Mohawk Elder Tom Porter shares words of wisdom

On Tuesday, April 6th at Akwe:kon the American Indian Program and the Indigenous Graduate Student Association (IGSA) were honored to host Mohawk Elder Tom Porter (Sakokweniónkwas, “He Who Wins Them Over”) for a talk on traditional Native teachings and well-being. Tom Porter is a member of the Bear Clan of the Mohawk Nation at Akwesasne. He has written several books, including Kanatsiohareke: Traditional Mohawk Indians Return to their Ancestral Homeland, and his most recent, And Grandma Said… Iroquois teachings as passed down through the oral tradition, which shares his grandmother’s traditional teachings about culture, discipline, and family life.

A champion for the revitalization of indigenous languages and traditions, Porter is a native Mohawk speaker who served as the official interpreter for the Mohawk Nation Council of Chiefs from 1965 to 1976.

Porter also served as secretary of the council from Continued on page 8.

2010 AIP Awards Ceremony & Reception

On April 23rd the American Indian Program will host the Annual AIP Awards Ceremony and Reception in the Statler Terrace from 4:30-6:00pm. Dr. Barbara Knuth, recently appointed as Vice Provost and the incoming Dean of the Cornell Graduate School, will be the Keynote Speaker. The event celebrates the accomplishments of the students in the graduating Class of 2010 and the hard work and achievements of individuals who have made an impact in the American Indian community.

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AIP extends a warm welcome to Carly Hills (Kitigan Zibi Anishinabeg) ’03 to the AIP team. She joined us as our new Administrative Assistant on March 15th.

Carly is exceptionally skilled and accomplished, having worked in a similar position with the Department of Biological Statistics and Computational Biology for more than six years. She has also worked in Native cultural and health & social service centers in New York City and Maniwaki, Quebec, assisting with data analysis and community outreach. She holds a BS from Cornell’s College of Human Ecology, where her major was Policy Analysis and Management.

Carly’s father, the late Tom Ferguson (Kitigan Zibi Anishinabeg) ’95, was an AIP alumnus. After completing his degree, he returned to Kitigan Zibi in Manikawki, Quebec to establish a maple syrup production facility, which he named “Awazibi (“to tote maple syrup”).” As a well-respected leader in his community who sought to create sustainable livelihood opportunities that were grounded in tradition, he coined the phrase, “Blending tradition with technology.” Toting maple syrup has been an Anishinabeg right-of-spring since time immemorial. It is with great pride that the community is able to produce this product on a commercial scale and in a way that still looks after the seventh generation to come.

AIP welcomes new staff member

**Professor Karim-Aly Kassam**

On March 8th, 2010, Dr. Kassam (International Associate Professor, Environmental and Indigenous Studies) gave the Keynote Address to Doctoral Fellows of the Open Society Institute, New York, NY, entitled: “What are the Applied Research Issues in the Pamir Mountains of Central Asia?”

Abstract: The effects of socioecological transformations such as climate change, the collapse of the Soviet empire, and civil war are examined for 14 villages in the valleys of the Pamir Mountains in the historical Badakhshan region, now divided between Afghanistan and Tajikistan. Preliminary findings indicate concern for food sovereignty, evidence of biocultural impacts of climate change, an increasing burden on women, debilitating opium addiction, the ecological importance of sacred sites, and other priorities related to sustainable livelihoods, such as energy needs (for fuel and lighting) and physical and social infrastructure in the form of roads and schools. In the complex setting of the Pamir Mountains, characterized by both cultural and ecological diversity and marked by artificial political boundaries, the creative and pragmatic interaction between indigenous and scientific knowledge sustains the

Continued on page 3.
While much has been said about the “global war on terror,” the concept remains cunningly elusive and yet undeniably pervasive. This collection of essays is an effort to discover the Canadian “self” through exploration of the terrorist “other.” This book views the war on terror with unique eyes. It defines the boundaries of terror, examines its construction in the media, and explores its relationship to the Muslim “other.”

