Ecoforum promotes discussion & action

More than 60 people took part in the late-fall Ecoforum hosted by the Indigenous Graduate Student Organization (IGSA) and the American Indian Program. The two-day, interdisciplinary event took place at the Africana Studies and Research Center. Participants included: students, staff and faculty from a broad range of departments at Cornell, Ithaca College and other schools in the region; graduate students from the CUNY system and Columbia University; and members of the Ithaca community who focus on issues of sustainability and environmental protection.

The Ecoforum explored the fundamental differences and common ground between Indigenous Peoples’ and Western ecological perspectives. A broad range of guest speakers from Native

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Recruitment: Native high school students visit Cornell

On Tuesday, November 10, 2009 AIP staff members had the honor of hosting 32 high school students from the Northern New York/Akwesasne Mohawk Nation region. The high school sophomores, juniors and seniors are prospective Cornell students who visited the campus through their participation in the Potsdam-Akwesasne Talent Search (PATS) Program and in collaboration with AIP.

AIP Student Development Specialist, Kathy Halbig, greeted the students at their bus when they arrived on campus, and led them on a campus tour. Following the tour, the students engaged with current Cornell students, staff and faculty during Akwe:kon’s weekly Faculty Fellow Dinner, and proceeded back to Akwe:kon for a tour conducted by Residential Program House Director, Kakwireiesta Hall. Their campus visit was topped off by a

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Eric Cheyfitz’s November activities

November was a busy month for Eric Cheyfitz, director of the AIP. On November 9th, he participated in a conference at the University of Michigan, Ann Arbor, Translating Testimony: Negotiating Rights Across Languages,” where he gave a paper titled “Translating the Mohawk OHEN:TON KARIHWATÉHKWEN into Western Law.” The paper analyzed a legal case involving issues of the right to cultural expression in which Cheyfitz was an expert witness.

On November 11, 2009, he gave a lecture, titled “Whose (Post)Modernity? Thinking Beyond Western Social Formations in Navajo Oral Narratives” at the Cornell Institute for Comparative Modernities. On Friday, November 13, he addressed patrons of the Southeast Steuben County Library in Corning, NY, on the subject of federal Indian law; and on Wednesday, November 18, he addressed the Rotary Club of Ithaca, the members of which invited him to speak about the AIP and its mission as well as the Native perspective on Thanksgiving.

In addition to these presentations, Cheyfitz has published three essays so far this year: The Corporate University, Academic Freedom, and American Exceptionalism (South Atlantic Quarterly); Balancing the Earth: Native American Philosophies and the Environmental Crisis (Arizona Quarterly); and Framing Ward Churchill: The Political Construction of Research Misconduct (Works and Days: Academic Freedom and Intellectual Activism in the Post-9/11 University).

Angela Gonzales participates in NMAI symposium


Angela’s presentation, titled “Racial Demarcation in the U.S.: Ideology, Public Policy and the (Trans)Formation of American Indian and African American Identity” examined connections between the emergence of the idea of race as a scientific category in the United States in the first half of the 19th century and the political economy of racial categories that served to maintain White power and authority, and how those connections justified the enslavement of Africans and the genocide and displacement of American Indians.

Angela is a member of the curatorial team for the exhibit developed in collaboration with the National Museum of African American History and Culture. The exhibit will be on view at the NMAI through May 2010 before traveling to venues throughout the U.S. and Latin America. An archive video of the program is located at: http://www.ustream.tv/recorded/2549722.

Information about the exhibit can be found at: http://www.nmai.si.edu/exhibitions/indivisible/introduction.html.
Carol Kalafatic presents publication on people’s movements & the UN system

On November 15th and 18th Carol Kalafatic and colleagues launched *Strengthening Dialogue: UN Experience with Small Farmer Organizations and Indigenous Peoples*, the publication she co-authored with Nora McKeon. The launch presentations took place at the Civil Society Forum on Food Sovereignty, and at the UN Food and Agriculture Organization during the World Summit on Food Security, in Rome, Italy.

“As this publication demonstrates, there is a continuing need for creating spaces for constructive dialogue and mutual cooperation, with the full participation of indigenous peoples in the decisions that affect them. This is essential not only in the context of UN activities but also at the local, national and regional levels. This publication showcases a number of initiatives to this end, which could be duplicated and further supported in order to ensure the full realization of indigenous peoples’ rights in the twenty first century.”

Prof. James Anaya
United Nations Special Rapporteur on the Situation of the Human Rights and Fundamental Freedoms of Indigenous People

*Strengthening Dialogue* is based on participatory research, drawing from case studies as well as nearly one hundred interviews with representatives of small farmers and Indigenous Peoples, and with UN entity representatives, from operational officers to senior managers. It argues that the UN needs the direct participation of small farmers and Indigenous Peoples in the policies it develops and the programmes it implements, particularly in the face of simultaneous global climate, energy, water and food crises.

The publication suggests a core set of principles and practices of meaningful engagement, and specific initiatives that could result in such engagement. It also examines the obstacles that need to be addressed, and the distinct challenges of cooperation at the country level.

*Strengthening Dialogue* was commissioned by the UN Non-governmental Liaison Service, and funded by the Ford Foundation.

For more information or to access the publication itself, please click on its cover image at: [http://www.un-ngls.org/peoplemovements](http://www.un-ngls.org/peoplemovements)

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Antonio Jacanamijoy Tisoy, Carol Kalafatic, Elisa Peter (NGLS Acting Coordinator), Nora McKeon, Thomas Price (FAO Senior Programme Officer) and Roberto Longo (IFAD Policy Coordinator)
Ecoforum...Continued from page 1.

communities in the local area and from communities throughout the country discussed issues such as Traditional Environmental Knowledge (TEK), Food Sovereignty and the Local Food Movement, the Impacts of Climate Change in Indigenous Homelands, Indigeneity and National Parks, and Western Conservation Practices.

Drawn by guest speakers such as Dan Hill (Cayuga Heron Clan), Caretaker of the Cayuga SHARE Farm, Gerard A. Baker, PhD (Mandan-Hidatsa), Superintendent of Mount Rushmore National Park, and Marie Gladue (Navajo/Dineh) board member of Black Mesa Water Coalition, many said they participated in order to better understand the priorities and concerns of Indigenous Peoples and the interrelationships between Indigenous cultures and the environment.

