

The American Indian Program Newsletter

Conference on Sovereignty, Indigeneity & the Law bridges scholarship & community realities

On October 29th and 30th, the American Indian Program (AIP) in partnership with the English Department and the Indigenous Graduate Students Association (IGSA), sponsored the Sovereignty, Indigeneity, and the Law (SIL) Conference held at the Africana Studies and Research Center. The conference brought together speakers from indigenous communities from within the United States and around the globe to present papers on intersecting legal, cultural, and political questions as they manifest in Aotearoa/New Zealand, Australia, and places across the Americas. Papers presented at the conference will be published in a special edition of the South Atlantic Quarterly in the spring.

Conference registration was filled. Conference attendees were from diverse indigenous and non-indigenous communities and included students and professors, as well as well as representatives from professions such as law, environmental advocacy, and social services.

Paper presentations were organized into panels covering a broad spectrum of topics that ranged from indigenous epistemologies as a challenge to Western paradigms to indigenous governance. Each panel included an extended question and answer period resulting in enthusiastic audience participation in vibrant discussions on the issues and challenges raised by the presentations. Audience and guest interaction was further enhanced during shared meals. Guest speaker published works were available for sale during meal times as well.

"The conference and the forthcoming publication of the conference papers in South Atlantic Quarterly are important interventions," states AIP Director

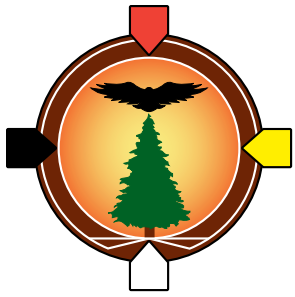


Eric Cheyfitz, "in both the intellectual life of Cornell, which needs to become aware of Indigenous issues both locally and globally, and the community beyond Cornell of scholars and activists

who are carrying on a dialogue about the crucial issues impacting the globe today." The SIL Conference follows the AIP and IGSA-sponsored Making Connections; Understanding Our Relations: An Ecoforum, a two-day interdisciplinary forum of discussions on ecological/environmental/indigenous connections held in October, 2009. These gatherings demonstrate the AIP's commitment to bringing diverse communities together to address compelling challenges to indigenous peoples and to our world. They reflect the American Indian Program's prioritization of the connection between scholarship and active participation in the real challenges of actual communities.

Inside this issue...

Faculty/Staff News	2
Student News.....	4
Akwe:kon News	6
Internships/Scholarships/Jobs.....	8



Faculty/Staff News

Assistant Professor Troy Richardson



In the last year, Prof. Richardson has been engaged in a range of activities with Indigenous scholars of education from North America, Hawaii, New Zealand and Australia. He was one of the principal organizers of a large conference at Arizona State University earlier in the year that worked to identify

the critical research areas for Indigenous education in North America over the next half century.

His research continues to center on the challenges for ethical relationships in classroom, institutional and research contexts. One area of this research has attended to the ways in which Indigenous scholarship has challenged the mainstream philosophical foundations of ethics. This intervention in traditional western philosophy is a critical site in the academy for the amplification of Indigenous intellectual traditions and an affirmation of the relevance of Indigenous formulations of ethics to a range of contemporary debates and topics in “professional” philosophy and social theory. He has articles forthcoming in *Educational Theory*, *Educational Philosophy and Theory*, *Curriculum Inquiry* and is co-editing a book on Indigenous Research in Education with Bryan Brayboy (ASU), Tiffany Lee (UNM), Margaret Maaka (UH at Manoa) and Susan Faircloth (Penn State).

Kathy Halbig (Student Development Specialist)



On November 6th the AIP participated in an IVY College Fair hosted by the Choctaw Nation’s Scholarship Advisement Program. College Representatives from about 20 schools were given thirty minutes to present information about their schools and programs. I presented information about

Cornell and AIP, and then met with students individually to discuss their interests and answer various questions. The college fair was well attended and I am anticipating several applications from prospective undergraduate and graduate students.