Understanding Terror takes a historical approach to consideration of terror through specific examples and its presence in the media in North American society and particularly in Canada. Contributors to the volume include journalists, scholars, and public policy experts, many of whom have dealt with the impact of terror or experienced it first-hand. Their aim is to examine specific events, reflect on how those events might be interpreted, and provide historical context, all the while encouraging the reader to question preconceived characterizations of this highly charged political and cultural issue.

Dr. Karim-Aly Kassam believes that the so-called “war on terror” has hijacked international focus from more substantive issues such as the environmental crisis, poverty alleviation, food security, and conservation of biocultural diversity that are essential to human survival. In trying to understand terror, Dr. Kassam and the contributors to this work seek to broaden public discourse on the perception of terror. Among his many publications, Dr. Kassam has co-edited Canada and September 11: Impact and Response (2002). He recently authored Biocultural Diversity and Indigenous Ways of Knowing: Human Ecology in the Arctic (2009).

Dr. Kassam’s recent journal articles are as follows:


Abstract: How is book-learning at university made relevant to societal needs? What pedagogical framework helps to transform students from those who know about major challenges of the twenty-
Continued on page 4.
Abstract: There is agreement that the most effective response to the unprecedented confluence of issues that face humanity at the dawn of the third millennium, namely, climate change, economic crisis, and growing energy demand is: 1) applied interdisciplinary research involving coupled socio-cultural and ecological systems and; 2) practical application of knowledge generated by the sciences. Meaningful examination and understanding of coupled systems emerges from direct engagement with communities that have faced and adapted to dramatic changes. Drawing from a high latitude (Arctic) case and a high altitude (Alpine case), this paper illustrates that the interplay of cultural values, social structures, and ecosystems services facilitate adaptation.

Carol Kalafatic

On May 9th Carol Kalafatic (AIP Associate Director) presented a paper titled, “Indigenous Knowledge and Sustainability: Closing Global-Local Gaps through a Restorative Economy of Respect,” at the Indigenous Earth Conference, which took place in Penticton, BC, in Oka-nagan-Syilx territory. The four-day conference was hosted by the En’owkin Center and FORREX (Forum for Research and Extension in Natural Resources), gathering scholars and practitioners to share theories, experiences and methods for applying indigenous knowledge to complex environmental and social realities.

Abstract: Indigenous peoples (IPs) and their ecosystems bear the brunt of harm from a continuum of colonization. Many are extraordinarily vulnerable to the impacts of current global crises such as climate change and food insecurity, as well as to the measures that the private sector, multi-lateral agencies and conservation organizations are taking to address these crises. Yet indigenous knowledge (IK) and practices provide enlightened solutions to the crises facing humanity, and play a critical role in sustainability in general. Through an examination of policy development and experiences on the ground, this paper argues that a prerequisite for addressing sustainability challenges is a restorative valuation of IPs’ epistemologies; the inherent value of IK must be respected and take precedence over using IK simply as a means to an end. It also argues that, to address the gap between global discourse/policy making and local realities, the vibrancy of traditional institutions that generate and sustain IK and bio-cultural diversity must be ensured. Finally, so that local empowerment and opportunity are culturally grounded, it calls for respect for fundamental human rights and collective rights such as self-determination, and the principle of Free, Prior and Informed Consent, as embodied in the United Nations Declaration on the Rights of Indigenous Peoples.


