The American Indian Program Newsletter

AIP celebrates 20th anniversary of Akwe:kon

On Friday, Sept. 9th Cornell University’s American Indian Program (AIP) celebrated the 20th anniversary of its innovative student “living-learning” residential program house, Akwe:kon. Ganondagan Historic Site Manager G. Peter Jemison (Seneca), Ph.D., opened the event with the Thanksgiving Address/Words that Come Before All Else. AIP Director, Professor Jolene Rickard (Tuscarora), served as Master of Ceremonies and welcomed honored guests including Cayuga Heron Clan Mother, Bernadette Hill, Cayuga Sub-Chief Karl Hill and Chief Ron LaFrance, Jr. (Akwesasne Mohawk) and his family. The AIP honored the late Dr. Ron La France, Sr., as well as Frank Bonamie (Cayuga), Barbara Abrams (Tonawanda Seneca) and Barbara Bethmann-Mahooty (Akwesasne Mohawk) as visionaries who co-founded AIP and Akwe:kon.

Guest speakers included Cornell University President Dr. David Skorton, Dr. Kathryn Boor, Dean of Cornell’s College of Agriculture and Life Sciences and Dr. Susan Murphy, Cornell’s Vice President of Student & Academic Services. The event included a friendship song offered by Norman Jimerson (Seneca), Superintendent of the Indian Village at the NY State Fair. A dinner of Native foods of the Americas, prepared by Cornell Catering, followed the event. In the evening an Iroquois/Haudenosaunee social dance took place with Norman Jimerson singing and warmly welcoming people to join in the dances.

Akwe:kon is a Mohawk word meaning, “all of us.” It is one of the first university residences in the country purposely built to celebrate Native American heritage. As a core part of the American Indian Program’s student support system, it is a site of culturally-grounded

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AIP students engage The Newberry Library

Dr. Scott M. Stevens, Director of the Darcy McNickle Center for American Indian and Indigenous Studies, with AIP students, faculty and staff.

On Saturday, September 10th, the AIP hosted 16 students, faculty and staff members for a presentation by Dr. Scott Manning Stevens, Director of The Newberry Library’s acclaimed Darcy McNickle Center for American Indian and Indigenous Studies. Dr. Stevens and participants discussed not only the Newberry’s world-class collection of books, manuscripts and maps, but also the range of fellowships, workshops, symposia and other opportunities it provides to emerging and established scholars. Based in Chicago, The Newberry Library ranks as one of North America’s top three research libraries for American Indian Studies, alongside the Library of Congress and (thanks to the Huntington Collection) Cornell University.

In 2009 the AIP became a member of the Newberry Consortium in American Indian Studies (NCAIS). The NCAIS draws upon the Newberry’s remarkable collections, and offers opportunities to approximately 15 member institutions in North America, including Harvard, UNC-Chapel Hill and the University of British Columbia. Through AIP’s membership in NCAIS, our students have access to: dissertation research fellowships; fully-compensated places in multi-day graduate workshops and summer institutes; and participation in research symposia and at an annual graduate conference at the Newberry or at a member institution. Our faculty also benefit from participation in an annual faculty research symposium at the Newberry or at a member institution, and the ability to propose and host research symposia, graduate workshops, and summer institutes.

For more information about our NCAIS opportunities, contact Prof. Jon Parmenter at jwp35@cornell.edu.

AIP celebrates 20th anniversary of Akwe:kon

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Bernadette Hill (Cayuga Heron Clan), Sub-Chief Karl Hill (Cayuga Heron Clan), and Carol Kalafatic (Quechua). Portrait of the late Dr. Ron La France, generously donated by his grandson, Ron La France.

educational programming, and awareness-raising about respectful community engagement. Since its founding it has served as a gathering place for indigenous educators and leaders from various fields of activity throughout the world to share their experiences with diverse Cornell students, faculty and staff.

The AIP is grateful to Cornell University and the range of staff in Campus Life and Residential Programs, Communications, Facilities, Catering and many others, including student volunteers who helped make the celebration possible.
Iroquois Archaeology at White Springs site

In Summer 2011, Professor Kurt Jordan taught the Field Class in Iroquois Archaeology, centered around excavations at the 1688-1715 Seneca Iroquois White Springs site near Geneva, New York. This site is the location where many Senecas moved after French invaders burned Ganondagan and other Seneca towns in 1687. This was the fifth summer of excavation at White Springs; the dig plan has been developed through ongoing consultation with the Seneca Nation of Indians and excavations took place only in domestic areas.