The event’s format (plenary sessions as well as small, concurrent discussion groups) provided opportunities for participants to have dynamic discussions with guest presenters and with one another. Feedback from the conference included words of thanks and appreciation for the chance to have conversations rather than listen to the delivery of scholarly papers and then simply take part in question-answer sessions. Participants also appreciated the discussion of practical ways to act upon the issues raised.

To see the full list of Ecoforum participants, please go to:
http://aip.cornell.edu/cals/aip/student-life/organizations/igsa/making-connections-understanding-our-relations.cfm

Recruitment...Continued from page 1.

Financial Aid workshop conducted by Lindsay Martin, a counselor in Cornell’s Office of Financial Aid.

As a result of their visit and interactions with the AIP community, several students are in the process of applying for admission to Cornell in Fall 2010, and others are interested in applying in subsequent years.

The PATS Program aims to assist youth to continue in and complete secondary education or its equivalent, and to enroll in or re-enter a post-secondary institution. The AIP has collaborated with PATS in prior years, and looks forward to continue working with them as part of our AIP recruitment strategy.

Season’s Greetings and Happy Solstice!!
My take on Native recruitment

By Benjamin J. Lee ’10

Up until four years ago I had never heard of Cornell. The Ivy League was something for wealthy prep school students who hire college counselors and strategize their academics and extracurricular activities. Never in my wildest imagination could I have pictured myself graduating from Cornell; it wasn’t possible since I did not know it existed. That all changed when my father opened a letter from the American Indian Program. I was excited about Cornell and the opportunity to reconnect with my Native roots that had been absent from my childhood. There was also information about an Admissions program where Native students from around the country would be flown in to experience the university first-hand. Intrigued, I talked to my high school counselor and we made arrangements to apply for the Native American Hosting Weekend (NAHW). A few weeks later I received an invitation to visit in late October.

The NAHW was inspirational. I was able to talk to current students and classes I was interested in, and live the Cornell student experience. The experience proved to be one of the most persuasive of my life, encouraging me to take a chance with upstate New York, over

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AISES ends 2009 with conference and dinner

After a little trouble with flight delays, the dreary fog of Ithaca gave way to the beautiful hills and subtle style of Portland Oregon. Fred Gonzales, Mia McKie, Josh Crofton-Macdonald, and I attended the 2009 American Indian Science and Engineering Society (AISES) National Conference in Portland, joining the almost 500 other students coming together to meet, discuss, share, and learn. Akwe:kon Residence Hall Director, Kakwireiosta Hall, and Diversity Programs in Engineering Associate Director and AISES advisor, Jami Joyner, joined us as Exhibitors for AIP and Cornell at the annual Career Fair.

Despite missing the Opening Ceremony and the keynote delivered by Winona LaDuke, our experiences illuminated the theme of productive change through “environmentally responsible practices in science, engineering, and Native communities.” Through concurrent sessions, we learned about and engaged in topics ranging from “Ecosystem Restoration and Traditional Ecological Knowledge” to “Personal Branding: Positioning Yourself to be Competitive in Today’s Labor Market.” The annual Career Fair, with 170 exhibiting organizations, also presented available opportunities, honed our professional skills, and stood as a great opportunity to build meaningful networks.

These experiences, as part of AISES’ overarching mission, instill value in professional and personal success. This success is understood in a specific context embodying community and reciprocal responsibility; remembering and honoring those who came before and those who follow after becomes a practiced quality and an expected aspect of any

Continued on page 6
My take....Continued from page 5.

3,000 miles and three time zones away from home. I applied early decision and counted down the days, then the hours, and finally the minutes until the decisions would be revealed on December 15, 2005. That day I was a wreck, my palms were sweaty, I was shaking and couldn’t eat until I found out about my acceptance. Since I came back from NAHW I had dreamed about attending Cornell, and these dreams came true when I saw my counselor’s computer screen filled with the word “congratulations.” I frantically called my parents and told them the news that I would be the first person in my family to not only attend college, but an Ivy League university. I could hear them begin to cry because they were so happy and also sad that I would be leaving them in the fall.

Fast-forward four years: the fall semester of my senior year is winding down and I only need twelve more credits before I receive my Cornell degree. Words cannot express my gratitude to the American Indian Program for introducing me to Cornell and helping me succeed and grow throughout my time here. The staff has been like family to me, helping me, encouraging me, and giving me a push whenever I need it. It has been tough being so far from home, but my family on the fourth floor of Caldwell Hall has definitely made it easier. Without the support of AIP, I really do not know where I would be right now.

Looking at the Native hosting event that Cornell organized this year, where only 5 students attended instead of the close to 40 that attended with me in 2005, it brings me close to tears. Any admission’s office can write materials that make someone curious about attending their university, but nothing can replace the experience of being a student for a few days. If I were a high school senior this year, I would not have been able to visit Cornell and ultimately would have not chosen to come here to study. All of my experiences, all the friends I have made, and all that I have learned would have never happened. Many of my Cornell peers who have also benefited from their high school experiences as visitors to the campus also would not be here.

I hope that in the future the Undergraduate Admissions Office makes the effort to recruit and host more Native and other students who are currently in the minority. In its current state, recruitment efforts fail to reach many quality students around the country who would otherwise not consider applying to Cornell. I hope that Admissions rethinks its recruitment strategies because their current efforts are failing to meet Cornell’s mission of educating any person.

Benjamin J. Lee ’10 is a Senior in the Department of Applied Economics & Management in the College of Agriculture & Life Sciences.

AISES....Continued from page 5.

individual success. With a mix of elders, adults, college students, and some high school students, this notion of several generations and responsibility is embodied on a scale that is not often recognized or experienced.

Besides attending National AISES events, our chapter has a tradition of having a closing dinner in which the outgoing Executive Board cooks for the group. AISES’ Closing Dinner took place on December 12th. Along with dinner, we also held elections for next year’s officer positions. The newly elected officers are Kyle Coulon ’11, Jake Swamp ’11, Joshua Crofton-Macdonald ’12 & Barbara Mooney ’13.

Kyle Coulon ’11 is a Junior in the Department of American Studies and Economics in the College of Arts & Sciences.

Mia McKie ’12, Fred Gonzales ’10, Kyle Coulon ’11 & Josh Crofton-Macdonald ’12 all patiently wait in the Ithaca Airport through hours of delays
NASAC end-of-year activity

Native American Students at Cornell – the student organization known as NASAC – arranged a team building activity to melt away some stress before finals. NASAC members travelled to Syracuse on Saturday, December 5th to arm themselves for combat in a Laser Tag session. They enjoyed the arcade setting of the location, and finished the session with a proud and well-fought victory over a group of small children.

