The American Indian Program Newsletter

AIP announces new Residence Hall Director

The American Indian Program at Cornell University is pleased to announce the appointment of Ansley Jemison, Seneca Nation Wolf Clan from the Seneca Allegany territories, as the new Residence Hall Director of Akwe:kon. Ansley was selected from a nation-wide pool of candidates. He will join our staff on March 5th.

A graduate of Syracuse University, where he was a valuable member of the lacrosse team for four years, Ansley has extensive experience in mentoring students. He brings a global perspective on Indigenous issues with a commitment to renewable energy and sustainable choices for healthy living. Ansley’s Native American cultural expertise is based on experience as a Haudenosaunee cultural interpreter and data analysis at the Rochester Museum and Science Center, working with Pueblo communities in Taos, New Mexico and service teaching in São José Dos Campos, São Paulo, Brasil.

He coaches collegiate men’s lacrosse and serves as Assistant Coach and Assistant General Manager of the Iroquois Nationals U19 team that will compete in the U19 World Championships in Turku, Finland in the summer of 2012. Additionally, Ansley’s experience in national and international event coordination, based on his role as a coach and General Manager for the Iroquois Nationals Men’s Field and Indoor teams, will enrich student activities at Akwe:kon.

AIP community shares Welcome Back meal

On Friday, February 3rd in the International Room of Willard Straight Hall, 37 AIP students, staff, faculty and their family members gathered for our informal Welcome Back dinner. The event coincided with this year’s Haudenosaunee mid-winter ceremonial time, which emphasizes renewal.

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Professor Rickard at symposium and international exhibition

On March 3rd at 4:00PM at the Johnson Museum of Art, Wing Lecture Room, Jolene Rickard, PhD, will deliver a lecture titled, “Indigenous Borders Visualized in the Americas.” He lecture is part of a two-day symposium linked to the Johnson Museum exhibition, Lines of Control: Partition as a Productive Space.

For more information on the symposium see http://museum.cornell.edu/news/lines-of-control-symposium-march-3-4.html

In the exhibition more than forty works of video, prints, photographs, paintings, sculpture, and installation by international artists delve into the past and explore the present to expose the seductive simplicity of drawing lines as a substitute for learning how to live with each other. Living within and across these lines can be a messy, bloody business but also offers a productive space where new nations, identities, languages, and relationships are forged.

At its core, Lines of Control: Partition as a Productive Space investigates the historic upheaval of the 1947 partition of India that spawned the nations of Pakistan and later Bangladesh. The exhibition is part of an ongoing project initiated in 2005 by Green Cardamom, a London-based nonprofit arts organization. Expanding on the significance of partition in South Asia, Lines of Control at the Johnson Museum also addresses physical and psychological borders, trauma, and the reconfiguration of memory in other partitioned areas: North and South Korea, Sudan and South Sudan, Israel and Palestine, Ireland and Northern Ireland, Armenia and its diaspora, and questions of indigenous sovereignty in the United States. The exhibition explores the products and remainders of partition and borders characteristic of the modern nation-state, and includes the continued impact of colonization, the physical and psychic violence of displacement, dilemmas of identity and belonging, and questions of commemoration.

Professor Kassam: On public scholarship development and pluralism

On January 19th at the Department of Natural Resources Graduate Student Symposium, Dr. Karim-Aly Kassam delivered a presentation titled, “Engendering a New Generation of Public Intellectuals.” Dr. Kassam is International Associate Professor of Environmental and Indigenous Studies in Cornell University’s Department of Natural Resources, and in the American Indian Program.

Abstract: A public intellectual speaks truth to power. What are the guiding principles that engender a new generation of public intellectuals among our graduate students? This is the question that is reflected upon in this presentation. While public intellectuals are found in diverse societal contexts, the objective of this presentation is to reflect upon formation of public intellectuals in academic scholarship. A meditative approach is taken to avoid pretention of prescriptive authority drawing from my personal experience of applied research and teaching. Educing ideas based on human ecological research undertaken among indigenous communities in the Circumpolar Arctic and the Pamir Mountains of Afghanistan and Tajikistan and resultant teaching, I will suggest pedagogical principles that facilitate public scholarship. These pedagogical principles include: biophilia (or love of life), intellectual pluralism, sociocultural and ecological relevance, enabling environment for insight, and phronesis (or practical wisdom). Subsequently, I will present three recent cases elicited from research where the application of these principles speaks truth to power by challenging established metanarratives. These specific cases include: (1) Scrutiny of the evidence that informed the decision to go war in Iraq by intelligence agencies, (2) Challenge to the narrative of conflict between Cain “a tiller of the ground” and Abel “a keeper of sheep” using examples of ethnically and religiously diverse farmers and herders in war-torn Afghanistan, and (3) elaboration of the significance of subsistence hunting, in the Twenty-first Century, for the survival of technologically savvy indigenous communities in the Arctic.

