



New Mexico Humanities Council Grant Application Form

(Mini or Regular Grant)

NMHC Use Only

Application Number: 2525
Application Deadline: 1 Feb 2016, 5:01pm MT
Award:

Total Amount Requested: 4235.00
Total Amount of Matching Contribution: 4235.00
Total Challenge Grant Amount: 0.00

PDF Generated: 3 Feb 2016, 11:54am MT

Project Title:

The Migration Experience Film/Discussion Series

Project Description:

The MIGRATION EXPERIENCE is a four-week film and discussion series that will be presented in Albuquerque, New Mexico in October 2016 for the second year. The first year series was funded by a grant from NMHC and the City of Albuquerque. Its aim is to raise awareness and foster a deeper understanding of immigrants and refugees who live among us.

The series is coordinated by Artful Life in partnership with a coalition of organizations that provide services for immigrant and refugee families: Artful Life, the NM Asian Family Center, the UNM Refugee Well-Being Project, United Voices for Refugee Rights, Catholic Charities, Lutheran Family Services, The Immigrant Resource and Referral Village, New Mexico Women's Global Pathways, Encuentro, and the New Mexico Burundian-American Association.

One evening each week for four weeks, a film about the migration experience will be shown for an audience of approximately 100, followed by a discussion led by academic and community scholars--the latter immigrants and/or refugees who can speak about their experiences, first hand. In 2016 the films will feature refugees and refugee issues from the following countries: Iraq, Afghanistan, Mali and Bolivia.

The first year series received outstanding reviews from audience members and we expect larger numbers each year we present the series.

Sponsoring Organization:

Center of Southwest Culture

Description: The Center of Southwest Culture, Inc. was founded in 1991 as a non-profit organization to help develop healthy communities.

Mission: The Center of Southwest Culture, Inc. is dedicated to developing healthy communities. through economic development initiatives and educational and cultural work. CSC works primarily in the Southwestern United States and México and has raised more than \$16 million for communities to use in building capacity and sustainability.

505 Marquette Ave. NW Suite 1610, Albuquerque NM 871-2

email: vocessiete@gmail.com; tel: 505.247.2729; fax: 505.247.2729; website: <http://www.centerofsouthwestculture.org>; DUNS #: 807311092

Project Director:

Valerie Lynne Martinez; Founding Director, Artful Life

11415 Isle Royale Rd. SE , Albuquerque New Mexico 87123

email: valerie@artful-life.org; tel: 505-603-0866

Fiscal Agent:

Mr. Arturo Sandoval; President, Voces, Inc.
500 Copper Avenue, NW Suite 103, Albuquerque NM 87102
email: vocesinc@aol.com; tel: 505.247.2729; fax: 505.243.1257

Contact info "approved" on: 1 Feb 2012, 4:53pm MT

Project Formats:

- Conference
- Exhibit
- Lecture(s)
- Radio Program
- Reading/Discussion
- Workshop
- Film or Video Discussion
- Symposium
- Panel Discussion
- Other (explain)
- Does program respond to a NMHC request for proposals (RFP)?

Humanities Scholars Who Will Participate:

Suha Amer; Research Technician and Translator, University of New Mexico Refugee Well-Being Project

University of New Mexico Health Sciences Center

MA, Language, Literacy and Sociocultural Studies, with a concentration in TESOL, University of New Mexico College of Education, 2013.

BA, English Education, University of Baghdad, Iraq, 1995

Dr. Jessica Rose Goodkind; Assistant Professor, Department of Sociology, University of New Mexico

Secondary Appointment: Department of Psychiatry

Co-Director of Cultural Competency Curriculum, University of New Mexico Health Sciences Center Office of Diversity

UNM Robert Wood Johnson Foundation Center for Health Policy Fellow

NM CARES Health Disparities Fellow

Ph.D. 2002 Ecological/Community Psychology
Michigan State University, East Lansing, Michigan

M.A. 1999 Ecological/Community Psychology
Michigan State University, East Lansing, Michigan

B.A. 1993 Psychology
Wesleyan University, Middletown, Connecticut

Julia Meredith Hess; Research Assistant Professor, Department of Anthropology, University of New Mexico

University of New Mexico

Ph.D. Anthropology, 2003, UNM

M.A. Anthropology, 1997, UNM

B.A., Anthropology, 1991, Mills College

Ms. Michelle Otero; Creative Director, Valle Encantado

Valle Encantado is a community-based organization dedicated to sustainable economic development in Albuquerque's Atrisco Historic Core.

Master of Fine Arts, Creative Writing, Vermont College, 2006

Bachelor of Arts, History, cum laude, Harvard College, 1994

Evaluator:

Dr. Shelle VanEtten de Sanchez, Director of Strategic Initiatives, New Mexico Department of Cultural Affairs

New Mexico Department of Cultural Affairs

B.A. in French and Spanish
M.A. and Ph.D. in Education

Agreement:

By signing and submitting this application, the authorizing official of the applicant organization, the project director, and the fiscal agent are 1) providing the required certifications regarding disbarment and suspension, and compliance with the nondiscrimination statutes as set forth in the INSTRUCTIONS OF CERTIFICATION, indicating that the applicant is eligible to receive federal funds, and 2) agreeing that any funds awarded by NMHC will be used for the purposes set forth herein, unless changes or revisions are subsequently approved in accordance with applicable policies of the New Mexico Humanities Council.

Signatures**Project Director:****UNSIGNED****Fiscal Agent:****UNSIGNED**

Project Description

1. What is planned?

One evening each week for four weeks a film about the Migration Experience will be shown for an audience of approximately 100 at the African American Performing Arts Center in the International District of Albuquerque. Each film will be free and open to the public as well as followed by a discussion led by academic and community scholars, the latter immigrants and/or refugees who can speak about their experiences first hand. Each scholar team will review the film beforehand, discuss the themes and issues raised, share their personal and professional experiences, anticipate questions and concerns from a diverse audience, and then prepare discussion questions and talking points for the post-film discussion.

