On November 11, 1794 several representatives from the Six Nations and the United States convened to enter into a treaty of peace and friendship. This treaty became known as the Treaty of Canandaigua. The Treaty affirmed Haudenosaunee land rights and recognized the sovereignty of the Six Nations to govern and set laws as individual nations.

This November 11, members from many communities gathered to honor and commemorate this treaty on its 217th anniversary. In addition to a parade, dinner, and a social dance Faith-Keeper Peter Jemison (Seneca) and Congressman Tom Reed reaffirmed a commitment to friendship and peace between the Six Nations and the United States. Seneca Nation President Robert Porter delivered the commemoration’s keynote address.

As a gesture of welcome for first-year graduate students who had traveled the farthest from their indigenous communities – and to celebrate the knowledge wealth and cultural wealth that indigenous peoples bring to Cornell – the American Indian Program hosted a reception on November 1st at our Caldwell Hall headquarters. We were honored that, Dan Hill (Cayuga Heron Clan), Caretaker of the Cayuga SHARE Farm, was able to participate in the event in keeping with local cultural protocol he received acknowledgment that we all are guests in the Cayuga Nation’s traditional homeland shared a few words of thanksgiving at the start of the event.

Of the three students farthest from home, two were able to attend: Hautahi Kingi, who is Maori from Aotearoa (known as “New Zealand”) and is pursuing a Ph.D. in Economics; and Namgyal Tsepak, a native of Tibet pursuing a Ph.D. in Anthropology and enrolled in American Indian Studies. The third student, Murodbek Laldjebaev, from the Pamir Mountains in Central Asia, is pursuing a Ph.D. in Natural

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Professor Kassam published in the Journal of Persianate Studies

Professor Kassam’s research was published in the Journal of Persianate Studies earlier this month, entitled: Ecology of time: Calendar of the human body in the Pamir Mountains. It is freely available online for downloading. The citation is noted below.

The significance of this article is that the majority of research on the impact of climate change is at the global and regional scale with very little applicability for planning at the level of towns and villages. His research group has been deeply concerned about building anticipatory capacity in indigenous communities where the impact is most immediate. In this article they show a culturally relevant mechanism using an ancient and phenologically relevant system of keeping time in Pamir Mountains to help anticipate climatic variation. This article illustrates how local (indigenous) knowledge can work in tandem with ecological science. It directly links the socio-cultural with the ecological for responding to practical problems such as climate change.

Abstract
Villagers in the Pamir Mountains of Afghanistan and Tajikistan integrated the human body into the seasons and rhythms of their ecological relations to

Indigenous movements and challenges

On December 1st AIP Associate Director Carol Kalafatic presented a talk at Harvard’s Kennedy School of Government, titled, “Indigenous peoples’ movements in times of global change: achievements and challenges.” Hosted by the Hauser Center in collaboration with the Carr Center on Human Rights, she summarized the meaning of “indigenous peoples” as it is used in the inter-governmental arena, and discussed the history of indigenous peoples’ advocacy efforts for human rights and collective rights, and for establishing international legal instruments such as the UN Declaration on the Rights of Indigenous Peoples. She also discussed the challenges indigenous peoples face when they interact with non-governmental organizations (NGOs), and emphasized that NGOs are not substitutes for indigenous peoples’ own institutions. Cautioning that NGOs and others might feel an urgency to collaborate with indigenous peoples to address global crises such as climate change and food insecurity, she proposed a set of general principles as a basic framework for non-indigenous entities to have more respectful and successful engagement with indigenous peoples.

Hauser Center blog posting: http://hausercenter.org/iha/

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AIP at Native college fairs and recruitment events

In early November AIP’s Student Development Associate, Kathy Halbig (Onondaga), participated in the Broken Arrow High School College Fair in Oklahoma. It was the inaugural high school college fair for the Choctaw Nation. While there Halbig made contact with high school guidance counselors to discuss the prospective Cornell students they’ve counseled.

She also participated in the Apache College Fair, in Apache, OK. It was the tribe’s first college fair, and was held the day before the Choctaw Nation’s college weekend. With the support of several community members, many colleges, non-profit higher educational organizations, and Tribal Education offices, the college fair drew 327 Native American students from 44 Tribal Nations. Students were given the opportunity to hear about the application and financial aid process from Admission representatives. The tips were very well received and appreciated. Students then made the usual trip to college booths. Halbig offered students guidance about the types of courses most colleges require, and spoke with them about college life in general. She also offered to assist students who showed a special interest in Cornell by proposing to review application essays and other parts of their application.