Members of NASAC pose with before they square off in a game of Laser Tag in Syracuse.

Upcoming Events in 2010 - Mark Your Calendar!

**JANUARY**

18 - Residence Halls Open
18 - Add/Drop Begins
25 - Classes Resume
26 - Welcome Back Dinner
27 - Lafayette HS Tutoring Program resumes
29 (through Feb 7th) - Program House Days

**FEBRUARY**

5 - Deadline: program house housing applications
5 - Ribbon shirt project
6 - Ganondagan Festival
8 - Akwe:kon open house
Akwe:kon News

Akwe:kon featured in publication with nationwide & global reach

Akwe:kon is the focus of a feature article in Indian Country Today, a newspaper of prominence within and outside Indian Country. The article highlights the historical role that Akwe:kon plays in honoring Haudenosaunee peoples in particular. It also examines Akwe:kon’s vital role as a site for culturally-grounded learning opportunities and for community building activities for Native students, and between students and the broader Native communities in the region.

See full article at the link below:

Cornell’s Akwe:kon melds learning with dorm living
By Babette Herrmann, Today correspondent
Story published: Oct 23, 2009

ITHACA, N.Y. – Cornell University made a progressive move when they built the first Native-themed residence hall, Akwe:kon, pronounced “a-gway-go,” nearly 20 years ago. It was built to honor the Haudenosaunee people, also known as the Six Nations of Iroquois, and a collaborative effort between the university and the American Indian Program... http://www.indiancountrytoday.com/archive/65808432.html

Akwe:kon wins energy reduction competition

Akwe:kon residents and staff have won the 2009 North Campus Resources Battle! By taking simple measures such as turning off lights in common rooms that were not being used, Akwe:kon competed against itself and other North Campus residential buildings to achieve the greatest percentage reduction in their energy usage per capita for the months of October and November, from 2005-2008.

Engineers for a Sustainable World, Community Center Programs, and the Residential Student Congress co-sponsored the competition.

Congratulations, Akwe:kon!

Akwe:kon hosts David Skorton and Susan Murphy

On Friday, December 4, 2009, participants in Akwe:kon’s Ribbon Shirt Project were joined by two special guests, President David Skorton and Vice President for Student and Academic Services, Susan Murphy. Skorton and Murphy paid a visit to the program to engage with students and learn about the project itself. President Skorton was provided with a tour of Akwe:kon that included explanations of the symbolism behind Akwe:kon’s architectural design elements as they pertain to local and regional Native culture and government.
Scholarships/Internships/Job Opportunities

Scholarships

Southwest Tribal NARCH Scholarship Program
Email: www.mynarch.net

The purpose of the Southwest Tribal NARCH Scholarship Programs is to help American Indian and Alaska Native students pursue an education in public health. Fall 2009 marks the first round of scholarship funding.

Applicants must be an enrolled member in a federally recognized tribe. Priority will be given to members of tribes in New Mexico, Texas, and Colorado. Applicants must be enrolled in a graduate degree program. Priority will be given to students that have demonstrated commitment to their program of study for the Graduate Research Assistant program. Priority will be given to dual degree MD and MPH students for the MPH scholarship program. Two students will be selected per semester per program.

Internship Opportunities

Lakota People’s Law Project Internships
Deadline: Rolling deadlines; however, internship decisions will not be made until approx. 6 wks before the beginning of a semester.
Contact: Bobbi Jo Handley
Phone: 605-791-0990
Email: lilias@lakotalaw.org

The Lakota People’s Law Project is a non-profit law office addressing human rights abuses held in common by the Lakota, Dakota, and Nakota people. Our effort combines litigation with social justice organizing.

The Lakota People’s Law Project is looking for hard-working, experienced, qualified interns interested in current issues affecting Native American communities for fall semester, summer semester, or spring semester internships to assist in our main office in Rapid City, South Dakota.

Qualifications:
Must have completed at least one year of college with 3.0 GPA or higher. Research, writing, and/or website experience; interest in civil rights or Indian Law; self-motivated, independent, and responsible. Experience in Lakota or other native communities preferred.

Responsibilities may include:
• Working with other staff to gather information critical to the understanding of important issues
• Interview potential plaintiffs, community members, and government employees
• Assist with administrative work
• Maintain the organization’s website
• Work with Tribal governments to collect further data.

Compensation:
Housing provided to summer interns. Please speak with your Career Services staff about potential funding. Stipends are available if funding from your university is unavailable.

Moore Undergraduate Research Apprentice Program
Announcement of Summer Student Fellowships
May 23-July 29, 2010

The Moore Undergraduate Research Apprentice Program (MURAP) is a paid summer fellowship designed to foster the entrance of talented students from diverse backgrounds within the humanities, social sciences, and fine arts into graduate school and faculty positions in U.S. colleges and universities. More broadly, the program seeks to increase the presence of minorities and others who demonstrate a commitment to eradicating racial disparities in graduate school and eventually in academic ranks. The program serves the related goals of providing role models for all youth and structuring campus environments so that they will be more conducive to improved racial and ethnic relations. MURAP aims to achieve its mission by identifying and supporting students of great promise and helping them to become scholars of the highest distinction.
Each summer, the program brings a cohort of 18-22 undergraduates (rising juniors and seniors) from colleges and universities in the U.S. to the University of North Carolina at Chapel Hill campus for an intensive, ten-week research experience. Students are expected to develop a 20-page research project under the guidance of a faculty mentor with whom they are paired according to areas of study and research interests. In addition to meeting at least three times a week with faculty mentors, students will attend weekly 3-hour seminars where they will present their research and discuss it with faculty and other students in the program, receive required biweekly instruction in preparation for the Graduate Record Examination (GRE), attend biweekly writing and presentation skills workshops, and participate in a variety of informative workshops, social events and conferences designed to expose them to the graduate experience. Participants will submit their final research paper based on their project and must receive approval through the signature of their faculty mentor. For a student to complete the program successfully and receive the entire stipend, participation in all of these activities and completion of the research paper are required. A sample calendar of required activities and deadlines is available on our website.

For their participation in the program, student fellows will receive a generous stipend of $3500 (in the case of students holding Mellon Mays Undergraduate Fellowships, they receive the difference between their summer stipend and MURAP’s), an allowance for meals of $1450 and travel allowance up to $500 to cover the cost of transportation to and from Chapel Hill. Additionally, students will be provided on-campus housing at the University of North Carolina at Chapel Hill.

