

IHRC Grant Themes: 2023-2024 Academic Year
curricular innovation & course development

- **Collections-Based Courses**

The return from all-virtual learning has opened the doors to a renewed engagement with archives, artifacts, and other primary source materials and their curators, collectors and audiences. The IHRC supports the development of courses that imagine creative use of “collections” and how such are defined/demarcated, collected, and supported. How and when does accumulation accrue value, become a “collection” that endures, shaping knowledge and perspectives? Projects could make use of collections at the University of Delaware or from local or regional institutions and organizations. Projects may engage community-based collections, as well as develop new collections from stories, recipes, data, and other “stuff” outside of traditional institutions. Especially encouraged are projects that help forge sustainable collaborations with outside experts, curators, librarians, archivists, and community stakeholders.

We also welcome proposals aligned with the goals and activities of the UD Library, Museums, and Press, such as digitizing special collections materials for course or research use, data visualization projects, or other hands-on learning opportunities for students. These proposals should be designed in consultation with library staff.

Collections-based course grants have been used to promote and bring visibility to African American print and material culture, the commercial and material culture of South American textiles, and historically peripheral and underrepresented collections in the arts. Others have focused on documentary photography, oral histories, and [digital storytelling](#) of community stories.

- **The Humanities & Movements**

Many current issues and challenges can be defined in relation to the concept of “movements.” From the collective call for “a movement, not a moment” to the mass migration of people necessitated by climate change, movements identify both the conditions in a constant state of change and the agency we have in changing the state of things. In response to contemporary movements, how can the humanities effectively consider lived experiences and collective action in our classrooms to imagine new paths for social and civic engagement, resistance and action, and empathy and transformation?

To support the critical work of the imagination in teaching and learning, the IHRC invites proposals from faculty seeking to incorporate collaborative ways of thinking about “movements” in their pedagogy. The proposals can define “movements” in/across temporal, geographical and social spaces, including, but not limited to, political and social organizing, migration and immigration, and mobility and access. We welcome proposals for both the redesign of previously taught courses and the development of new courses. Proposals from all disciplines, not limited to the humanities, will be considered as long as they engage the humanities in its content, methods and outcomes.