Deconstructing the Myths of “The First Thanksgiving”

by Judy Dow (Abenaki) and Beverly Slapin, Revised 6/12/06

EXCERPT:

What is it about the story of “The First Thanksgiving” that makes it essential to be taught in virtually every grade from preschool through high school? What is it about the story that is so seductive? Why has it become an annual elementary school tradition to hold Thanksgiving pageants, with young children dressing up in paper-bag costumes and feather-duster headdresses and marching around the schoolyard? Why is it seen as necessary for fake “pilgrims” and fake “Indians” (portrayed by real children, many of whom are Indian) to sit down every year to a fake feast, acting out fake scenarios and reciting fake dialogue about friendship? And why do teachers all over the country continue (for the most part, unknowingly) to perpetuate this myth year after year after year?

Is it because as Americans we have a deep need to believe that the soil we live on and the country on which it is based was founded on integrity and cooperation? This belief would help contradict any feelings of guilt that could haunt us when we look at our role in more recent history in dealing with other indigenous peoples in other countries. If we dare to give up the “myth” we may have to take responsibility for our actions both concerning indigenous peoples of this land as well as those brought to this land in violation of everything that makes us human. The realization of these truths untold might crumble the foundation of what many believe is a true democracy. As good people, can we be strong enough to learn the truths of our collective past? Can we learn from our mistakes? This would be our hope.

We offer these myths and facts to assist students, parents and teachers in thinking critically about this holiday, and deconstructing what we have been taught about the history of this continent and the world. (Note: We have based our “fact” sections in large part on the research, both published and unpublished, that Abenaki scholar Margaret M. Bruchac developed in collaboration with the Wampanoag Indian Program at Plimoth Plantation. We thank Marge for her generosity. We thank Doris Seale and Lakota Harden for their support.) [See the complete article at the following URL:]

http://www.oyate.org/resources/shortthanks.html
Re-examining the Land Grant Mission

By Neil Schwartzbach, AIP’s Senior Coordinator of Grants and Outreach

Throughout his fourteen year career at Cornell, Neil Schwartzbach, AIP’s Senior Coordinator of Grants and Outreach, has been deeply immersed in the implementation, evaluation and examination of the land grant mission of Cornell University. Some of his recent thinking about that mission is captured in the article, “Unsettling a Settled Discourse: Faculty Views of the Meaning and Significance of the Land-Grant Mission,” published in the latest volume of the Journal of Higher Education Outreach and Engagement (v. 12, 2). Schwartzbach is co-author along with Theodore R. Alter, Department of Agricultural Economics and Rural Sociology, and former associate vice president for outreach, director of Cooperative Extension at Pennsylvania State University; the lead author of the article is Scott J. Peters of Cornell’s Education Department.

“Unsettling a Settled Discourse” explores some of the complexities of university-community engagement in today’s world of higher education, but before discussing the article, let us briefly address a question around which there is much confusion: exactly what makes a university a “land grant university?” The first thing to know is that the name “land grant university” is badly misleading. “Land grant” simply refers to a funding mechanism, and naming a university a “land grant” is like naming a newly opened restaurant “Bank Loan.” In the mid-19th Century, the federal government provided land to each state so that it could fund a college “to teach such branches of learning as are related to agriculture and the mechanic arts.” The colleges could then sell the land to generate operating funds. In return for that subsidy, the college was obligated to devote itself to serving the people of the state. To make matters more confusing, the land that Cornell University received was in Wisconsin, although Cornell was and remains the land grant university in New York State. (Of course, how the federal government ‘acquired’ those lands raises an entirely different question.)

Returning to “Unsettling a Settled Discourse,” Peters, Alter and Schwartzbach conducted forty-eight individual and focus group interviews to explore the question of how “land-grant faculty who have reputations as outstanding public engagement practitioners” understand and act upon the land-grant mission. As the article’s title suggests, what the authors discovered did not conform to conventional expectations about the work of those faculty. The conventional definitions hold that land grant faculty are dedicated to research and “knowledge transfer.” That is, they do research on issues that pose problems for the state’s residents, and then they dispassionately disseminate their research findings so that people can put that new knowledge to work—no pre-conceived agendas, just objective communication of the discoveries of applied science.