On November 11th AIP hosted a group of about 32 students from the Potsdam Akwesasne Talent Search (P.A.T.S.). Kakwireisota Hall and I met the students at Akwe:kon for an informal breakfast, a presentation about Cornell University, AIP and Akwe:kon, and an informational visit from Financial Aid Representative Renee Jakaub. The prospective students then took a campus tour that encompassed all seven colleges. The afternoon included lunch at AIP with staff and current students (and former PATS participants) Abraham Francis and Myan Adams. The current students answered various questions and talked about their transitions into college. Students ended their day with a lecture in Professor Paul Nadasdy’s AIS 1110 – Introduction to American Indian Studies I: Indigenous North American to 1890 class.

On November 17th the Seneca Nation of Indians of the Cattaraugus Territory held their 11th Annual Education College Fair. The fair attracted students

from Gowanda Central, Silver Creek Central, Lake Shore Central, and students from the Salamanca School District. The students' interests focused on all areas of Cornell University's seven colleges. I distributed admissions and AIP materials and collected information from students interested in pursuing an education at Cornell. Prospective student information was forwarded to the Admissions officers of each of the seven colleges who will contact each of the students individually and provide them with specific materials related to their field(s) of interest.

All in all, the fall recruitment schedule went very well. October flew by with college fairs in the North country of New York State and to the East. I attended college fairs at Jefferson Community College, St. Lawrence University, Salmon River High School, SUNY Plattsburg, and Adirondack Community College. I also attended the Stockbridge Valley Central High School and the Oneida Nation College Fair located east of Syracuse.

In between these fairs, I met with guidance counselors at Massena High School about Cornell's application process, AIP student support services and College Horizons (a college prep program that runs each summer for a week). More importantly, I was also able to touch base with students whom I had met last year and who had shown an interest in applying to Cornell. Hopefully, familiarity will bring them to Cornell next fall.

If current students are interested in bringing Cornell University to your community please contact me or stop in and visit with me. The AIP is always open to expanding our recruitment efforts, be they through staff visits or Student Ambassadors.



AIP In The News

The American Indian Program organized a series of events during the month of November. Below are excerpts and links to Cornell Chronicle Online articles about these events:

AIP events highlight Native American heritage in November

By Daniel Aloï

The American Indian Program (AIP) at Cornell is recognizing Native American and Alaska Native Heritage Month with events on campus focusing attention on Native perspectives, issues and cultures. <http://www.news.cornell.edu/stories/Nov10/NativeHeritage.html>

Panelists: Arizona SB 1070 has had profound impact on Native Americans

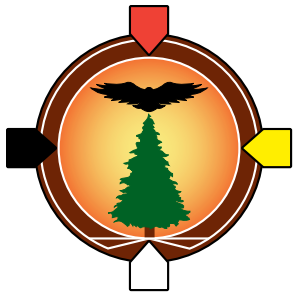
By Caitlin Parker

Arizona Senate Bill 1070 has seriously affected Native Americans, said Michael Flores, an indigenous peoples' rights activist, speaking on a panel Nov. 3 in Goldwin Smith Hall. <http://www.news.cornell.edu/stories/Nov10/NativeAmerPanel.html>

Education should be honest about racial history and more supportive of Native students, say speakers

By Kathleen Jercich

For educators to truly teach somewhere, they must first acknowledge the significance of their location, said Victoria Muñoz, a psychology and gender studies professor at Wells College, in a discussion at Akwe:kon Nov. 4. <http://www.news.cornell.edu/stories/Nov10/NativeEducation.html>



Student News

Reflections on the 2010 Ivy Native Summit



Harvard University hosted the 2010 Ivy Native Summit, an annual event that brings together Native American students from the eight Ivy League universities and other universities in the northeast. The hosting of the summit rotates among the Ivies, with Cornell University last hosting the summit in 2008.

This summit, which took place from November 5th-7th, was sponsored by the Harvard University Native American Program (HUNAP). HUNAP did an excellent job organizing activities for us and bringing in speakers from a variety of backgrounds and fields.