Applying to MURAP

Application Deadline: February 5, 2010

Program applicants should be mindful that MURAP offers an intensive research experience which requires a substantial commitment of time, intellectual resources and effort. Therefore, students may not be employed or take classes while enrolled in the program. Student fellows are selected based on a variety of factors that may include their academic promise, clarity and quality of their statement of research interests, availability of an appropriate mentor match, their demonstrated commitment to increasing opportunities for underrepresented minorities in academic settings in the fields designated above, serious intent to pursue graduate (as opposed to professional) studies, and willingness and ability to participate in all aspects of the MURAP program.

Applicants must be U.S. citizens or permanent residents, must have completed at least four semesters of undergraduate study, and must have at least one semester of undergraduate work remaining when they enter MURAP.

In completing the statement included in the application, students must demonstrate clearly their fit with and suitability for the program given MURAP’s mission and selection criteria. For more information about the program and to learn how to apply please visit the MURAP website http://www.unc.edu/depts/murap/index.html.

Rising seniors applying to MURAP should consider applying simultaneously to the Associate Program of the Institute for Recruitment of Teachers (IRT), as it would be of great help during the graduate school application process. For more information consult http://www.andover.edu/irt.

Title: 2010 Honors Paralegal Intern Program, U.S. Department of Justice, Environment and Natural Resources Division

Deadline: December 31, 2009

Website: www.usdoj.gov/enrd

We are hiring paralegals for our 2010 Honors Paralegal Intern Program. Positions will be located in Washington, D.C. and Denver. Program participants in this two year program will receive both formal and on-the-job training, and be mentored by an attorney. Duties of the paralegal include: Administrative case preparation, Trial support, Cite checking, Freedom of Information requests, Legal research utilizing Lexis-Nexis, Westlaw, etc.

We are looking for 2009/2010 college graduates, with an overall GPA of at least a 3.0, who are organized, analytical, have strong research and writing skills, and can work both independently and collaboratively, starting on or about July 19, 2010. The starting salary for a GS-7 is approximately $41,000. (U.S. Citizenship, security clearance and drug test are required.)
The Environment and Natural Resources Division (ENRD) is a 700 person organization with approximately 400 attorneys and nearly 300 legal support and administrative staff. As the largest environmental law firm in the country, ENRD has represented virtually every federal agency in courts nationwide. ENRD has primary responsibility for litigation on behalf of the United States regarding: Prevention and Clean Up of Pollution, Wildlife Protection, Environmental Challenges to Federal Programs and Activities, Acquisition of Property for Federal Needs, Native American Rights and Claims, Stewardship of Public Lands and Natural Resources

To apply please visit following link: https://applicationmanager.gov. After establishing your userID and password, use 291592 as the Vacancy ID number, then follow the instructions to complete your application.

Note: If you experience difficulty uploading your documents, fax them to 478-757-3144. Use the cover sheet found at the following website if you fax your documents: http://staffing.opm.gov/pdf/usascover.pdf. Please enter PH291592 into the Vacancy Identification Number box on the cover sheet.

Graduate Opportunities

Title: Harvard University Doctoral Program for Education Leaders

Harvard University has announced the launch of a new, practice-based doctoral program to prepare graduates for senior leadership roles in school districts, government agencies, nonprofit organizations, and the private sector. The new tuition-free Doctor of Education Leadership Program (Ed.L.D.) will be taught by faculty from the Harvard Graduate School of Education (HGSE), the Harvard Business School (HBS), and the Harvard Kennedy School (HKS). The program offers an unprecedented approach to preparing leaders equipped to transform the American education system in order to enable all students to succeed in a 21st-century world. The three-year program will begin in August 2010 and initially enroll 25 students per year.

In the first two years of the program, students will participate in a new customized curriculum of classes, modules, and practice-based experiences. In the concluding year, students will enter a year-long residency in a partner education organization pursuing transformational change where they will receive hands-on training and lead a capstone project to complete the doctoral degree. For more information on the program and how to apply, visit: www.gse.harvard.edu/admissions/connect/ and www.gse.harvard.edu/admissions/apply/.

For information on how HUNAP can facilitate your application process, please contact Steven Abbott, HUNAP’s Associate Director of Student Affairs and Recruitment, at steven_abbott@harvard.edu, or complete HUNAP’s Student Information Form at http://www.hunap.harvard.edu/student-information-form.

Students are responsible for their own airfare, but substantial funds are available for travel and tuition assistance (each year we award travel assistance to over 50% of our students).

Graduate Horizons: A Pre-Graduate Workshop For Native College Students & College Graduates

Deadline: February 1, 2010 (priority); February 26, 2010 (2nd round)
Website: www.collegehorizons.org
Email: info@collegehorizons.org
Program Dates: July 17-20, 2010 - Arizona State University (Tempe, AZ)

Graduate Horizons is a four-day “crash course” for Native college students, college graduates, master’s students in preparing for graduate school (master’s, Ph.D. or professional school). Faculty, admission officers and deans from a host of graduate and professional schools and representing hundreds of graduate disciplines work with students to consider career paths and related graduate studies; complete personal statements, resumes, applications; and receive test-taking strategies (on the GRE, GMAT, LSAT, MCAT) and financial aid/scholarship information. Eligible participants must be American Indian (enrolled members only), Alaska Native (proof of status), Native Hawaiian, First Nations of Canada; a college student, master’s student, or college graduate.

Applications will be accepted on a space-available basis to June 1 (after May 1, please contact us to see which site may still have spaces). Complete program cost is $200 (includes tuition, room, meals, all materials and transportation to campus from the designated airport).
Newberry Library, Fellowships in the Humanities, 2010-2011

Deadline: See below
Phone: 312-255-3666
Email: research@newberry.org
Website: http://www.newberry.org/research/felshp/fellowshome.html

The Newberry’s fellowships support humanities research in our collections. We promise wide-ranging and rich collections; a lively interdisciplinary community of researchers; individual consultations on your research with staff curators, librarians, and scholars; and an array of scholarly and public programs.

LONG-TERM FELLOWSHIPS- Applications Due: January 11, 2010

These awards support research and writing by scholars with a doctorate. Their purpose is to help fellows develop or complete larger-scale studies that draw on our collections, and to foster intellectual exchange among fellows and the Library community. Fellowship terms range from six to eleven months with stipends of up to $50,400. Major long-term fellowship funding is provided by the National Endowment for the Humanities, The Andrew W. Mellon Foundation, and Dr. Audrey Lumsden-Kouvel.