On February 15th at the South Asia Center Seminar, Syracuse University, Dr. Kassam delivered a presentation titled “Challenging Metanarratives of Conflict: Pluralism and the Ecology of Survival in the Pamir Mountains of Afghanistan.”

Abstract: This presentation challenges the metanarrative that farmers and pastoralists are fundamentally in conflict, and illustrates the application of the value of pluralism. It challenges the Cain (farmer) and Abel (herder) narrative in the context of war-torn Afghanistan. It also introduces the notion that pluralism has an ecological basis and expands the concept of ecological niche to include sociocultural dimensions of human communities. Using evidence from the Pamirs, it demonstrates how diverse ethnic and cultural groups participate in different livelihood strategies based on diverse relationships with local biodiversity and develop systems of mutual benefit through trade and shared space. These groups have enabled each other’s survival in the midst of economic collapse and civil war, indicating that interdependence is a source of resilience.

Click here to see Dr. Kassam’s website: http://www2.dnr.cornell.edu/kassam/

Special journal issue wins award

A special issue of South Atlantic Quarterly (110:2, Spring 2011), titled “Sovereignty, Indigeneity and the Law,” co-edited by Eric Cheyfitz, the Ernest I. White Professor of American Studies and Humane Letters in the Department of English at Cornell, has won the Council of Editors of Learned Journals award for the best special issue of the year.

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My name is Ariel Schlag, and I am a third year student at Cornell who will be graduating this May (a year early). On January 2, 2012, I received a call from Dr. Donald Smith informing me that I had been accepted to Cornell University’s College of Veterinary Medicine for the Class of 2016. I have wanted to attend this school since I was eight years old because a Cornell vet, named Dr. Evans, saved the life of my German shepherd puppy, Max, who had a life threatening condition known as IBD. I aspire to become the same type of veterinarian that Dr. Evans is--smart, compassionate, caring, and able to "speak" the language of both his patients and his clients.
Upcoming Events

MARCH 5
AISES: Raising awareness of Indigenous issues
Information table @ Mann Library
12:00 to 3:00 PM
Mann Library, main lobby

MARCH 8
AIP Enrichment Fund: Information Session
1:15 to 2:15 PM
450 Caldwell Hall
RSVP @ klh37@cornell.edu

MARCH 9
AIP Enrichment Fund: Information Session
12:00 to 1:15 PM
450 Caldwell Hall
RSVP @ klh37@cornell.edu

APRIL 10
Cornell v. Syracuse
Men’s Lacrosse
7:00 PM
Schoelkoff Field
Details TBA

APRIL 12
Guest Speaker: Dr. Robin Kimmerer
Host: AISES
Time: TBA
Location: TBA

FACULTY FELLOWS @ RPCC MARKETPLACE
Tuesdays from 5:30 to 6:30 pm
March 6 April 17
March 13 April 24
March 27
April 3
April 10

SOUP DAY @ 400 CALDWELL HALL
Wednesdays from 12:00 to 1:30 pm
March 7 April 4
March 14 April 11
March 21 April 18
March 28 April 25

STUDENT ORGANIZATION MEETINGS

Native American Students at Cornell (NASAC)
Tuesdays, 7 PM @ Akwe:kon
March 6 April 10
March 27 April 17
April 3 April 24

American Indian Science & Engineering Society (AISES)
Tuesdays, 4:30 PM @ 450 Caldwell Hall
March 13 April 10
March 27 April 17
April 3 April 24

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Focus on Indigenous Peoples SPRING 2012

Thursday, 3/1 4:30 - 5:30 PM
Speaker: Paul Chaat Smith
(Comanche) National Museum of the American Indian
Lecture: Making Sense of the New Romanticism: Americans and Indians in the 21st Century
Location: Goldwin Smith Hall, Lewis Auditorium

Saturday, 3/3 4:00 - 6:00 PM
Speaker: Jolene Rickard
(Tuscarora) Cornell University
Paper: Indigenous Borders Visualized in the Americas
Symposium: Lines of Control
Location: Johnson Museum of Arts, Wing Lecture Room
http://museum.cornell.edu/exhibitions/current