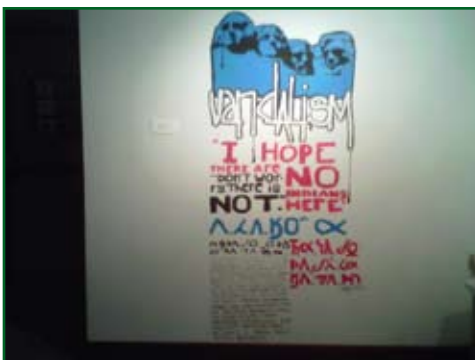
The Cornell delegation consisted of four students, including myself. In total, about 35 students attended the Summit. After a few hours of introductions and networking, we visited Harvard's Peabody Museum of Archaeology and Ethnology. This was an especially rewarding experience because I was unaware of what the Peabody Museum had to offer before we went. Its North America collections, housed in the Heafitz Hall of the North American Indian, make up almost half of the Museum's collections. The time period represented by the collections spans from the Paleo-Indian period of about 15,000 years ago to the

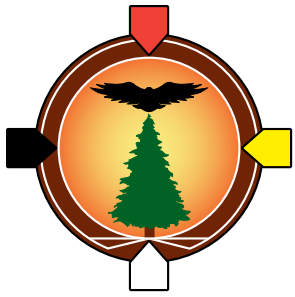
present-day. Dioramas, baskets, tools, and regalia from all of North America were on display.

On Saturday, November 6th, we were joined by Lisa Charleyboy, a Tsilhqot'in writer of the blog *Urban Native Girl Stuff*; Ashley Callingbull, 2010's Miss Canada; Rochell Werito, Miss Muscogee Creek Nation; and legendary co-founder of the American Indian Movement (AIM), Dennis Banks. Mr. Banks spoke at length about why AIM was founded, Wounded Knee II in 1973 and his subsequent legal troubles, and what American Indian communities today should do to stay healthy and revitalized. Meeting Mr. Banks was a great honor that I will never forget. After his keynote address, he joined us in watching *Reel Injun*, a documentary about Hollywood's portrayals of Native Americans and how we are now creating independent spaces in media where we can tell our own stories. Natives and non-Natives alike will benefit from viewing this insightful documentary.

The 2010 Ivy Native Summit was an opportunity to network with other Native students and meet some of the trailblazers in Indian Country. I'm excited for future Summits, and only hope that they can match this year's.

Dajahi Wiley '14 is a student in the College of Arts and Sciences double majoring in Government and Psychology.





Student News

Native Student Organizations

American Indian Science & Engineering Society (AISES)

Co-Chair: Kyle Coulon
Co-Chair: Jake Swamp
Treasurer: Barbara Mooney
Secretary: Joshua Crofton-Macdonald

Native American Students at Cornell (NASAC)

Co-Chair: Jake Swamp
Co-Chair: Joshua Crofton-Macdonald
Treasurer: Tawnee Cunningham
Secretary / Historian: Alyssa Sagel
IVY Coordinator / PR: Courtney Evans

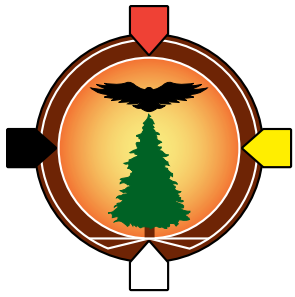
Indigenous Graduate Student Association (IGSA)

Chair: Tacey Atsitty
Treasurer: Michael Carpentier
Secretary: Andrew Curley

Native American Law Students Association (NALSA)

Co-Presidents: Mary Beth Williams and
Lossom Allen
Vice President: Joann Sledge
Treasurer: Jennifer Holsey
Secretary: Sheldon Clark
2L Activity Coordinator: Erin Agee
2L Representative: Toshira Johnson
3L Representatives: Candice Andalia, Clint Scott,
and Mike Pillera





Akwe:kon News

Akwe:kon House Retreat

Akwe:kon residents and Out of House members participated in the annual Akwe:kon House Retreat this fall in an effort to build community. On October 16, close to 25 people journeyed to the Seneca Nation's Allegany territory for an informative and in-depth tour of the Seneca Iroquois National Museum. The tour concluded with a stop in a gift shop at the museum, as well as a quick visit to another local artisan's gift shop, where the shop owner shared more Seneca history with students. The group enjoyed lunch at the buffet at the Seneca Allegany Casino, followed by a tour of the facility by Eric Abeita '01, a Casino

Sales Manager and former Akwe:kon resident. The tour included a discussion on the role of Indian gaming in Native communities, and the contributions of the Allegany and Seneca-Niagara casinos to Seneca communities.

