Rickard named director of American Indian Program

By Stacey Shackford

A curator of indigenous culture around the world, Cornell art historian Jolene Rickard will cultivate Cornell’s American Indian Program (AIP) as its new director, effective July 1.

Rickard, associate professor in the Department of History of Art and Visual Studies, will succeed Eric Cheyfitz, the Ernest I. White Professor of American Studies and Humane Letters at Cornell.

Cheyfitz, who served as director for the past three years, will be spending a year on sabbatical and will continue to remain active in AIP through research and teaching upon his return.

"The American Indian Program embodies so much of what the College of Agriculture and Life Sciences strives to be: a holistic, interdisciplinary education and outreach program that promotes diversity and sustainability," said Kathryn Boor, the Ronald P. Lynch Dean of Agriculture and Life Sciences.

"Dr. Cheyfitz has been instrumental in driving this vision and increasing the visibility of AIP here at Cornell and across the nation," Boor added. "I have no doubt that Dr. Rickard’s outstanding academic accomplishments and personal experiences will further strengthen the fantastic program."

Rickard, who joined the Cornell faculty in 2006, earned her Ph.D. at the State University of New York

Continued on page 5

AIP Awards Ceremony recognizes student achievements

On Tuesday, May 10 the AIP hosted its Annual AIP Awards Ceremony and Reception at the Statler Terrace. Dr. Alyssa Mt. Pleasant ’07, Assistant Professor of History and American Studies at Yale University, delivered the Keynote Address. The event celebrated the Class of 2011 and the many accomplishments of our AIP students.

Award descriptions and recipients are listed on page 3.
Announcing the Class of 2011

Undergraduates

*Arts & Sciences*
- Nora Allen
- Tara Bennett
- Kyle Coulon
- Ellen Griff
- Patrick Jackson
- Sarah Morrison
- Jessica Theis

*CALS*
- Daniel Bartholomew
- Brandon Brooks
- Charles Cueva
- Ashley Ford
- Dean Gamache
- Rebecca Gillette
- Christopher Giuliano
- Joel Harris
- Lisa Lema
- Bradley Osborne
- Meredith Palmer

*Engineering*
- Zachary Bartosik
- Stephanie Comon
- Jake Swamp
- Meredith White
- Zachary Zaranka

*Human Ecology*
- Emily Jones
- Martha Vargas

*Hotel Administration*
- Margit Chamberlain

*ILR*
- Geoffrey Bacon

Graduate and Professionals

*Saanii Adil’ini (Tacey) Atsitty*
- Masters in Creative Writing

*Mark Carter*
- J.D. in Law

*Andrew Curley*
- Masters in Development Sociology

*Benjamin Garcia*
- Masters in Creative Writing

*Ryan Goupil*
- Ph.D. in Veterinary Medicine

*Reece Kresser*
- J.D. in Law

*Colleen Lamarre*
- J.D. in Law

*Peter Rusello*
- Ph.D. in Civil and Environmental Engineering

*Leon Schneider*
- Masters in Public Administration

*Clint Scott*
- J.D. in Law

*Susan Taffe*
- Ph.D. in Musicology

Bolo tie, created as a special gift by Jessica Hall (Akwesasne Mohawk) for presentation at the AIP Awards Ceremony on May 10.
Join us in congratulating the 2011 AIP Award Recipients

Akwe:kon Peer Appreciation Award
The Akwe:kon Peer Appreciation Award recipient is recognized by the residents of Akwe:kon for his/her contributions to support the development of the Akwe:kon community, both on and off campus.
Recipient: Courtney Evans

Akwe:kon Leadership Award
Recognizes students who, through their leadership in Akwe:kon, encouraged multicultural learning, fostered the extended family concept, and promoted Native American awareness on behalf of all Native people.
Recipients: Ashemsa Lewis and Kyle Coulon

NASAC Award
Recognizes involvement within the student organization, above and beyond the call of duty. The criteria for this award include dedication, initiation, organization, and leadership.
Recipient: Joshua Crofton-Macdonald

AISES Leadership Award
Recognizes an individual who participates in AISES meetings and events, demonstrates leadership, promotes professional development, and is a team player.
Recipient: Jake Swamp

Buffalo Spirit Award
Presented by the Indigenous Graduate Student Association to a recognize and honor a graduate/professional student who has provided outstanding leadership in supporting the students and programs of the American Indian Program. The Buffalo Spirit Award was started in 1995 by the Cornell Council of American Indian Graduate and Professional Students.
Recipient: Virginia Kennedy