Abstract: There is agreement that the most effective response to the unprecedented confluence of issues that face humanity at the dawn of the third millennium, namely, climate change, economic crisis, and growing energy demand is: 1) applied interdisciplinary research involving coupled socio-cultural and ecological systems and; 2) practical application of knowledge generated by the sciences. Meaningful examination and understanding of coupled systems emerges from direct engagement with communities that have faced and adapted to dramatic changes. Drawing from a high latitude (Arctic) case and a high altitude (Alpine case), this paper illustrates that the interplay of cultural values, social structures, and ecosystems services facilitate adaptation.
Morgan Ruelle

Morgan Ruelle is an MS/PhD student in the Department of Natural Resources and the American Indian Program (AIS Minor) studying with professor Karim-Aly Kassam. For his Master’s thesis, Morgan has been conducting participatory action research with elders and tribal agencies on the Standing Rock Nation (located in the northern Great Plains). His work focuses on elders’ knowledge of non-cultivated plants and the role this knowledge plays in preventing diet-related disease in their communities. This past summer and fall, Morgan and community partners organized gathering trips for elders and youth, as well as a series of workshops for elders to share their knowledge of indigenous foodways with each other. Morgan helped revitalize the Long Soldier Community Farmers Market and start a Senior Farmers Market Nutrition Program administered by the Standing Rock Sioux Tribe, which provides elders with vouchers that can be exchanged for fresh fruits, vegetables, and herbs sold by local gardeners and gatherers at the Market. Morgan was recently awarded a two-year fellowship with the Food Systems and Poverty Reduction IGERT (Integrative Graduate Education and Research Traineeship) at Cornell. The IGERT will launch his doctoral research in Ethiopia, where he is studying climate change impacts on human ecological relations with plants.

Nicole Wilson

Nicole Wilson, a graduate student in Natural Resources and AIP (AIS Minor), received the 2010 Canadian Department of Foreign Affairs and International Trade (DFAIT) Circumpolar World Fellowship to support her Master of Science research on the vulnerability of northern indigenous communities to the impact of climate change on water resources. This collaborative research project will be conducted in partnership with the Yukon River Intertribal Watershed Council (YRITWC), an indigenous organization consisting of 70 Yukon First Nations and Alaska Tribes in the Yukon River Basin.
NASAC hosts 10th Annual Smokedance

On April 10th, Native American Students At Cornell (NASAC) hosted the NASAC Tenth Annual Smokedance. Formerly the “Powwow and Smokedance,” the event has become an honored and premier event on the Native dancing circuit for its Smokedance competition, which is a crowd favorite. This year the M.C. and Smokedance singer was Bill Crouse (Seneca), and storyteller was Perry Ground (Onondaga). The event also included music and dance performances by: Al Cleveland (flute), Amber Chinese Dance Troupe, Cornell Filipino Association and Emilio Benites (Peruvian Flute).

Photos by Benjamin Lee ’10
Throughout this academic year, both Akwe:kon residents and Out-of-House members have been continuing the fondly-named “Ribbon Shirt Project.” The project is an ongoing and gradual process of cutting, designing and sewing one’s own ribbon shirt or ribbon dress. Students chose their own material, colors and designs to produce a piece of cultural clothing with their own personal touch.

The project evolved out of a separate program in 2008 in which students collaborated to make a Haudenosaunee-style women’s outfit for the Head Lady Dancer in the 2008 annual NASAC Powwow. Students now work at their own pace to clothe themselves (and in some cases their family members) with the cultural knowledge learned in this project. Students are guided by Residence Hall Director Kakwireiosta Hall, who has been learning to sew over the past six years. The next workshop will be on April 16th from 3:00-5:00pm in the Akwe:kon Community Room.

On February 6th, Akwe:kon residents and Out of House members visited the Ganondagan Historic Site in Victor, NY. Students enjoyed storytelling in the longhouse, as well as samples of traditional Native foods before leaving on account of the exceptionally cold temperature that day.

On February 24th, Onondaga Storyteller and Cornell alumnus Perry Ground came to campus to share numerous stories from Haudenosaunee culture. His animated story telling abilities captured the imagination of the numerous spectators in the Robert Purcell Community Center.
Tom Porter... continued from page 1.