Thursday, 3/29 4:30 - 5:30 PM
Panel: Indigenous Peoples’ Food Systems and Well-being
Speakers: Rosalie Little Thunder (Lakota), Jane Mt. Pleasant (Tuscarora), Namgyal Tsepak (Tibetan), Carol Kalatalític (Quechua)
Location: AD White House, Guerlac Room

Thursday, 3/29, Friday 3/30
Filmmaker: Shelley Niro (Mohawk)
Screening: Kissed By Lightning (2009, 90 min.)
Co-Sponsor: FLEFF - Ithaca College
For Time and Location:
https://www.ithaca.edu/fleff/

Monday, 4/9 5:00 PM
Speaker: Ruth Phillips
Carlton University
Lecture: Indigenous Autoethnographies: Visual Culture and Dispossession in 19th Century Ontario
Location: Goldwin Smith Hall, Ruth Woolsey Findley History of Art Gallery
Sponsor: Department of History of Art and Visual Studies, Visual Culture Colloquium

Thursday, 4/19 7:00 PM
Screening: Llanthupi Munakuy / Loving Each Other in the Shadows (2001, 47 min.)
Location: Goldwin Smith Hall, Lewis Auditorium

Friday, 4/27 11:00 AM
Speaker: Lisa Brooks (Abenaki)
Harvard
Roundtable Discussion: At the Gathering Place
Location: American Indian Program, Caldwell Hall, Room 400
Organizer: IGSA - Indigenous Graduate Student Association

See AIP website for details:
http://aip.cornell.edu
Thursday, 3/1
4:30 - 5:30 PM
Lewis Auditorium, Goldwin Smith Hall
Reception to follow in Ruth Woolsey Findley History of Art Gallery
Paul Chaat Smith (Comanche)
Making Sense of the New Romanticism: Americans and Indians in the 21st Century

Paul Chaat Smith writes books and curates exhibitions that focus on issues of Indian space and representation. His projects include the permanent history gallery at the Smithsonian’s National Museum of the American Indian (NMAI), performance artist James Luna at the 2005 Venice Bienniale, and Brian Jungen: Strange Comfort. He is the coauthor of Like a Hurricane: the Indian Movement from Alcatraz to Wounded Knee, a standard text in Native studies and American history courses, and author of Everything You Know about Indians Is Wrong, now in its 2nd printing. Smith serves as Associate Curator at NMAI.

AIP welcomes new graphics intern
The American Indian Program is pleased to welcome Cory Henry (Tuscarora) as a communication and design intern this spring. Cory designed the AIP Events Calendar and will be reworking the AIP logo.

He is a 2010 graduate from Syracuse University with a BFA in Computer Art and can be reached at cnhenry14@gmail.com.

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Preceding the issue and in conjunction with it, the American Indian Program at Cornell held a conference in October 2010 in which the contributors to the issue, who came from across the globe, presented versions of the papers to be published. "The two-day conference was a major success in terms of both attendance and feedback from those who attended," said Cheyvitz.

The special issue was also co-edited by Bruce Duthu of Dartmouth University and Shari Huhn- dorf of the University of California-Berkeley.
The Native American Leadership Education program (NALE) is for Native students who are paraprofessionals in Indian schools, and who plan to complete their degree in education, counseling, or school administration. Since only 7% of teachers in reservation schools are Indians, the need for more Indian teachers is huge.

The Tribal Business Management program (TBM) is for students in business, finance, management, economics, banking, hotel management, and related fields who plan to work in economic development for tribes.

APPLICATION@ http://www.catchingthedream.org/Scholarship.htm

SWAIA Sante Fe Indian Market
DEADLINE: MARCH 1
SWAIA Sante Fe Indian Market is currently accepting applications for two paid 2012 internship positions. The application deadline is March 1, 2012.

The successful applicants are part of the vibrant team that plans and produces the renowned Santa Fe Indian Market that brings 1000 artists and 100,000 curators, collectors, scholars, and appreciators together each August.

The internships will provide a unique perspective on Native American art, cultural preservation, entrepreneurship, and advocacy. It will offer individuals the opportunity to gain expertise and will prepare them for employment in the cultural, nonprofit sector.

SWAIA Interns may assist with artists, development and membership, programming, event coordination, marketing (including website updates and social media), and special projects. A stipend will be provided.

Participants are individually responsible for housing and travel costs.

MORE INFO AND APPLICATION @ http://tinyurl.com/swaiaintern

Student to Academic Professoriate for American Indians (SAPAI) Writing Retreat
Deadline: March 31, 2012
Website: http://stepup.dbs.umt.edu/
Contact: Rachel Smith, Program Manager
rachel.smith@umontana.edu 406-243-5798

Student to Academic Professoriate for American Indians, and the fields in which there are the fewest Indian graduates.