Students made time for some community building activities and to pose for pictures outside the casino before making the two hour journey to Elmira for dinner. The evening was finished off with a trip to a series of haunted houses and trails in Big Flats, NY. While the house retreat was ultimately an extremely long and exhausting journey, it was an invaluable experience for students to engage with contemporary issues within a Native community, as well as a wonderful opportunity to build community and friendships amongst themselves.



Indigenous Education Panel

On Thursday, November 2, 2010, Akwe:kon hosted a panel titled "Issues in Indigenous Educational Research: fostering Culturally Competent Contexts in Education." Hosted and organized by Akwe:kon Faculty Fellow Troy Richardson, Assistant Professor of Education and American Indian Studies, the panel provided attendees the rare opportunity to explore the research of two visiting scholars. Professor Vic Munoz, Professor of Psychology at Wells College, spoke about the histories that have shaped and continue to shape the land we learn on today, specifically within the Cayuga Nation homelands. Professor Stephanie Waterman, Onondaga turtle clan and Assistant Professor of Educational Leadership at the University of Rochester, talked about "Culturally Centered College Experiences," specifically about her groundbreaking research on the experiences of Native American students in institutions of higher learning. Cornell Professor Troy Richardson mediated panel, which was followed by a question and answer discussion.

Storytelling Program

On Saturday, November 13, 2010, Akwe:kon hosted a multicultural Storytelling Event to honor the seasonal oral tradition. The event highlighted storyteller Marge Bruchac (Abenaki), who told Northeastern Wabanaki stories as well as stories from other Native communities. Graduate Student Saanii Adil'ini (Diné) told Navajo Coyote Tales, followed by Ci Ci Mento '12 (Native Hawaiian), who danced and talked about the context of Hula storytelling.

Annual Harvest Celebration

Every year Akwe:kon hosts seasonal celebrations of both the planting and harvest seasons. Though original plans for the Harvest Celebration were to host the event in Risley Dining, the event was later moved to Akwe:kon's Community Room, which provided a very intimate setting. Staff and students spent the day cooking and preparing food to celebrate the harvest season. Corn soup, fry bread, squash, and even Indian tacos were on the menu. Attendees were also provided with the option to make a doll out of corn husks as an opportunity to utilize corn in another traditional manner. The event was very well attended with the general feedback insisting that the event continue to be held in the same fashion in Akwe:kon in the future.



INTERNSHIP OPPORTUNITIES

**Summer Internships for Cornell University
Boyce Thompson Inst.'s (BTI) National Science
Foundations summer internship 2011**

TOP 10 REASONS to do Undergrad. research at BTI:

1. Conduct cutting edge research in lab and present it
2. Study molecular biology
3. Receive a stipend (\$4500), travel, and housing on Cornell campus
4. Meet graduate students and researchers from around the world
5. Learn along-side world -renowned researchers and mentors
6. Discover some the secrets of plant life
7. Live, work, and play with other smart students
8. Sharpen your skills and gain experience in the labs (over 20 participating labs at BTI, Cornell and USDA)
9. Take a stepping stone to graduate school
10. Learn if a career in plant biology or research is right for you

APPLY NOW: www.bti.cornell.edu/internships
607-254-6732
pgrp-outreach@cornell.edu

EMPLOYMENT OPPORTUNITIES

Executive Lead, Aboriginal Achievement

Office of the President

The University of Manitoba

The University of Manitoba offers a vibrant learning community, exceptional facilities and the chance to explore ideas, challenge assumptions and turn theory into reality. With more than 30,000 students, faculty, and staff, and over 90 degree programs, the University plays a key role in the social, cultural, and economic well-being of our community and our world.

The University of Manitoba is a long-standing leader in its commitment to creating opportunities for Aboriginal students to succeed in pursuing their dreams. It has an established tradition of facilitating the success of Aboriginal students by

offering programs which are accessible, interesting and relevant. Advancing their aims even further, the University has highlighted "Aboriginal Achievement" as one of four pillars in its strategic planning framework, and is now seeking a transformational leader to take on the key role of Executive Lead, Aboriginal Achievement.