SHORT-TERM FELLOWSHIPS- Applications Due: March 1, 2010

Ph.D. candidates and scholars with a doctorate are eligible for short-term travel-to-collections fellowships. Their purpose is to help researchers study specific materials at the Newberry that are not readily available to them elsewhere. Short-term fellowships are usually awarded for a period of one month. Most are restricted to scholars who live and work outside the Chicago area. Stipends are $1600 per month.

NEW: We invite short-term fellowship applications from teams of two or three scholars who plan to collaborate intensively on a single, substantive project. The individual scholars on a team awarded a fellowship will each receive a full stipend of $1600 per month. Teams should submit a single application, including cover sheets and CVs from each member.

We also offer exchange fellowships with British, French and German institutions, a fellowship for American Indian women pursuing any postgraduate education, and a fellowship for published independent scholars.

CHANCELLOR’S POSTDOCTORAL FELLOWSHIPS IN AMERICAN INDIAN STUDIES
University of Illinois at Urbana-Champaign

Under the Chancellor’s Postdoctoral Fellowship Program at the University of Illinois at Urbana-Champaign, the American Indian Studies Program seeks two Postdoctoral Fellows for the 2010-2011 academic year. This fellowship program provides a stipend, a close working association with AIS faculty, and assistance in furthering the fellow’s development as a productive scholar. Applicants should have an ongoing research project that promises to make a notable contribution to American Indian and Indigenous Studies. While fellows will concentrate on their research, they may choose to teach one course in American Indian Studies.

Furthermore, fellows are encouraged to participate in the intellectual community of the American Indian Studies Program. The Fellowship stipend for the 2010-2011 academic year is $42,000, including health benefits. An additional $5,000 will be provided for the fellows research, travel, and related expenses. Candidates must have completed all Ph.D. requirements by August 15, 2010. Preference will be given to those applicants who have finished their degrees in the past five years. The one-year fellowship appointment period is from August 16, 2010, to August 15, 2011. Candidates should submit a curriculum vitae, a thorough description of the research project to be undertaken during the fellowship year, two samples of their scholarly writing, and two letters of recommendation to Robert Warrior, Director, American Indian Studies, University of Illinois at Urbana-Champaign, 1204 West Nevada Street, Urbana, Illinois 61801-3818. Applications received by January 22, 2010 will receive full consideration. The review process will continue until the fellowships are filled.

For further information, contact Matthew Sakiestewa Gilbert, Chair, Chancellor’s Postdoctoral Fellowship Committee, American Indian Studies: Phone: (217) 265-9870, Email: tewa@illinois.edu, or visit the Program’s website at www.ais.illinois.edu
The University of Illinois at Urbana-Champaign is an Equal Opportunity Employer

Call for Papers

2010 Canadian Journal of Native Education: Connecting to Spirit in Indigenous Research
Deadline: January 31, 2010
Contact: Dr. Jo-ann Archibald, Indigenous Education
Email: indigenous.education@ubc.ca

Research is a part of everything we do and how we live our lives. In this 2010 Canadian Journal of Native Education (CJNE) theme issue “Connecting to Spirit in Indigenous Research” we will highlight scholarly work focused on the importance of reclaiming and redefining “research” from Indigenous perspectives by experiencing the process and approaches in which scholars connect to “spirit” in doing research.

This CJNE call is for research papers, stories and thought-pieces that address the 2010 theme. The following questions are of particular interest:

• How do Indigenous research approaches contribute to the significant improvement and transformation of Indigenous education?
• How do researchers “connect to spirit” in their research?
• How do Indigenous research approaches and methodologies honor and strengthen our connection to our families, communities, nations and ourselves?
• How does the natural world contribute to and inform Indigenous research?
• How does Indigenous research draw on Indigenous ways of knowing and being, connecting with self and spirit?

2010 Annual Meeting American Society for Ethnohistory Call for Papers
Deadline: April 15, 2010
Conference Date(s): October 14-16, 2010
Conference Location: Lord Elgin Hotel, Ottawa ON Canada
Email: jbelisle@uOttawa.ca
Website: http://ethnohistory.org

The theme for the ASE Ottawa 2010 is titled ‘Creating Nations and Building States: Past and Present,’ focusing on indigenous societies and their relations with expanding colonial and modern state structures of Canada, America, and Latin America. This general theme is intended to initiate discussions on the complex and often fractious relations between Native societies and expanding state structures in the Americas from contact onward. Papers on instances of ethgenesis, persistence and transformation of identity, culture and social structures over time are especially welcomed.

We are strongly encouraging electronic submissions. All of the necessary forms will be made accessible through the American Society for Ethnohistory’s website: http://ethnohistory.org. Completed forms can then be emailed directly as Microsoft Word attachments to jbelisle@uOttawa.ca. For those submitting proposals via U.S. Mail, please send panel/paper abstracts, registration fees, application cover letter, and curriculum vitae to: ASE Program Committee Chair, c/o Professor Jean Francois Belisle; History Department; University of Ottawa; Ottawa, ON; Canada K1N 6N5.

Sixth Annual Southeast Indian Studies Conference
Deadline: January 11, 2010
Conference dates: April 8-9, 2010
Location: The University of North Carolina at Pembroke, Pembroke, NC
Contact: Dr. Mary Ann Jacobs, American Indian Studies Department, UNC Pembroke
P.O. Box 1510, Pembroke, NC 28372
Phone: (910) 521-6266
Email: mary.jacobs@uncp.edu

Proposals are invited for papers and panels addressing the study of American Indians in the Southeast cultural area. Topics may include academic or creative works on: archaeology, education, history, socio-cultural issues, religion, literature, oral traditions, art, identity, sovereignty, health and other matters. Creative works may include any written, visual, musical, video, digital or other creative production that connects to Southeast Indian peoples’ experiences, histories or concerns. Proposals are welcome from all persons working in the field. Only complete proposals will receive full consideration.
Individuals may submit only one proposal. Proposals are to be submitted electronically or by mail by January 11, 2010. Proposals may not be accepted after this date. Send to alesia.cummings@uncp.edu or Alesia Cummings at American Indian Studies, PO Box 1510 Pembroke, NC 28372-1510

Proposed special issue of SAIL: Facing East: Literatures of Indigenous New England
Deadline: Title and 250-word abstract/paper proposal December 30, 2009; Final Essays due June 30, 2010
Contact: Margo Lukens, University of Maine (Margaret_Lukens@umit.maine.edu); Siobhan Senier, University of New Hampshire (ssenier@unh.edu)

Indigenous New England remains under-represented and under-theorized across the many disciplines of Native American Studies. In the study of literature, just about the only Native writers from this region to get any acknowledgement are the earliest ones (e.g., the obligatory Occom and Apess, who appear in many anthologies and syllabi). The tendency to weight literary study toward such early figures only reinforces the idea that Indians vanished from the northeast long ago.