AIP Junior Class Merit Scholarship Award
Recognizes the male and female students who have earned the highest Grade Point Averages in the junior class.
Recipients: Alyssa Segal and Harrison Ishida

Ron LaFrance Memorial Leadership Award
Recognizes a Native American undergraduate who displays leadership, persistence and fortitude in achieving academic goals and serving Native American communities. The award honors the memory of Ron LaFrance, Ph.D., a Mohawk leader and Director of the AIP (1981-1993). Ron was a model and an inspiration to the Native American students at Cornell and around the country in their pursuit of higher education.
Recipient: Andrea Carter

David L. Call Achievement Award
Recognizes a Native American graduate or professional student who displays outstanding leadership, service and commitment in pursuit of a graduate or a professional degree. It honors Dean Emeritus David L. Call, Dean of the College of Agriculture and Life Sciences (1978-1995). As dean, he provided tireless and loyal support for Native American higher education and remains a beloved friend of the American Indian Program.
Recipient: Saanii Atsitty
Angela Gonzales, featured researcher in CALS News: An ounce of prevention

On the 1.6 million-acre Hopi reservation in north-eastern Arizona, native cultural beliefs can be barriers to cancer prevention. Angela Gonzales believes they can also contribute to solutions.

The associate professor in development sociology is using the rich tradition of storytelling—with a modern twist—as a vehicle to deliver messages that educate her people about cancer prevention and encourage screening.

As part of a project funded by the National Institutes for Health Center for Population Health and Health Disparities at the University of Washington and Black Hills Center for American Indian Health, she is using narration, images, sound, and video—in both English and Hopi—to produce DVDs featuring women who have been diagnosed with cervical cancer and parents speaking about the importance of getting their sons and daughters vaccinated.

“By combining the rich tradition of storytelling in Native communities with digital technology, we can empower community members to share their personal stories about cancer, as well as develop HPV [Human Papillomavirus, which can lead to cervical cancer] vaccination and screening messages that are culturally relevant and speak to Hopi values around health,” Gonzales says.

She hopes it will help reduce the incidence of HPV in the community or catch it before it develops into cervical cancer.

Two strains of the virus—HPV 16 and 18—are responsible for 75 to 80 percent of all cases of cervical cancer, and can be prevented through a vaccine recommended for adolescent girls between ages 9 and 12. The vaccine is free for members of federally recognized tribes in Arizona, yet hesitation among Hopi parents has prevented widespread immunization.

In addition, fewer than 50 percent of Hopi women receive the recommended annual pap tests, which screen for HPV, so Gonzales is encouraging the use of at-home testing kits.


Angela Gonzales was in Palo Alto, CA, May 12 &13, to participate in a “working” meeting titled Making Culture Count: Exploring the Intersection of Indigenous Knowledges & Intervention Science. The meeting, sponsored by NIDA, NIAAA, and OBSSR and hosted by the Center for Advanced Study in the Behavioral Sciences at Stanford University, brought together 14 indigenous health researchers to discuss the role that indigenous knowledges might play in behavioral health intervention research, with the goal of collectively publishing participant papers in an edited volume by John Hopkins University Press. Angela’s paper was titled, “Irreconcilable Differences? Indigenous and Western Epistemic Traditions in the Constitution of Knowledge”.
at Buffalo. She was a 2010-2011 Cornell University Society for the Humanities Fellow.

Among the courses she teaches are Introduction to American Indian Studies; Indigenous Art and Globalism; Indigenous Art, Film and New Media: Anti-Colonial Studies; The Museum and the Other; and Photography and the Colonial Gaze.

Rickard has been a curator for the Smithsonian’s National Museum of the American Indian in Washington, D.C., and has exhibited at the Canadian Museum of Civilization, the Barbican Art Center in London, U.K., and the Museum der Weltkulturen in Frankfurt, Germany.

She is conducting research in the Americas, Europe, New Zealand and Australia, supported by a Ford Foundation Research Grant that will culminate in a new journal on indigenous aesthetics. She has authored several essays and a forthcoming book on visual sovereignty.

Rickard, a member of the Tuscarora Nation, which is part of the Iroquois Confederacy, describes herself as a visual historian, artist and curator with an interest in the issues of indigeneity within a global context.

"My scholarship is about creating a journal that looks at how our cultures express themselves, and it’s always connected in some way to our thoughts and ideas as indigenous people," she said.

Established in 1983, AIP offers an undergraduate and graduate minor and about 20 courses in anthropology, development sociology, earth and atmospheric sciences, education, English, history, horticulture, law and natural resources.