The American Indian Arts Council, Inc
DEADLINE: MARCH 15
A multi-faceted community arts organization dedicated to encouraging and promoting the highest quality and form of artistic expressions in the visual and performing arts while preserving the rich heritage culture, and traditions of all American Indian People.

The continuation and preservation of the arts is essential to the survival of all Native American. This educational assistance program recognizes those American Indian students who are planning to pursue careers in the fine arts, visual and performing arts, communication arts, creative writing, and arts administration and/or management.

APPLICATION@ http://www.americanindianartscouncil.org/pdf/application.pdf

SUMMER OPPORTUNITIES

Diversity Student Summer Research Opportunity Program Fellowship
DEADLINE: MARCH 1
In keeping with Albert Einstein College of Medicine’s overall commitment to diversity, we strongly encourage applications from those groups historically underrepresented in medicine to apply. The program provides 8 weeks of experience and participation in biomedical research. Students participating in the program will conduct research under the direction of a faculty member. Participants will have the opportunity to interact not only with the faculty member directing the research, but also with the graduate students and/or postdoctoral fellows working at the site.

APPLICATION@ http://www.einstein.yu.edu/uploadedFiles/admissions/Application-DSSROP-12.pdf

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careers in the fine arts, visual and performing arts, communication arts, creative writing, and arts administration and/or management.

APPLICATION@ http://www.americanindianartscouncil.org/pdf/application.pdf

Catching the Dream
DEADLINE: MARCH 15
The six priority fields of study are math, engineering, science, business, education, and computers.
Science includes all the medical fields. These fields are the ones in which tribes need graduates the most, and the fields in which there are the fewest Indian graduates.
Indians (SAPAI) is a project funded by the National Science Foundation to increase the rates of degree completion for American Indian/Alaska Native (AI/AN) graduate students in Science, Technology, Engineering and Math (STEM). It also aims to increase the representation of AIAN scholars in STEM faculties at Tribal Colleges and Universities (TCU).

Dates: June 18 – July 27
Location: Salish Kootenai College, Pablo, Montana

This six-week writing workshop will focus on bolstering critical scientific composition skills while providing guidance in drafting graduate theses and dissertations. Some key workshop elements will include: getting started with your writing, technical writing strategies, applying effective literature reviews, getting into the writing ‘zone’, effectively using your graduate committee, and utilizing constructive formal and informal peer review resources. The Writing Retreat provides the opportunity for participants to fully engage in writing without distraction and with the support of a writing coach, teaching assistant, and peer group. By the end of the workshop students should be close to completing a draft of their document for initial review by their graduate committees. In addition to writing support, Retreat participants also receive: Weekly stipends ($250), lodging, meals, transportation (to and from retreat location), and limited child care assistance.

**EMPLOYMENT OPPORTUNITIES**

**Employer:** Pueblo of Tesuque  
**Position:** Elementary School Principal  
**Location:** Santa Fe, NM  
**Deadline:** March 9, 2012, 5pm

This position serves as the Principal for an elementary school serving kindergarten through 6th grade students in three multi-age classrooms. The Principal is responsible for the overall success of program operations and has primary responsibility for all administrative, family services, and education activities. The Principal directly and indirectly manages the performance of 7 school employees. The Principal plans and collaborates with the programs in the Pueblo of Tesuque Department of Education, Bureau of Indian Education, and other Pueblo departments to ensure that high quality services are provided for children, families, and community at large.

Qualifications: Master’s Degree in Education Administration, Family and Consumer Sciences, or related field; Bachelor’s Degree may be considered with extensive relevant experience.

**Application:**  
SUBMIT APPLICATION AND RESUME TO:  
PUEBLO OF TESUQUE HUMAN RESOURCES DEPARTMENT  
RT. 42 BOX 360T, SANTA FE, NM 87506  
FAX (505) 982-2331  
OR ONLINE AT mmoquino@PUEBLOOFTESUQUE.ORG

When required of the position, attach a copy of high school /GED, college education, certification(s) or license(s).

**SCHOLARSHIP OPPORTUNITIES**

**2012 AISES Google Scholarship**  
**Who:** American Indian, Alaska Native, Native Hawaiian & First Nations from Canada AISES members pursing degrees in computer science, computer engineering and related programming fields

**Deadline:** February 29, 2012

**Award:** $10,000 for those studying in U.S. and $5,000 CAD for those studying in Canada & All-Expense paid invitation to 2012 Google Scholars’ Retreat held in July 2012 in Mountain View, CA.