We therefore seek papers and contributions that will illuminate the rich and continuous literary output of Native people in New England from 1930s newspapers like The Narragansett Dawn, to contemporary writers like Abenaki poet Cheryl Savageau and Mohegan historian/novelist Melissa Tantaquidgeon Zobel, to the brand-new Passamaquoddy-Maliseet dictionary, full of sentences that tell stories. We hope to privilege pieces that focus on literature from the 20th century and forward (although we certainly welcome work on earlier periods as well); and we aim to place Native community-based scholarship alongside more conventionally university-based research.

We would like to use that scholarship as an opportunity to keep deconstructing, reconstructing, complicating and interrogating the very idea of a nation. In other words, this is a good time to start looking in earnest at the literatures of peoples who might not always have federal recognition, reservations, or a particular blood quantum—all colonial constructs that constrain, even as they enable, nationhood. Indigenous New England, and its literature, is promising terrain in which to have such conversations.

Center for Indigenous Knowledge and Language Revitalization
Contact: Dr. Priscilla Day Email: pday@dumn.edu Website: www.bemaadizing.org

Eni-gikendaasoyyaang the Center for Indigenous Knowledge and Language Revitalization is seeking article submissions for our online journal Bemaadizing. Bemaadizing is an online interdisciplinary journal of Indigenous life. We are looking for submissions that reflect Indigenous learning across the lifespan, Indigenous resiliency or are open to having an eclectic mix of topics.

Conference Opportunities
10th International Conference on Diversity in Organizations, Communities, and Nations
Conference Date(s): July 19-21, 2010
Location: Queen’s University Belfast, Northern Ireland
Website: http://www.Diversity-Conference.com

The Diversity Conference has a history of bringing together scholarly, government and practice-based participants with an interest in the issues of diversity and community. The Conference examines the concept of diversity as a positive aspect of a global world and globalised society. Diversity is in many ways reflective of our present world order, but there are ways of taking this further without necessary engendering its alternatives: racism, conflict, discrimination and inequity. Diversity as a mode of social existence can be projected in ways that deepen the range of human experience.

2010 National Tribal Science Forum
Date: June 6-10, 2010
Location: Grand Traverse Resort and Spa, Traverse City, Michigan
Theme: “Mother Earth: Indigenous Knowledge and Science to Promote Positive Change.”

This national forum is being sponsored by the National EPA-Tribal Science Council and hosted by
the Grand Traverse Band of Ottawa and Chippewa Indians. The forum is designed for representatives of Tribal communities, including elders, leaders, faculty, staff and students working on environmental issues. The forum will provide a platform to discuss issues of vital interest to Indian Country and make available opportunities to:

• Showcase tribal science through cutting-edge research and case studies
• Promote Native Science and highlight progress being made in environmental and health programs on tribal lands
• Share tribal science success stories through presentations, exhibits and poster session
• Obtain technical training in high priority areas identified by tribal governments and members of the Tribal Science Council
• Network and share knowledge among Native scientists and environmental professionals from throughout Indian Country
• Interact with Native students and hear their environmental voices via youth poetry and poster contests

Visit the forum web site for up-to-date information including agenda, plenary sessions, keynote speakers and registration beginning January 2010: http://epa.blhtech.com/2010TribalScienceForum.

16th Annual American Indian Business Leaders Conference
Conference Date(s): April 8-10, 2010
Location: Fond du Lac Tribal & Community College, Black Bear Casino Hotel, Cloquet, MN
Phone: (877) 245-2425
Website: www.aibl.com
AIBL Mission: To support and promote the education and development of future American Indian business leaders

Since 1995, the American Indian Business Leaders (AIBL) organization fulfills its mission by conducting a national conference that offers business and leadership skill development, through the participation and engagement of over 75 established AIBL chapters that are based in middle and high schools, Tribal Colleges and Universities. Currently, there are 76 AIBL Chapters across America.

Conference Highlights:
• Business Symposia, Keynote Speakers and Panel Discussions
• Business and Leadership Development Workshops
• Business Plan Competition
• Scholarship Stipend Awards
• Banquet Awards Ceremony
• Networking Opportunities
• Corporate Contacts for Internships

NGĀ PAE O TE MĀRAMATANGA INTERNATIONAL INDIGENOUS CONFERENCE 2010
Mātauranga Taketake: Traditional Knowledge
Conference Date(s): June 6-9, 2010
Location: Auckland, New Zealand
Website: http://www.traditionalknowledge2010.ac.nz/
Theme: ‘Kei muri i te awe kāpara, he tangata kē: Recognising, engaging, understanding difference’

This conference addresses the question of difference. What are the costs to communities and society of failing to understand others? Can we reflect on our own assumptions and practice, our shared past and present and imagine and pursue a better future for individuals and the greater collective? The conference will provide opportunities to discuss strategies for engaging, understanding and accommodating difference in order to build relationships that address social, economic, resource, and environmental risks associated with failure to understand sufficiently the differences among indigenous and non-indigenous communities and societies. Given the diversity present in those attending the conference there will be many opportunities to learn from diverse contexts around the world about efforts to engage across the inter-face between indigenous and non-indigenous communities, across all disciplines, from individuals to societies, governments and nations. The intention is to move beyond identifying and understanding problems toward creative solutions that meet the needs of present and future generations. The conference provides the opportunity to develop a broader understanding by seeing and hearing things outside our own scope, to make connections across
boundaries, and to formulate partnerships across new interfaces.