But the article’s authors found a much more complex reality. Through their lengthy interviews with faculty, it became clear that faculty members’ professional practices often contradicted what the faculty themselves believed about their own work. While they conceived of, and sincerely spoke about, themselves as being objective and disinterested, their “practice stories” showed that they actually “embraced a commitment to advance particular interests, including those of specific stakeholder groups, consumers and/or the general public. … [and were] passionately interested in and committed to advancing such things as environmental and human health, sustainability, the survival of small-scale family farms, rural community vitality, and economic and social justice.” Thus, the straightforward “Settled Discourse” that has emphasized “disinterested” and “objective” knowledge transfer when describing the land grant system is “Unsettled” by an examination of actual practices among some faculty members in one land grant institution. The implications are potentially profound, as Congress, the press, and general public increasingly question the relevance of higher education for meeting society’s needs.
Akwe:kon residents and Out of House members enjoyed a day long off-campus excursion during the annual Akwe:kon House Retreat. The event was held on Saturday, October 4 and aimed to strengthen the sense of community within Akwe:kon by giving residents and Out of House members an opportunity to get to know one another in a fun and active environment. Students first attended a workday at the Cayuga Share Farm, where they helped pick apples and raspberries, and made apple cider. Akwe:kon students also took some time out at the farm to battle one another for prizes in various games, including a rock, paper and scissors championship.

Following the time at the farm, the group traveled to Syracuse for an energizing and playful dinner at Chuck-E-Cheese’s, where students wasted no time before playing every game possible.

To end the evening, the group journeyed to the New York State Fairgrounds to attend a series of haunted houses. While some abstained from the haunted portion of the evening, others braved the four haunted houses and familiarized themselves with one another through their tight grips on one another’s arms and frightened shrieks. All together, the Akwe:kon House Retreat was a fun and purposeful community building activity for all who participated.

Additionally, Akwe:kon looks forward to celebrating Peruvian culture during the “Taste of Peru: Enlightenment on Indigenous Affairs” event on Saturday, November 22. The event will be part of Native Heritage Month and will focus on indigenous culture in South America.

Akwe:kon, like other residence halls, will close for the winter break on December 20th and will reopen on January 12, 2009. Akwe:kon Resident Advisors are busy planning programs and events for the spring and look forward to the upcoming semester.
Cornell University Fall Foliage 2008

By Mark Kogut
Off Campus *Events*

**Conference Opportunity Announcement**

**Title:** World Indigenous Peoples Conference: Education (WIPC:E)

**Location:** Kulin Nation, Melbourne, Australia

**Conference Date(s):** December 7-11, 2008

**Contact:** Jirra Lulla Harvey, Media and Communication Consultant, World Indigenous Peoples’ Conference: Education, PO Box 164, Northcote, VIC 3070, Australia

**Phone:** +61 3 9486 1599  
**Fax:** +61 3 9486 1577  
**E-mail:** jirra@wipce2008.com  
**Website:** www.wipce2008.com

The purpose of WIPC:E is to provide a forum to come together, share and learn and promote best practice in Indigenous education policies, programs and practice.

WIPC:E 2008 will be a celebration of our diverse cultures, traditions and knowledge. This year will mark the first time this important international event is hosted by an Indigenous community run organization. WIPC:E will provide us with the opportunity to showcase our efforts to provide educational experiences suitable to our individual and unique communities and will be a time to rejoice in our strengths and capacity to uphold our traditions and knowledge systems. It will also be a chance to consider how we, as Indigenous people, would like to see education shaped into the future to meet our needs. It is Australia’s Indigenous peoples’ vision that WIPC:E 2008 will be solidly embedded in community knowledge.