Finally, Halbig represented the AIP at the Choctaw Nation Ivy League & Friends Conference, in Durant, OK. Hosted by the Choctaw Nation’s Scholarship Advisement Program, the conference is a weekend long event for Choctaw high school students who are high academic achievers. Students and parents attended financial aid workshops and other presentations to help them understand the application process. Approximately 250 participants attended, and the organizers encouraged local high schools to present related events at their schools to take advantage of the college representatives in the area. In 2012 the Chickasaw Nation will be join the Choctaw Nation as co-hosts of the conference.

A number of Haudenosaunee recruitment events took place this semester as well. On November 14th, the Onondaga Nation School hosted a small college fair. Admission representatives from about ten local colleges and universities participated, answering students’ questions about higher education and the admissions process. On November 16th the Cattaraugus Education Department held their college fair. High school students from several of the local schools, including Lakeshore and Gowanda, participated. And on December 1st, the Salamanca Community held their college fair at the new community center.
“Food for Thought” was the theme of the 2011 AISES National Conference, which took place in Minneapolis, MN from November 10-12. I attended the conference with two other members of the Cornell AISES chapter. We arrived in Minneapolis the night of Thursday, November 10, and were able to attend Friday’s career fair and Saturday’s concurrent sessions.

One of the highlights of the career fair was speaking to representatives of Dream of Wild Health, an organization in the Twin Cities area that promotes healthy living in Native communities and other communities of color by cultivating knowledge of, and access to, indigenous foods and medicines. Dream of Wild Health is addressing the health problems that plague Indian Country by encouraging Native peoples to rediscover traditional diets and wholesome living. One of the things that I was most impressed by is their focus on youth engagement. More information about the organization, its goals, and its programs can be found on their website at www.dreamofwildhealth.org

To get the most out of the conference, we decided to sit in on different sessions and share what we learned with each other afterward. Out of the three sessions I attended, I was most engaged by the presentation of Richard Luarkie, governor of the Laguna Pueblo. As his presentation was titled “Revitalizing..."
AIP concludes successful Seminar Series

The fall semester was marked by lively discussion and debate in the AIP’s on-going American Indian Studies graduate-level seminar series. Led by Dr. Paul Nadasdy, Director of the Graduate Field of American Indian Studies and Associate Professor in the Department of Anthropology, the course introduces students to the broad range of research currently being conducted in the AIS field. It also requires advanced graduate students to present their work in progress, as well as provide presenters with critical and constructive commentary on their papers.

Our multi-purpose room was regularly packed to capacity with faculty, graduate and undergraduate students, and guest presenters from outside of the Cornell community. Along with graduate student and faculty speakers, other notable and esteemed speakers included Tom Huff (Deer Clan, Seneca-Cayuga), a stone sculptor, mixed media artist and curator whose work ranges from traditional to contemporary styles to address the current situations that Native Americans face. Huff is an adjunct professor at Onondaga Community College in Syracuse, NY, where he teaches a stone carving and Iroquois Art course with other Native artists.

Another prominent guest speaker was Kevin Bruyneel, author of The Third Space of Sovereignty: The Postcolonial Politics of U.S.-Indigenous Relations (part of the Indigenous Americas series, Robert Warrior and Jace Weaver, ser. eds). He is also an Associate Professor of Politics in the History & Society Division at Babson College.

AISES Conference

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Our Nations through the Workforce,” I expected it to be more about practical economic initiatives that Native nations could implement. Instead, the audience was given an in-depth history lesson about the Laguna Pueblo and how the tribe has adapted politically, socially, and economically to foreign Spanish, Mexican, and American influences since the 1600s. Governor Luarkie also explained the relationship between the Pueblo creation story, core values (such as love, respect, compassion, and discipline), and cycles (such as life/death, happiness/sadness, challenge/renewal, and the seasons), and how understanding these ideas is vital to creating change.

Both in the past and presently, there have been Native student voices, including my own, which have been critical of the national conference. I attended the 2010 National Conference as well and did not feel that I benefited much from doing so. The national conference is a large event that is by no means perfect when looking at its sponsors, the employers at the career fair, or the structure of the event. Certainly, unless one is engaged in critical analysis, it can be said that the conference typically doesn’t offer “food for thought” on a meaningful level. However, attendees will benefit from the conference to the extent that they engage with it in the areas that they feel comfortable. I think that all attendees can find something, somewhere, of interest to them, or that teaches them and gives them a new or better informed perspective. This is the lesson that I’ve learned and the advice that I would give future attendees.