**Website:** [http://aises.org/what/programs/scholarships/info/googlescholars/](http://aises.org/what/programs/scholarships/info/googlescholars/)

**Contact:** Liz Encinias 505-765-1052 ext. 107

$10,000 USD total award for those studying in the US and $5,000 CAD for those studying in Canada and an all-expenses paid invitation to the 2012 Google Scholars’ Retreat held in July 2012 in Mountain View, CA. The retreat will feature opportunities to network with Googlers and other student scholarship recipients to build a community of peers with similar interests and backgrounds. There will also be workshops and panels to enhance your career development and skill sets.

**The 2012 Lynn Reyer Awards in Tribal Community Development**

Students are welcome to submit proposals of up to $1000 to help defray costs for research leading to the completion of a Masters thesis or Ph.D. dissertation. The subject should be germane to some aspect of Native American community development. Students
from all academic disciplines and all academic institutions are encouraged to apply.

Main Items for Submission:
Submit a prospectus (no more than two, double-spaced pages) indicating the nature of the research and its relevance to tribal community development. Attach a one-page itemized budget (not to exceed $1000) that includes a short narrative explaining the purpose of each item.

Supporting Materials:
Include a short personal vitae and one letter of support from your thesis/dissertation chair (please have them indicate a daytime telephone number and/or e-mail for follow-up).

Deadline:
All mailed materials must be postmarked by Monday March 19, 2012 or submitted by e-mail: tjojola@unm.edu (no faxes please!)

2012 Native Vision Scholarship
Who: American Indian/Alaska Native college students
Deadline: May 4, 2012
Website: http://www.nativevision.org/Scholarship_Recipients/Scholarship_Recipients.html/
Contact: Marlena Hammen
410-955-6931
The Native Vision Scholarship is awarded to two American Indian or Alaska Native college students who are enrolled members of a federally recognized tribe and exemplify a commitment to leadership, education, and athletics. Students must be in their first year of an associates or bachelor’s degree program to be eligible for this award.

Eligibility: Candidates must:
- Be an enrolled member of a federally recognized tribe
- Demonstrate a sustained involvement in the community and an applied concern for American Indian issues and initiatives
- Maintain a GPA of at least 3.0 at the time of application
- Demonstrate involvement in extracurricular and/or athletic activities
- Be admitted to an accredited community college or four year undergraduate program (for fall 2012)

FELLOWSHIP OPPORTUNITIES

Penn Predoctoral Fellowships for Excellence through Diversity
DEADLINE: APRIL 15
The University of Pennsylvania invites applications for the first Predoctoral Fellowships for Excellence Through Diversity. This program is designed to provide mentorship and access to Penn’s resources for doctoral students in the humanities or social sciences, enrolled at universities other than Penn, as they complete their dissertations. It supports scholars from a wide range of backgrounds, who can contribute to the diversity of Penn and the higher education community. The Fellowships support graduate students in the final stages of dissertation research or writing for residency at Penn for an academic year, normally September through August. They offer an opportunity for scholars who plan an academic career to take advantage of Penn programs and faculty expertise and to have access to libraries and the resources of the Philadelphia region. Each scholar will be hosted by a department or program and assigned a faculty mentor. Recipients can be in the stage of either dissertation research or writing. The Fellowship provides a stipend of $27,000, health and dental insurance, office space, library privileges, and a $3000 research and travel fund. The application deadline is April 15, 2012.

This year, three of these new Fellowships will be awarded. Candidates must:
Be a U.S citizen or permanent resident.
Be enrolled in a PhD program in the humanities or social sciences at an institution other than Penn, have passed their PhD qualifying examinations, and have an approved dissertation proposal.
Be a student of exceptional academic merit who belongs to a group underrepresented in higher education; and/or comes from a socially, culturally, or educationally disadvantaged background or have faced other significant personal obstacles; and/or pursues academic research on cultural, societal, or educational problems as they affect disadvantaged segments of society.
Applications consist of:
1. A personal statement describing the student’s work, dissertation, and any other information that the student would like to present to the selection
committee. The statement should begin by addressing the importance of the student’s topic and approach and then explain the dissertation’s aims, methodologies (how the student will conduct the research), originality, and contribution to its field.


3. Two letters of recommendation, one which must come from the dissertation advisor, commenting on the student’s performance, potential, and expected time to degree. At least one of the letters must address the student’s contribution to diversity in higher education. These can be sent separately by the recommenders.