Films:

Week One: *Fire Dancer* (2002): This drama opens in Afghanistan in 1979 when Haris, a young boy, is ordered by his father to flee the house when their village is attacked by the Russian military. Haris escapes but the rest of his family is killed. Eventually, Haris makes his way as a refugee to the US. Years later Haris becomes a painter and a sculptor living in pre-9/11 Manhattan. He still hears the machine gun fire that killed his parents. Haris has visions of his father's spirit, who shows up in the film as a guardian angel. Meanwhile, Laila (Mariam Weiss) is an Afghan-American fashion designer whose independence troubles her conservative Afghan parents. Her father (Yunis Azizi), a taxi driver, has arranged a marriage for her to her distant cousin. When Haris meets Laila, he is immediately attracted to her. The film conveys the challenges that Haris and Laila face as members of the large Afghan refugee community as they struggle to grapple with the past, define themselves in the West, and create a future together. This film was Afghanistan's first-ever entry to the Academy Awards for Best Foreign Language Film. Discussion Leaders: Julia Hess and Parwin Husseini. Parwin is a refugee from Afghanistan.

Week Two: *IRAQI ODYSSEY* (2014). This film was written and directed by acclaimed Iraqi-American filmmaker Samir Jamal Aldin. Buffeted by war and political upheaval, Samir's relatives--seen in the film at different ages and in different places--belong to the Jamal Aldin clan, a well-educated line of professionals who trace their ancestry to the Prophet Muhammad. They belong to a diaspora of Iraqi émigrés scattered across the globe. Samir uses members of his extended family as archetypes of this diaspora designed to capture the results of Iraq's troubled history during the last century. Discussion Leaders: Suha Amer and Rana Alkhafaji (refugees from Iraq).

Week Three: *MRS. GOUNDO'S DAUGHTER* (2011) is the story of one mother's courageous battle to protect her two-year-old daughter from female genital mutilation (FGM). Over 85% of Malian women have endured FGM. Mrs. Goundo flees Mali to America to keep her daughter from FGM and this launches a years-long battle to keep her daughter in the US. The film interweaves Mrs Goundo's landmark court case in America with the traditional practices of her Malian homeland, where we see the ceremony taking place, and the young girls affected. The film addresses rights to asylum as well as calls our attention to FGM as an international female health crisis. Discussion Leaders: Jessica Goodkind and Nkaze Sinandile (African immigrant).

Week Four: *LA AMERICANA* (2014): When nine-year-old Carla suffers a life-threatening accident, her mother, Carmen, must leave her behind and make the dangerous and illegal journey from Bolivia to the U.S, where she hopes to earn enough to save her daughter's life. Working in New York to support Carla's medical needs, Carmen struggles in vain to legalize her immigration status and wrestles with the prospect of never seeing her daughter again. Then, after six years of separation, Congress proposes 'amnesty' legislation that could allow Carmen and Carla finally to be reunited. *La Americana* has been utilized in a nationwide campaign to engage audiences in dialogue about immigrants' rights and immigration reform. Discussion Leaders: Michelle Otero and Enrique Cardiel.

Each evening, as audience members arrive, each will be given a large index card so s/he can write comments and questions during the film. Audience members will be asked to share these during the post-film discussion. The cards will also have evaluation questions so that audience members can provide feedback about the film and discussion. Cards will be collected at the exit to the theater.

The project evaluator will attend each film and discussion, review the audience feedback cards, interview the scholars and project partners, all in order to effectively evaluate the series and its impact.

2. When will it take place?

The series will take place at 6:30 p.m. on Thursdays: October 8, October 15, October 22, October 29, 2016.

3. Where will it take place?

The African American Performing Arts Center (AAPAC), 310 San Pedro NE, Albuquerque, NM 87108, in the International District of Albuquerque, New Mexico. The AAPAC theater accommodates 300, is handicap accessible, and has ample free parking. AAPAC served as the venue for the series the first year, gave us a non-profit rental rate, and welcomes us back this year.

4. Who are the managers, planners, and humanities scholars? Please provide names, titles, and brief identifications.

The series will be coordinated by Artful Life in partnership with the Global 505 coalition of organizations that provide services for immigrant and refugee families: Artful Life, the NM Asian Family Center, the UNM Refugee Well-Being Project, United Voices for Refugee Rights, Catholic Charities, Lutheran Family Services, The Immigrant Resource and Referral Village, New Mexico Women's Global Pathways, Encuentro, and the New Mexico Burundian-American Association.

Artful Life's Founding Director, Valerie Martínez, is the Project Director and will be assisted by an Administrative Coordinator. Academic and organic scholars: 1) Jessica Goodkind, Director, UNM Refugee Well-Being Project; Assistant Professor, UNM Department of Sociology and Parwin Hussaini (Afghanistan), Mentor, Refugee Well-Being Project; 2) Suha Amer (Iraq), MA, UNM Department of Language, Literacy and Sociocultural Studies; Research Assistant with the UNM Refugee Well-Being Project and Rana Alkhafaji (refugee from Iraq); 3) Julia Meredith Hess, Professor of Anthropology at the University of New Mexico, author of *Immigrant Ambassadors: Citizenship and Belonging in the Tibetan Diaspora* and Nkazi Sinandile (immigrant from South Africa), Director, Women's Global Pathways; 4) Michelle Otero, Fulbright Scholar and Director, Valle Encantado and Enrique Cardiel (Mexico), Director, International District Healthy Communities Coalition.

5. How does this project involve the humanities disciplines?

THE MIGRATION EXPERIENCE film/discussion series focuses on the human experience of migration—the way people (and, inherently, their identities, cultures, languages, ways of life) migrate from one country to another, one continent to another, as well as the specific challenges of this lived experience. In telling these stories, the films also address national and international policy about immigrant and refugee migration, asylum, and citizenship issues.

By focusing on personal stories of migration, our film/discussion series seeks to ground reflection and dialogue about immigration in the realities of human experience, encouraging a more comprehensive view of the issue from the perspectives of migrants, as well as our own. This is why the community scholars (immigrants/refugees, themselves) as well as academic scholars are so important to our program. Simply put, we hope to humanize the migration experience and, in doing so, generate meaningful dialogue about the reality of migration, public perspectives, federal and state policies, the impact of citizen action, and more.