Dajahi Wiley (Creek and Cherokee) ’14
Government Major
generate “calendars of the human body.” These calendars illustrate that culture does not exist outside of its ecological foundation (i.e. nature), but is firmly situated within it. Farmers undertook agro-pastoral and hunting activities using their own bodies not only for labor, but as a measure of the changing tempo of the seasons. Their bodies both interacted with life on the land and acted as organic clocks to mark the passage of time. While these calendars are no longer widely used, memory of their usage survives, and words from the calendars marking specific ecological events in local languages are still in use.

This paper (1) investigates the historical presence and human ecological significance of a calendar of the human body; (2) illustrates the diversity of these calendars based on the specific context of their use from valley to valley in the region; (3) demonstrates the complex connectivity of the users (agro-pastoralists) within their habitat; and, (4) explores the efficacy of this calendar in developing anticipatory capacity among villagers in order to reduce anxiety associated with climate change. The calendar of the human body not only measures time, but gives it meaning.

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The American Indian Program was well represented as well. In attendance were current undergraduates, graduate students, alumni, and faculty.

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Resources.

During the event the 34 undergraduate and graduate students, faculty and staff who participated had a chance to introduce themselves to the new graduate students and exchange with them information about their fields and research interests, backgrounds and personal interests, and home communities. Among the participants were: Sheri Notaro, the Graduate School’s associate dean for inclusion and professional development; A.T. Miller, associate vice provost for academic diversity initiatives at Cornell; and Yve-Car Momperousse, director of diversity alumni programs at Cornell.

AIP faculty and staff members, and the Indigenous Graduate Student Association (IGSA), got to know the new students and familiarize them with the network of support and programming that both AIP and IGSA provide. The event ended with an informal sharing of phrases in several indigenous languages, reaffirming the diverse epistemes and knowledge systems within the dozens of cultures that shape the AIP community.

Season’s Greetings

Klikitat, Yakama Nation beaded bag, ca. late 1800s (detail)

Detail from the National Museum of the American Indian
INTERNERNSHIP OPPORTUNITIES

Five-week Cherokee Study Abroad, Summer 2012
Registration period is from now through February 9, 2012

Despite more than five centuries of colonialism, indigenous communities in what is now the United States have retained their sovereignty. Indeed, contemporary American Indians organize themselves not as a race or ethnic group but as citizens of Indian nations.

But what does it mean to live in a nation within a nation? This unique five-week study abroad experience explores the historical and contemporary dimensions of this question in the context of the Eastern Band of Cherokee Indians in western North Carolina, sites along the Trail of Tears National Historic Trail, and in the heart of the Cherokee Nation in northeastern Oklahoma.

The study abroad experience will engage participants in an in-depth exploration of Cherokee history, language, and contemporary life via a unique place-based pedagogy. Students will interact with Cherokee citizens inside and outside of the formal classroom environment, live with Cherokee students at Northeastern State University, participate in community events, and give back via service learning activities in both North Carolina and Oklahoma.

For more information, visit: http://americanindianstudies.unc.edu/cherokee-study-abroad

Led by:
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Coordinator of American Indian Studies
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Chapel Hill, North Carolina 27599-3520

Undergraduates and graduate students from outside UNC-Chapel can participate. Anyone interested in learning more should contact Prof. Cobb directly at dcobb@unc.edu.

Health Science Research Internship

Health Science Research Internship at the University of Utah

Details at http://medicine.utah.edu/pediatrics/research_education/native_american/index.htm

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.

In , 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
The incumbent will teach courses in the general area of Early American history through the Early Republic, with a specialization in Native American history. Teaching expectations include: American history survey to 1877; Native American history survey; upper-level course work in Native American history; and Colonial/Revolutionary/Early Republic history.

Among the qualifications required for appointment is the Ph.D. degree in hand or expected by first semester of academic year 2012-13. Candidates must demonstrate interest and potential excellence in undergraduate teaching. Successful teaching experience at the college level is desirable. Preliminary interviews will take place at the American Historical Association convention in January 2012. The successful candidate will also be expected to participate in the full range of faculty responsibilities, including: academic advising, service on committees, and sustained scholarly research and/or other creative work appropriate to the position.

For more information on the Oberlin History Department, see: [http://new.oberlin.edu/arts-and-sciences/departments/history/](http://new.oberlin.edu/arts-and-sciences/departments/history/)

Teaching load is twelve credit hours per term. Teaching assignment may include the College’s liberal arts core. This position is entry-level with a starting salary of $47,000.