It also provides extensive recruitment and support services, contributing to one of the country’s highest retention rates for Native American students, and includes Akwe:kon, the first university residence hall and program house in the country built to celebrate Native culture and heritage.

Stacey Shackford is a staff writer at the College of Agriculture and Life Sciences.

This article was reprinted from the May 11, 2011 edition of the Cornell Chronicle.

---

New appointment for Paul Nadasdy

The graduate field of American Indian Studies appointed Associate Professor, Paul Nadasdy, Anthropology, to serve as the Director of Graduate Studies (DGS), effective July 1, 2011. Responsibilities include: frequent communication with graduate students enrolled in the field; meeting with prospective students; working closely with the Director of AIP to review travel and research grant applications and deciding the teaching assistantships for the introductory courses (AIS 1100 & AIS 1110). As the DGS, Nadasdy will work closely with the Indigenous Graduate Student Association (IGSA) and attend IGSA meetings when appropriate. In addition to the administrative component, the DGS keeps the AIP up to date and informed about graduate recruitment activities, enrollment figures, and retention efforts. The DGS also leads the graduate proseminar (AIS 6010), which meets bi-weekly during the fall semester.

The DGS is an intergral member of the AIP's management team.

Congratulations!

Contact information:
Office: 229 McGraw Hall
E-mail: pn79@cornell.edu
Telephone: (607) 255-4040
http://anthropology.cornell.edu/faculty/Paul-Nadasdy.cfm
On May 19 AIP Associate Director, Carol Kalafatic, was a panelist in an event organized by the United Nations Food and Agriculture Organization (FAO) as part of the 10th Session of the UN Permanent Forum on Indigenous Issues (UNPFII), an advisory body established by the UN Economic and Social Council in 2000 to “discuss indigenous issues within the mandate of the Council relating to economic and social development, culture, the environment, education, health and human rights.”

The panel event was the New York launch of the first FAO Policy on Indigenous and Tribal Peoples, which will guide FAO’s work to be more institutionally coherent and more respectful of indigenous peoples’ diverse priorities/concerns regarding their lands and territories, natural resources (including genetic resources, such as seeds), livelihoods and development. The other panelists were representatives from the government of Bolivia, the Cordillera Peoples Alliance (Philippines), the European Commission, and a UNPFII member from Mexico.

As a consultant prior to joining AIP, Carol was lead author of the background and framework document that provided the basis for the FAO policy and other publications. To strengthen understanding in support of the policy, she had also conducted seminars for the FAO focal point network of professional officers about indigenous peoples’ inter-related food and traditional knowledge systems under climate change and other stressors, indigenous peoples’ historical contributions to the development of the world’s agricultural and food systems, and their continued role in the dynamic conservation of agricultural biodiversity from genetic to landscape scale.

During three days of the UNPFII’s two-week long session, Carol met with individuals and traditional leaders from indigenous communities in several of the UNPFII’s seven socio-cultural regions (Africa; Asia; Central and South America and the Caribbean; the Arctic; Central and Eastern Europe; Russian Federation, Central Asia and Transcaucasia; North America; and the Pacific) to discuss local/regional initiatives on food sovereignty and the protection of cultural heritage.
Annual Planting Celebration

On Sunday, May 8, the Annual Planting Celebration/End of the Year BBQ was hosted at Akwe:kon. The event brought together many students to celebrate the end of the academic year, as well as to honor the earth’s planting season. Through student and staff collaboration, there was a large variety of food to celebrate, followed by the planting of personal sized pots of white corn. Event attendees were provided with the opportunity to learn about some uses of corn and its value, followed by the planting of white corn seeds. Participants took their individual plants home to nurture in the hopes of returning in the fall with white corn to harvest for use in Akwe:kon’s annual Harvest Celebration.

Cornell and Syracuse Lacrosse Game

On Tuesday, April 12, Cornell students travelled to Syracuse University to meet and dine with SU Native students for the friendly annual rivalry between the two schools’ men’s lacrosse teams. The event allowed students an opportunity to network with other Native students from a nearby University while enjoying a sport of Native origin. Following many years of competitive games between the two teams, Cornell was finally victorious against the Orange, resulting in a few happy red-and-white-clothed individuals in a sea of orange and blue at the Carrier Dome.
Frybread Competition

On Tuesday, April 19 at the Ecology House, Akwe:kon hosted its annual Frybread Competition. After a demonstration on how-to make frybread and a brief overview of the options and roles of various ingredients, contestants battled one another to win the coveted title in each respective category.