In general, the series is meant to enhance the civic and cultural life of all New Mexicans through engagement with the international nature of our community life. Our program also involves a deeply diverse ensemble of scholars, partners, participants and audience members; in this, the organization and planning reflects the depth of the subject matter itself.

The successes of the first year series (via audience feedback cards) testify to the importance and power of both the films and post-film discussions—audience members consistently agreed that the series enlightened their knowledge and deepened the level of dialogue about immigrants and refugees. This year the four films will raise questions and discussion about refugees and refugee policy, struggles with assimilation, the clash of traditional vs. contemporary cultures, the effects of war, female genital mutilation and US policies about health refugees, amnesty legislation and more.

A film note: we made a serious attempt to find a film by a Syrian immigrant/refugee and/or about Syrian migration because of the current controversy about Syrian refugees. We were unable to find an appropriate feature film at this time. We will continue to search for a film about Syria for a future series. In any case, we have no doubt that meaningful discussion about refugees will be part of this series, as it was a major topic of discussion last year.

6. What are the evaluation criteria for this project?

1. Does the series draw at least 400 audience members? (assessed by sign-in logs and attendance counts)

2. Do audience members feel that the films were interesting and thought-provoking? (assessed by evaluation cards distributed at each week's event and collected at the exit to each film)

3. Do audience members feel that their awareness and understanding of the migration experience, as well as immigrant/refugee policies in the US and elsewhere, has deepened? (assessed by evaluation cards).

3. Do audience members feel that post-film discussions were well-facilitated, informative, and valuable? (assessed by evaluation cards)

4. Do audience members feel that the series was a) well-organized and b) well-publicized? (assessed by evaluation cards)

6. Do the participating academic scholars and organic scholars feel the series was effective and meaningful? (assessed by interviews by evaluator)

7. Are the sponsoring organizations satisfied with the outcomes of the series? (assessed by evaluator interviews)

7. What is the role of the humanities scholar(s) in this project?

Each academic scholar will partner with his/her community scholar to view the film together, discuss the issues and themes raised as well as their personal and professional knowledge and experience, and then prepare discussion questions and talking points in order to lead a discussion with the audience after each film. The scholars will be encouraged to provide handouts and fact sheets for the audience. The scholars will also invite members of their personal and professional communities to attend the series.

8. Who are the proposed audience/participants? Estimate of audience size?

The primary goal of The Migration Experience film/discussion series is to draw a diverse audience: immigrants and refugees (whether in the US for a few years or many years), non-immigrants/refugees (i.e. native-born US citizens and those who have never met a refugee/immigrant), those whose ancestors migrated to the Americas many generations ago, those who have points of view on either side of immigration issues?Black, White, Brown, and ?Other.? This way the post-film discussion will be informed by those who have lived the immigrant/refugee experience and mitigate discussion that might focus on the other? as well as include those who want to learn about experiences very different than their own.

Depending on the film (and age-appropriate content), we aim for an audience in the age-range of 13-100. We also favor films in native languages with English subtitles in order to draw audience members whose primary language is not English, especially immigrants/refugees and their families. In this way we hope, as with last year, to draw unusual audiences for film.

The African American Performing Arts Center is a 300 seat theater, and we hope for 100 audience members for each film/discussion. All films will be free and open to the public.

9. What kind of publicity is planned to reach the audience?

We will slightly increase spending on advertising this second year of the series in order to draw even more audience members. We will place two ¼ ads in the Weekly Alibi and a 1/8 ad in Pasatiempo. We will request and advocate for interviews/coverage in both the Journal and Santa Fe New Mexican. We will post the series on a range of online calendars, including ABQtodo and ABQ365 and the online calendar of the Santa Fe Convention & Visitors Bureau. A press release will be sent to local and regional newspapers and magazines. Radio ads on KUNM and KANW will be important, and we will seek interviews on KUNM's Women's Focus as well as RAICES. Flyers and rack cards will also be designed and printed and distributed widely to individuals, organizations and outlets. Finally, we and our partner organizations have deep connections to and personal/professional relationships with members of the immigrant and refugee communities and organizations who serve these populations, all with expansive email lists, phone numbers, and addresses. Personal invitations, email blasts and phone calls will encourage participation and attendance.

10. Of what value is this project to the audience?

As with last year, The Migration Experience series will draw a diverse audience of those who do not commonly share the same space: immigrants and refugees, non-immigrants (i.e. native-born US citizens), those who have never

interacted with immigrants and/or refugees, those who work with the immigrant/refugee community, those who have points of view on either side of immigration issues, "ordinary citizens," policy-makers and others.

Rather than simply hosting a discussion (which often devolves into arguments and partisan debate) we have chosen the medium of film to ground the post-film dialogue and provide a meaningful touchstone. The "team of scholars" format (for post-film dialogue) has also been carefully chosen to include a non-immigrant/refugee and an immigrant/refugee. This will serve to model communication and cooperation between immigrants and non-immigrants as well as veer discussion away from talking about immigrants and refugees as "others."

Artful Life has extensive experience with bringing together those who do not ordinarily share the same space and facilitating considered and compassionate collaboration. We will do the same with this series with a goal of fostering a sense of shared community while also raising and discussing complex issues related to the migration experience.

11. Now that you have answered all the above questions, please condense it all into a three sentence description or blurb that NMHC can use for publicity and to put on the NMHC web site. Be sure to include funding support credits for NMHC and NEH in the three sentence description.

The Migration Experience Film/Discussion Series (October 2016) presents acclaimed films about migration followed by discussions led by scholars and members of Albuquerque's immigrant/refugee community. The series, funded in part by the NM Humanities Council, encourages a deeper understanding of immigrants and refugees as well as national and international policies related to immigration. The series is directed by Artful Life in partnership with the Global 505 Coalition of organizations that serve Albuquerque's immigrant and refugee communities.

