitting down with a book.

On the Community Reads Admin page, you can download the following resources to help you promote your series:

- Program logos
- Press release template
- Flyer template

COMMUNICATIONS TIPS

Here are a few of our favorite tips and recommendations for getting the word out:

- Create a Facebook event or Eventbrite page (or both!) for each event. Both of these tools often reach people who aren't already involved with your organization.
- You are encouraged to use a portion of your grant to pay for print and digital advertising, including sponsored posts on social media.
- When sending a press release, it's a best practice to send it at least one month in advance.
- Offer to take a local reporter out for coffee or lunch to explain everything that's going on with your programs. When talking with the media about your events, think about what makes your programs newsworthy: What is unique? What sets them apart? Why would someone want to read about it? You can use a portion of your grant to cover this media relations expense.
- Consider hiring a professional photographer to take high-quality photos at one or more of your events. For a few hundred dollars, you'll get great images that you can use for years to come. Be strategic about what kinds of photos you need and what events will make for compelling pictures; give your photographer a "shot list" of what kinds of photos you want her or him to capture. You can use a portion of your grant to cover the cost of a photographer.
- When you share on social media, be sure to tag us (@INHumanities). We're on Facebook, Twitter and Instagram.

FINAL REPORTING

When you complete your program series, fill out the final report form to tell us about your activities and impact. The link to the online report form is available on the Community Read resource page. You'll be asked to provide general reflects on your programs and discussions in the final report. As you carry out your series, here are some things to keep track of in order to easily complete the final report:

- Attendance at each event
- Estimates of audience demographics
- Quotable quotes
- Final Budget
 - We do not require receipts with the final report form. However, we will ask you to report on your expenses by category (honoraria, marketing expenses, supplies, etc.). See the final budget form (APPENDIX F) to see how we'll ask you to report on expenses.
 - We also request that you report in-kind and outright matches to your program series.
- Photos and press clippings

Once you have successfully completed the final report form, we will release the last 10% (\$75) of your grant award.



APPENDICES

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Unearthed Speakers Bureau Catalog

APPENDIX B

Film List

APPENDIX C

Additional Reading Lists

APPENDIX D

Scholar Essays - Coming Soon!

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Unearthed Speakers Bureau

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Beyond Land Acknowledgements: Reframing Narratives and Creating Actual Inclusivity in Outdoor Education

How do I include or teach about indigenous culture and people in environmental education?

Presenter: **Autumn Brunelle, Naturalist at Monroe County Parks and Recreation**

Contact: autumnmbrunelle@gmail.com | 812.349.2805

Format: **45-minute interactive presentation with Q&A (1 hour total)**

Tags: **Indigenous, Education, Programming**



“Long ago, Native Americans used this land for hunting and gathering.” This seemingly harmless sentence can be found in almost every park, environmental class, and outdoor program. Contrary to this common teaching, Native Americans are very much present and involved with the natural world in more ways than “hunting and gathering.” In this talk, we will address Native American representation in the outdoors, learn how to re-frame the narratives surrounding Native peoples, and discuss why “Land Acknowledgments” may fail Indigenous audiences.

Autumn Brunelle is Anishinaabe, a citizen of the Turtle Mountain Band of Chippewa, and grew up on the Leech Lake Indian Reservation in Cass Lake, Minnesota. Autumn graduated in 2015 from Dartmouth College with a B.A. in Environmental Studies and Native American Studies with a desire for integrating indigenous knowledge into environmental education and outreach. She has continued to develop this passion through her diverse work experiences with international and local non-profits, the National Park Service, local governments, and in creating community-based environmental programming. She currently works as a full-time Naturalist for the Monroe County Parks and Recreation Department.

White Supremacy and Environmental Racism

How does racism affect relationships to the environment?

Presenter: Benjamin Clark, Graduate Research Assistant, IUPUI Arts & Humanities Institute

Contact: bejclark@iu.edu | 317.694.5111

Format: 30-minute presentation and 30 minutes of breakout groups and discussion.

Tags: White supremacy, environmental racism/justice, settler colonialism, state power, environmental policy representations of nature, encounters with the natural world



In this talk Benjamin will begin with a brief history of white supremacy and its origins on the North American continent, beginning from the period of colonization and enslavement. Benjamin then demonstrates how these legacies shape many of the social issues facing our country today, including relationships to the environment. Looking at how the power of the state shapes and enforces environmental policy, Benjamin helps audiences see how, due to systemic racism, Black and Brown communities have been disproportionately negatively impacted by pollution, climate change and natural disasters. After this presentation, Benjamin will open up space for participants to discuss environmental racism and its effects on their lives and communities

Benjamin Clark has been working as a public historian for more than a decade. He holds a master's degree in public history and is pursuing a PhD in American Studies, both at IUPUI. He is currently a graduate research assistant at the IUPUI Arts & Humanities Institute where he is working on a project called the Anthropocene Household.

Rachel Carson and the Wonder of Nature

Why is the wonder of nature especially important in the time of COVID-19?

Presenter: Frederick "Fritz" Rowe Davis, Professor and Head / R. Mark Lubbers Chair in History of Science

Contact: frdavis@purdue.edu

Format: 45-minute presentation with Q+A

Tags: nature, wonder, Rachel Carson



Wonder, that feeling of surprise and curiosity in response to the natural world, was a subject of study for environmentalist and writer Rachel Carson. Carson was one of the greatest nature writers of the Twentieth Century. *Silent Spring*, Carson's best-known book, alerted Americans to the risks of chemical insecticides. In all of her writings, Rachel Carson inspired and fostered emotions in her readers. Her books about the sea introduced readers to remarkable animals found just beneath the waters of seascapes. Carson also explored the significance of wonder. Wonder enabled people to connect with nature and the environment. Even in *Silent Spring*, Carson managed to inspire wonder with the natural world. Carson drew on the scientific literature and incorporated references to poetry and prose to animate the topic of pesticides and the risks they posed to wildlife and humans. Her writing motivated political action and the environmental movement in America. This talk invites participants to learn more about Carson's legacy, her ideas about wonder, and the role wonder plays in our own interactions with the natural world.

Frederick "Fritz" Davis is Professor and Head of the Department of History at Purdue University. He also holds the R. Mark Lubbers Chair in the History of Science. He studied at Harvard, the University of Florida, and Yale (Ph.D.) His research connects the history of environmental science, environmental health, and environmental history. He recently published *"Banned: A History of Pesticides and the Science of Toxicology"* (Yale). He also wrote *"The Man Who Saved Sea Turtles: Archie Carr and the Origins of Conservation Biology"* (Oxford). He relishes the opportunity to share the inspirational story of Rachel Carson and the wonder of nature.