The winners were as follows:

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Dajahi Wiley</td>
<td>3rd Alexis McCourt</td>
</tr>
<tr>
<td>2nd Jake Swamp</td>
<td>2nd Sebi Tayac</td>
</tr>
<tr>
<td>1st Abraham Francis</td>
<td>1st Rey Campusano</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Andrea Carter</td>
</tr>
<tr>
<td>2nd Kyle Coulon</td>
</tr>
<tr>
<td>1st Kakwireiosta Hall</td>
</tr>
</tbody>
</table>

Upcoming Events - Mark Your Calendar!

June

Saturday, June 25-Sunday, June 26
17th Annual Strawberry Festival
Kanatsiohareke Mohawk Community
4934 State Highway #5
Fonda, NY

July

Friday, July 8-Saturday, July 9
166th Tuscarora Nation Picnic & Field Days
Tuscarora Nation School
Sanborn, NY

Saturday, July 16
Indian Defense League of America
84th Border Crossing Parade (followed by picnic)
12 noon
Whirlpool Bridge
Niagara Falls, NY

Saturday, July 30-Sunday, July 31
Seneca Allegany Veterans Powwow
Seneca Casino
Salamanca, NY
American Indian Science & Engineering Society (AISES)
- Co-Chair: TBD
- Co-Chair: TBD
- Treasurer: TBD
- Secretary: TBD

Native American Students at Cornell (NASAC)
- Co-Chair: Alyssa Segal
- Co-Chair: Joshua Crofton-Macdonald
- Treasurer: Tawnee Cunningham
- Secretary / Historian: Dajahi Wiley
- IVY Coordinator / PR: Abraham Francis

Indigenous Graduate Student Association (IGSA)
- Chair: Pollyanna Nordstrand
- Treasurer: Michael Carpentier
- Secretary: Andrew Curley

Native American Law Students Association (NALSA)
- Co-Presidents: MaryBeth Williams & Los Allen
- Vice President: Joann Sledge
- Treasurer: Jennifer Holsey
- Secretary: Sheldon Clark
- 2L Activity Coordinator: Erin Agee
- 2L Representative: Toshira Johnson
- 3L Representatives: Candice Andalia & Mike Pillera

American Indian Studies
Fall 2011 Course Roster

AIS 1100/AMST 1600 (3 cr)
Introduction to American Indian I (CA)(HA)
*Kurt Jordan, Associate Professor*

AIS 1120 (3 cr)
Freshman Writing Seminar: Science Meets Spirit
*Jane Mt. Pleasant, Associate Professor*

AIS 2400 (3 cr)
Indigenous Women’s Experiences (SBA-CA)
*Lisa Kahaleole Hall, Visiting Associate Professor*

AIS 4970
Independent Study

AIS 6010 (1 cr)
American Indian Studies Proseminar
*Paul Nadasdy, Associate Professor*
INTERNSHIP OPPORTUNITIES

Title: Golondrinas de las Americas  
Deadline: Rolling  
Contact: Lori Sonken  
Phone: (607) 254-4266  
Email: Ljs269@cornell.edu  
Website: http://golondrinas.cornell.edu

We are a network of biologists studying swallows in the genus Tachycineta from Argentina to northern Canada. Founded by Cornell University professor David Winkler and supported by the National Science Foundation, the Golondrinas de las Americas project trains students to study the breeding biology and behavior of this closely related group of swallows in North, Central and South America. Using standardized protocols, students conduct field work, keep field records, maintain nest boxes and search for swallows. The internship lasts approximately two and one half to four months. Travel and living expenses as well as a small stipend are provided.

Required Qualifications: Interns must have a demonstrated interest in environmental biology or a related field. The ability to work, live, and communicate well with others under rigorous and remote conditions is required. To apply for the internship, send a cover letter, C.V. or resume and contact information for two professional references to Caren Cooper at Caren.Cooper@cornell.edu.

Title: All-expense paid Summer Institute in Cardiovascular Genetic Epidemiology  
Location: Washington University in St Louis, School of Medicine.

Deadline: Rolling admissions until all slots are filled.

All-expense paid Summer Institute in Cardiovascular Genetic Epidemiology at Washington University in St Louis, School of Medicine. The dates for the first summer are July 13-August 3, 2011. We are accepting applications now with a rolling admissions until all slots are filled.