**Title:** World Indigenous Peoples’ Conference on Education, WIPCE 2008

**Title:** “Indigenous Education in the 21st Century: Respecting Tradition, Shaping the Future”

**Conference Date(s):** December 7-11, 2008  
**Location:** Melbourne, Australia  
**Website:** http://www.wipce2008.com/

The World Indigenous Peoples Conference: Education (WIPC:E) is a triennial conference of international significance that attracts peoples from around the globe to celebrate and share diverse cultures, traditions and knowledge with a focus on world Indigenous education. The purpose of WIPC:E is to provide a forum to come together, share and learn and promote best practice in Indigenous education policies, programs and practice.

To be held on the traditional lands of the Kulin Nation, Melbourne, Australia from 7th–11th December 2008, WIPC:E 2008 will be a celebration of our diverse cultures, traditions and knowledge. It will provide us with the opportunity to showcase our efforts to provide educational experiences suitable to our individual and unique communities and will be a time to rejoice in our strengths and capacity to uphold our traditions and knowledge systems. It will also be a chance to consider how we, as Indigenous people, would like to see education shaped into the future to meet our needs. It is Australia’s Indigenous peoples’ vision that WIPC:E 2008 will be solidly embedded in community knowledge.

**1st Annual “Power Shift to Navajo Green Jobs” Youth Summit, Black Mesa Water Coalition**

**Conference date(s):** January 17th–19th, 2009  
**Location:** Navajo Nation Museum in Window Rock, Arizona  
**Contact:** Black Mesa Water Coalition  
**Phone:** (928) 213-5909  
**Fax:** 928.213.5905  
**E-mail:** nkkealex@gmail.com, or chelsea.rc@gmail.com  
**Website:** http://www.blackmesawatercoalition.org/

The Summit will consist of a day of workshops, an alternative career fair, a day of organizing, and lastly, a march to the Winter Session of the Navajo Nation Council to promote Green Jobs. This youth summit is greatly needed, because the Navajo Nation has yet to fully incorporate sustainable living into our everyday lives.

**Power Shift 2009, Energy Action Coalition (BMWC is a member organization)**

**Date(s):** February 27th – March 2nd, 2009

**Location:** Washington, D.C.  
**Website:** https://salsa.democracyinaction.org/o/614/t/5737/shop/custom.jsp?donate_page_KEY=3766

**Title:** World Indigenous Peoples Conference:
The purpose of WIPC:E is to provide a forum to come together, share and learn and promote best practice in Indigenous education policies, programs and practice.

WIPC:E 2008 will be a celebration of our diverse cultures, traditions and knowledge. This year will mark the first time this important international event is hosted by an Indigenous community run organization. WIPC:E will provide us with the opportunity to showcase our efforts to provide educational experiences suitable to our individual and unique communities and will be a time to rejoice in our strengths and capacity to uphold our traditions and knowledge systems. It will also be a chance to consider how we, as Indigenous people, would like to see education shaped into the future to meet our needs. It is Australia’s Indigenous peoples’ vision that WIPC:E 2008 will be solidly embedded in community knowledge.

**Exhibition Announcement**

**Title:** Digging Veritas: The Archaeology and History of the Indian College and Student Life at Colonial Harvard

**Location:** Peabody Museum of Archaeology and Ethnology, Harvard University, 11 Divinity Avenue, Cambridge, Harvard Square

**Dates:** November 10, 2008 to January 2010

**Phone:** (617) 495-1027

**E-mail:** Hunap-opportunities@calists.harvard.edu

**Website:** http://calists.harvard.edu/mailman/listinfo/hunap-opportunities


Through archaeological finds from Harvard Yard, historic maps, and more, the exhibition reveals how students lived at Colonial Harvard, and the role of the Indian College in Harvard’s early years.