Living on Indigenous Landscapes: Potawatomi and Settler Histories in Northern Indiana

Who were the Indigenous peoples who lived on the land where we live today and how can we respond to the injustices that caused them to lose this land?

Presenter: Dr. Luke Gascho, Executive Director, Emeritus - Merry Lea Environmental Learning Center of Goshen College

Contact: lukeag@goshen.edu | 574.238.0466

Format: 45-minute presentation with Q&A, can be flexible

Tags: Indigenous people, ecological landscapes, settler history



The history of land in North America is most commonly viewed only through the eyes of people who colonized the continent. Learning more about the culture and actions of Indigenous people toward the land aids in restorative actions toward the land and people. During this talk, insights will be shared regarding the framework that gave governments moral and legal justifications to invade Indigenous lands and dominate and force removal of Indigenous peoples. Topics will also include what the continent was like before 1492, insights into the interactions between Indigenous peoples and settlers in Elkhart County, IN, and current actions that can lead to right relationships between people and the land.

Dr. Luke Gascho served as executive director of Merry Lea Environmental Learning Center of Goshen College, Wolf Lake, IN for twenty-two years until his retirement in 2019. During his tenure, he led the implementation of field-based undergraduate and graduate programs in sustainability and environmental education. Luke's graduate degrees are in educational leadership and administration.

Luke has provided leadership for the establishment of several creation care and social justice organizations. He is involved locally and nationally with organizations addressing injustices toward Indigenous people. Luke regularly speaks on topics of creation care, leadership, ecological food systems and repairing relationships with Indigenous peoples.

Indiana: The Everglades of the North

How does learning about the landscape of Indiana's past, along with the attitudes, beliefs, and actions that modified that landscape, help us understand current issues impacting the environment?

**Presenter: Nancy Germano, Instructor of History,
Butler University**

Contact: nangermano@yahoo.com | 317.989.4218

Format: 45-minute presentation with Q&A

Tags: swamps, conservation, floods



Explore the history of Indiana's swamps and wetlands with both literary and archival examples of lake and swamp drainage, ditch digging, and limestone excavation. Known for her appreciation of nature, conservationist and author Gene Stratton Porter also supported capitalistic ideas, including draining and developing the Limberlost swampland near her home in Adams County, IN. The quest for profitable land use led to human manipulation of the landscape in all Indiana counties. This talk challenges participants' understanding of Indiana's landscape, while asking us to consider not only current issues (e.g., wetland conservation, economic progress, and flooding) but also how we make future decisions about our local environments.

Nancy M. Germano is Instructor of History at Butler University, teaching courses in U.S. and world history, environmental history, women's studies, and cultural geography. She earned her doctorate from Indiana University, with a research focus on flooding and environmental history in the Midwest. She also earned a master's degree in public history from Indiana University-Purdue University at Indianapolis. Her book, *Indiana and the Great Flood of 1913*, was published by The History Press in 2021. In her free time, Dr. Germano enjoys hiking Indiana's state parks and hunting for seasonal mushrooms.

Gas and Oil, Dirt and Ghosts: Landscape and Histories of Extraction in Indiana

No landscape is ever just insensate rocks and silent dirt. How do social histories of race, migration, and labor become embedded in the very ground we work on? How is the environment as much a social place as it is a geologic one?

Presenter: Ava Tomasula y Garcia, PhD candidate, Anthropology, Columbia University

Contact: atomasulaygarcia@gmail.com

Format: 45-minute presentation with Q&A

Tags: extraction, industrialization, deindustrialization, environmental history, toxicity, migration



This talk travels through points of time in Indiana's environmental history to illustrate how narratives about landscape are never just about landscape. We visit the gas boom of the 1880s; the Calumet region's steel industry up through the 1980s; "deindustrialization" and toxic vulture industries; and fossil fuel "reindustrialization" today. We trace geological upheavals that remake landscape and social reality, from the 1830s genocide of Native Americans that cleared land, to the Great Migration of Black Americans, to Central American immigration for work in "sacrifice zones" in Indiana today. Logics of resource extraction show ideas about what is "natural," what belongs where, and to whom.

Ava Tomasula y Garcia grew up in northern Indiana, where much of her family has been for four generations. She spent the last two years as an immigration and labor organizer at Centro de Trabajadores Unidos, a worker's center in the industrial region spanning Southeast Chicago and spilling over into the Calumet region of Indiana. She previously worked at an environmental human rights organization in Mexico City, and, this year, returned to school in the Anthropology PhD program at Columbia University in NYC, where she learns about illness related to industrial toxicity. She also writes nonfiction and fiction.

Sustainable Local Food Systems: An Insider's Perspective

What does community have to do with eating sustainably?



Presenter: Krista Bailey, Director at the Center for a Sustainable Future, Indiana University South Bend

Contact: kob@iu.edu

Format: 30-45 min presentation with Q&A

Tags: Food systems, sustainability

Indiana is an agricultural state, but we import 90% of what we eat even though we can grow everything we need. This talk combines the ingredients of images, stories, and taste that make a sustainable food system. Food puns a-plenty are part of an experiential story and lesson about social, environmental, and economic seeds needed to grow a sustainable food system.

Krista Bailey is the Director of the Center for a Sustainable Future at Indiana University South Bend, and develops and teaches courses in Sustainable Food Systems and Leadership Strategies in the Sustainability Studies program. Bailey has co-hosted local PBS shows “Outdoor Elements” and “Experience Michiana,” serves as co-chair of the city’s Green Ribbon Commission, and serves on the Bike South Bend committee and county Food Access Council. Bailey also teaches fitness classes, is in the South Bend Masters Rowing Club, coordinates a community garden, bicycles, kayaks, explores and does projects with their partner, and spends time with their two children.

Foraging for Connection with Place, Self and Other

How can the practice of foraging for food be a pathway into deeper relationship, reciprocity, and intimacy with the places we inhabit?

Presenter: Joel Pontius, Associate Professor of Sustainability and Environmental Education, Goshen College

Contact: jbpontius@goshen.edu

Format: 30-minute presentation & 30-minute discussion or foraging walk depending on location and season

Tags: foraging, environmental identity



In modern times, we have all but forgotten that in our everyday landscapes, we are surrounded by healthy, biodiverse foods in the forms of wild, seasonally edible plants, seeds, mushrooms, and animals. In the wider context of the local foods movement, some communities are rediscovering and relearning how to forage. How do seasonal practices of foraging contribute to connection with place, self, and other? This interactive talk features a mix of storytelling, poetry, discussion, and a guided foraging walk (location and season permitting) to create space for participants to consider their own relationships with land and water in Indiana through their diets.