Our Program to Increase Diversity Among Individuals in Health-Related Research (PRIDE) is an all-expense-paid research training opportunity sponsored by the National Heart, Lung, and Blood Institute (NHLBI). This mentored program will address the difficulties experienced by junior investigators in establishing independent research programs and negotiating through the academic ranks. The desired outcome is to improve the recruitment and retention of faculty from disabled and underrepresented minority groups in the study of heart, lung, blood, and sleep disorders.

The all-expense-paid program brings participants to the University for 3-week sessions during two consecutive summers, with a short mid-year visit and an Annual Workshop/Conference for all PRIDE Mentees and Mentors across 6 programs and the NHLBI. The PRIDE program provides mentor-mentee partnerships with matching based on common research interests. The mentors are experienced in research and grant writing and will offer long-term collaborations. The didactic curriculum’s involve faculty and mentors from multiple disciplines with various levels of hands-on training. Special emphasis is placed on developing grantsmanship skills, with mentors assisting mentees one-on-one to develop specific research projects and improve long-term fundability. NHLBI scientific program staff will provide a grants workshop to assist mentees with project focus and to identify viable funding sources to promote a sustainable independent research program for career advancement.

For additional details about the PRIDE Program visit: http://www.biostat.wustl.edu/pridege/

A brochure and poster may be found at: http://www.biostat.wustl.edu/pridege/index_files/page447.htm

EMPLOYMENT OPPORTUNITIES

Office of Family Assistance  
The Office of Family Assistance has posted the following vacancy announcements on the USAJOBS website; see http://www.usajobs.opm.gov/.

Please note that one posting is for current Federal employees (see Job Announcement Number HHS-ACF-MP-480516) and the other is for individuals who are not currently Federal employees (see Job Announcement Number HHS-ACF-DE-11-480412). Relocation expenses will not be paid. If you know of any qualified individuals who would be interested in such a position, please share this information with them.

Job Title: Family Assistance Program Specialist (Supervisory)  
Department: Department Of Health And Human Services  
Agency: Administration for Children and Families  
Job Announcement Number: HHS-ACF-DE-11-480412 & HHS-ACF-MP-11-480516
Salary Range:
$123,758.00 - $155,500.00 /year
Series & Grade:
GS-0101-15
Promotion Potential:
15
Open Period:
Tuesday, May 24, 2011 to Wednesday, June 15, 2011
Position Information:
Full Time Career/Career Conditional
Duty Locations:
1 Vacancy - Washington DC Metro Area, DC
Who May Be Considered:
United States Citizens & Status Candidates (Merit Promotion Eligibles)
Major Duties:
Maintains primary responsibility for initiating and developing national policies which govern the Tribal administration and Federal funding of Temporary Assistance for Needy Families (TANF) programs, Native Employment Works (NEW) programs, and discretionary grants programs assigned to the Division. Directs the review and analysis of legislative proposals and enactments and court decisions related to self-sufficiency, and assures development/revision of policy to implement such provisions. Coordinates with other Administration on Children and Families (ACF) components, the Office of Administration, Office of General Counsel, Office of the Secretary, the Assistant Secretary for Planning and Evaluation, other Health and Human Services (HHS) components, and other Federal agencies such as the Department of Housing and Urban Development (HUD), Department of Transportation (DOT) Department of Agriculture (USDA), Department of Interior (DOI), Department of Education (DOE) and Department of Labor (DOL), which administer related welfare to work programs. Supervises the maintenance, compilation, analysis, and display of program data related to the Tribal TANF and NEW programs. Directs the review of a variety of reports including those from the Office of the Inspector General, the General Accounting Office, the HHS Audit Agency, and single audits of Tribal grantees. Supervises/approves short and long-term leave, performance standards, and employee performance ratings, etc. Approves developmental and training needs of employees.

Key Requirements:
U.S. Citizenship
Travel Required

Title: Director of Scholarships
Position Summary: Directs and disburses over $5 million in scholarship support to American Indian Students attending Tribal Colleges and Mainstream universities.
In order to fulfill a core mission of the American Indian College Fund the Director of Scholarships manages all aspects of both the special and general scholarship programs. The special scholarship program supports American Indian students at tribal colleges and universities and at mainstream institutions and often includes programmatic components. The general scholarship program works with over 30 tribal colleges and universities to provide scholarships to American Indian students at these institutions only. The Director of Scholarships will be responsible for providing training, direction, and evaluation for all members of the scholarship team. The primary aspects of scholarship program management include recruiting, managing the online application process, maintaining the scholarship database, ensuring that scholarships are properly awarded, creating accurate and timely scholarship reports, managing scholarship programmatic components, and tracking and providing student data to the organization.
For more information, visit our website at www.collegefund.org
Please email a letter of interest, report writing sample (maximum of three to four pages), salary requirements and résumé to: applications@collegefund.org
American Indian College Fund
Human Resources Department
8333 Greenwood Boulevard
Denver, CO 80221
Fax: 303-426-1200