New Mexico Humanities Council Budget Summary & Supporting Explanations

I. Services & Supplies

	Direct Grant	Challenge Grant	Sponsor's Matching Cash & In-Kind Donations	Third Party Cash	Project Income	Total
Telephone	0.00	0.00	0.00	0.00	0.00	0.00
Postage	0.00	0.00	0.00	0.00	0.00	0.00
Rentals	1200.00	0.00	1200.00	0.00	0.00	2400.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal	1200.00	0.00	1200.00	0.00	0.00	2400.00
Basis for Services & Supplies	Rentals: 1. Costs associated with renting or purchasing films (\$100 per film x 4) 2. Rental of AAPAC for showing the films (\$500 x 4 nights).					

II. Publicity

	Direct Grant	Challenge Grant	Sponsor's Matching Cash & In-Kind Donations	Third Party Cash	Project Income	Total
Ads	630.00	0.00	630.00	0.00	0.00	1260.00
Flyers/Posters	250.00	0.00	250.00	0.00	0.00	500.00
Brochure	150.00	0.00	150.00	0.00	0.00	300.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal	1030.00	0.00	1030.00	0.00	0.00	2060.00
Basis for Publicity	Ads: Pasatiempo 1/4 ad (\$450 x 2), Pasatiempo 1/8 ad (\$360 x 1) Rack Cards: 500 5" x 8" cards Posters: 150 8 1/2" x 11" Brochures: 200 tri-fold					

III. Travel

	Direct Grant	Challenge Grant	Sponsor's Matching Cash & In-Kind Donations	Third Party Cash	Project Income	Total
Mileage(limited to \$.375 per mile of NMHC funds)	0.00	0.00	0.00	0.00	0.00	0.00
Airfare	0.00	0.00	0.00	0.00	0.00	0.00
Per Diem(per person daily limit: food - \$24; lodging - \$70)	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00
Basis for Travel						

IV. Honoraria

	Direct Grant	Challenge Grant	Sponsor's Matching Cash & In-Kind Donations	Third Party Cash	Project Income	Total
Scholars(Please explain if over \$350 per scholar, per event)	1400.00	0.00	1400.00	0.00	0.00	2800.00
Other Participants	180.00	0.00	180.00	0.00	0.00	360.00
Project Director	175.00	0.00	175.00	0.00	0.00	350.00
Evaluator	250.00	0.00	250.00	0.00	0.00	500.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal	2005.00	0.00	2005.00	0.00	0.00	4010.00
Basis for Honoraria	Scholars: 8 x \$350 Other Participants: Admin. Coordinator 1 x 30 hrs @ \$12/hr Project Director: 10 hrs @ \$35/hr Evaluator: \$500 flat fee					

GRAND TOTAL I, II, III, IV

	Direct Grant	Challenge Grant	Sponsor's Matching Cash & In-Kind Donations	Third Party Cash	Project Income	Total
	4235.00	0.00	4235.00	0.00	0.00	8470.00

Scholar's Form and Statement of Intent

(This serves as a brief professional resume and letter of commitment to project.)

Valerie Lynne Martinez

Title: Founding Director, Artful Life

Address: 11415 Isle Royale Rd. SE
Albuquerque New Mexico 87123

Email: valerie@artful-life.org

Office Phone:

Phone: 505-603-0866

Cel Phone:

Fax:

Institutional Affiliation (if any):

Artful Life

Education and degrees:

B.A. Vassar College 1983

M.F.A. University of Arizona 1989

Please specify your contribution to this project:

Role: Project Director

I will serve as overall Project Director: choosing films in consultation with partner organizations; locating, confirming and guiding both academic and community scholars; providing input and training (as needed) with post-film discussion strategies; managing income and expenses for the project, and supervising an Administrative Coordinator who will take care of logistics: advertising, scholars coordination, venue booking, procuring of films, and printing and distribution evaluation materials. I will also work with the project evaluator to ensure a thorough review of the series.

Experience relevant to this project:

Extensive experience with project oversight and management, including:

Project Director for the first year of the MIGRATION EXPERIENCE FILM/DISCUSSION SERIES which received outstanding reviews. 2015.

Project Director for the REFUGEE MENTORING PROJCT which employs trained refugees to advise and mentor newly-arriving refugees in Albuquerque. 2015-present.

Project Director: STORIES OF ROUTE 66/THE INTERNATIONAL DISTRICT. This project engages residents of Albuquerque's International District in storytelling, art and design, transforming public spaces as well generating social cohesion, individual and collective capacity, leadership, and a range of community-led development initiatives. 2011-present

Project Director: EL PUENTE/THE BRIDGE, a large-scale arts and community engagement project in Albuquerque's Barelmas and South Valley neighborhoods, along the Rio Grande. Sustained community engagement and the resulting works of art will project an inspiring portrait of people and place, transform neighborhood spaces, as well as generate individual and collective capacity that will result in increased civic engagement by participants.

Project Co-Director (with Shelle Sanchez and Julia Mandeville): WOMEN AND CREATIVITY, an annual, month-long series that celebrates women's creativity across the disciplines, featuring more than 70 collaborative performances/exhibitions, workshops, performances and creative events in the month of March. 2007-present.

Publications, Products, Awards & Recognition relevant to this project:

CREATIVE BRAVOS AWARD presented to individuals, organizations, events and/or businesses for outstanding achievements within and exceptional contributions made to Albuquerque's creative economy. May, 2014.

SAGE MAGAZINE/ALBUQUERQUE JOURNAL AWARD: TWENTY WOMEN MAKING A DIFFERENCE, for outstanding achievement and contributions to New Mexico. Other awardees: Lt. Governor Diane Denish; NM Senator Cynthia Nava; LaDonna Hopkins. V.P. of NM United Way; Nancy Youngblood, Santa Clara Potter; Dr. Cheryl Willman. 2009.

Electronic "Signature"

Form UNSIGNED

Scholar's Form and Statement of Intent

(This serves as a brief professional resume and letter of commitment to project.)