Advising and taking direction from the President and maintaining a functional reporting relationship to the Office of the Vice-President (Academic) and Provost, the Executive Lead will have university-wide responsibility to drive existing efforts toward the vision of Aboriginal Achievement. She/he will be responsible for developing and implementing creative new strategies and initiatives, and working with a variety of partners to establish Winnipeg as the national centre of excellence for Aboriginal education.

Central to this role is an in-depth understanding of Aboriginal cultures, histories, protocols, issues, demographics and social structures, particularly in Manitoba. This competency will provide the Executive Lead with the foundation to guide planning, strategies and actions toward achieving desired outcomes in politically and culturally sensitive environments. She/he also will build bridges within the University, with Aboriginal leadership and communities, federal and provincial governments, secondary schools and other partners.

The successful candidate also will be a highly respected individual with a graduate degree and 5 years experience leading Aboriginal services, programs and/or policy development in a similar organization, or comparable education and work experience. The role requires the ability to communicate sensitive or complex information to a wide variety of audiences, and to act as the first point of contact for Aboriginal leaders, communities and organizations. The candidate must have a proven track record of effective partnering and collaborative influence, and possess effective interpersonal and communications skills both verbal and written. Aboriginal and/or French languages, and experience working in the area of education and particularly within a post-secondary institution, are considered assets. The ideal candidate will be Aboriginal and preference will be given to those with positive experiences/connections with Manitoba communities.

Our client is offering an attractive and comprehensive compensation and benefits package for this senior role based in Winnipeg, Manitoba. If you are interested in this exciting and rewarding opportunity to advance

the vision and goals of Aboriginal Achievement, please provide a confidential resume and cover letter clearly indicating how you meet the qualifications, by January 6th, 2011 to the attention of:

Stan Higgins, Higgins Executive Search,
Tel: (204) 414-2850
email: stan@higginsinc.com

SCHOLARSHIP OPPORTUNITIES

The 2011 Gates Millennium Scholars (GMS) scholarship application is now available.

GMS will select 1,000 talented students to receive a good-through-graduation scholarship to use at any college or university of their choice. We provide Gates Millennium Scholars with personal and professional development through our leadership programs along with academic support throughout their college career.

Students are eligible to be considered for a GMS scholarship if they:

- * Are African American, American Indian/Alaska Native, Asian Pacific Islander American or Hispanic American
- * Are a citizen, national or legal permanent resident of the United States
- * Have attained a cumulative high school GPA of 3.3 on an unweighted 4.0 scale or have earned a GED
- * Will enroll for the first time at a U.S. located, accredited college or university in the fall of 2011 as a full-time, degree-seeking, first-year student (with the exception of students pursuing a high school diploma while concurrently enrolled). First-time college enrollees can also be GED recipients.
- * Have demonstrated leadership abilities through participation in community service, extracurricular or other activities
- * Meet the Federal Pell Grant eligibility criteria
- * Have completed and submitted all three required forms: the student's application (Nominee Personal Information Form), an evaluation of the student's academic record (Nominator Form) and an evaluation of the student's community service and leadership activities (Recommender Form) by the deadline

The deadline for all submission is January 10, 2011 at 11:59p.m. EST.

The GMS Scholarship Award Provides:

- * Support for the cost of education by covering

unmet need and self-help aid;

- * Renewable awards for Gates Millennium Scholars maintaining satisfactory academic progress;

- * Graduate school funding for continuing Gates Millennium Scholars in the areas of computer science, education, engineering, library science, mathematics, public health or science;

- * Leadership development programs with distinctive personal, academic and professional growth opportunities.

To access the application and find more information, please visit www.gmsp.org. We look forward to reviewing your application soon.

SUMMER OPPORTUNITIES

2011 Four Directions Summer Research Program

The Four Directions Summer Research Program (FDSRP) began in 1994 as an idea among Native American students attending Harvard Medical School (HMS). We are now in our 18th year, and have brought over 150 students to Boston during this time.

The focus of activity during the summer is participation in a basic science research project. Students are assigned a faculty mentor who will work closely with the student to ensure completion of a project over the 8-week summer period.

Program goals include integrating Native traditions and culture, fostering networking between Native students and faculty, and giving students the opportunity to experience cutting edge research and understand the medical and graduate school application process.