Joel Pontius is an Associate Professor of Sustainability and Environmental Education at Goshen College's Merry Lea Environmental Learning Center where he directs the Sustainability Leadership Semester. A former guide in the Greater Yellowstone Ecosystem and current father of two daughters, Joel uses his passions as a forager, tracker, educator, writer, and storyteller to create connections between people and places, especially through experiences around wild and feral foods.

Making Our Food Choices Matter: Historical Lessons

How can we make environmentally and socially conscious food choices? Should we feel pressure to do so?

Presenter: Joshua Specht, Assistant Professor of History, University of Notre Dame

Contact: Jspecht@nd.edu

Format: 45-minute presentation with Q&A, format flexible

Tags: food, consumer, Anthropocene, environment



In a talk as friendly to meat-eaters as vegetarians, Joshua explores how our food choices connect to the environmental impact of our food. Participants will discuss the history of industrial food as well as research on food and identity. Joshua will demonstrate how our choices are never independent of our social and cultural contexts, and how this poses challenges in a world in which food production is having profound ecological consequences. Joshua ends the talk with specific ideas for reorienting relationships to food, not by pushing one agenda or diet, but in a way that makes all people more thoughtful about what food choices work for them.

Joshua Specht is Assistant Professor of History at the University of Notre Dame. He is an environmental and business historian of the United States. His first book, *Red Meat Republic: A Hoof-to-Table History of How Beef Changed America*, explores how Americans rich and poor came to expect affordable high-quality fresh beef. Before coming to Indiana, he spent three years at Monash University in Melbourne, Australia. He received his PhD from Harvard University in 2014.

Places or Spaces? Relationships Matter

"How would our relationship with people and the environment change if we removed all the boundary lines for cities, towns, and counties?"



Presenter: Philip Anderson, ReThink Consulting and IUPUI

Contact: rethinkphil@gmail.com | 317.294.2775

Format: 35-minute presentation with 25-minute facilitation discussions

Tags: Places, natural spaces, valuing landscapes, people and places

So much of our understanding of home is caught up in lines—city limits, county line roads, numbered regions, and state and national boundaries. How would our relationship with the environment change if we removed all the geo-political boundary lines for cities, towns, and counties? How might we organize ourselves differently? How would we define our place? Would we establish new identities based on our natural systems, our environment? In this talk, Phillip invites exploration into what makes a place more than a space, particularly in relation to the natural world.

Phillip Anderson is a Teacher, Teller, Traveler, and Connector. As the Chief ReThinker at ReThink! Consulting, he specializes in four areas: Cultural Heritage Tourism, Servant Leadership, Strategic Planning/Facilitation, and Community Development. Phil has an extensive background in non-profit leadership serving agriculture, community development, and youth. For 40+ years, he's wandered the highways and backroads of Indiana, successfully visiting every city, town, and village in Indiana, all 2,230 of them. It's a story he calls Life Off The Highway. Living in Carmel, while co-owning a family farm near Frankfort, he'll want to know where you're from and talk about it.

Stewardship and Devotion

We hear the phrase “connecting with nature” constantly, where we are the ones responsible for developing this connection. However, how does nature connect with us? Let us look at new epistemologies through environmental humanities.

Presenter: Zach Garcia, Associate Executive Director, Wesselman Woods

Contact: J.zach.garcia@gmail.com | 219.902.9210

Format: 30-minute presentation and 30-minute discussion

Tags: spirituality, stewardship, forestry



Thomas Berry, a prominent philosophical scholar of the twentieth century, said we need a 'new story' to understand our place in the universe. The importance of spirit, story, and science in our current environmental and ecological condition is more important than ever. With religious sensibilities and scientific knowledge, we have the ability to develop a new conscience for ourselves and our communities. Devoted stewardship is a major element of how we must recondition ourselves to find our place in our local ecosystems. In this talk, Zach draws upon numerous religion and ecology scholars to explore how living religions have the potential to refocus our attention and reveal how we can face environmental and ecological challenges.

Zach Garcia is the Associate Executive Director at Wesselman Woods. Zach is a native Hoosier, a Region Rat, to be exact. He graduated from the University of Wisconsin-Madison with a degree in Human Geography, French Language and Literature, and Japanese Language and Literature. and the Yale School of the Environment where he focused on agroforestry systems and environmental humanities. Zach joined Wesselman Woods in the summer of 2019. He manages the day-to-day operations of Wesselman Woods. Zach is attempting to promote research-based projects, local learning, and relational ways of understanding the environment. Apart from work, Zach enjoys hiking, watching horror films, and looking at funny RPDR memes.

The World Will Break Your Heart

What can it mean to love the world in this age of rapid ecological change?

Presenter: **Matt Shockey, Professor,**
Indiana University South Bend, Department of Philosophy
Contact: **shockey2@iusb.edu | 574.520.5545**
Format: **35-40 minutes of presentation with 20-25-minute Q&A**
Tags:



What is love of the world – *amor mundi* – and how does it play out in the current ecological-political moment, in which change and decay make any such love heartbreaking? Drawing on political theorist Hannah Arendt to unpack what we should understand “world” to mean, Matt leads participants to contemplate St. Augustine’s view that love of the world is inherently tragic or “disordered.” But Matt argues that, in fact, there is nothing more worthy to love, and that if we fail to love the world, we will, as Wendell Berry says, merely value it instead, and thereby hasten its demise and our own.

Matt Shockey received his PhD in Philosophy from the University of Chicago in 2004. He is Director of the Sustainability Studies program at IU South Bend. His research has focused on the work of the German philosopher Martin Heidegger, on whom he has just published a book. He also works and teaches on various sustainability and environmental topics, which are increasingly his passion. Outside of work he is interested in all things related to food and drink, from production to consumption.

Life, Liberty, and the Pursuit of Happiness as Core Sustainability Values

Is there a set of shared American values we can identify, recognition of which will help us to make progress on the sustainability issues we all face?

Presenter: Matt Shockey, Professor,
Indiana University South Bend, Department of Philosophy
Contact: shockey2@iusb.edu | 574.520.5545
Format: 35-40 minutes of presentation with 20-25-minute Q&A
Tags:



Many sustainability activists promote not only more environmentally friendly policies but also social justice values that are in the U.S mostly identified with the political left. But effective action on the sustainability issues that we all face cannot wait on the resolution of our current culture wars. Without downplaying the challenges involved, Matt argues that one important step lies in identifying and publicly promoting as sustainability values certain values that already define a moral common ground for most Americans: the Declaration of Independence's triad of life, liberty and the pursuit of happiness. This triad both captures values that resonate across the political spectrum and provides a succinct account of those basic human needs that sustainability initiatives aim to meet.