Title: Director of Communications, NIEA
Location: Washington, DC
Website: http://www.niea.org/media/broadcasts_detail_html.php?id=442
Contact: ndewire@niea.org
Fax: 202-544-7293, attn: Nancy Dewire
This position is responsible for creating and executing an overarching communications plan to promote and expand the influence and capacity of the NIEA...
to accomplish its mission and increase awareness and service to its members, constituents, strategic partners, funders, volunteers, opinion and policy setters, and Native American students, families, and communities. The position reports directly to the Executive Director.

Essential Functions for the position include, but are not limited to: establish and implement an overarching communications plan to promote and expand the influence, capacity, and sustainability of the organization and its mission; establish and implement a media relations plan encompassing all aspects and services of the organization; foster working relationships with journalists, reporters, opinion and policy setters, and all print, electronic, video, and other media; establish, develop, and implement a plan to use social media to increase the influence of the organization; create consistent and uniform messages on behalf of the organization; create and build future fund development opportunities; develop and deliver training to volunteers and staff on media relations and communication plan, effective use of social media, communicating consistent organizational messages, and how to increase potential fund development opportunities for the organization; assist in managing the development, updating, and effective use of the technical infrastructure and website contained with the organization; tell the story of NIEA’s success: create web and print news stories about NIEA in our members’ communities; develop promotional material (video, web and print) for NIEA events; other innovative ways to reach and increase a diverse membership base; and other duties as assigned by the Executive Director.

For qualifications, please see website.

NIEA will be accepting resumes and writing samples (3-5 pages) from qualified applicants. Please complete the attached application and send with cover letter, resume, writing samples and the names of three references who are familiar with your ability to accomplish the requirements of the present position to: ndewire@niea.org or fax them to: 202-544-7293, attn: Nancy Dewire.

SCHOLARSHIP OPPORTUNITIES

Title: Christopher B. Duro Fellowship
Deadline: June 30th, 2011
Website: www.sctei.org.

The Christopher B. Duro Fellowship is a merit and need based fellowship for Native students pursuing graduate study to help the advancement of Native communities. Students who are chosen to be Duro Fellows will be eligible for up to $25,000 per year, based on need and will be required to perform community service hours with the Southern California Tribal Education Institute and publish a scholarly article. Preference will be given to first-generation Native graduate students.

Incomplete applications will not be reviewed!

Contact Information: Christopher B. Duro Fellowship Coordinator - sctei@yahoo.com
Notification of Awards: August 2011

FELLOWSHIP OPPORTUNITIES

Title: Pre-Doctoral Diversity Fellowship Program
Location: Ithaca College (Cayuga Nation)
The School of Humanities and Sciences at Ithaca College announces a Pre-Doctoral Diversity Fellowship for 2011-12. The fellowship supports promising scholars who are committed to diversity in the academy in order to better prepare them for tenure track appointments within liberal arts or comprehensive colleges/universities.

As part of Ithaca College’s commitment to diversity we are launching the second year of our Pre-Doctoral Diversity Fellowship Program. We especially seek representation of Native American issues and perspectives that could emanate from many disciplines but that could be housed in Anthropology, Communication Studies, Education, English, History, Religion, and Sociology. There are a number of diversity related minors and programs the successful candidate could also interface with, including Native American Studies. Graduate students with specializations in a broad range of anthropological fields would also fit with our interests. Please forward the enclosed announcement to qualified doctoral candidates who would benefit from the opportunity to teach and hone professional skills in an excellent liberal arts college in the heart of the Finger Lakes of Central New York. Ithaca College is located in the Cayuga Nation homeland and recent revitalization projects have brought the Cayuga home after a 200 year hiatus from their ancestral homeland. These exciting developments and the proximity of the Onondaga and Seneca Nations of the Haudenosaunee (Iroquois) Confederacy would offer informative perspectives to complement the applicant’s area of study.
Interested individuals should apply online at www.icjobs.org, and submit a C.V./Resume, a cover letter, a list of references and a transcript. Questions about the online application should be directed to the Office of Human Resources at (607)274-8000. Screening of applications will begin immediately and will continue until the position is filled.