1968 to 1976, and from 1971 to 1992 as acting sub-chief for the Tehanakarine Chieftainship title, one of nine chief titles of the Mohawk Nation at Akwesasne. Chiefs are considered political and spiritual leaders. Since 1993, he has served as the founder, director, and spiritual leader of the traditional Mohawk Community of Kanatsiohare'ke, located in Fonda, New York, the homeland of his ancestors.

Tom Porter with AIP staff and undergraduate and graduate students in the Akwe:kon Community Room.

Upcoming Events - Mark Your Calendar!

April

Friday, April 16
Ribbon Shirt Project
3:00-5:00pm
Akwe:kon Community Room

Friday, April 16-Saturday, April 18
All-Ivy Native Conference
Brown U., Providence, RI

Tuesday, April 20
Annual Akwe:kon Frybread Competition
7:00pm
Ecology House

Friday, April 23
AIP Awards Reception
4:30pm
Statler Terrace

Friday, April 30
Ribbon Shirt Project
3:00-5:00pm
Akwe:kon Community Room

May

Friday May, 7
Slope Day

Saturday, May 8
Last Day of Classes

Sunday, May 9
Study Period Begins

Wednesday, May 12
Study Period Ends
Midnight Breakfast
10:00pm
Akwe:kon

Sunday, May 30
Graduation Ceremony
11:00am
Schoellkopf Field
Graduation Picnic
12:30pm
Akwe:kon
INTERNERSHIP OPPORTUNITIES

Western Apache Ethnography and GIS Research Experience for Undergraduates
The White Mountain Apache Tribe Heritage Program and the University of Arizona announce opportunities for student participation in the inaugural session of the Western Apache Ethnography and GIS Research Experience for Undergraduates field school, a National Science Foundation-supported program, June 21-July 30, 2010.

Students participating in this REU will contribute to the creation of a Western Apache cultural and historical Atlas. Participants will learn field research techniques that will include:

• Creating research plans and documenting research efforts;
• Conducting archival, interview, survey, and participant-observation research;
• Identifying the locations of historical sites and land modification areas from archival maps, photographs, and land inspections;
• Collecting and conducting initial analysis of qualitative and quantitative data relating to historical and cultural use of landscapes and natural resources;
• Applying Geographic Information Science (GIS) and Global Positioning Systems (GPS) tools and technologies to mapping and field data collection.

These tools will provide a firm analytical foundation for the systematic evaluation of cultural data. Students will design research projects, and will work collaboratively with fellow students, cultural advisors, and Tribal personnel to complete research projects that will result in draft entries for inclusion in the Atlas.

Participants will receive room and board at the Fort Apache/Theodore Roosevelt School campus, and a weekly stipend of $500 ($3,000 total for 6 weeks). Non-local students will be responsible for transportation to and from Tucson at the beginning and end of the program and will be expected to arrive in Tucson by Sunday 6/20 and to depart no earlier than 7/31.

6 hours of course credit from the University of Arizona will be available to participants who successfully complete the program (ANTH 395B Special Topics in Cultural Anthropology: Application of Geographic Information Systems to Cultural Anthropology and ANTH 495B Special Topics in Cultural Anthropology: Ethnographic Field Methods). 2010 U.A. Summer School tuition and fees are approximately $2,100 for 6 hours of coursework; tuition scholarships may be available. Successful applicants will be required to enroll in the University of Arizona summer school in order to receive course credit for the program. This will require an admission fee (anticipated to be $25 for Arizona residents/$65 for non-residents) and submission of proof of current MMR vaccination. Program staff will provide additional information and guidance.

All participants in the National Science Foundation Research Experience for Undergraduates must be enrolled in an undergraduate degree program at an accredited college or university (i.e., have completed courses in the program during the spring 2010 term and/or be enrolled for courses for the fall 2010 term). A total of 8 students will be admitted to this program annually, 2010-2012. Members of the Western Apache Nations (White Mountain Apache Tribe, San Carlos Apache Tribe, Tonto Apache Tribe, Camp Verde Yavapai-Apache Nation) will be given first consideration for this program, but other Native and non-Native students are encouraged to apply. Applications received before April 15, 2010 will be given first consideration. Applications will continue to be accepted until the program is full.