Application Deadline: February 12, 2011

Application Decisions: March 5, 2011

Native American Congressional Internships

The Udall Foundation provides a ten-week summer internship in Washington, D.C., for Native American and Alaska Native students who wish to learn more about the federal government and issues affecting Indian Country. The internship is fully funded: the Foundation provides round-trip airfare, housing, per diem for food and incidentals, and a stipend at the close of the program.

Interns work in congressional and agency offices where they have opportunities to research legislative issues important to tribal communities, network with key public officials and tribal advocacy groups, experience an insider's view of the federal

government, and enhance their understanding of nation-building and tribal self-governance.

The internship program is funded by the Native Nations Institute for Leadership, Management, and Policy, which was founded by the Udall Foundation and The University of Arizona in 2001 as a self-determination, self-governance, and development resource for Native nations.

In 2011, the Foundation expects to award 12 Internships on the basis of merit to Native Americans and Alaska Natives who:

- * Are college juniors or seniors, recent graduates from tribal or four-year colleges, or graduate or law students;
- * Have demonstrated an interest in fields related to tribal public policy, such as tribal governance, tribal law, Native American education, Native American health, Native American justice, natural resource protection, cultural preservation and revitalization, and Native American economic development.

The deadline for receiving your application and all supporting documents is January 28, 2011.

The application can be found at <http://www.udall.gov/OurPrograms/NACInternship/ApplicationMaterials.aspx>.

The Summer MedPrep Program

MedPrep is a free three-year summer program that gives students the opportunity to take classes in the sciences and gain clinical and research experience. The program is a partnership between New Jersey Medical School, Mount Sinai School of Medicine Center for Multicultural and Community Affairs, Columbia University College of Physicians and Surgeons, and the Manhattan-Staten Island Area Health Education Center.

Students will:

- Enter a summer program from 3 summers beginning in June.
- Receive hands-on training from a medical professional
- Learn test-taking techniques for MCAT Prep and Medical School Application Guidance
- Learn various research and data collection methodologies.

Applications MUST be received by March 1, 2011. For more information, please visit www.neramedprep.org.

Summer Microbiology Undergraduate Research Program 2011

Overview of the Program

* Participants conduct full-time, hands-on research in microbiology, microbial genetics, or molecular biology. You can see a list of potential mentors and projects by clicking here.

* Enrichment activities include weekly seminars and workshops on graduate school and career opportunities. Schedules from past years: 2007, 2008, 2009, 2010.

* At the end of the summer, students write a research report and present their findings in a campus-wide poster session.

* Program lasts for 10 weeks (May 23-July 29, 2011).

* Participants receive a \$4800 stipend plus a \$515 food allowance.

* Free housing is provided in the Mayflower dormitory.

* Travel costs are paid by the program.

* Social activities include an introductory picnic, excursions, and an end-of-summer banquet.

Eligibility

The program is intended for undergraduates who:

- * Have completed at least two years of college.
- * Will be returning for at least one year of undergraduate study before graduation.
- * Are majoring in a biological science.
- * Are interested in pursuing graduate school and a career in biological research.
- * Are United States citizens or permanent residents (hold a green card).
- * Have limited access to research opportunities at their home institution.
- * Prior research experience is NOT a requirement.

This program seeks to improve diversity in the biological sciences. Disabled students, minority students, and disadvantaged students (economically or first in family to attend college) are especially encouraged to apply.

Questions? Try our FAQ. You can also send an email to us at undergrad-micro-info@uiowa.edu or call us at 319-335-7980.

How to Apply

Your complete application includes:

- * The online application (Found here: <https://webapps1.healthcare.uiowa.edu/MicroBioREU/>).

Please note that the application must be completed in one sitting.

* A copy of your transcript, which can be uploaded to your online application. If you cannot upload an electronic copy, you may send your transcript via regular mail to the address below.

* Two letters of recommendation on official letterhead. Recommenders should address the applicant's intellectual abilities, level of motivation, ability to work with others, and career interests (e.g., research, teaching, medical school, etc.). Ask your recommenders to send their letters via email <undergrad-micro-info@uiowa.edu>. If this is not possible, the letters can be sent via regular mail to the address below.