Student archaeologists unearthed evidence of colonial Harvard as a landscape shaped by social and religious tensions—tensions that affected everything from Native American and English settler relationships to the everyday routines of student life. As the students searched for meaning in the material remains of Harvard students of the past, three themes emerged: literacy and the Indian College; rule (breaking) and religion; and negotiations of social status. Who knew small fragments buried below ground could reveal so much?
Scholarships/Internships/Job Opportunities

Scholarships/Internships

Research and Publications Internships

Contact: Jennifer Weston
Phone: 617.441.5400 x15
E-mail: internship@cs.org
Website: www.cs.org

Cultural Survival is seeking interns willing to commit no less than 16 hours per week in our publications and research department. Interns at Cultural Survival will expand their knowledge about indigenous peoples’ rights and current policy challenges, and gain professional experience in a nonprofit setting.

Research and Publications interns will support existing Cultural Survival programs (Endangered Native American Languages; Guatemala Radio; Ngobe Rights in Panama) while supporting general administration and production of our publications, such as the Quarterly magazine. Interns must have outstanding writing and communication skills. They should be adept internet and journal researchers who pay particular attention to detail, and are able to read extensive amounts of information and present clear and concise summaries. Interns must be independent, self-motivated, and reliable. Interns will work in collaboration with the Publications and Research department and the Executive Director.

This is an unpaid internship; however we encourage applicants to seek grant or work study support through their university. Anthropology, International Relations, Journalism and other relevant majors should also explore course credit options through their degree programs.

Grantmaking and Administrative Internship, First Nations Grantmaking

Contact: Andrea Wieland, Communications Specialist
E-mail: awieland@firstnations.org
Website: www.firstnations.org

Grantmaking and Administrative Internship—First Nations Grantmaking provides both financial and technical resources to tribes and Native nonprofit organizations to support asset-based development efforts that fit within the culture and are sustainable. The department offers support through the Eagle Staff Fund (including special initiatives within ESF), as well as other donor-advised and donor-designated funds.

Intern Responsibilities Include: Assist Grants Officer and the Associate Director of Training and Technical Assistance with managing grantee files and information, Help President with correspondence to funders and donors, Organization, filing and data entry of information related to Grantmaking. This internship is a non-paying for credit internship. Please go to our website for more information on this opportunity. www.firstnations.org, or contact Andrea Wieland, Communications Specialist, awieland@firstnations.org.

Native American Philanthropy Internship, First Nations Development Institute

Location: Longmont, Colorado
Contact: Andrea Wieland, Communications Specialist
E-mail: awieland@firstnations.org
Website: www.firstnations.org

Native American Philanthropy Internship—This internship will be working within the Strengthening Native Philanthropy program (SNAP) at First Nations Development Institute located in Longmont, Colorado. This opportunity will introduce the intern to the issues surrounding the development and start up of a Native American Philanthropic organization. As well, how these organizations function within Indian Country. The intern will also have the opportunity to work with a philanthropic organization in its beginning and learn more about setting-up such an organization.

Intern Responsibilities Include—Researching Native Foundations structures nationally — “7871’s” or “501(c)3”, Researching and developing a referral list of lawyers who work with Native non-profits, Organization, filing and data entry of information related to Native Philanthropy Organizations, Basic design and marketing. This internship is a non-paying for credit internship. Please go to our website for more information on this opportunity. www.firstnations.org, or contact Andrea Wieland, Communications Specialist, awieland@firstnations.org.
Graduate Opportunity Announcement

Native American Scholars & Collaborators Projects, San Diego State University Graduate Programs

Contact: Native American Scholars & Collaborators Projects
Phone: (619) 594-7730
E-mail: schpsych@mail.sdsu.edu
Website(s): http://edweb.sdsu.edu/csp/nacpprojects1/index.html
Deadline: January 15th, 2009

The Native American Scholars and Collaborators Projects support the professional preparation of graduate level students in school counseling and school psychology. Our focus is on helping Native American youth succeed and helping schools understand the strength of Native youth and their cultures and communities.

San Diego State University’s Native Scholars and Collaborators Projects are federally funded grant programs that provide tuition, monthly stipends, book and professional development allowances. Project Scholars must be admitted to one of the graduate programs in the Department of Counseling & School Psychology (CSP).