“Sustainability–Indigenous Community–Activism”: The 11th Annual American Indian Studies Association Conference
Conference Date(s): February 4-5, 2010
Location: Memorial Union, Arizona State University, Tempe Arizona
Contact: Elizabeth Martos
Phone: 480-727-8691; 480-965-3634 (Main desk)
Email: Elizabeth.martos@asu.edu
For more information visit: http://americanindian.clas.asu.edu

Miscellaneous

Ambassadors Program, Americans for Indian Opportunity
Application Deadline: January 8, 2010
Website: http://www.aio.org/projects/ambassadors_program_

The Ambassadors Program is the only leadership initiative in the United States that encourages participants to weave their traditional tribal values into a contemporary reality. The Program provides a creative combination of mentorship, personal reflection, dialogue with national and international decision-makers, community involvement, communications training, and a discovery process into tribal values. Up to eighteen participants are selected to participate in the program that runs for two years. The participants are Native American, Alaska Natives and Native Hawaiians, and are between the ages of 25-35.

Job Opportunities

Assistant Professor tenure-track position in the area of Religions in the Americas with a specialization in Native American Religions

Arizona State University Faculty In Religious Studies in the School of Historical, Philosophical and Religious Studies invites applications for an Assistant Professor tenure-track position in the area of Religions in the Americas with a specialization in Native American Religions. The successful candidate must be prepared to teach classes in Native American Religions, Religions in the Americas as well as theoretical and thematic courses in the study of religion at the graduate (doctoral and masters) and undergraduate levels.

Required qualifications: 1) Ph.D. in Religious Studies or related field at the time of hire; 2) evidence of teaching effectiveness, publication and professional activity appropriate to rank. Desired qualification: Knowledge of a Native American language. The normal teaching load is two courses per semester. Position begins August 16, 2010. Send letter of application, CV, transcript, sample syllabi, three letters of recommendation, teaching evaluations and a writing sample of no more than 25 pages to Professor Moses Moore, Chair of Search Committee for Native American Religions, Faculty in Religious Studies, School of Historical, Philosophical and Religious Studies, Arizona State University, PO Box 874302, Tempe, Arizona 85287-4302. Application Deadline is December 31, 2009, and if not filled then weekly thereafter until search is closed. The Faculty in Religious Studies at Arizona State University offers B.A., M.A., and Ph.D. degrees.

For more information see our website at: http://shprs.clas.asu.edu. Background check is required for employment. Arizona State University is an equal opportunity/affirmative action employer committed to excellence through diversity. Women and minorities are encouraged to apply. (ASU’s complete nondiscrimination statement can be found at: https://www.asu.edu/titleIX/).

Christopher R. Duncan, PhD
Assistant Professor
Faculty of Religious Studies, School of Historical, Philosophical and Religious Studies

and

Faculty of Global Studies, School of Political and Global Studies
Arizona State University
P.O. Box 874302
Tempe, Arizona 85287-4302
Fax: 480.965.0310
Office: ECA 345

Associate Planner, Wampanoag Tribe of Gay Head (Aquinnah)
Deadline: Open until position filled
This position shall provide support services to the administrative and program management activities of the Planning Department. Principle responsibilities include facilitating a variety of planning programs for Tribal Government and its citizens, as well as assist in the preparation of funding proposals. Duties include: Assist with the planning and implementation of new and on-going programs and special projects; Assist in the research, development and writing of funding proposals as well as follow-up correspondence and reports; Assist in maintaining the filing system, record keeping system, and budgets. Minimum position qualifications: High School Diploma, Two years work experience in planning or a related field; Demonstrated skill and ability to write formal planning documents, funding reports and grant applications; Computer Skills in MS Word, MS Excel, databases and internet.

Please contact Durwood Vanderhoop in the Planning Department for a full job description.

The Capturing Spirit Project (CSP), Executive Director

Contact: Shelley A. Welch, MA, LMHC
Email: shellwelch@thecapturingspiritproject.org
Website: www.thecapturingspiritproject.org

CSP is seeking an Executive Director. A dynamic woman who is moved by the mission and wants to take it on, who can help create a system, who can write grants that earns her a nice salary (and hey, one for the project director too), and begin to strengthen Indian Nations at the source. CSP, a collaborative not competitive project, is based on the powerful work of American Indian women across the country who are committed to strengthening Indian Nations beginning with the Mother and Child.

The Capturing Spirit Project (CSP) is a not-for-profit project dedicated to the long term emotional health of American Indian women and their children. By reconnecting American Indian (AI) Mothers to their traditional childbirth practices, mother infant attachment increases, thus providing a healthy basis for future emotional and relational health.

Staff Accountant, National Congress of American Indians

Deadline: Open Until Filled.
Contact: Nketia Agyeman
Phone: (202) 466-7767
Email: nagyeman@ncai.org
Website: www.ncai.org

The National Congress of American Indians has an opening for a full-time Staff Accountant position in our Washington, D.C. office. Under the direction of the NCAI Director of Finance, the primary duties of the Staff Accountant are: Calculating, posting, and verifying financial data for use in maintaining accounting records; Accounts payable - batching, coding, posting invoices and cutting checks; Accounts receivable - invoicing, posting payments, daily deposits, filing and collections Account reconciliation; Coordinate with Director of Finance to meet the organization’s goals; Prepare ad hoc reports for and respond to requests from Director of Finance; Assist with cash and revenue controls at conferences; Other functions as directed by management; and Some travel is required.

Program Manager, Partnership for Tribal Governance, National Congress of American Indians

Deadline: Open Until Filled.
Contact: Nketia Agyeman
Phone: (202) 466-7767
Email: nagyeman@ncai.org
Website: www.ncai.org

The National Congress of American Indians has an opening for a full-time Program manager in our Washington, D.C. office. Under the direction of the NCAI Partnership for Tribal Governance (PTG) initiative Director, the primary duties of the position are: Provide program and management support for the PTG initiative; Coordinate the provision of technical assistance and training services to tribes and other partners; Research, document, and organize technical assistance resources to support the PTG initiative; Help develop and implement management systems to support the PTG initiative, including technical assistance and training services; Manage work of consultants and interns, including oversight and review of work products; Coordinate meetings.
with multiple partners; Conduct research to write proposals and reports; Manage budgets and track financial expenditures; Work with Director and other staff to plan and implement program services and evaluate results; and Communicate with tribal leaders on a continuing basis. Some travel is required.

**Court Clerk of the Mashpee Wampanoag Tribal Court**

Location: Mashpee, MA

This position is a part-time two-year grant position and continuity will be based on additional funding after two years. This position is for 20 hours per week. Responsible for preparation, maintenance and closing of all case files; implementation of court automation; accounting and public information systems; compilation of financial and statistical reports.