Mailing Address:

Summer REU in Microbiology
Department of Microbiology
The University of Iowa
3-403 Bowen Science Building
Iowa City, IA 52242

The application deadline is February 15, 2011.

CALL FOR PAPERS

**7th Annual Indigenous and American Studies
Storyteller's Conference**

25th & 26th March, 2011

University at Buffalo

Buffalo, New York

As an Indigenous intellectual John Mohawk was deeply rooted in Haudenosaunee traditions and culture. Over the years he published extensively on Native wisdom, traditional philosophy and legal systems, economic and sovereign rights, human relations with the natural world, and Indigenous rights, all the while reminding us of the important of the traditional foods and the Three Sisters (corn, beans, squash) to sustain the people.

Keeping the legacy of John Mohawk and his work in mind, the 7th Annual Indigenous and American Studies Storyteller's Conference will focus on the theme of Indigenous knowledge and research, and the wider American and international context. We invite researchers, teachers and community members

from the fields of Indigenous and American Studies to contribute work on all aspects of Indigenous and American knowledge, language and culture.

Potential topics for papers/presentations/posters:

- Indigenous and traditional knowledge
- Contemporary Indigenous politics
- Colonization and decolonization
- Addressing the colonial legacy
- Racism and whiteness
- Oral traditions, stories and history
- Culture and cultural practices
- Community work and community development projects
- Media and technology
- Language recovery and revitalization
- Land reclamation, use and environmental protection
- Treaties, law and international relationships
- Nationalism, citizenship and border crossings
- American pluralism, identity, culture and nationalism
- Issues of national identity, race, ethnicity, gender, sexuality and ability
- American history, art, culture

We welcome interpretations of the conference theme and works which engage with Indigenous and American culture. We also encourage presentations from the traditional to the non-traditional, and invite submission from all disciplines within the humanities and arts.

Please submit a 250 word proposal to ubamsconference@yahoo.com by February 1st, 2011.

CALL FOR PARTICIPATION

"Making Sense of Visual Culture"

An interdisciplinary conference sponsored by the Graduate Program in

Visual and Cultural Studies at the University of Rochester

April 1st-3rd, 2011, Rochester, New York

Sound, taste, touch and smell. The institutionalization of the field of Visual Culture has coincided with a proliferation of methods to investigate a range

of sensory experience. More than conceiving of Visual Studies as an historical intervention into disciplinary art history, we seek to explore its ongoing development as a clearing house for investigation of what the visual does, and doesn't do. With these concerns in mind, the Graduate Program in Visual and Cultural Studies at the University of Rochester invites scholars from across disciplines to discuss the evolving institutional and methodological contours of our field. From April 1st-3rd, 2011, "Making Sense of Visual Culture" will address large-scale disciplinary questions as well the development of new approaches to an expanded range of sensory objects, phenomena, and practices.

In order to create a space for new voices on these topics, we have decided to eschew the standard figure of the keynote speaker and its implied authority. Instead, we invite innovative work by graduate students and non-tenured faculty for a series of round-tables, workshops, and panels that will address the two major, interlinked concerns of the conference: sensory experience and the future of the field.

To this end, we envision this CFP functioning not just as a traditional call for papers, but also as a call for participation. There are many ways to participate in this discussion, even if you cannot join us in April.

1. We are circulating a questionnaire. All responses will be posted to an open access website to create a broad dialogue. We are asking all scholars with an investment in the future study of visual culture to respond. Select respondents will be invited to participate in a roundtable discussion at the conference.

2. We solicit 300-word abstracts for 20-minute paper presentations on work that exemplifies, challenges and expands the field of visual studies. Possible topics include, but are not limited, to:

- multi-sensory approaches to material culture and memory
- the "hegemony of the visual"
- the practice of visual culture as method, discipline or sensibility
- visualizing sensory experience
- cultural difference and the senses
- epistemology of the senses
- histories of perception
- lending form to affect
- synesthesia

- the interface of vision and touch
- changing practices of visualizing information
- the present and future of medium specificity (in both artistic and scholarly practices)
- the role of technologies in sensory perception

Please include a brief CV with your submissions.
Deadline: January 15, 2011. Please email these documents to submissions@makingsenseconference.com

*Season's Greetings
and
Happy Solstice!!*