



Q21.

Q1. Name

ICS

BGSU | Institute for the Study of
CULTURE and **SOCIETY**
BOWLING GREEN STATE UNIVERSITY

Q2. Pronouns

Q3. Unit

Q4. Academic Rank

Q5. Office Phone

Q6. Mobile Phone

Q7. Email

Q8. Please indicate your availability for residency

- Fall Term
- Spring Term

Q10.

Characteristics of the Award Program

Each year up to four BGSU faculty members may receive Institute awards to pursue research or creative work for one team. During the award period, Institute Scholars and Artists are freed from teaching and service responsibilities so that they may devote unimpeded time to their projects

Q11.

Conditions

1. Each Fellow will present on their funded project in a public, general-audience lecture sponsored by the ICS in the semester of the fellowship period. Additional community engagement activities may be required as developed in consultation with the Fellow, the Director, and the ICS Executive Board.
2. Fellows are expected to participate actively in the intellectual community at ICS, through attendance at meetings of the ICS Fellows, Fellows talks, and other ICS-sponsored events.
3. ICS Fellows are requested to acknowledge the role of the Institute in publications/creative projects that result from their residency. We ask that you submit a copy of the final product (book, article, exhibition catalog, video, etc.) to ICS upon publication/exhibition.
4. If you anticipate taking a one-semester Faculty Improvement Leave, you may also apply for a semester-long ICS fellowship. However, those applying for full-year FIL should NOT expect to be able to switch to a semester FIL if awarded an ICS fellowship. These are separate awards with different timelines and processes; ICS cannot intervene in FIL matters.
5. ICS Fellows remain on regular academic-year salary throughout the award period. Funding for the Fellowship program comes from the College of Arts and Sciences, which provides compensation to instructional units to offset the costs of the release time. (Units must agree to make up the difference.) Replacement costs are capped at \$5,000 for a one-semester residency and are contingent upon fulfillment of ICS obligations.

Q12.

Eligibility

All full-time faculty who have successfully completed one Enhanced Performance Review are eligible to apply for a fellowship. Awards to untenured (probationary or nontenured-track) faculty are contingent upon

reappointment.

Faculty who have previously received an ICS Fellowship must wait at least five years before reapplying. No more than two faculty members from one department or program may be in residence at ICS in any given academic year.

Q19.

Review Criteria

- The intellectual significance and public relevance of the project, including the major ideas, themes, and questions to be explored
- The ways in which the project will enrich the university and broader communities through meaningful collaboration
- The significance of the project to a broader or more nuanced understanding of culture and society by building on and advancing existing disciplinary knowledge through interdisciplinary methods
- The clarity and conceptual coherence of the project
- The originality, importance, or substance of the applicant's proposal
- The probability that the project will lead to a tangible research/creative outcome (e.g., scholarly article, artwork, book chapter, etc.)
- The degree to which the project is sufficiently well conceived to be completed in a timely manner
- The potential for the project to serve the public good

Q20.

Proposal Evaluation Procedures

Applications are reviewed by the ICS Executive Board and the ICS Director.

Award recommendations are forwarded for approval to the Dean of the College of Arts and Sciences and the Vice-Provost for Research.

Q13. Project Title

Navigating Covid Across Borders: Experiences from a Mexican Indigenous Community

Q14. Project Abstract (250 words maximum)

In Mexico and in the United States subaltern voices and experiences of Indigenous peoples have, for centuries, been muted from an international and national narrative. While much has been written about the social and economic effects of the pandemic in Latin America and in the US, little has been written about its impact on Indigenous communities, particularly transnational ones. I am applying for an ICS fellowship to explore the impacts of Covid-19 on the Hñähñu, an Indigenous community split between Central Mexico and the Southwestern United States. The systemic neglect of rural, Indigenous pueblos who have endured centuries of conquest including state sponsored "civilization" projects has seeded within this community a distrust of the Mexican government. This investigation explores how the pandemic has created new "push factors" of immigration from El Alberto, how obstacles to travel have disrupted connections to citizenship, and how the Hñähñu's practice of Pentecostal faith has been a conduit of courage as well as crisis within a community whose fear of being harmed by the government has manifested in their decision not to vaccinate. An ICS fellowship will result in a community engagement project and an article to submit for publication.