Matt Shockey received his PhD in Philosophy from the University of Chicago in 2004. He is Director of the Sustainability Studies program at IU South Bend. His research has focused on the work of the German philosopher Martin Heidegger, on whom he has just published a book. He also works and teaches on various sustainability and environmental topics, which are increasingly his passion. Outside of work he is interested in all things related to food and drink, from production to consumption.

Wonder & Discernment: Using Ancient Decision Making in the Age of Anthropocene

How might ways of thinking traditionally connected to faith and philosophy help us think about our own responses to climate change?

Presenter: Jillian Snyder, Lecturer in Humanities and English, Valparaiso University
Contact: jilli.marie@gmail.com | 570.634.5455
Format: 30-minute presentation & 30-minute discussion
Tags: Religion, Philosophy, Emotions



How can two ancient states of mind help us care for our environment? This presentation creatively explores how wonder and discernment have influenced decision-making for millennia. Using ancient philosophy and contemporary poetry, we'll examine wonder, an emotion that results in astonishment or awe. But we'll also investigate why thinkers from Aristotle to Pope Francis continually balance wonder with discernment, an ancient virtue associated with good judgement. We'll conclude by asking how we can combine these states of mind to make informed, meaningful choices about the environment.

Jillian Snyder is a 2019-2021 Lilly Postdoctoral Fellow at Valparaiso University. She earned a Ph.D. in English literature from the University of Notre Dame. Her research focuses on emotions and faith in early modern England. She also writes on Shakespeare's reception in American religious communities.

A Roadkill Emu Comes Back from the Dead to Speak

Our shared doom, climate change real and so surreal, feels mythic—its floods, fires, wildlife going extinct, horrific winds—but is hopelessness inevitable?

Presenter: **Marianne Boruch**
Professor of English, Purdue University
Contact: mboruch@purdue.edu
Format: **40 min talk with 20-minute Q&A**



This talk grew from the astonishing experience poet Marianne Boruch had as she observed the wildlife of Australia as a Fulbright Research Scholar in 2019. Then, as she says, came the raging fires, the dire threat to so many creatures—koalas, kangaroos, wallabies, and emus already endangered from climate change at that very bottom of the world. Because Indiana is Australia and Australia is Indiana—meaning any part of the world shares the impending doom of any other part—together we have only a narrowing window-of-hope to save the planet, and ourselves. Marianne will read from her newly published book of poems, *BESTIARY DARK*, offer commentary, and invite discussion about poetry, our beloved and imperiled wildlife, and the deepening alarm of climate change here and around the world.

Marianne Boruch (MFA, University of Massachusetts) has taught writing workshops and craft courses in poetry for 32 years at Purdue University where she established the MFA Program in Creative Writing before going rogue and emeritus in 2018. She's given readings widely in the US and beyond. Her work has appeared in *The New Yorker*, *The Nation*, *American Poetry Review*, *Poetry* and elsewhere. In addition to eleven collections of poems, she's written prose that includes three books of essays about poetry, and a memoir about hitchhiking in the early 70s (Indiana University Press, 2011). Among her honors are fellowships from the Guggenheim Foundation and the National Endowment of the Arts, The Eugene and Marilyn Glick Indiana Writers Award (national division), and artist residencies at the American Academy in Rome and at two national parks, Denali and Isle Royale.

"Nothing alive but us and the plant": Eco-Horror and Scott Smith's *The Ruins*

What happens when we begin to take seriously the idea that the environment and plant life rarely act in expected and predictable ways?

Presenter: **James Colby, Assistant Professor of English, Indiana University Kokomo**

Contact: jcoby@iu.edu | 256.572.2368

Format: **30-40 minute talk, followed by discussion**

Tags: **Anthropocene, horror, postcolonialism**



Plants and vegetal life have long been positioned as antagonistic to humans in popular literature and film. We find examples of this in *Macbeth*, *The Happening*, *Swamp Thing*, *Little Shop of Horrors*, and countless others. But why is it that we find plant life to be a useful contrast to human "progress"? Using Scott Smith's horror novel *The Ruins* as an example, Jim's lecture addresses the ways in which authors have constructed confrontations between humankind and the environment as a means of grappling with climate change, the Anthropocene (a new geological epoch dominated by humans), and legacies of colonialism. All are welcome; prior familiarity with Scott Smith's work is suggested, but not required.

A native of Guntersville, AL, Jim Coby moved to Indiana in the spring of 2020 to begin teaching at Indiana University Kokomo. He earned his Ph.D. from the University of Louisiana at Lafayette, and his research primarily revolves around literature of the American South, environmental literature, comics and graphic novels, and American realism. His scholarship and reviews have been published in numerous popular and academic forums, and he is currently coediting a collection of essays entitled *BOOM! SPLAT!: Comics and Violence!* for the University Press of Mississippi. In his spare time he enjoys hiking, running, baking, and exploring the state.

Writing Environmental Poems in the Symbiocene

How can creative writing help us to develop new modes of perception and connection, find new creative collaborators, and imagine new possibilities for our environment?

Presenter: **Katy Didden, Assistant Professor, Ball State University**
Contact: **kedidden@bsu.edu**
Format: **60 to 120-minute interactive workshop;**
Can be adapted for different age groups.
Tags: **poetry, symbiocene, collaboration**



What does it mean to be a poet in the age of human-accelerated climate change? In a recent essay, philosopher Glenn Albrecht suggests a new name for the next period of earth history: the Symbiocene: “The word “symbiosis” implies living together for mutual benefit [...] symbiosis affirms the inter-connectedness of life and all living things.” Inspired by these ideas, how can creative writing help us to develop modes of perception and connection, find creative collaborators, and imagine new possibilities for our environment?

In this interactive workshop, we will start by practicing a series of writing strategies for observing and describing the environment. Then, by reading and discussing the work of contemporary writers, we will learn techniques for incorporating research, writing with maps, and working with collaborators. Throughout the workshop, we will discuss how adapting models of scientific inquiry can lead to innovative literary forms. Participants will come away from the workshop with several poem drafts and techniques for creating a sustained writing practice.

Katy Didden is the author of *The Glacier’s Wake* (Pleiades Press, 2013) and the forthcoming book *Ore Choir: The Lava on Iceland* (Tupelo Press, 2022). She is one of the co-creators of the *Almanac for the Beyond* (Tropic Editions, 2019), and is an Assistant Professor at Ball State University where she teaches Poetry Writing and Creative Writing and the Environment. For more information and writing examples, visit her website: www.katydidden.com.