4. Official graduate transcript(s).

5. Current curriculum vitae.

These materials should be sent to Stephanie King in the Office of the Provost at stking@upenn.edu. They can be transmitted in more than one email. Statements of endorsement, reference letters and transcripts should be sent as PDFs. Correspondence must be signed and on official letterhead.

Questions can be addressed to the Office of the Vice Provost for Faculty at provost-fac@upenn.edu.

American Indian Studies Dissertation Writing Fellowship, Yale University 2012-2012

DEADLINE: MARCH 23

The Yale Graduate School of Arts and Sciences in conjunction with the Howard R. Lamar Center for the Study of Frontiers and Borders and the Ethnicity, Race, and Migration Program invite applications for the 2012 Henry Roe Cloud Dissertation Writing Fellowship in American Indian and Indigenous Studies. The Roe Cloud Fellowship is intended to develop American Indian Studies at Yale and by extension throughout the academy by facilitating the completion of the doctorate by scholars working on pressing issues related to the American Indian experience. Scholars working on topics in Indigenous Studies that relate to the study of North American Indians are also encouraged to apply. The Henry Roe Cloud Fellowship honors the legacy of Henry Roe Cloud, a member of the Winnebago Nation of Nebraska and graduate of Yale College, 1910. A tireless critic of federal Indian assimilation programs and a proponent of increased educational opportunities for American Indians, Roe Cloud transformed American Indian higher education through his leadership of the Society of American Indians, his founding of the American Indian Institute, and as co-author of “The Problem of Indian Administration,” commonly known as “The Meriam Report,” an extensive survey made at the request of Secretary of the Interior that detailed the appalling failures of federal Indian policy in the early twentieth century. This survey, presented to Congress in 1928, helped to set in motion many of the subsequent reforms of the Indian New Deal.

The Fellowship will support a graduate scholar in any doctoral field for the academic year, beginning August 1, 2012 and ending July 31, 2013. Graduate students working towards careers in higher education who have completed all doctoral requirements but the dissertation are invited to apply. The expectation is that the dissertation will be completed during the fellowship year. The criteria for selection will be based solely on an assessment of the quality of the candidate’s work and the project’s overall significance for the study of American Indian and Indigenous Studies.

The Roe Cloud Fellowship will provide support comparable to that for Yale University graduate students, including an annual stipend of $27,300, full access to Yale facilities and services, and health care coverage. The fellow will work in close affiliation with the Ethnicity, Race, and Migration Postdoctoral Program and have access to Yale’s exceptional research libraries. The Beinecke Rare Book and Manuscript Library, in addition to its premier collection of Western Americana, also holds the papers of many important American Indian writers, including Joseph Bruchac, Leslie Marmon Silko, Gerald Vizenor, and James Welch, as well as those of important policy makers such as Felix Cohen and Richard Henry Pratt. Manuscripts and Archives at Sterling Memorial Library holds the papers of John Collier and Henry Roe Cloud, while the Lewis Walpole Library hosts the Yale Indian Papers Project, which provides comprehensive primary sources written for, by, and about New England Indians. For an overview of American Indian studies resources as Yale, please visit the internet portal: http://aisresources.commons.yale.edu/

The Roe Cloud Fellow will also have the opportunity to participate in the activities of the Howard R. Lamar Center for the Study of Frontiers and Borders, the Native American Cultural Center, the Ethnicity, Race, and Migration Program, and the Yale Group for the Study of Native America (YGSNA), which
was formed in 2003 to bring together the intellectual community at Yale working in the area of Native American Studies. Yale student, staff, and faculty members are also increasingly active in regional and national Indian Studies networks. Additionally, the state and federally-recognized Indian Nations of Connecticut maintain museums, archives, and research centers, and host community events that draw regional, national, as well as international visitors.

Each fellow will be mentored by a professor drawn from the Faculty of Arts and Sciences and will be responsible for making a formal presentation of the project during the academic year, an event open to all interested members of the campus community. Applications must include a c.v., the dissertation prospectus, a writing sample of approximately 25 pages drawn from the dissertation, a cover letter describing plans to complete the dissertation during the fellowship period, as well as three letters of recommendation, including one from the candidate’s dissertation advisor. The application deadline is March 23, 2012. For further information write to: RoeCloud.Fellowship@yale.edu.

CONFERENCE OPPORTUNITIES

NATIVE AMERICAN AND INDIGENOUS STUDIES/NAISA MEETING

Uncasville, Connecticut Sunday, June 3, 2012

To register for the Native American and Indigenous Studies Meeting taking place June 3, 2012 through June 6, 2012, please fill out and submit this form.