Q15.

Proposed Community Engagement Activity (100 words maximum)

Describe a new community engagement activity that you might develop during an ICS residency in order to connect your project to other publics. What non-BGSU constituency could you reach out to for collaboration (such as a high-school, hospital, or particular community service organization)? How would this audience advance your work and/or increase its impact on the world? Think carefully about the kind of event or activity that would be appropriate and relevant to your project. You may wish to consult with the ICS Director in advance of your application.

This activity partners with the Sofia Quintero Art and Cultural Center (with whom I collaborated have collaborated) and BG high school students enrolled in Spanish classes. Students will participate in an interactive arts-based workshop that creatively and critically engage challenges language barriers present to marginalized communities, especially in the era of Covid-19. The creation of bilingual pop-art flyers publicly displayed throughout BG allows students to showcase their Spanish while making visible the problem of language access and its impact on the Latinx community. The social impact of this intervention includes raising student and community awareness on this issue while providing resources on Covid-19 to BG's Latinx community.

Q16.

Additional Application Materials to be Emailed

- Project Narrative (1000 words maximum): The project description should be written in a clear, jargon-free style intelligible to colleagues outside the applicant's area of expertise.
 - Provide a concise overview articulating:
 - the central ideas, problems, or questions examined in the research/creative project being pursued
 - the intellectual significance of the project, including how you will complement, challenge, or expand existing scholarship and public perceptions of the topic
 - the social relevance to and impact on university and area communities
 - potential audiences for the work, including those on-campus as well as in the wider community
 - the longer-term goals for the project, what you plan to accomplish during the leave semester, and the form the final product will take
- Curriculum Vitae
 - Please attach in BGSU format
- Please use Times New Roman, 12-point font, one-inch margins
- In addition to the written project descriptions, artists may submit supplementary materials, such as digital files (photos, audio, videos) with their application packet.
- Submit additional application materials through email to ics@bgsu.edu

Q17. Please include the name and email for your Unit Chair/Director. Please ensure to type in the name and email correctly, they will receive an email requesting their signature as part of your application for the ICS Faculty Fellowship.

Unit Chair/Director Name

Unit Chair/Director Email

Q18. Please include the name and email for your College Dean. Please ensure to type in the name and email correctly, they will receive an email requesting their signature as part of your application for the ICS Faculty Fellowship.

College Dean Name

College Dean Email

Q16.

I have read and understand the ICS Faculty Fellowship Program guidelines, and agree to its conditions:

Applicant Signature:



Location Data

Location: [Redacted]

Source: GeolIP Estimation



In Mexico and in the United States subaltern voices and experiences of Indigenous peoples have, for centuries, been muted from an international and national narrative. While much has been written about the social and economic effects of the pandemic in Latin America and in the US, little has been written about its impact on Indigenous communities, particularly transnational ones. I am applying for an ICS fellowship to explore the impacts of Covid-19 on the Hñähñu, an Indigenous community split between Central Mexico and the Southwestern United States.

In official Mexican discourse the Hñähñu are labeled *Otomi*, a term assigned to them by the *Nahua*-speaking people who conquered their lands in the precolonial era. However, the Hñähñu from El Alberto [in the state of Hidalgo] resist this colonial label, and instead refer to themselves as Hñähñu, which also refers to their mother tongue, a language only officially recognized in 2003 despite its predating Spanish. The systemic neglect of rural, Indigenous pueblos who have endured centuries of conquest including state sponsored “civilization” projects has seeded within this community a distrust of the Mexican government. This investigation explores how the pandemic has created new “push factors” of immigration from El Alberto, how obstacles to travel have disrupted connections to citizenship, and how the Hñähñu’s practice of Pentecostal faith has been a conduit of courage as well as crisis within a community whose fear of being harmed by the government has manifested in their decision not to vaccinate.