Birdwatcher or Journalist?: Audubon Magazine and the Connections between Environmentalism and Journalism

How did the National Audubon Society revamp its magazine, Audubon, to adopt the practices of journalism to draw attention to, and legitimacy for, its campaign to protect birds and habitats in the 1960s, and what does that tell us about journalism and the environment today?



Presenter: Suzannah Evans Comfort, Assistant professor, Indiana University

Contact: comfort@indiana.edu | 812.219.7097

Format: 30-40 min presentation plus Q&A

Tags: environmentalism, journalism, birdwatching

We think of the ideal journalist as a neutral observer of our social world, but this idea has been threatened by the growth of partisan news organizations in recent years. Yet advocacy journalism has existed on the margins for generations. In this talk, I'll reveal how the National Audubon Society redeveloped its magazine into a national, award-winning outlet for environmental journalism in the 1960s. Along the way, it challenged conventional rules about journalism and objectivity – and furthered the bird conservation cause. This history lends perspective to current debates about how journalism should function in our society.

Suzannah Evans Comfort, Ph.D., is an assistant professor in the Media School at Indiana University. Her research considers how environmental activists use journalism and other media formats to advance their cause. In addition, she also examines how journalists have covered climate change and how audiences respond to messages about climate change. Prior to joining Indiana University, Comfort worked in ocean conservation and was the co-author of *The Perfect Protein: The Fish Lover's Guide to Saving the Oceans and Feeding the World*.

The Medieval Art of Living Well in a Changing Climate

What can the premodern past teach us about inhabiting an ecologically precarious planet?

Presenter: Shannon Gayk, Associate Professor of English, Indiana University, Bloomington

Contact: sgayk@indiana.edu

Format: 45-minute presentation with Q&A

Tags: apocalypse, ethics of care, medieval art and spirituality



It may come as a surprise that medieval thinkers, writers, and artists reflected on climate change. This talk explores a few of the ways that medieval Europeans thought about living in an ecologically precarious world and suggests how their insights might help us navigate living in our own changing environment. It begins by discussing how medieval Christianity shaped ideas about the relationship between human beings and nature. It then turns to how medieval thinkers interpreted environmental disasters - floods, earthquakes, storms. And it concludes by reflecting on the surprising ways that medieval thinking about nature might help us approach the challenges of our ecologically precarious times with compassion and care.

Shannon Gayk is associate professor of English at Indiana University and author of many articles and books on medieval religious art and literature. She is currently completing a book called *Apocalyptic Ecologies: Medieval Literature and the Environmental Imagination*. She also holds appointments in the Integrated Program in the Environment and the Department of Religion.

Falling Blossoms: Exploring Environment Through Haiku

How can we use the humanities to reconnect with our place in nature and the environment?

Presenter: Adam Henze, Ph.D., Research Associate, Indiana University

Contact: adhenze@indiana.edu | 812.499.6863

Format: 1 hour (20-minute presentation, 20-minute interactive workshop, 20-minute discussion)

Tags: poetry, haiku, writing



This hour-long presentation is a hybrid lecture, poetry performance, and writing workshop appropriate for all ages. Participants will consider environment and space through the study of haiku. Dr. Adam Henze will begin the session by performing haiku by traditional Japanese poets, contemporary American writers, and notable Hoosiers. In between flurries of little poems, Dr. Henze will share theories and strategies for using writing to consider our relationship to mother earth. Participants will then write their own haiku in an interactive workshop, and if they are brave--the session will end with a fun and exciting competitive activity called the haiku deathmatch!

Dr. Adam Henze is a researcher, educator, and spoken word artist, and has shared his work in over 30 states, as well as Puerto Rico, Canada, England, Ireland, and the United Arab Emirates. Adam received a PhD in Literacy, Culture, and Language Education from Indiana University. He is the founding director of Power of a Sentence, a prison literacy program in Indiana. Adam currently serves as Director of Programming for Southern Fried Poetry, Inc., which hosts the longest-running annual poetry slam in the world. Adam was named the Official Poet of the 100th Running of the Indianapolis 500.

How We Imagine Climate Change and Why It Matters

How do the ways we imagine climate change—in terms of our cultural identities and values, the kinds of stories we engage, and the images we view—influence how we understand and respond to the issue?

Presenter: Scott Hess, Professor of English and Environmental Sustainability, Earlham College

Contact: hesssc@earlham.edu | 765.983.1504

Format: 45-minute interactive presentation followed by 15-minute Q&A discussion period

Tags: climate change, public discourse, climate fiction, climate film, climate art, environmental imagination



We already have the technological and economic solutions we need to address climate change; what we lack is the cultural unity, will, and imagination. This talk will engage with how we imagine (and represent) climate change and why it matters, including various forms of public discourse as well as literature, film, and the visual arts. It will explore how people with different cultural identities—including different political affiliations, educational backgrounds, races, and socioeconomic situations—tend to respond to climate change differently; how those differences have polarized us; and what we can do to envision and address the problem more effectively together.

Scott Hess is Professor of English and Environmental Sustainability at Earlham College in Richmond, Indiana. He has published extensively in the Environmental Humanities and is a long-time member of the Association for the Study of Literature and Environment (ASLE). He regularly teaches interdisciplinary environmental courses at Earlham on topics such as “American Literature and Ecology” (a survey of American environmental writing in relation to various ecology movements), “Imagining Climate Change,” “Climate Change Fiction,” “Nature and American Culture,” and “Race, Ethnicity, and Nature in American Literature,” among others.

Get Back (To Where You Once Belonged): Back-to-Nature in American Life

What can the history of “back” to nature movements tell us about the changing ways that Americans have encountered nature?

Presenter: Andrew Case, Grant Writer and Independent Scholar

Contact: acase1965@gmail.com

Format: 40 min talk with 20-minute Q&A

Tags: environmental history, social movements, environmentalism, representations of nature, encounters with the natural world



If humans are a part of the natural world, what does it mean to go “back to nature”? From 19th century utopians, to Depression-era homesteaders, to 60’s counterculturalists, to contemporary advocates of green lifestyles—Americans have long shared a faith that a return to nature might provide an answer to the challenges of their times. This talk describes the history of “back-to-the-land” movements in the U.S. to encourage audiences to examine what it has meant to go “back” to nature, while also exploring the people and places that have been shaped by – and excluded from – visions of a return to nature.

Andrew N. Case, Ph.D. is an independent scholar of history and environmental studies whose work has explored the history of environmentalism, consumer culture, and changing ideas about ecology, science, health, and the environment. His book, *The Organic Profit: Rodale and the Making of Marketplace Environmentalism* (Washington, 2018), is an environmental and cultural history of the company that helped make “organic” into a household word in postwar America. He has held teaching appointments at UW-Madison, Michigan State, and Washington College. He currently lives and works in West Lafayette, IN.