For details about the terms of the fellowship, please contact:
Brooke Hansen
Department of Anthropology
Coordinator, Native American Studies
Ithaca College
607-274-1735

CALL FOR PAPERS
The Newberry Consortium in American Indian Studies

Graduate students from NCAIS member institutions are invited to present papers in any academic field relating to American Indian and Indigenous Studies. We encourage the submission of proposals for papers that examine a wide variety of subjects relating to American Indian and Indigenous history and culture broadly conceived.

The conference will take place in conjunction with the NCAIS summer institute on July 29-30, 2011. NCAIS faculty liaisons in attendance have agreed to provide feedback on individual presentations relevant to their expertise. First-time presenters are encouraged.

To propose a paper, please send up to one-page proposal, a statement explaining the relationship of the paper to your other work, and a brief C.V. to mcnickle@newberry.org.

If you are interested in proposing a paper and have questions, please contact conference coordinator and Director of the McNickle Center, Dr. Scott Manning Stevens at stevenss@newberry.org. NCAIS is unable to provide funds for travel or lodging, but can assist in locating discounted accommodations. If you would like to receive announcements and updates about NCAIS programs or to subscribe to the NCAIS mailing list, send an email request to mcnickle@newberry.org or call McNickle Center at (312) 255-3564.

D’Arcy McNickle Center for American Indian and Indigenous Studies
The Newberry Library
60 W. Walton St.

Chicago, IL 60610
http://www.newberry.org/mcnickle/ncais.html
Follow us on Facebook: https://www.facebook.com/ncais.mcnickle


The federal government acted in 1862 to implement its vision for the development of the Great Plains. Congress passed the Homestead Act, the Morrill Act, the Pacific Railroad Act, and the act establishing the US Department of Agriculture. The Dakota Conflict, which ended with the defeat and forcible removal of the Dakota, also inadvertently provoked more general hostilities with the Lakotas and Yanktonais. How did these acts and events drive regional development over the ensuing decades in some directions and foreclose it in others? How did they shape the culture, economy, environment, social customs, land use, demography, history, technology, literature, and politics of the Great Plains as well as the nation? How do they continue to have relevance today and in the future?

KEYNOTE SPEAKERS: Sarah Carter, Myron Gutmann, Martin Jischke, William G. Thomas III, David Von Drehle, Elliott West, Richard White, Daniel Wildcat, David Wishart, and Donald Worster

We invite presentations on any topics exploring the influence of these acts and events on the Great Plains and beyond; eligible topics include but are not limited to: settlement patterns; gender relations; regional and national literature; university research; urban development; Indian-white relations; land tenure and land use; economic development; impact of railroads; Native American culture; agriculture and conservation; art and culture; natural resources; attitudes, work habits, values; and, politics.

The Symposium Committee invites submissions of proposals for papers, panels, and posters focusing on the impact of these events on the subsequent historical development of the Great Plains and on its present and future. Please submit your proposal/abstract of 150–200 words with a brief résumé by November 1, 2011. SUBMIT ELECTRONICALLY at the website: www.unl.edu/plains using the Abstract Submission Form.

CENTER FOR GREAT PLAINS STUDIES
UNIVERSITY OF NEBRASKA–LINCOLN
PO BOX 880214
LINCOLN NE 68588-0214
FOURTH ANNUAL MEETING OF THE NATIVE AMERICAN & INDIGENOUS STUDIES ASSOCIATION (NAISA)

The Mohegan Sun Convention Center
One Mohegan Sun Boulevard
Uncasville, Connecticut 06382
June 3-6, 2012

THE UNIVERSITY OF MASSACHUSETTS BOSTON
Dartmouth College * Harvard University University of Massachusetts Amherst * Yale University

The NAISA Council invites scholars working in Native American and Indigenous Studies to submit proposals for individual papers, panel sessions, or roundtables. All persons working in Native American and Indigenous Studies are invited and encouraged to apply. Proposals are welcome from faculty and students in colleges, universities, and tribal colleges; from community-based scholars and elders; and from professionals working in the field.

PLEASE NOTE: The Council is limiting submissions to one proposed session per person. This change is being made to allow more people to participate in the meeting given limitations of time and space. Thus, each person can only be part of one proposal of any kind and the Council reserves the right to disqualify proposals that include individuals who are part of more than one proposal. Someone may, however, be proposed to both present or comment and chair in the same session. The Council may recruit panel chairs and commentators from people on successful proposals. All those accepted to the program must register for the conference and be a current NAISA member.

For more information about joining NAISA and the 2012 meeting in Uncasville please visit www.naisa.org.

Detailed instructions for submitting proposals will be available on the NAISA website by September 1, 2011.

Only complete proposals will receive consideration.