For more information please contact REU Director Dr. Karl Hoerig at khoerig@fortapachearizona.org. This announcement and application form also available online at http://anthropology.arizona.edu.

NASA Planetary Science Summer School
NASA is accepting applications from science and engineering post-docs, recent PhDs, and doctoral students for its 22nd Annual Planetary Science Summer School, which will hold two separate sessions this summer (19-23 July and 2-6 August) at the Jet Propulsion Laboratory in Pasadena, Calif. During the program, student teams will carry out the equivalent of an early mission concept study, prepare a proposal authorization review presentation, present it to a review board, and receive feedback. At the end of the week, students will have a clearer understanding of the life cycle of a robotic space mission; relationships between mission design, cost, and schedule; and the tradeoffs necessary to stay within cost and schedule while preserving the quality of science. Partial financial support is available for a limited number of individuals.

Deadline: 5/1/10
Website: pscischool.jpl.nasa.gov
SEEDS Program
The Ecological Society of America’s SEEDS (Strategies for Ecology Education, Diversity and Sustainability) program is thrilled to announce an opportunity for two SEEDS students (undergraduate and graduate) to participate in the Sub-Antarctic Biocultural Conservation Program’s International Research Experience for Students (IRES) in Chile. This program includes a 2 week field course, field work experience as well as a stipend for participants.
Deadline: 3/30/10
Website: www.esa.org/seeds/programs/international/chile.php

Summer Program for Native American Students
Native Americans into Medicine (NAM) is a program for disadvantaged, primarily Native American students who are pursuing an education that will enable them to become health professionals. The aim of this program is to provide promising students with experience and support to help them become more informed, better prepared, and more competitive as they move towards their health professions goal.
Deadline: 4/16/10
Website: www.caimh.org

Keystone Symposia Scholarship Opportunities
Keystone Symposia offers a variety of scholarships and student discounts to attend upcoming conferences. Keystone Symposia scholarships are awarded based on abstract quality. Application deadlines are four months prior to the start of each meeting. Specific deadline dates are viewable on each meeting webpage.
Website: www.keystonesymposia.org/Scholarships/MinorityTravel.cfm

SCHOLARSHIP OPPORTUNITIES

Inter-Tribal Council of AT&T Employees - 2010
Spring Scholarship Program
The Inter-Tribal Council of AT&T Employees (ICAE) has developed the 2010 Spring Scholarship Program as a way of reaching back into local communities to financially assist distinguished students in continuing their higher education. The ICAE Scholarship Program will issue scholarship grants to qualified applicants who are selected primarily for their individual merit. Download application.
Deadline: 4/23/10

FELLOWSHIP OPPORTUNITIES

Fellowship in University Innovation at Arizona State University (ASU)
The Fellowship in University Innovation at Arizona State University (ASU) is designed to engage early career policy-makers, analysts, researchers, communicators, writers and leaders in big ideas and real program building processes that can transform higher education institutions. Fellows will develop skills essential to building and communicating programs linked to institutional and societal change, and will be given a unique opportunity to reimagine existing institutions.
Deadline: 4/19/10
Website: newamericanuniversity.asu.edu

CALL FOR PAPERS

2010 STEMtech Call for Proposals
The League for Innovation in the Community College is accepting proposals to present at the first annual STEMtech conference to be held October 31 - November 3, 2010, at the Walt Disney World Swan and Dolphin Resort in Orlando, Florida. STEMtech features timely tracks focused on STEM disciplines — science, technology, engineering, mathematics — in general education and workforce training. In addition, STEMtech continues the 25-year legacy of the League’s Conference on Information Technology as the place to explore the intelligent application of information technology in community and technical colleges.
Deadline: 4/16/10
Website: www.league.org/2010stemtech/