The Fall of the Wild? Taming Nature in American Painting

What is American about American landscape paintings?

Presenter: **Elizabeth Kuebler-Wolf, Associate Professor,
University of Saint Francis**

Contact: ekueberwolf@sf.edu | 260.433.1829

Format: **45-minute presentation with Q & A**

Tags: **art, landscape, development**



The meaning of America itself is embedded in the long tradition of landscape painting in our country, ideas that have been contested within our nation from the very beginning of the colonies. Our ideas of landscape have shaped human settlement and disruption; our idea of what is valuable in nature dictates decisions about preservation and exploitation of various lands. The act of taming the landscape is at the center of the American experiment, and the metaphorical meanings of American landscape are nowhere more evident than in art. In this talk, Beth will explore representations of American landscapes to demonstrate what they reveal about American ideals and values.

Beth is associate professor of art history at the University of Saint Francis in Fort Wayne, where she teaches classes in modern and contemporary art. Her research focuses on the history of American art and visual culture with a special interest in antebellum culture. Her most recent publication is “Gilbert Hunt, the City Blacksmith: slavery, freedom, and fame in antebellum Richmond, Virginia,” as a chapter in *The Many Faces of Slavery: New Perspectives on Slave Ownership and Experiences in the Americas* (Bloomsbury Academic, 2020)

Indiana Wilderness

How can we find more wilderness in Indiana and in our everyday lives?

Presenter: **Kevin McKelvey, Professor,**
University of Indianapolis
Contact: mckelveyk@uindy.edu | 317.788.2018
Format: **45-minute workshop**
Tags: **wilderness**



What is wilderness? How do we think about it and experience it in the 21st century? During this talk, attendees will use storytelling, maps, and imagination to engage with wilderness ideas, the history of wilderness in Indiana, and the future of wild areas. The talk will focus on wilderness philosophies from pre-settlement to today and offer an in-depth look at the creation of the Deam Wilderness near Bloomington, Indiana, in 1982. Discussion and workshop prompts will generate new perspectives on wilderness and new ways to experience, preserve, or create it in the future.

Kevin McKelvey is a place-based poet, writer, designer, and social practice artist. He teaches at University of Indianapolis and directs the MA in Social Practice Art program. His book, *Dream Wilderness Poems*, is a poetic trail guide for the Deam Wilderness Area and was nominated for the Indiana Author's Award. He is currently at work on a prose book about Midwestern wilderness, a novel, and a book of essays. Other poems are collected in *Indiana Nocturnes*, a collaboration with another native Hoosier, Curtis L. Crisler. McKelvey's social practice and placemaking work continues to explore the intersections of art, writing, ecology, gardening, food, and farming.

Upstream, Downstream: Sharing the Watershed

"How do my actions positively or negatively affect the ways other people interact with the watershed?"

Presenter: Philip Anderson, ReThink Consulting and IUPUI

Contact: rethinkphil@gmail.com | 317.294.2775

Format: 35-minute presentation with 25-minute facilitation discussions

Tags: watersheds, agriculture, recreation, connections



A watershed is a stage on which people and nature gather to play multiple roles. Within any watershed there is farming, recreation, housing, industry, wildlife and natural spaces. We ask a lot of our watersheds. We expect them to provide drinking water and remove wastewater, support industry, store groundwater, and drain farm fields, paved streets and parking lots. Do we consider how, in our daily living, we contribute to the health or destruction of these living systems? In this talk, Phillip encourages attendees to consider this question in their own life and locality: "How do my actions affect the ways other people interact with the watershed?" Phillip will introduce new ways of thinking that "flow," just like our river systems.

Phillip Anderson is a Teacher, Teller, Traveler, and Connector. As the Chief ReThinker at ReThink! Consulting, he specializes in four areas: Cultural Heritage Tourism, Servant Leadership, Strategic Planning/Facilitation, and Community Development. Phil has an extensive background in non-profit leadership serving agriculture, community development, and youth. For 40+ years, he's wandered the highways and backroads of Indiana, successfully visiting every city, town, and village in Indiana, all 2,230 of them. It's a story he calls Life Off The Highway. Living in Carmel, while co-owning a family farm near Frankfort, he'll want to know where you're from and talk about it.

Awash in Water: Understanding Indiana's Water Systems

How can the humanities help preserve our water system?



Presenter: Krista Bailey, Director at the Center for a Sustainable Future, Indiana University South Bend

Contact: kob@iu.edu

Format: 30-45 min with Q&A or 45 min interactive workshop

Tags: Water, systems, sustainability

From rain and snow to streams, rivers, lakes, and ground water, Indiana is awash in water. It makes up most of the human body, and is a precious natural resource. To sustainably use, preserve, and enjoy it requires a systems approach that includes health, culture, ecosystems, and economies. Water departments bring it to us and clean it up when we are done with it – which is a lot – but is it enough? Poetry, science, health, and urban planning approaches combine to provide a deep dive into what it will take to value and preserve our water system.

Krista Bailey is the Director of the Center for a Sustainable Future at Indiana University South Bend, and develops and teaches courses in Sustainable Food Systems and Leadership Strategies in the Sustainability Studies program. Bailey has co-hosted local PBS shows “Outdoor Elements” and “Experience Michiana,” serves as co-chair of the city’s Green Ribbon Commission, and serves on the Bike South Bend committee and county Food Access Council. Bailey also teaches fitness classes, is in the South Bend Masters Rowing Club, coordinates a community garden, bicycles, kayaks, explores and does projects with their partner, and spends time with their two children.

Mussels: A Shell of Indiana's Rivers

How do humans impact rivers and streams in Indiana?

Presenter: **Cassie Hauswald, Freshwater Ecologist,
The Nature Conservancy**

Contact: chauswald@tnc.org | 812.972.3444

Format: **30-minute presentation, 30-minute discussion**

Tags: **water, rivers, mussels**



The past, present and future of Indiana's water can be told through our 75-plus species of freshwater mussels, which places Indiana in the top ten of U.S. states for mussel diversity. From Native American use to Indiana's thriving pearl button industry to the cultured pearl trade, Indiana's freshwater mussels and bountiful rivers have sustained life and livelihoods. As filter feeders, freshwater mussels can only survive in clean rivers, and inversely, their filter feeding also cleans water. The history of people and mussels has left a mark on the health of our rivers; learn about positive choices for water that can keep the story of mussels in Indiana alive and well.