Employment Opportunities

English Education Tenure-Track Assistant/Associate, Warner School of Education at the University of Rochester

E-mail: cghinazzi@warner.rochester.edu
Website: http://www.rochester.edu/warner/facultystaff/working.html
Deadline: open until filled.

Applicants are expected to have a background in the research of English education and teaching and learning in English classrooms. Responsibilities include teaching master’s and doctoral courses in English education; the candidate will also direct the secondary English certification programs. Expertise in teaching academic writing at the master’s and/or doctoral level is desirable.

The candidate may also teach foundations of education courses and/or research methods courses. We expect that candidates will be able to supervise doctoral student research using a variety of research methods. Experience teaching English courses in secondary schools, especially in urban settings, is also desirable.

The position will begin fall 2009. Candidates should have an earned doctorate by that time.

Send a letter of application stating research and teaching interests, current vita, samples of publications or other writing, and letters of reference to:

Chris Ghinazzi, Search Committee Support Staff, Box 270425 Dewey Hall, Warner Graduate School of Education, University of Rochester, Rochester, NY 14627.

Inclusive Education/Special Education Tenure-Track Assistant/Associate, Warner School of Education at the University of Rochester

Email: cghinazzi@warner.rochester.edu
Website: http://www.rochester.edu/warner/facultystaff/working.html
Deadline: open until filled.

We define inclusion as a commitment to the education of all students within learning environments that value diversity and maintain high expectations based on students’ individual strengths, needs, and interests. Inclusion promotes and requires collaboration between school, family, and community while providing students with disabilities and classroom teachers the necessary supports and services. Applicants are expected to have a background in research and practice in inclusion of students with disabilities across educational contexts, and knowledge and experience within teacher preparation. We expect candidates to be well grounded in the inclusion literature and to be familiar with new interdisciplinary directions in the construction of disability.

Job responsibilities include teaching courses in inclusive practices and teaching strategies, as well as collaborating with content area faculty in supervising students who are pursuing dual certification in
secondary education and inclusive/special education. We expect that candidates will be able to supervise doctoral student research using a variety of research methods. Experience teaching students with disabilities preferred.

Send a letter of application stating research and teaching interests, current vita, samples of publications or other writing, and letters of reference to:

Chris Ghinazzi, Search Committee Support Staff, Box 270425 Dewey Hall, Warner, Graduate School of Education, University of Rochester, Rochester, NY 14627.

**Urban Education Tenure-Track Assistant/Associate, Warner School of Education at the University of Rochester**

**Email:** cghinazzi@warner.rochester.edu  
**Website:** http://www.rochester.edu/warner/facultystaff/working.html  
**Deadline:** open until filled.

Applicants are expected to have a background in research in urban education, foundations in teaching and curriculum, and research in urban settings. In addition to having a commitment to social and economic justice, the candidate should have an in-depth understanding of the linkage between theory and practice and of communicating the importance of this to the next generation of teacher-leaders. Responsibilities include teaching master’s and doctoral courses in urban education and foundations in education; the candidate may also teach courses dealing with diversity, and will direct the Urban Teaching and Leadership program in collaboration with other Teaching and Curriculum faculty members. We expect that candidates will be able to supervise doctoral student research using a variety of research methods. Experience teaching in urban settings is desirable.

Send a letter of application stating research and teaching interests, current vita, samples of publications or other writing, and letters of reference to:

Chris Ghinazzi, Search Committee Support Staff, Box 270425 Dewey Hall, Warner, Graduate School of Education, University of Rochester, Rochester, NY 14627.

**Tenure-Track Investigator, Embryonic Stem Cell Biologist, NIEHS**

**Contact:** Dr. Trevor Archer, Chief, Laboratory of Molecular Carcinogenesis.  
**Email:** archer1@niehs.nih.gov  
**Website (s):** http://www.training.nih.gov/ and http://www.jobs.nih.gov/  
**Deadline:** Open until filled.