Registration Rates

Rates through April 26, 2012 (11:59pm Eastern Standard Time):
Member $150/Non-Member $175
Student Member $90/Student Non-Member $100
Community Members/Retirees/Non Academics Member $90/Non-Member $100
Rates after April 26, 2012:
Member $175/Non Member $200
Student Member $100/Student Non Member $120
CommunityMember/Retiree/Non-Academics Member $100/Non-Member $120

The Mohegan Tribe is hosting a pre-conference event on Sunday, June 3, 2012 from 2:30pm–7:30pm. They welcome NAISA conference participants to a Strawberry Social held at their Tribal Government and Community Center. Free shuttles will leave from the hotel lobby. For more information please see the “local attractions” page on the conference website www.umb.edu/naisa.

On Monday morning, June 4th, the Welcome event will include a light breakfast buffet.
The registration deadline is Friday, May 18, 2012 (11:59pm Eastern Standard Time).
If you have questions about registration, please contact Yale Conferences & Events at 203-432-0465 or confserv@yale.edu. To return to the conference website please click here.

VIEW PROGRAM @ http://www.umb.edu/naisa/program/

CALL FOR PAPERS

REFLECTIONS ON THINGS PAST:

THE CONTINUING INFLUENCE OF THE CHARLOTTETOWN ACCORD NEGOTIATIONS ON CANADIAN LAW AND STATECRAFT 20 YEARS LATER

University of New Brunswick, Fredericton, October 25th and 26th, 2012

Through the spring, summer, and autumn of 1992, federal, provincial and territorial governments and national representatives of Aboriginal peoples were consumed by the negotiation of what became the Charlottetown Accord. Coming on the heels of the defeat of the Meech Lake Accord in the summer of 1990, the Charlottetown Accord was the outcome of a much broader process of political “pulse taking” and citizen engagement across the country. It was also a far broader package of constitutional reform proposals than was Meech, designed to address all outstanding constitutional grievances at once and for the foreseeable future. Indeed, the Charlottetown Accord was the largest package of constitutional reform proposals negotiated in Canada since the negotiation of Confederation itself. Yet despite the amount of effort put into addressing the procedural and substantive critiques of the Meech Lake Accord, the Charlottetown Accord was defeated by voters in a majority of the provinces in the referendum of October 26, 1992. Some have described its failure as having crippled our practices of national self-determination to this day.

While the Charlottetown Accord may have brought to an end the era of “mega-constitutional politics”
in Canada, both the process for negotiating and ratifying the package and its content continue to exert an influence on Canadian politics and Canadian discourse about rights, communities, and nationalism. For example, the Charlottetown negotiations were the catalyst for the recognition of the inherent right of self-government for Aboriginal peoples by several governments in Canada and the Charlottetown text on constraining the federal spending power had a direct influence on the negotiation of the Social Union Framework Agreement in 1999.

The Charlottetown negotiations also led to a permanent restructuring of intergovernmental relations in Canada, as it was the first time that territorial governments and representatives of national Aboriginal organizations were formally involved in an intergovernmental process that was general in scope, a practice which has since become the norm, albeit with some procedural variations. The experience of the Charlottetown referendum also taught Canadian governments a hard lesson about the difficulty of amending the Constitution. The use of a referendum as a ratification mechanism for the Charlottetown Accord may have set the bar for what is required to make constitutional amendments legitimate so high that many doubt it will ever again be possible to make a general amendment to the Constitution. Thus it is important to understand the strengths and frailties of the Charlottetown process, so that we can begin to develop (or possibly rediscover) instruments of constitutional and political dynamism that are both legitimate and effective, if we are to function as a modern, self-determining political community. Even the language used to discuss multiculturalism, nationalism, and liberalism was fundamentally changed by the experience of the Canadian constitutional debate during the period from the “death of Meech” to the failure of the Charlottetown Accord. The work Canadian scholars such as Will Kymlicka, James Tully, Jeremy Webber, and Patrick Macklem were in many ways intellectual products of the political turmoil of that period. In turn, their reflections on the issues at the centre of Canada’s existential crisis during that period, such as the meaning of liberalism, equality, identity, self-determination, and federalism, have fundamentally changed the way we discuss these issues, both in Canada and internationally, today.