My previous research examines factors that have driven this community to emigrate and creative ways it has overcome economic struggles while fortifying transnational ties. The sociopolitical context provoking the brunt of Hñähñu migration to the US can be traced to the 1994 passing NAFTA. Following NAFTA, the state of Hidalgo registered the second highest emigration rate in country with El Alberto witnessing an 80-percent decrease in their population. To intervene in poverty-like conditions Hñähñu drew from their own border crossing histories to create a simulated border crossing event across their ancestral lands. The tourist attraction, which is alternately marketed as an extreme sport and a project in consciousness raising around the plight of the undocumented, invites participants to experience what it’s like to be “illegal for a night.” Garnering national and international attention, its success contributed to the regeneration of the pueblo. Two other factors - a communal tribal law (known as *faena*) and dependence on remittances received from family living in the US have reduced economic migration from El Alberto. While remittances represent a small, but steady flow of money that fund household expenses, *faena* requires Hñähñu to contribute a year of unpaid community service to the pueblo. The consequence of not fulfilling this obligation is the loss of citizenship within El Alberto, which means Hñähñu can no longer claim belonging to the land, including the sacred right of burial within it. Within this community the sense of belonging to people and place is so strong that despite their undocumented status in the US many return to complete *faena*. This means when they attempt to return to the US, Hñähñu must once again confront the dangers of trying to cross a militarized border. Those who choose not to physically return to El Alberto can pay a member of the community to complete this service.

My on-going connection to this community allows me to continue to gain knowledge directly from them about how the pandemic worsened pre-existing challenges, prompting different types of responses from community members in Mexico and in the US. In this project I explore how the economic fall-out from the pandemic has contributed to a resurgence of migration within El Alberto, where Hñähñu who once performed symbolic border crossings for tourists now navigate

the biopolitical force of nation-state divides to actualize their own crossings. My project also explores how the tribal delegation is adapting its definition of citizenship to accommodate an unprecedented moment where Hñähñu in the US can no longer finance their citizenship to complete *faena*, and for whom physical return is impossible due to shut-downs at the US-Mexico border. Another question this research engages is how a lack of information about the virus, due in part to the invisible status of Hñähñu in Mexico and the US, has resulted in high rates of infection among the Hñähñu, whose Pentecostal faith is communal and embodied. For the Hñähñu, whose religion is guided by the belief that physical and spiritual states are closely intertwined, prayer is a form of intervention for those effected by Covid-19. Gathering to worship in large numbers and participating in the practice of “laying hands” as part of divine healing has paradoxically resulted in more people becoming sick. To these ends this paper attends to the problematics of repatriating those Hñähñu who have died of Covid-19. Here, borders become charged with meaning, biopolitically, materially, and spiritually as families navigate how to honor loved ones.

This project, which will result in academic article and a community engagement project contributes to understandings of the effects of Covid-19 on the Hñähñu by foregrounding their experiences navigating the pandemic. It also challenges systemic failures that have produced the invisibility of communities like the Hñähñu, whose lives neither register as capable of celebrating nor grieving within an inter/national imaginary. This project is especially relevant to BGSU as it grapples with its own history of dispossession by working to acknowledge the importance of decolonizing history to honor Indigenous individuals effected by colonial practices. Potential audiences include individuals interested in anti-colonial and decolonial studies, dispossession and Indigenous modes of resistance, and the effects of Covid-19 on marginalized communities. This includes BGSU students enrolled in Ethnic Studies courses, ACS under/graduate students, the Latin@ Studies cluster, Land Acknowledgement committee, and student union groups. Outside of the university audiences include La Conexion, the Northwest Ohio Immigrant Rights group, and Wood County Library. Long-term goals include a book project that explores how Indigenous communities within Mexico have creatively and resistively adapted to the global pandemic across nation-state divides.