Suha Amer

Title: Research Technician and Translator,
University of New Mexico Refugee Well-Being
Project

Address: 4409 Palo Duro Ave, NE
Albuquerque NM 87110

Email: bbaca75@gmail.com
Office Phone: (505) 362-8301
Phone: (505) 615-8432
Cel Phone: (505) 615-8432
Fax:

Institutional Affiliation (if any):

University of New Mexico Health Sciences Center

Education and degrees:

MA, Language, Literacy and Sociocultural Studies, with a concentration in TESOL, University of New Mexico
College of Education, 2013.

BA, English Education, University of Baghdad, Iraq, 1995

Please specify your contribution to this project:

Role: Humanities Scholar

As an academic scholar I will partner with Rana Alkhafaji, a community scholar, to view the film IRAQI ODYSSEY together, discuss the issues and themes raised as well as our personal and professional knowledge and experience, and then prepare discussion questions and talking points in order to lead a discussion with the audience after each film. I will also invite members of the Iraq community in Albuquerque to attend the series.

Experience relevant to this project:

I am an Iraqi refugee who came to the US in 2008. I have made a personal and professional life in the U.S. with my husband and children, including attaining a Masters of Arts in Language, Literacy and Sociocultural Studies, with a concentration in TESOL, from UNM in 2013.

Currently I am an interpreter and translator with Albuquerque Public Schools as well as a Research Technician with the UNM Refugee Well-Being Project. I am also a member of the United Voices for Refugee Rights (UVR) which advocates for refugees in Albuquerque.

In March, I will assume the Directorship of the Refugee Mentoring Project which employs trained mentors to guide and advice newly-arriving refugees in Albuquerque.

Publications, Products, Awards & Recognition relevant to this project:

Make recommendations about handling Iraqi cultural issues with the UNM Refugee Well-Being Program, and work with UNM students to understand Iraqi culture and values.

Conduct qualitative data analyses using NVivo software, cleaned and managed quantitative data in SPSS, and helped to create computer-assisted interviews in QDS.

Conduct research interviews, interpreted for research interviews, translated interview questions and measures, and recruited research participants for the UNM Refugee Well-Being Program.

Electronic "Signature"**Form UNSIGNED**

Scholar's Form and Statement of Intent

(This serves as a brief professional resume and letter of commitment to project.)

Dr. Jessica Rose Goodkind

Title: Assistant Professor, Department of
Sociology, University of New Mexico

Address: University of New Mexico MSC 05 3080
Albuquerque NM 87131
USA

Email: jgoodkin@unm.edu
Office Phone: 505-277-2002
Phone: 505-277-2002
Cel Phone:
Fax: 505-277-8805

Institutional Affiliation (if any):

Secondary Appointment: Department of Psychiatry
Co-Director of Cultural Competency Curriculum, University of New Mexico Health Sciences Center Office of
Diversity

UNM Robert Wood Johnson Foundation Center for Health Policy Fellow

NM CARES Health Disparities Fellow

Education and degrees:

Ph.D. 2002 Ecological/Community Psychology
Michigan State University, East Lansing, Michigan

M.A. 1999 Ecological/Community Psychology
Michigan State University, East Lansing, Michigan

B.A. 1993 Psychology

Wesleyan University, Middletown, Connecticut

Please specify your contribution to this project:

Role: Humanities Scholar

As an academic scholar, I will partner with Nkazi Sinandile, a community scholar to view the film, MRS. GOUNDO'S DAUGHTER together, discuss the issues and themes raised as well as our personal and professional knowledge and experience, and then prepare discussion questions and talking points in order to lead a discussion with the audience after each film. I will also invite members of my personal and professional community in Albuquerque to attend the series.

Experience relevant to this project:

I have been working and conducting research with refugees for the past 22 years. I began this work in a refugee camp in Thailand, where I worked from 1993-1995, helping to prepare refugees who were coming to resettle in the United States. From 1996-present I have worked with US refugees, both in conducting community-based research to better understand refugees' resettlement experiences and to develop, implement, and test programs designed to address the stressors that refugees face during resettlement and to improve refugees' mental health and well-being. I currently have a grant from the National Institutes of Health to continue these research efforts.

Publications, Products, Awards & Recognition relevant to this project:

Goodkind, J., Hess, J.M., Isakson, B., LaNoue, M., Githinji, A., Roche, N., Vadnais, K., & Parker, D.P. (in press). Reducing refugee mental health disparities: A community-based intervention to address post-migration stressors with African adults. *Psychological Services*.

Hess, J.M., Isakson, B., Roche, N., Vadnais, K., Parker, D.P., & Goodkind, J. (in press). Reducing mental health disparities through transformative learning: A social change model with refugees and students. *Psychological Services*.

Semansky, R., Goodkind, J., Sommerfeld, D., & Willging, C.E. (2013). Culturally competent services within a statewide behavioral healthcare transformation: A mixed-methods assessment. *Journal of Community Psychology*, 41(3), 378-393. DOI: 10.1002/jcop.215441 Senior corresponding author.

Goodkind, J., Hess, J.M., Gorman, B., & Parker, D.P. (2012). "We're still in a struggle": Diné resilience, survival, historical trauma, and healing. *Qualitative Health Research*, 22(8), 1019-1036. DOI: 10.1177/1049732312450324

Willging, C.E., Goodkind, J., Lamphere, L., Saul, G., Fluder, S., & Seanez, P. (2012). The impact of state behavioral health reform on Native American individuals, families, and communities. *Qualitative Health Research*, 22(7), 880-896. DOI: 10.1177/1049732312440329

Goodkind, J., LaNoue, M., Lee, C., Freeland, L., & Freund, R. (2012). Feasibility, acceptability, and initial findings from a community-based cultural mental health intervention for American Indian youth and their families. *Journal of Community Psychology*, 40(4), 381-405. DOI:10.1002/jcop.20517

Electronic "Signature"

Goodkind, J., LaNoue, M., Lee, C., Freeland, L., & Freund, R. (2012). Involving parents in a community-based, culturally-grounded mental health intervention for American Indian youth: Parent perspectives, challenges, and results. *Journal of Community Psychology*, 40(4), 468-478.

Form UNSIGNED

Scholar's Form and Statement of Intent

(This serves as a brief professional resume and letter of commitment to project.)