Cassie Hauswald has worked on conservation issues for The Nature Conservancy in Indiana for over twenty years. As a freshwater ecologist, focusing on aquatic habitats leads Cassie to think about the intersection of rural land use and water quality impacts to Indiana's rivers and streams. Cassie is particularly concerned about freshwater mussel populations and their response to improved water quality.

The Theory and Practice of Rivers

How can our local waterways help us think more creatively and expansively about our relationships to the natural world (and to each other)?

Presenter: **Ryan Schnurr, Writer and Editor,
Purdue University**

Contact: ryanschnu@gmail.com

Format: **30-minute presentation and
30-minute discussion/workshop**

Tags: **water, rivers, stories, community, environment, history**



“The Theory and Practice of Rivers” is a talk and workshop exploring the relationship between stream and story in Indiana and beyond. The talk is rooted in Ryan’s book on Fort Wayne’s Maumee River and makes the argument that rivers and streams are a repository of—and participant in—community memory. This talk is followed by a workshop session in which attendees will start creating their own “river stories.” Attendees will leave with a new set of lenses and tools for thinking about their relationships to the natural world, using water (and encounters with bodies of water) as an entry point.

Ryan Schnurr is a writer, editor, and teacher from northeast Indiana. His first book, *In the Watershed*, traces the history, culture, and environment of the largest watershed in the Great Lakes region through the lens of a weeklong trip from the headwaters of the Maumee River, in Fort Wayne, to its mouth in Toledo, Ohio. He currently edits Belt Magazine (BeltMag.com) and is a PhD candidate in American Studies at Purdue University. His website is ryanschnurr.com.

Communal Places and Neglected Spaces: Exploring Indiana's Roadside Springs

How does our collective memory of a place affect the public stewardship of a local water source?

**Presenter: Kay Westhues, Artist and Folklorist,
Indiana University South Bend**
Contact: kwesthues@gmail.com | 574.220.2156
Format: **45-minute presentation with Q&A**
Tags: **water access, Indiana history, public commons**



Roadside springs are sites where geography, history, and public health intersect. Before municipal water systems were available, these public commons resources provided travelers and those in need with free access to water. Some springs have been flowing over a century and have played a central role in western colonization. Kay's talk will examine several historic springs in Indiana, by sharing oral histories, photographs, and archival research. She explores why some springs still function as communal spaces for water gathering, while others have fallen out of our collective memory. In the process, she addresses issues of water access and environmental justice.

Kay Westhues is a folklorist and artist who is interested in examining the ways in which rural tradition and history are interpreted and transformed in the present day. Her research interests include environmentalism and water rights, the public commons, oral history, and the cultural significance of place.

Kay is a graduate of Western Kentucky University's Folk Studies M.A. program, and has a B.A. in the Individualized Major Program (Photography and Ethnocentrism) at Indiana University, Bloomington. She teaches at the Ernestine M. Raclin School of the Arts at Indiana University, South Bend, and the University of Saint Francis, Fort Wayne.

Appendix B: Film List

Films for Children/Families

- *Avatar* (2009)
- ***FernGully: The Last Rainforest*** (1992)
- *The Lorax* (2012)
- *Moana* (2016)
- *Wall-E* (2008)



Films for Teens/Adults

- *Erin Brockovich* (2000)
- *Life of Pi* (2012)
- *Planet of the Apes* (1968)
- *Soylent Green* (1973)
- *The Day after Tomorrow* (2004)



Documentaries

- *2040* (2019)
- *Anthropocene: The Human Epoch* (2018)
- *David Attenborough: A Life on Our Planet* (2020)
- *Grizzly Man* (2005)
- *Honeyland* (2019)
- *Koyaanisqatsi* (1982)
- *My Octopus Teacher* (2020)
- *The Human Element* (2019)

Television

- *Our Planet* (2019)
- ***Planet Earth*** (2016)

Appendix C:

Additional Reading Lists

Early Literacy Books: Celebrating and Protecting the Natural World

- *A is for Axolotl: An Unusual Animal ABC* by Catherine Macorol
- *Among a Thousand Fireflies* by Indiana Author Helen Frost
- *Anywhere Farm* by Indiana Author Phyllis Root
- *Bright Star* by Yuyi Morales
- *Compost Stew* by Mary McKenna Siddals
- *Desert Girl, Monsoon Boy* by Tara Dairman
- *Green on Green* by Dianne White
- *Hello Hello* by Brendan Wenzel
- *My Friend Earth* by Patricia MacLachlan
- *Saguaro's Gifts* by Kurt Cyrus
- *Thank you, Earth* by Indiana Author April Pulley Sayre
- *The Thing About Bees: A Love Letter* by Shabazz Larkin

Early Literacy Books: Moving to a New Country

- *Coquí in the City* by Nomar Perez
- *Danbi Leads the School Parade* by Anna Kim
- *The Day You Begin* by Jacqueline Woodson
- *Dreamers* by Yuri Morales

- *Home is In Between* by Mitali Perkins
- *I Dream of Popo* by Livia Blackburne
- *Lilah Tov: Good Night* by Ben Gundersheimer
- *Lubna and Pebble* by Wendy Meddour
- *My Two Blankets* by Irena Kobald
- *The Suitcase* by Chris Naylor-Ballesteros
- *Welcome* by Barroux
- *Where are You From?* Yamilé Méndez

Elementary Books: Celebrating and Protecting the Natural World

- *Animal Architects* by Amy Cherrix
- *Slickety Quick: Poems About Sharks* by Indiana Author Skila Brown
- *Begin with a Bee* by Liza Ketchum
- *Book of Flight* by Indiana Author Gabrielle Balkan
- *The Curious Garden* by Peter Brown
- *Ice! Poems About Polar Life* by Douglas Florian
- *Masters of Disguise: Camouflaging Creatures & Magnificent Mimics* by Marc Martin
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia* by Miranda Paul
- *Trout! Trout! Trout!* by Indiana Author April Pulley Sayre
- *Trout Are Made of Trees* by Indiana Author April Pulley Sayre
- *Wake Up, Woods* by Indiana Authors Michael Homoya, Shane Gibson, and Gillian Harris
- *We are Water Protectors* by Carole Lindstrom
- *What a Waste: Trash, Recycling, and Protecting our Planet* by Jess French

Elementary Books: Moving to a New Country

- *Between Us and Abulea: A Family Story from the Border* by Mitali Perkins
- *The Day You Begin* by Jacqueline Woodson
- *Cora Cooks Pancit* by Dorina K. Lazo Illustrated by Indiana Illustrator Kristi Valiant
- *Far From Away* by Robert Munsch
- *Islandborn* by Junot Diaz
- *Lailah's Lunchbox* by Reem Faruqi
- *Mango, Abuela, and Me* by Meg Medina
- *Mustafa* by Marie-Louise Gay
- *The Name Jar* by Yangsook Choi
- *The Paper Boat: A Refugee Story* by Thao Lam
- *Saffron Ice Cream* by Rashin Kheiriyeh
- *Sugar in Milk* by Thirty Umrigar