DEADLINE for proposal submission is NOVEMBER 1, 2011.

CONFERENCE OPPORTUNITIES

AISES GRC
Thursday, July 14, 2011
8:00 am – 4:45 pm
Hosted by the NASA Goddard Space Flight Center.
This exciting day will feature presentations from NASA’s leadership, local interns testimonies on transitioning from AISES interns to full time employment, and networking among AISES Government partners.

The Government Relations Council (GRC), established in 1984, is comprised of government employees throughout the United States. GRC works to foster relationships between AISES and government agencies to increase the representation of American Indian and Alaska Native students in the science and engineering and related fields. Furthermore, GRC strives to identify government resources, develop strategies, and promote government careers.

Additional information is forthcoming in the very near future, including a tentative agenda & online registration information. Thanks for your continued support; we look forward to seeing you on July 14th!

TRADITIONAL ECOLOGICAL KNOWLEDGE: PAST – PRESENT – FUTURE

“It is traditional to adapt and adaptation is traditional”

University of New Hampshire, Durham (Browne Center) September 22-24, 2011

Proposals are invited for the second annual interdisciplinary Indigenous New England conference to be held September 22-24 at the University of New Hampshire. This year’s theme is Traditional Ecological Knowledge: Past – Present – Future.

The goal of this conference is to generate conversation among academic scholars, tribal professionals and Community Knowledge Keepers about the spaces of interaction between Traditional Ecological Knowledge and scientific methodologies. Our aim is that these conversations can create opportunities for and strengthen collaborative efforts between Indigenous communities, academic institutions and science professionals.

We invite proposals for:
Roundtable Interactive Discussions: Consisting of
3-4 presenters and a moderator. Each presenter will have 5 minutes to present on the roundtable topic, followed by a 20-minute interactive discussion among presenters. The remainder of the 60-minute session will be centered on open discussion between presenters and audience.

Experiential Outdoor Workshops: Consisting of 1-2 facilitators/presenters. These will be interactive outdoor workshops with a 60-minute duration. Themes might include field walks, plant knowledge, material culture projects, and indigenous ecologies. Potential workshop facilitators are encouraged to discuss their ideas with the conference organizers prior to submitting a proposal.

The Browne Center (www.brownecenter.com) offers a perfect setting for this conference with opportunities for indoor and outdoor activities. An indoor conference room offers seating in the round, with a maximum of 60 audience members. Outdoors, we have access to a wooden yurt that can comfortably accommodate 25 audience members. There are wooded trails, a salt marsh and near-by fresh water wetlands. Workshops and roundtables will run concurrently, rain or shine, as indoor and outside sessions.

Suggested Themes for Proposals (include):
· Adaptation, including introduced and adaptive species; sustainability; subsistence and TEK (hunting, fishing, gathering, planting); environmental, social, political and economic change.
· Ethno-botany, including food, medicine and material culture
· Teaching & Learning, including TEK embedded in storytelling, art, music and dance; youth perspectives; classroom and outdoor learning
· Environmental Justice, including intellectual property; bio-piracy; land rights and land tenure; natural resource management; clean waters, air and community health

We highly encourage proposals that engage audience members, including high-school youth. Proposals are welcome from faculty and university students; from community-knowledge keepers and elders; from tribal natural resource professionals and from professionals working in the field.

Abstracts (250 words or less) describing the proposed topic and the presenter’s knowledge of that topic are due by June 30, 2011. Please include a one-page c.v. or one-paragraph personal biography. (First Nation Elders and Community Knowledge Keepers may also contact the program committee and discuss their submissions orally.)

Please submit only one proposal, and indicate whether you want to conduct a workshop, roundtable (3-4 members) or participate as an individual in a roundtable. Individuals submitting proposals should specify the type of space (indoor or outdoor) they would prefer to use. We will respond to all proposals by July 30, 2011.

Accommodations: We will have rates available at several area hotels and limited tent camping will be available at the Browne Center.

Meals: Presenters and audience members will have the choice of taking meals from nearby restaurants or through community style meals at the Browne Center.

Online submissions should be sent to: tek.conference@unh.edu

For additional information please contact:
Meghan Howey - meghan.howey@unh.edu
Kristen Wyman - kwyman@gedakina.org  Phone: 781-242-9669
Rick Pouliot – rickpouliot@gedakina.org Phone: 603-673-3089

Presented by the University of New Hampshire (Center for Rural and Indigenous Science Education, Center for the Humanities, Anthropology Department) and by Gedakina (www.gedakina.org)

Have a great summer!