Julia Meredith Hess

Title: Research Assistant Professor, Department
of Anthropology, University of New Mexico

Address: University of New Mexico MSC 11 6145
Albuquerque NM 87131
USA

Email: jmhess@salud.unm.edu

Office Phone: 505-272-6999

Phone:

Cel Phone: 505-507-6043

Fax:

Institutional Affiliation (if any):

University of New Mexico

Education and degrees:

Ph.D. Anthropology, 2003, UNM

M.A. Anthropology, 1997, UNM

B.A., Anthropology, 1991, Mills College

Please specify your contribution to this project:

Role: Humanities Scholar

As an academic scholar, I will partner with Parwin Hussein, a community scholar, to view the film FIRE DANCER, discuss the issues and themes raised as well as our personal and professional knowledge and experience, and then prepare discussion questions and talking points in order to lead a discussion with the audience after each film. I will also invite members of my personal and professional community in Albuquerque to attend the series.

Experience relevant to this project:

I am a sociocultural anthropologist whose primary research interests are the health and well-being of migrants, including refugees and immigrants. Beginning in the early 1990's I began to conduct ethnographic research with a transnational population of Tibetans, examining processes of identity construction as they moved from being stateless refugees in South Asia to citizens of the United States. Since 2009, I have worked with the UNM Refugee Well-Being Project, which is funded by the NIH to study refugee adjustment and mental health in NM. Current research interests include the intersection of gender, productivity and mental health, transformation of family roles and dynamics for different generations, and temporal aspects of refugee adjustment post-resettlement.

Publications, Products, Awards & Recognition relevant to this project:

BOOKS:

JM Hess, 2009 Immigrant Ambassadors: Citizenship and Belonging in the Tibetan Diaspora. Stanford, CA: Stanford University Press.

ARTICLES:

Goodkind, J., Gorman, B., Hess, J.M., Parker, D. (2014). Reconsidering Culturally Competent Approaches to American Indian Healing and Well-Being. Qualitative Health Research, published online 19 September 2014. DOI: 10.1177/1049732314551056

Hess, J.M., Isakson, B., Githinji, A., Roche, N., Vadnais, K., Parker, D.P., & Goodkind, J. (2014). Reducing mental health disparities through transformative learning: A social change model with refugees and students. Psychological Services January, 2014. DOI:10.1037/a0035334.

Goodkind, J., Hess, J.M., Isakson, B., LaNoue, M., Githinji, A., Roche, N., Vadnais, K., & Parker, D.P. (2014). Reducing refugee mental health disparities: A community-based intervention to address post-migration stressors with African adults. Psychological Services, Dec 23, 2013. DOI:10.1037/a0035081

Goodkind, J.R., Hess, J.M., Gorman, B., and Parker, D. P. (2012) ??We?re Still in a Struggle?: Diné Resilience, Survival, Historical Trauma, and Healing,? Qualitative Health Research, August 2012, 22 (8): 1019-1036. doi:10.1177/1049732312450324

Hess, J.M and Shandy, D. (2008) ?Kids at the Crossroads? Co-authored with Dianna Shandy Introduction of a themed issue on Childhood and the State, co-edited by Julia Meredith Hess and Dianna Shandy, Anthropological Quarterly, 81 (4), 763-776.

Hess, J.M. (2006a) ?Statelessness and the State: Tibetans, Citizenship and Nationalist Activism in a Transnational World,? International Migration, Vol 44: 1, 75-100.

Form UNSIGNED

Electronic Signature

Scholar's Form and Statement of Intent

(This serves as a brief professional resume and letter of commitment to project.)

Ms. Michelle Otero

Title: Creative Director, Valle Encantado

Address: P.O. Box 26263
Albuquerque NM 87125
US

Email: kmotero@post.harvard.edu

Office Phone: 5052555715

Phone:

Cel Phone: 5055549701

Fax:

Institutional Affiliation (if any):

Valle Encantado is a community-based organization dedicated to sustainable economic development in Albuquerque's Atrisco Historic Core.

Education and degrees:

Master of Fine Arts, Creative Writing, Vermont College, 2006

Bachelor of Arts, History, cum laude, Harvard College, 1994

Please specify your contribution to this project:

Role: Humanities Scholar

As an academic scholar, I will partner with Enrique Cardiel, a community scholar, to view the film LA AMERICANA, discuss the issues and themes raised as well as our personal and professional knowledge and experience, and then prepare discussion questions and talking points in order to lead a discussion with the audience after each film. I will also invite members of my personal and professional community in Albuquerque to attend the series.

Experience relevant to this project:

Author: MALINCHE'S DAUGHTER, an essay collection based on my work as a Fulbright Scholar with women survivors of domestic violence and sexual assault in Oaxaca, Mexico.

Creative Director: Valle Encantado, promoting sustainable development initiatives in the Atrisco historic core in Albuquerque.

Co-Founder: Connecting Community Voices, an Albuquerque-based organization building positive social change through creative community expression.

Member: Las Meganenas, a Latina repertory troupe based in Albuquerque, New Mexico that uses theatre to help audiences experience the trauma and inequities of those who are unable to tell their own stories.

Lead Artist: El Otro Lado/The Other Side, a community-based arts project launched by The Academy for the Love of Learning in Santa Fe, New Mexico. Conceived by artist Chrissie Orr in 2007, it engages an interdisciplinary, creative process to explore our human connection to land, our sense of home and belonging, and our sense of boundaries and cultural divides.

Publications, Products, Awards & Recognition relevant to this project:**BOOKS:**

Malinche's Daughter, Momotombo Press, 2006.

AWARDS:

Fulbright Scholar
Association of Writing Programs Intro Journal Award
Fellowship, Letras Latinas
Fellowship, Barbara Deming Memorial Fund

Electronic "Signature"**Form UNSIGNED**

Scholar's Form and Statement of Intent

(This serves as a brief professional resume and letter of commitment to project.)