Qualifications:
- Ph.D. in Native American/American Indian Studies, First Nations, Indigenous or Ethnic Studies preferred; candidates with PhD or terminal degree in another field but with strong specialization in NAIS will also be considered. ABDs in same areas will be considered for initial appointment as Instructor.
- Evidence of college teaching at both the introductory and advanced levels and in an interdisciplinary, collaborative liberal arts setting.
- Evidence of scholarship or professional production within discipline.

Application Process:
Applications should be submitted electronically to boxer_m@fortlewis.edu and include a cover letter addressing research and teaching experience; a current curriculum vitae; a sample syllabus; and three letters of recommendation, one of which addresses teaching ability/experience by 5:00 p.m. [MST], January 6, 2012.

For questions, please contact chair of search committee, Dr. Majel Boxer, at boxer_m@fortlewis.edu

**SCHOLARSHIP OPPORTUNITIES**

**Udall Scholarship**

In 2012, the Foundation expects to award 80 scholarships of up to $5000 and 50 honorable mentions of $350 to sophomore and junior level college students committed to careers related to the environment, tribal public policy, or Native American health care.

Scholarships are offered in any of three categories:
- To students who have demonstrated commitment to careers related to the environment including policy, engineering, science, education, urban planning and renewal, business, health, justice, economics, and other related fields; or
- To Native American and Alaska Native students who have demonstrated commitment to careers...
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

Who Should Apply?
A successful applicant will demonstrate:
• Interest in learning how the federal government “really works;”
• Commitment to his or her tribal community;
• Knowledge of Congressman Udall’s legacy with regard to Native Americans;
• Awareness of issues and challenges currently facing Indian Country;
• Strong research and writing skills;
• Organizational abilities and time management skills;
• Maturity, responsibility, and flexibility.
Each applicant must:
• Fall under the Foundation’s definition of Native American or Alaska Native*;
• Be a junior or senior in college, a recent graduate from a tribal or four-year college, or a graduate or law student;
• Have a college grade-point average of at least a “B” or the equivalent;
• Be a U.S. citizen or U.S. permanent resident.

Applications must include: a letter of application that details a research program, a curriculum vitae, one sample of recent scholarly work, sample course outlines and teaching evaluations (if available), and the names and addresses (including email addresses) of at least three persons to act as referees.

For additional information about our Faculty and programs, please visit us at http://educ.queensu.ca.

EMPLOYMENT OPPORTUNITIES
THREE TENURE-TRACK POSITIONS IN EDUCATION

Requirements for the positions include a completed (by 31 August 2012) doctoral degree in education, evidence of an active program of research, knowledge of teacher education, familiarity with the context of schooling and school systems in Canada, and a scholarly record appropriate to the applicant’s career stage. Each successful applicant must be able to demonstrate how they intend to contribute to teaching at both the undergraduate and graduate levels. Each successful applicant will also be expected to supervise graduate students, maintain an active program of research and publication, and develop and maintain productive relationships with faculty colleagues and with professionals in school systems or other social agencies and community groups.

The Faculty of Education at Queen’s University invites applications for three tenure-track positions at the rank of Assistant/Associate Professor. Starting date is July 1st, 2012.

These materials must be received by the Office of the Dean on or before January 6th, 2012. Interviews will be held in February. Applications should be sent to:

Stephen Elliott, Dean
Faculty of Education
Duncan McArthur Hall, 511 Union Street
Kingston, ON K7M 5R7
Phone: 613 533-6000 ext. 75791 or Email: erin.wicklam@queensu.ca

ASSISTANT PROFESSOR EARLY AMERICAN THROUGH EARLY REPUBLIC: NATIVE AMERICAN
Location: Oberlin, Ohio, United States
Employer: History Department, Oberlin College
Application deadline: 14 weeks 6 days 1 hour 34 minutes
Contact: Leonard Smith
Url: http://new.oberlin.edu/arts-and-sciences/departments/history/

ASSISTANT PROFESSOR

The Department of History at Oberlin College invites applications for a full-time, tenure-track faculty position in the College of Arts and Sciences. Initial appointment to this position will be for a term of four years, beginning the first semester of the 2012-13 academic year, and will carry the rank of assistant
related to tribal public policy, including fields related to tribal sovereignty, tribal governance, tribal law, Native American education, Native American justice, natural resource management, cultural preservation and revitalization, Native American economic development, and other areas affecting Native American communities; or

• To Native American and Alaska Native students who have demonstrated commitment to careers related to Native health care, including health care administration, social work, medicine, dentistry, counseling, and research into health conditions affecting Native American communities, and other related fields.