The Laboratory of Molecular Carcinogenesis is recruiting a Tenure-Track Investigator - Embryonic Stem Cell Biologist with intellectual and research strengths in, but not necessarily limited to, regulation of gene expression, development, chromatin and epigenetics. The successful applicant will be expected to establish a high-quality independent research program in stem cell biology, relevant to cancer, within a group with diverse research interests and backgrounds but focused upon the molecular and environmental mechanisms of carcinogenesis. Excellent start-up funds, salary, and benefits package will be provided. The applicant will have access to state-of-the-art equipment and research core facilities at the NIEHS. Applicants should have a Ph.D, M.D. or equivalent doctoral degree with 3 years of postdoctoral research experience, and a strong publication record. Research experience with cancer models is desirable but not mandatory. Time before tenure review will be dependent upon qualifications and performance, not to exceed 6 years.

Interested persons should send their curriculum vita with a statement of research interests, and arrange for three letters of recommendation to be submitted to the following address.

Send correspondence to: Mr. Will Williams (DIR-08-04); National Institutes of Health; National Institute of Environmental Health Sciences; P.O. Box 12233, Mail drop A2-06; 111 Alexander Drive, Room A235; Research Triangle Park, NC 27709. E-mail dir-apps@niehs.nih.gov.
Assistant Professor of American Indian Studies & Chicano Studies (Req# 158071)

Contact: Lisa Benjamin  
Phone: 612-624-6309  
E-mail: aminstud@umn.edu or chicstud@umn.edu  

Deadline: Open Until Filled

The American Indian Studies Dept. & the Chicano Studies Dept. at the University of Minnesota have an opening for a shared tenure-track position. The preferred area of specialty is “Indigenous Philosophies in the Americas.” Ideally we are looking for someone who can teach across the curriculum in both departments.

Required Qualifications: Ph.D. in-hand by the start date of the appointment (August 31, 2009), in American Indian Studies, Chicano Studies, Ethnic Studies, American Studies, Women’s Studies or related interdisciplinary degree program; or in more traditional areas such as Anthropology, History, Spanish, English, Rhetoric, Comparative Literature, Religious Studies, Philosophy, Sociology, Psychology or similar disciplinary degree programs.

Postdoctoral Research Position—Carolina Postdoctoral Program for Faculty Diversity

Contact: Rhonda Craig-Schwarz  
E-mail: rhonda@unc.edu  
Website: http://research.unc.edu/red/postdoc.html  
Deadline: January 8, 2009

The University of North Carolina at Chapel Hill Carolina Postdoctoral Program for Faculty Diversity is pleased to announce the availability of postdoctoral research appointments for a period of two years.

The purpose of the Program is to develop scholars from underrepresented groups for possible tenure track appointments at the University of North Carolina. Postdoctoral scholars will be engaged full-time in research and may elect to teach only one course per fiscal year. Applications for study in any discipline represented at the University are welcome.

Interested applicants who will have completed their doctoral degree no later than July 1, 2009 and no earlier than July 1, 2005 are eligible to apply. Preference will be given to U.S. citizens and permanent residents. This program is funded by the State of North Carolina.

Electronic submissions are preferred and should be emailed to Application2009@unc.edu.

Director of Northern Pueblos Institute, Northern New Mexico College

Contact: Northern New Mexico College, 921 Paseo de Onate, Espanola, NM 87532  
Phone: 505-747-2100  
Fax: 505-747-2180

Deadline: open until filled.

Director develops community-based workshops and seminars in collaboration with the NPI Advisory Committee and works closely with the Governors of the Eight Northern Indian Pueblos Council, Inc (ENIPC), the NNMC Chair of Humanities, Languages & Letters, Social Sciences, & HYPER Department, and the Pueblo Indian Studies Advisory committee in carry out the other responsibilities of the Institute.

Minimum Qualifications: PhD required, preferably in American Indian or Native American Studies or related field with experience in developing and teaching Pueblo Indian studies and native American or American Indian studies; 3 years experience in organizational and community development; leadership and PR skills; written and oral communication skills and successful grant-writing skills; proposal writing and computer skills.