CONFERENCE OPPORTUNITIES

SACNAS Summer Leadership Institute - Deadline April 15
The SACNAS Summer Leadership Institute is the premier training module for underrepresented minority (URM) scientists interested in amplifying their leadership skills. Developed in collaboration with the American Association for the Advancement of Science (AAAS), the Summer Leadership Institute is an intensive five-day course featuring small group exercises, keynote speakers, leadership development planning, networking opportunities, and extensive community building among selected participants.
Dates: July 19-23, 2010
Location: AAAS National Office, Washington D.C.
A total of 30 participants will be selected for this exclusive opportunity.
Learn more about the facilitators and session topics at http://www.sacnas.org/leadershipSummer.cfm
Deadline: 4/15/10
Website: www.sacnas.org/leadershipSummer.cfm

2010 Gordon Research Conference on Physics Research and Education
The 2010 Gordon Research Conference on Physics Research and Education, the sixth in this series of conferences, will focus on the expanding and deepening role of and connection between experimental research and laboratories in physics instruction, with particular emphasis on undergraduate education. This conference will take place June 6-11, 2010 at Mount Holyoke College in South Hadley, MA.
Deadline: 5/16/10
Website: www.grc.org/programs.aspx?year=2010&program=physedu

2010 Northwest Community Development Institute
The Northwest Community Development Institute is presenting “The Art of the Native View-Native Community and Organization Empowerment” - A Culture-Centered and Strength-Based Approach to Community Development from July 12-16 in Boise, Idaho.
Website: www.nwcdi.com

ACS Spring 2010 National Meeting & Exposition
The American Chemical Society, one of SACNAS’ newest partners, will be holding their Spring 2010 National Meeting and Exposition “Chemistry for a Sustainable World.” This event will take place March 21-25th in San Francisco, California and includes a number of community events and activities.
Registration is now open. For more information, click here.

Future Faculty Career Exploration Program (FFCEP)
The annual FFCEP is one of a series of recruitment strategies designed to build relationships and fuel the future pipeline of faculty. The FFCEP program is a unique and exciting opportunity to explore potential career choices through interviews, discussions, and meetings. The RIT mission is to provide technology-based educational programs for personal and professional development.
Deadline: 6/2/10
Website: www.rit.edu/academicaffairs/facultyrecruitment/faculty_program.php

Gordon Research Conference on Bioanalytical Sensors
The 2010 Gordon Research Conference on Bioanalytical Sensors will be held June 20 - 25 in New London, NH, with a preceding Graduate Research Seminar (GRS) on June 19 - 20. Some travel assistance support is available through the chairs of the conference for underrepresented minority researchers.
Deadline: 5/30/10
Website: www.grc.org/programs.aspx?year=2010&program=biosens

SEED LANGUAGE OF SPIRIT CONFERENCE
12th ANNUAL LANGUAGE OF SPIRIT CONFERENCE will be held in Albuquerque, N.M. from August 14-17, 2010 Theme: Time Travel
The Seed Graduate Insitute was founded in 1992 to bridge indigenous wisdom and western ways of knowing. Native Americans receive a 25% registration discount.
Deadline: 8/1/10
Website: www.seed@seedgraduateinstitute.org

2010 Toyota International Teacher Program
We are pleased to announce that the application is now available for the 2010 Toyota International Teacher Program to the Galapagos Islands, a fully-funded professional development program for U.S. educators. The program will take place November 20 – December 4, 2010 and the deadline to apply is May 26, 2010. Full-time classroom teachers and librarians of all subjects for grades 6 – 12 are eligible to apply!
Deadline: 3/26/10
Website: www.toyota4education.com

GRADUATE OPPORTUNITIES
Investing in Innovation (i3) Program
The Department of Education announces the availability of the grant application for the highly anticipated Investing in Innovation (i3) Program. These grants will support local districts and nonprofit organizations — working in partnership with several districts and/or several schools — as they seek to implement educational innovations with promising