To mark the 20th anniversary of the negotiation of the Charlottetown Accord, the Faculty of Law and Department of Political Science at the University of New Brunswick and the New Brunswick Social Policy Research Network are hosting a conference, “Reflections on Things Past: The Continuing Influence of the Charlottetown Accord Negotiations on Canadian Law and Statecraft 20 Years Later”, on October 25th and 26th, 2012 in Fredericton, New Brunswick. This conference will provide scholars, practitioners, and observers of intergovernmental relations, Indigenous issues, law, political science, and public policy with the opportunity to look back on the events of 1992 from the political, intellectual, and public policy environment of the early 21st century, to identify how echoes of the Charlottetown Accord negotiations can still be heard in Canadian legal and political discourse. Scholars, students, and others who wish to present papers at the conference can submit an abstract for consideration on any topic related to the Charlottetown Accord and the implications of its contents or its failure for Canadian law and statecraft today, but the conference will have a particular focus on:

- The political dynamics that led to the negotiation of the Charlottetown Accord;
- Rights, identity, nationalism and federalism;
- The future of constitutional amendment and “mega-constitutional politics”;
- The evolution of policies directed to Indigenous peoples, Indigenous rights and self-government policies since 1992;
- Reform of the federal spending power;
- The constitutional and political status of the territories;
- The evolution of intergovernmental relations and the processes by which national policy has been established in Canada since 1992;
- Reform of the institutions of government;
- The continuing challenges of citizen engagement and securing democratic legitimacy for political decision-making; and
- Competing conceptions of Canada today.

Abstracts should be no more than 250 words and must be accompanied by a brief biography and list of publications. Submissions from graduate students are encouraged. Abstracts should be submitted to Charconf@unb.ca by April 15, 2012.

Pueblo Studies Symposium
On October 25-26, 2012 the School for Advanced Research, Indian Pueblo Cultural Center, and
Leadership Institute at the Santa Fe Indian School will host a Pueblo Indian Studies Symposium in honor of Joe Sando at the Indian Pueblo Cultural Center in Albuquerque, NM. Sando, a noted historian, was deeply committed to the study of Pueblo Nations and cultures and inspired many to pursue research and writing projects on the Pueblos. Through this symposium, Joe Sando’s legacy will be honored by highlighting current research in the field of Pueblo Indian studies.

Individuals are invited to submit proposals or abstracts of presentations to be given at the symposium on topics focused on Pueblo subject matter. Proposals will generally be of papers but may include other creative expression such as poetry. Submissions are welcome from community members, students, faculty, independent researchers, and professionals working in the field. They may be single authored or collaborations. Presentations specifically highlighting community based projects or other applied research in the Pueblos are encouraged.

A selection of the papers and creative works will be considered for inclusion in a future volume on Pueblo Indian studies published by SAR Press.

Proposals and abstracts should include a title of the presentation, information on the presentation’s content, and the presenter’s contact information on one-page. The deadline for submission is April 1, 2012. Email document to iarc@sarsf.org or mail to SAR-IARC, Pueblo Studies Symposium, P.O. Box 2188, Santa Fe, NM 87504. Any questions can be directed to iarc@sarsf.org or 505-954-7205.

Further details regarding the symposium will be posted at www.indianpueblo.org in spring 2012.

GRADUATE OPPORTUNITIES

Liu Memorial Award and Wu Scholarship
Candidates Sought
02/01/2012

The Graduate School is pleased to announce two awards for doctoral students: the Liu Memorial Award and the Daisy Yen Wu Scholarship. The Liu Memorial Award was established by friends and colleagues in memory of the late Professor Ta-Chung Liu and his wife, Ya-Chao. The Hsien Wu and Daisy Yen Wu Scholarship was established by Daisy Yen Wu in memory of Hsien Wu. A total of 8 to 10 awards will be made from these two funds this May. The amount of each award will be determined by the selection committee. Past awards have ranged from $1,000 to $3,000.

All current, registered Cornell graduate students in a Ph.D. program who have completed at least three semesters of study are eligible to apply. Preference will be given to students beyond the second year of study. Awards will be based on demonstrated academic ability and performance, with some consideration given to character and financial need. In keeping with the endowment agreement established by the donors and the university, preference is given to students of Chinese descent regardless of citizenship. Previous recipients of grants from either fund are not eligible to apply for either award.

Each field may nominate one student to the Graduate School for this award; fields should nominate one student for both awards, not one student for each award. Nominations should include:

- A letter of support from the Director of Graduate Studies
- 2 or 3 letters of recommendation from faculty members familiar with the student
- Any other information that would be helpful to the selection committee in evaluating the student

A brief one- to two-page personal statement from the student may be submitted, but is not required. Nominations should be submitted to Sarah Wicker by the DGS by 4:30 p.m. April 15. (If the deadline falls on a holiday or weekend, applications are due the next working day.) Awards will be announced in May and checks distributed to the recipients later that month.