Desirable Qualification: Prior work experience with Pueblo communities; working knowledge of Indigenous Language Certification requirements; familiarity with AQIP requirements for college/university accreditation; experience managing and expanding undergrad curriculum from AA degree to BA degree.
Chief, Visuomotor Disorders Section Laboratory of Sensorimotor Research, NEI

Contact: Mica Gordon, Executive Assistant
Phone: (301) 451-6763
Email: gordonm@nei.nih.gov
Deadline: Open-ended

The National Eye Institute (NEI) seeks an outstanding clinician scientist for a tenured or tenure-track position as Chief, Visuomotor Disorders Section in the Laboratory of Sensorimotor Research (LSR) in the Division of Intramural Research. This recruitment is directed towards clinicians with expertise in central disorders that affect vision and/or eye movements (including disorders of binocular function).

The Laboratory of Sensorimotor Research is devoted to understanding the organization of the brain related to the control of eye movements, visual perception and their disorders. The Visuomotor Disorders Section Chief is expected to create a vigorous research program dedicated to elucidating the role played by these brain mechanisms in human disease, and to explore treatments. The Chief will develop broad investigational plans, independently and in collaboration with other NEI investigators and research scientists in the United States and abroad. The Chief will examine and treat patients, as well as design, implement and conduct research and clinical protocols. An opportunity exists for the Section Chief to recruit staff and supervise training.

Tenure Track Position in the Laboratory of Chemical Physics, National Institutes of Health

Contact: Dr. William A. Eaton, Chief, Laboratory of Chemical Physics, Building 5, Room 116, National Institutes of Health, Bethesda, MD 20892-0520
Deadline: December 1, 2008

A tenure track position is available for an experimental biophysical scientist to establish an independent research program in the Laboratory of Chemical Physics, NIDDK, NIH. All areas of biophysics and biophysical chemistry will be considered for this position. Current research in this Laboratory is primarily concerned with experimental, theoretical and computational problems in the structure, dynamics, and function of biological macromolecules, using techniques that include solution and solid-state nuclear magnetic resonance spectroscopy, Raman and infrared imaging spectroscopies, time-resolved X-ray crystallography and optical spectroscopy, and single molecule spectroscopy. The theoretical and computational studies closely complement the experimental work. Development of fundamental aspects of experimental and theoretical techniques is an active area in the Laboratory.

Fellowship Opportunities

ETS Visiting Scholars Program
Deadline: December 1, 2008
Date(s): June 1 – 26, 2009
Contacts: Sydell Carlton or Lew Shumaker
Email: scarlton@ets.org or lshumaker@ets.org
Website: www.ets.org/visitingscholars

ETS established the Visiting Scholars Program to further its commitment to creating a corporate environment that reflects the culture of its test takers. Each summer, visiting scholars from underrepresented groups come to ETS to study fairness and other issues of test design and development while learning to write and review test questions and related materials for a variety of testing programs. They may also work on educational measurement and policy issues related to equity. Through open dialogue, scholars and ETS staff learn to think about fairness in testing from different perspectives.

Qualifications:

1. University or community college teaching experience in English, ESL, Foreign Languages, Education, Mathematics, Statistics, Psychometrics, Science or Social Science
2. Completion of at least 3 years of recent teaching experience in the United States
3. Membership in an underrepresented group
4. Commitment to be in residence at ETS in Princeton, New Jersey, during the work week from June 1 – 26, 2009
Fellowship: Summer Scholar Program, School for Advanced Research

Contact: Director of Scholar Programs, School for Advanced Research, Post Office Box 2188, Santa Fe, NM 87504-2188
Phone: (505) 954-7201
E-mail: scholar@sarsf.org
Website: www.sarweb.org
Deadline: December 15, 2008

Fellowships are available for approximately six scholars in anthropology and related disciplines to pursue research or writing projects during the two-month tenure, from June 15–August 10, 2009. Scholars whose projects relate to the history or anthropology are especially encouraged to apply. Scholars are provided with a small stipend, free housing and office space, an allowance account, and other benefits.