Books for Older Readers: Celebrating and Protecting the Natural World

- *The Adventure is Now* by Jess Redman
- *Dark Matters: Nature's Reaction to Light Pollution* by Joan Marie Galat
- *Everywhere Blue* by Joanne Rossmassler Fritz
- *Fuzzy Mud* by Louis Sachar
- *Hello from Renn Lake* by Michele Weber Hurwitz
- *Hoot* by Carl Hiaasen
- *How to Change Everything* by Naomi Klein
- *How to Speak Dolphin* by Ginny Rorby
- *The Last Wild* by Piers Torday
- *Lizard Love* by Wendy Townsend
- *Music for Tigers* by Michelle Kadarusman
- *No One is Too Small to Make a Difference* by Greta Thunberg
- *One Small Hop* by Madelyn Rosenberg

- *Silent Spring* by Rachel Carson
- *Strange Birds* by Celia C. Perez
- *The Wild Robot* by Peter Brown

Books for Older Readers: Moving to a New Country

- *Almost American Girl* by Robin Ha
- *The Arrival* by Shaun Tan
- *Esperanza Rising* by Pam Munoz Ryan
- *Front Desk* by Kelly Yang
- *Home of the Brave* by Katherine Applegate
- *Inside Out and Back Again* by Thanhha Lai
- *Kira-Kira* by Cynthia Kadohata
- *Lowji Discovers America* by Indiana Author Candace Fleming
- *The Only Road* by Alexandra Diaz
- *Other Words for Home* by Jasmine Warga
- *Refugee* by Alan Gratz
- *Someone Like Me: How One Undocumented Girl Fought for Her American Dream* by Julissa Arce
- *Shooting Kabul* by N. H. Senzai
- *The Sun is Also a Star* by Nicole Yoon
- *Turtle of Oman* by Naomi Shihab Nye
- *We Are a Garden: How Diversity Took Root in America* by Lisa Westberg Peters & Vitoria Tentler-Krylov

Books for Adults

Fiction

- *A Girl of the Limberlost* by Gene Stratton-Porter
- *Annihilation* by Jeff Vandermeer
- *Duneboy* by Edwin Way Teale
- *Flight Behavior* by Barbara Kingsolver
- *Gun Island* by Amitav Ghosh
- *Parable of the Sower* by Octavia Butler
- *Salvage the Bones* by Jesmyn Ward
- *The Life List of Adrian Mandrick* by Chris White
- *The Overstory or Bewilderment* by Richard Powers
- *The Word for World is Forest* by Ursula LeGuin
- *Tracks* by Louise Erdrich

Nonfiction

- *Arctic Dreams* by Barry Lopez
- *Braiding Sweetgrass* by Robin Wall Kimmerer
- *Earth's Wild Music* by Kathleen Dean Moore
- *Entangled Life* by Merlin Sheldrake
- *Pilgrim at Tinker Creek* by Annie Dillard
- *Refuge: An Unnatural History of Family and Place* by Terry Tempest Williams
- *Riverine: A Memoir from Anywhere but Here* by Angela Palm
- *The Book of Delights* by Ross Gay
- *The Home Place* by J. Drew Lanham
- *Underland* by Robert Macfarlane
- *Vesper Flights* by Helen Macdonald
- *Ways of Imagination* by Scott Russell Sanders

SPEAKER AGREEMENT LETTER TEMPLATE

DATE

SPEAKER NAME

SPEAKER ADDRESS

SPEAKER ADDRESS

Dear NAME,

Thank you for agreeing to deliver your talk, TALK TITLE, at YOUR ORGANIZATION. We are excited to welcome you to our community as part of our organization's programming!

Below are the details of your visit. Please read carefully.

- Your talk will take place on DATE from TIME to TIME. [Be sure to specify eastern or central time.]
- Please plan to arrive 20-30 minutes early, so we can make sure you are settled and any A/V or other needs you have are taken care of.
- The talk will take place at VENUE INFORMATION INCLUDING NAME OF VENUE, ADDRESS AND ROOM NUMBER IF NEEDED.
- Parking is available INSERT PARKING INFORMATION.
- You will deliver TALK TITLE.
- INSERT ANY SPECIAL DETAILS, PER YOUR CONVERSATIONS WITH THE SPEAKER.

For your service, Indiana Humanities will pay you an honorarium of \$400 directly.

[ADD, AS NEEDED: We will cover your roundtrip mileage at the federal reimbursement rate of 56 cents/mile, for approximately INSERT COST ESTIMATE. We also agree to cover INSERT DETAILS AND COST LIMITS FOR MEALS OR HOTELS AS PER YOUR AGREEMENT.]

If this accords with your understanding of our agreement, please sign and return this agreement letter to me. [IF NEEDED: Please also send a W9.] If you have any questions in the meantime, you can call or email me at INSERT EMAIL AND PHONE NUMBER.

I am excited to meet you soon. Thank you for agreeing to visit our community and share your insights!

Sincerely,

NAME, TITLE

SPEAKER SIGNATURE

DATE

ONE STATE / ONE STORY COMMUNITY READ GRANT FINAL BUDGET FORM

HOST ORGANIZATION:

HOST COORDINATOR NAME:

Please complete this form and attach it to the online final report form to show how you used your Community Read Grant and what additional support you raised in your community.

An example budget form is provided in the *One State / One Story: World of Wonders* Program Guide. Typical item categories include but aren't limited to speaker honoraria, books, food/drink, printing, advertising, space rental, equipment rental, materials. For each item, please briefly note what it is, e.g., "400-speaker honoraria," or "\$60-3 large print editions of novel." The total amount of the Indiana Humanities funds should not be greater \$1,000.

Please note: you cannot use your Community Read Grant to purchase alcohol or prizes, though you may list alcohol and prizes donated or purchased with other funds in your in-kind or outright match.

Item/Category	Community Read Grant	In-Kind Match*	Outright Match**
Sub-Total:			
TOTAL EVENT BUDGET <i>(Total of Community Read Grant, in-kind and outright match.)</i>			

Insert additional rows as necessary.

*In-kind match includes the value of services or space donated/contributed to make the event possible.

**Outright match includes direct costs (e.g., purchases) contributed by the host org., community partners, local businesses or other funders.

Please explain sources of in-kind and outright match (max 500 words):