Dr. Shelle VanEtten de Sanchez

Title: Director of Strategic Initiatives, New Mexico
Department of Cultural Affairs

Address: 407 Galisteo, Ste. 260
Santa Fe NM 87501
USA

Email: Shelle.Sanchez@state.nm.us

Office Phone: 505-827-8412

Phone:

Cel Phone: 505-469-3399

Fax:

Institutional Affiliation (if any):

New Mexico Department of Cultural Affairs

Education and degrees:

B.A. in French and Spanish

M.A. and Ph.D. in Education

Please specify your contribution to this project:

Role: Evaluator

I will consult with the project director in order to create effective and valuable evaluation tools.

I will attend The Migration Experience film series and evaluate the quality of the sessions.

I will review audience feedback materials and interview participating scholars to assess the value of this project.

Experience relevant to this project:

More than 25 years of professional experience in education and the arts, with more than a decade of success in leadership.

Experience and success in building successful programs with demonstrated success in partnership building, project oversight, project management of capital projects, and resource management.

Lifelong enthusiasm for and commitment to the arts, education, creativity, and community-building.

Extensive experience with local, state and national projects which has resulted in a strong personal network of artists, professionals and organizations for project development.

Enthusiasm for and success with facilitation and planning which includes meetings, budgets, large-scale planning, and project development.

Publications, Products, Awards & Recognition relevant to this project:

Three Creative Bravos Awards (2007, 2008, and 2012) which recognize excellence for contributions to Albuquerque's creative economy.

Electronic "Signature"**Form UNSIGNED**

Supporting Documents

If you are reading this on a computer, you may click the web addresses of the documents to pull them up on your computer. You may also enter or copy the web addresses manually into any browser.

Supporting Document #1

http://nmhum.org/grants_files/381/2015RackCard.jpg

Description: Promotional Rack Card

Attached to grant on 29 Jan 2016, 9:40am MT

Supporting Document #2

http://nmhum.org/grants_files/381/FilmSeriesAlibiAd2.jpg

Description: Alibi Ad

Attached to grant on 29 Jan 2016, 9:45am MT

Instructions for Certification

Instructions for Certification

General Requirements

The New Mexico Humanities Council (NMHC) is required to seek from institutional applicants a certification regarding the nondiscrimination statutes and from all applicants certifications regarding debarment and suspension, and federal debt status.

By signing and submitting a proposal, the individual applicant or the authorizing official of the applicant institution provides the applicable certifications. When a prospective applicant is unable to certify regarding the nondiscrimination statutes, the prospective applicant is not eligible to apply for funding from NMHC. When the applicant is unable to certify regarding debarment and suspension or federal debt status the applicant shall attach an explanation to the proposal. The explanation of why the certification on debarment and suspension cannot be submitted will be considered in connection with NMHC's funding determination. Failure to furnish a certification or an explanation shall disqualify the applicant from receiving an award from NMHC.

The certifications are material representations of fact upon which reliance will be placed when NMHC determines to fund the application. If it is later determined that the applicant knowingly provided an erroneous certification or did not comply with requirements, in addition to other remedies available to the federal government, the National Endowment for the Humanities or NMHC may seek judicial enforcement of the certification (nondiscrimination statutes) or may terminate the award for cause or default (debarment and suspension or federal debt status).

The applicant shall provide immediate written notice to NMHC if at any time the applicant learns that its verifications were erroneous when submitted or have become erroneous by reason of changed circumstances.

Nondiscrimination Statutes

The certification regarding the nondiscrimination statutes shall obligate the applicant for the period during which the federal financial assistance is extended. There are two exceptions. If any personal property is acquired with NMHC's assistance, this certification shall obligate the applicant for the period during which it retains ownership or possession of that property. If any real property or structure is improved with NMHC's support, this certification shall oblige the applicant or any transferee for as long as the property or structure is used for the grant or similar purposes. This certification is binding on the applicant, its successors, transferees, and assignees, and on the authorizing official whose signature appears on the application cover sheet for this proposal.

Grantees are also required to evaluate their policies and practices toward the handicapped and grantee organizations which employ fifteen or more persons must keep on file a list of the interested persons that were consulted and a description of the areas that were examined, the problems identified, and any modifications or remedial steps taken.

Certification

The applicant certifies that it will comply with the following nondiscrimination statutes and their implementing regulations:

- a) Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et. seq.) which provides that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance.
- b) Section 503 of the Rehabilitation Act of 1973, as amended (20 U.S.C. 794), which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
- c) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681 et. seq.), which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
- d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6106 et. seq.) which prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance, except that actions which reasonably take age into account as a factor necessary for the normal operation or the achievement of any statutory objective of the project or activity shall not violate this statute.

Federal Debt Status

If any applicant is unable to certify regarding federal debt status, an explanation must be submitted with the proposal.

Certification

The applicant certifies, to the best of its knowledge and belief, that it is not delinquent in the repayment of any federal

debt.

Debarment and Suspension

The applicant agrees by submitting this proposal that, should the proposal be funded by NMHC, it shall not knowingly enter into any project-related transactions (as defined under lower tier covered transactions) with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by NMHC.

The applicant further agrees by submitting this proposal to include without modification the following clauses in all lower tier covered transaction and in all solicitations for lower tier covered transactions:

- 1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- 2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

A grantee may rely on the certification of a prospective subrecipient that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A grantee may decide on the method and frequency by which it determines the eligibility of its principals. Except when specifically authorized by NMHC, if the participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to the other remedies available to the federal government, NMHC may terminate this transaction for cause or default.

Certification

The applicant certifies to the best of its knowledge and belief that it and its principals:

- a) are not currently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transaction by any federal department or agency;
- b) have not within a three-year period preceding this proposal been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or statute antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- c) are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (b) of this certification;
- d) have not within a three-year period preceding this application/proposal had one or more public transactions (federal, state, local) terminated for cause or default.

Definitions

The following definitions refer to the terms used in the certifications regarding the nondiscrimination statutes, federal debt status, and debarment and suspension.

Covered transaction: A covered transaction is either a primary covered transaction or a lower tier covered transaction.

Debarment: An action taken by a debarring official in accordance with 45 CFR Part 1169 to exclude a person from participating in covered transactions. A person so excluded is debarred.