Students are nominated by their college or university’s faculty representative, who is the liaison between the institution and the Foundation. Interested students should contact their FacRep as soon as possible for information on their university’s nomination process. Many universities have institutional deadlines several months in advance of the Foundation’s application deadline.

Obtain Your University’s Nomination.

The application consists of:
• An institutional nomination form from your faculty representative;
• An 11-question application form;
• An 800-word essay on a speech, legislative act, book, or public policy statement by either Morris K. Udall or Stewart L. Udall and its impact on your interests and goals;
• A current official college transcript and transcripts for other colleges attended;
• Three letters of recommendation.

In addition, Native American and Alaska Native students in tribal public policy or health care must submit copies of relevant enrollment forms or descent documentation (for more information, see our Frequently Asked Questions). Members of the First Nations of Canada must submit proof of U.S. permanent residency. U.S. permanent residents must submit a copy of their permanent resident (“green”) card and a letter of intent to declare U.S. citizenship (First Nations members excepted).

DETAILS @ http://www.udall.gov/OurPrograms/MKUScholarship/MKUScholarship.aspx

FELLOWSHIP OPPORTUNITIES

Chancellor’s Postdoctoral Fellowships in

American Indian Studies, University of Illinois at Urbana-Champaign, 2012-2013
Url: http://www.ais.illinois.edu/

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 2012-2013 academic year. One of the positions may be renewable for a second 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 2012-2013 academic year is $42,000, including health benefits. An additional $5,000 will be provided for the fellow’s research, travel, and related expenses. Candidates must have completed all degree requirements by August 15, 2012. 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, 2012, to August 15, 2013.

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.

All application materials should be sent electronically to ais@illinois.edu. Applications received by January 20, 2012 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

CONFERENCE OPPORTUNITIES

30th Annual “Protecting Our Children” National American Indian Conference on Child Abuse and Neglect
April 22-25, 2012, Scottsdale, Arizona

Protecting Our Children, Ensuring Our Legacy

The Indian Child Welfare Act of 1978 was landmark legislation empowering American Indian and Alaska Native peoples to exert their sovereignty over their own tribal members. It is a powerful acknowledgment that “…[there] is no resource that is more vital to the continued existence and integrity of Indian tribes than their children…” (25 U.S.C. § 1901). Thirty-three years later, we are still fighting to ensure that our children receive the best possible protection, services, and resources.

There are thriving traditional and emerging new best practices in urban and rural Native communities that are meeting the needs of children and families across the continuum of services. No one understands the needs of their children better than the communities themselves, and they are creating their own solutions for the challenges they face. Native communities are building the capacity and empowering their own members to become better leaders and advocates at the local, state, regional, and national levels.

For 30 years, NICWA and our national, regional, and local partners have been advocating for and protecting the rights of Native children and communities. Our annual conference is our signature event, and this year we celebrate 30 years of partnership with Native programs and organizations and non-Native allies. To ensure the best services in Native communities and fulfill the promise of the Indian Child Welfare Act, grassroots community representatives, child welfare professionals, and tribal leaders must gather to share information, plan, support one another, and transform the systems and services that will meet the growing challenges facing Native communities. Join us in Scottsdale, Arizona, for NICWA’s 30th anniversary conference to protect our children, preserve our cultures, and ensure our legacy.

Conference Goals

• To highlight successful strategies for developing effective services
• To reveal the latest and most innovative child welfare and children’s mental health service delivery practices
• To highlight tactics and strategies for financing and sustaining services that impact children
• To showcase strategies for involving youth and families in developing services and policies that lead to systems change
• To create peer-to-peer networks that will assist each other in the work toward permanency for all American Indian and Alaska Native (AI/AN) families
• To share the latest research on the well-being of AI/AN children and effective child welfare and children’s mental health services, practices, and policies.

REGISTRATION @ http://nicwa.org/registration/

GRADUATE OPPORTUNITIES

Chance to win a $25 gift certificate for the BRB!!
The Big Red Barn Graduate & Professional Student Center will be celebrating it’s 20th anniversary on February 6th, 2012.

As part of the celebration we are looking for your “Barn Story”. What does the Big Red Barn GPSC mean to you?

Do you have a story about the Barn you are willing to share? Send your story to bigredbarn@cornell.edu with “Barn Story” in the subject.

Stories will be printed in a binder to be kept at the Barn. A few select stories will be read at the Anniversary Celebration on Saturday, February 11th. All entrants will be put in for a chance to win one of several $25 gift certificate for the Big Red Barn! (alcohol purchases prohibited).