Endocrinology Fellowship Opportunity

Contact: Carla Deal, Fellowship Coordinator
Phone: (405) 271-3613
E-mail: carla-deal@ouhsc.edu
Website: http://w3.ouhsc.edu/Endocrinology/Fellowship%20Program.asp

The Oklahoma City Area Indian Health Service in conjunction with the University of Oklahoma Health Sciences Center (OUHSC), Section of Endocrinology & Diabetes and the Harold Hamm Oklahoma Diabetes Center is actively requesting candidates to apply for a 2-year Endocrinology fellowship program. Please go to the website for more details.

Interested applicants must hold U.S. Citizenship. American Indians are strongly encouraged to apply. Upon completion of the fellowship training, a 2-year payback will take place at the Oklahoma City Area Indian Health Service in the role of Area Consultant for Endocrinology.

IARC Native Artist Fellowships

Contact: Elysia Poon
Email: poon@sarsf.org
Phone: (505) 954-7279
Website: http://www.sarweb.org/iarc/fellowships.htm

The Indian Arts Research Center (IARC) in Santa Fe, New Mexico seeks Native and First Nations artists to apply for its upcoming fellowships.

The IARC fellowships were established to support Native American and First Nations artists at the Indian Arts Research Center at the School of Advanced Research in any medium. The fellowships include: a $3,000 per month stipend, housing, a studio, as well as travel and material allowances.

I: 2009 Eric and Barbara Dobkin Fellowship for Native Women (March 1–May 31)
Deadline: December 1, 2008.

II: Ronald and Susan Dubin Fellowship (June 15–August 15)

Rollin and Mary Ella King Fellowship (September 1–December 1)

Call For Papers Opportunities

New England Science Symposium

Conference Date: Friday, April 3, 2009
Contact: Lise D. Kaye, Biomedical Science Careers Program, Office for Diversity and Community Partnership, Harvard Medical School, 164 Longwood Avenue Boston, MA 02115-5818
Email: lise_kaye@hms.harvard.edu
Phone: (617) 432-0552
Website: www.NewEnglandScienceSymposium.org
Deadline: January 7, 2009

The New England Science Symposium promotes careers in biomedical science. The aim of the symposium is to encourage the exchange ideas that can further career development and to expand professional network.

Researchers from all levels of higher education are welcome: postdoctoral fellows; medical, dental, and graduate students; post-baccalaureates; and college and community college students.

Abstracts Submission:
Abstracts should be submitted by postdoctoral fellows; medical, dental, and graduate students; post-baccalaureates; community college students (particularly African-American, Hispanic, and American Indian/Alaska Native individuals) involved in biomedical or health-related scientific research.
To submit an abstract or register to attend the conference, please go to the websites above.

5TH International Conference on Indigenous Education: Pacific Nations

Location: Honolulu, Hawaii
Conference Date(s): May 27-29, 2009
Email: wheber@firstnationsuniversity.ca
Deadline: January 31, 2009

You are invited to submit an abstract for the 5TH International Conference on Indigenous Education: Pacific Nations. This conference will draw together scholars from the Pacific Nations to present academic papers, poster or cultural displays on issues in Indigenous education. Fifteen minutes will be allocated for each presentation. Sessions will run from 8:00 a.m. to 1:00 p.m. for each of the three days of the conference. Please submit registration form with title and abstract in Word, Times New Roman 11 font (English) via email by January 31, 2008. Submit your abstract early as there will be a limit placed on the number of paper presentations. For those who wish to have their papers published in the conference proceedings, full text of papers to be submitted as above by April 1, 2009.

Call for Proposals Opportunities

Fifth Annual Southeast Indian Studies Conference

Conference dates: April 2–3, 2009
Location: 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) 775-4262
Email: mary.jacobs@uncp.edu
Deadline: January 5, 2009

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 5, 2009. Send to alesia.cummings@uncp.edu or Alesia Cummings at American Indian Studies, PO Box 1510 Pembroke, NC 28372. Proposals will not be accepted after this date.