Delinquent: Represents the failure to pay an obligation or debt by the date specified in the agency's initial written notification or applicable contractual agreement, unless other satisfactory payment arrangements have been made by that date, or if at any time thereafter, the debtor fails to satisfy the obligation under a payment agreement with the agency.

Federal debt: The amount of money or property that has been determined by an appropriate agency official to be owed to the United States by any person, organization, or entity. Examples of debts include delinquent taxes, audit disallowances, guaranteed and direct student loans, housing loans, farm loans, business loans, Department of Education institutional loans, benefit overpayments, and other miscellaneous administrative debts.

Ineligible: Excluded from participation in federal nonprocurement programs pursuant to a determination of ineligibility under statutory, executive order, or regulatory authority, other than Executive Order 12549.

Lower tier covered transaction: a) Any transaction between a participant and a person other than a procurement contract for goods and services, regardless of type, under a primary covered transaction.

b) Any procurement contract for goods and services between a participant and a person, regardless of type, excepted to equal or exceed the federal procurement small purchase threshold fixed at 10 U.S.C. 2304(g) and 41 U.S.C. 253(g) (currently \$25,000 USD) under a primary covered transaction.

c) Any procurement contract for goods or services between a participant and a person under a covered transaction,

regardless of amount, under which that person will have a critical influence on or substantive control over that covered transaction. Such persons are project directors, principal investigators, and providers of federally required audit services.

Participant: Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction. This term also includes any person who acts on behalf of or is authorized to commit a participant in a covered transaction as an agent or representative of another participant.

Person: Any individual, corporation, partnership, association, unit of government, or legal entity, however organized, except foreign governments or foreign governmental entities, public international organization, or foreign government-owned or controlled entities.

Primary covered transaction: This is normally any nonprocurement transaction between an agency and a person, regardless of type, including grants, cooperative agreements, scholarships, fellowships, contracts of assistance, loans, loan guarantees, subsidies, insurance payments for specified use, donation agreements, and any other nonprocurement transaction between a federal agency and a person.

Principal: Officer, director, owner, partner, key employee, or other person within a participant with primary management or supervisory responsibilities; or a person who has critical influence on or substantive control over a covered transaction, whether or not employed by the participants.

Proposal: A solicited or unsolicited bid, application, request, invitation to consider, or similar communication by or on behalf of a person seeking to participate or to receive benefit, directly or indirectly, in or under a covered transaction.

Suspension: An action taken by a suspending official in accordance with these regulations that immediately excludes a person from participating in covered transactions for a temporary period, pending completion of an investigation and such legal, debarment, or Program Fraud Civil Remedies Act proceeding as may ensue.

Voluntarily excluded: The status or nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.

The Migration Experience Film/Discussion Series

October 2015

African American Performing Arts Center (AAPAC)
310 San Pedro Dr. NE, Albuquerque, NM 87108
Free and Open to the Public

Thursday, October 8: 6:30 pm

"Cambodian Son" (2014). Director: Masahiro Sugano

"Cambodian Son" captures the inspirational story of Kosal Khiev's journey from prisoner in America to working class poet in Cambodia. Post-film dialogue: Kay Bounkeua & Kiran Katira.

Thursday, October 15: 6:30 pm

"Pushing the Elephant" (2010). Directors: Beth Davenport, Elizabeth Mandel. In the late 1990s, Rose Mapendo lost her family and home to the violence that engulfed the Democratic Republic of Congo. Post-film dialogue: Julia Hess & Martin Ndayisenga.

Thursday, October 22: 6:30 pm

"Iraqi Voices" (2014)

Produced by the Iraqi and American Reconciliation Project, these autobiographical films counter stereotypes, encourage understanding and provide a platform for interesting dialogue. Post-films dialogue: Suha Amer & Jessica Goodkind.

Thursday, October 29: 6:30 pm

"La jaula de oro/The Golden Cage" (2013)

"La jaula de oro" follows three young Guatemalan immigrants as they hitch a ride on cargo trains for nearly 1200 miles in an attempt to cross into the United States. Post-film dialogue: Tohil Fidel Brito Bernal & Bill Savila.



Artful Life
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Presented with the generous support of
the New Mexico Humanities Council &
the City of Albuquerque

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FOR MORE INFORMATION
ARTFUL-LIFE.ORG, 505-633-0364

**"THE MIGRATION EXPERIENCE"
FILM/DISCUSSION SERIES**

FREE AND OPEN TO THE PUBLIC

ATLAS American Performing Arts Center
310 San Pedro Blvd. NE

PRESENTED BY ARTFUL LIFE
SUPPORTED BY A GRANT FROM THE NM
HUMANITIES COUNCIL

THURSDAY, OCTOBER 8, 6:30 PM
"CAMBODIAN SON" (2014) BEST
DOCUMENTARY/SEANEN
INTERNATIONAL FILM FESTIVAL

THURSDAY, OCTOBER 16, 6:30 PM
"PASSING THE BISHOP" (2000)
BEST DOCUMENTARY/WOMEN'S
INTERNATIONAL FILM FESTIVAL

THURSDAY, OCTOBER 23, 6:30 PM
"IRAQI VOICES" (2014) SIX BEST
FILMS PRODUCED BY THE
IRAQI-AMERICAN
RECONCILIATION PROJECT

THURSDAY, OCTOBER 29, 6:30
"LA JARLA DE ORO/THE
GOLDEN OAR" (2001)
BEST PICTURE,
BEST SCREENPLAY/MEXICO'S
BEST ARTIST AWARDS



**CALL TO ARTISTS!
FALL OCTOFAIR!**

OCTOBER 24TH 10AM-4PM



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It is important for patients and physicians to expand their knowledge of diabetes and
**EXPLORE WAYS TO IMPROVE FUTURE TREATMENT
OPTIONS FOR PEOPLE WITH TYPE 2 DIABETES**

Therefore, Albuquerque Clinical Trials is seeking people with type 2 diabetes to take part
in the GUAL™ VII trial, a clinical trial that could change the way type 2 diabetes is treated.