**Qualifications**
To perform this position successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education, experience, knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Individual must be of high moral character and integrity.**
- **Must** have a high school diploma or its equivalent.
- **Must** be computer literate, including proficient at word processing and database Management.
- **Must** be physically able to carry out the duties of the office.
- **Must** be free of any conviction of a felony or crime of moral turpitude.

Send resumes to: The Mashpee Wampanoag Elders Judiciary Committee, Post Office Box 480, Mashpee, MA 02649. Phone (508) 477-0208 Fax (508) 477-1218.

**Program Grant Administrator, American Indian College Fund**

Deadline: Opened Until Filled.
Website: http://www.collegefund.org/

The American Indian College Fund (the Fund), a national, non-profit organization headquartered in Denver, Colorado. Created in 1989 to support the nation’s tribal colleges, the American Indian College Fund transforms Indian higher education by funding and creating awareness of the unique, community-based accredited Tribal Colleges and Universities, offering students access to knowledge, skills, and cultural values which enhance their communities and the country as a whole.

The Donor Database Manager will work closely with multiple development and administrative staff to provide quality data management in relation to all internal and external requests regarding database information. Job duties will focus on decision-making
responsibilities for policies and procedure, data entry, extraction, major donor and prospect tracking, and report generation and analysis. This position will work closely with all development and data entry teams to ensure the utmost consistency and accuracy of information entered into donor database. This position works closely with the direct marketing team in strategizing and processing appeals and analyzing the appeal results. The Donor Database Manager will work closely with technology team and IT consultant to optimize database security, efficiency, and integrity. This position will also serve as the liaison between the Fund and the IT consultant.

Additional consideration will be given to candidates with:

• Working knowledge of the tribal college system
• Experience in higher education American Indian culture issues

Scholarship Administrative Assistant (Part-Time), American Indian College Fund

Deadline: Opened Until Filled.
Website: http://www.collegefund.org/

The American Indian College Fund (the Fund), a national, non-profit organization headquartered in Denver, Colorado. Created in 1989 to support the nation’s tribal colleges, the American Indian College Fund transforms Indian higher education by funding and creating awareness of the unique, community-based accredited Tribal Colleges and Universities, offering students access to knowledge, skills, and cultural values which enhance their communities and the country as a whole.

The Scholarship Administrative Assistant will provide administrative Support to the Scholarship Team, Special Scholarship program administered by the Fund and General Scholarship program that provides support to over thirty tribal colleges and universities in order to fulfill a core mission of the American Indian College Fund. The Scholarship Administrative Assistant reports to the Scholarship Grant Administrator.

Additional consideration will be given to candidates with:

• Familiarity with fundraising practices.
• Experience in working with tribal colleges.
• Understanding of financial aid policies and requirements.
• Experience in working with American Indian students.

Director of Intergovernmental Affairs, National Congress of American Indians

Deadline: Opened Until Filled.
Contact: Nketia Agyeman
Phone: (202) 466-7767
Email: nagyeman@ncai.org
Website: www.ncai.org

The National Congress of American Indians has an opening for a full-time Director of Intergovernmental Affairs position in our Washington, DC office. Under the direction of the NCAI Executive Director, the primary duties of the Director of Intergovernmental Affairs are legislative and administrative advocacy on matters of federal Indian policy, including:

• Policy analysis and drafting, such as development of proposed policy language, congressional testimony, issue papers, policy position papers, and fact sheets;
• Legislative and administrative policy monitoring;
• Making recommendations to the Executive Director about emerging policy issues that the organization may want to consider as part of its public policy agenda;
• Planning and implementation of advocacy events, conferences, briefings, and other training programs and staff teams;
• Coalition building and coordination;
• Participation in national coalitions and task forces;
• Public relations and media outreach; and
• Communication with tribal governmental representatives, other tribal organizations, Congressional staff and the public.

Staff Attorney, National Congress of American Indians

Deadline: Opened Until Filled.
Contact: Nketia Agyeman
Phone: (202) 466-7767
Email: nagyeman@ncai.org
Website: www.ncai.org

The National Congress of American Indians has an opening for a full-time Staff Attorney in our Washington, D.C. office. Under the direction of the Executive Director and General Counsel, responsibilities include:
• Legal analysis
• Legislative analysis and drafting
• Researching background information related to tribal issues
• Drafting memoranda
• Preparation of amicus briefs
• Coordination with federal agencies
• Legislative and agency advocacy
• Advising and updating tribal leaders on important issues

**Information Management Specialist, National Congress of American Indians**

Deadline: Opened Until Filled.
Contact: Nketia Agyeman
Phone: (202) 466-7767
Email: nagyeman@ncai.org
Website: www.ncai.org

The National Congress of American Indians has an opening for a full-time Information Management Specialist in our Washington, D.C. office. Under the direction of the Executive Director and Director of Policy and Programs, responsibilities include:

- Work with the organization staff to understand existing processes and information usage practices;
- Identify opportunities to improve the efficient use and reuse of information to support decision making for the organization;
- Work with the NCAI team to define and design information management systems that can support the NCAI strategic plan and programs and operations in a more efficient and effective manner;
- Work as the lead on the in-house technology team to implement new technologies to enhance information management and communications including the development of the information architecture for a new web site;
- Assess periodically the technology (hardware and software) needed to support operations and programs and provide cost efficient recommendations and plan for acquisition and implementation to management;
- Work with the Communication Team to coordinate communication with external web site providers;
- Develop and implement, with team input, the processes, policies and procedures for information management and conduct staff training

**The Newberry Library Seminar in American Indian Studies, 2009-2010 Academic Year**

Deadline: Open until Filled.

The seminar will provide a forum for works-in-progress that explore topics in American Indian Studies. We encourage the submission of proposals for seminar papers that examine a wide variety of subjects relating to American Indian and Indigenous history and culture broadly conceived. The seminar is open to graduate students, faculty members and independent scholars. Graduate students and junior faculty in the early-writing stages who wish to present work are especially encouraged to apply. The seminar will meet several times during the academic year, usually on a Thursday afternoon from 3pm to 5pm, at the Newberry Library in Chicago, Illinois.

To propose a paper, please send a one-page proposal, a statement explaining the relationship of the paper to your other work, and a brief c.v. to: Jade Cabagnot, Program Assistant, D’Arcy McNickle Center for American Indian History, The Newberry Library. Please send all materials as electronic attachments via email to: mcnickle@newberry.org.