AIP provided full-tuition scholarships, housing, and living allowances to five Native students and one graduate teaching assistant; undergraduate and graduate students representing the Coast Miwok, Eastern Band of Cherokee, Cayuga, Tuscarora, and Mohawk Nations participated. Mohawk students Shavon Thomas and Liz Montour gave the Thanksgiving Address prior to each day’s work. The dig recovered copious traces of Seneca daily life, including glass beads, brass items, shell beads, gunflints, animal bones, and plant remains.
Students enjoy international experience with AIP support

Taylor Chew cast in Unto These Hills

This summer, Taylor Chew was cast in the second-longest running outdoor drama in the U.S., Unto These Hills, in Cherokee, North Carolina. The dramatic retelling of the Cherokee struggle during the Trail of Tears has been educating and entertaining audiences for over 60 years. While many Cherokee people were forced into lands out west (most notably present-day Oklahoma), there were those who fought for their land and survived despite the harsh winters and the oppression from Andrew Jackson’s army. The descendants of these heroes still live in Cherokee and strive to tell the true story of the Cherokee people.

For over 60 shows, Taylor performed for audiences of 700+ people per night and acted in several different roles. With support from the AIP’s Summer Enrichment Fund, Taylor was able to live in the Cherokee Nation and learn about the Cherokee people and history while working alongside them. Sponsored by the Cherokee Historical Association, Unto These Hills is just one of many local attractions that brings in thousands of tourists each day to the Great Smoky Mountains region. UNC-TV featured a segment about the drama, including a brief clip in which Taylor can be seen performing as the Beloved Woman. Segment available at http://www.youtube.com/watch?v=VoonF6TasMU. The Cherokee Nation welcomes visitors year round. Information can be found at http://www.cherokee-nc.com/.

Taylor Chew (Lower Mohawk Six Nations) ’12, is an Urban & Regional Studies major in the College of Art, Architecture and Planning.

Andrea Carter visits Cuba, a vanguard site of agro-ecology

Oganopónico Alamar, outside Havana

This summer with the support of AIP I was able to travel to Cuba to fulfill the overseas experience requirement for my International Agriculture and Rural Development major. I spent two months in Cuba and my experience was undoubtedly life changing. My time there developed not only my academic and professional interests but moreover has

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had a tremendously positive impact on my personal development.

My interest in Cuba stems from literature heralding their innovative agro-ecological practices as well as a personal curiosity about a different social paradigm. With a General License for Educational Activity I was granted permission to travel to Cuba by the university. Planning this trip was not without complications and logistical challenges; however, the moral support from the AIP community inspired me to not give up. I am especially grateful to Carol Kalafatic (AIP’s Associate Director) for not only connecting me with researchers from her network at the Tropical Agriculture Research facility in Havana, but for her encouraging words that reassured me this trip would be possible.

With AIP’s financial help I was able to attend the Fifth International Rice Conference held in Havana. Rice production in Cuba has been lower than in Central America and other Caribbean countries, resulting in a recent government initiative to increase domestic rice production. The conference provided very interesting insight into the direction of Cuban rice production as the influence of Ampelos, Syngenta, and other agribusiness companies grows.

Besides the conference, while in Cuba I took an intensive Spanish course at the University of Havana which allowed me to meet and study with students from all over the world. I also conducted research on behalf of the System of Rice Intensification (SRI) organization based here at Cornell, which promotes a method of growing rice using less water. Working with the SRI-Cuba representative, I met with farmers to discuss their experience with SRI as we traveled to cooperative and dairy farms around the country. I also spent time surveying organopónicos (organic urban gardens) throughout Havana.

I am extremely grateful to AIP for their support, and I encourage all other students to take advantage of the great opportunities available through the university and AIP’s Summer Enrichment Fund. The most limiting factor to realizing our dreams is most often ourselves, and through this past summer I learned about the possibilities if one is willing to move beyond imagined limitations.

Andrea Carter (Powhatan) ‘12, is an International Agriculture & Rural Development major in the College Agriculture and Life Sciences.

To apply for the AIP Summer Enrichment Funds please go to: http://aip.cornell.edu/cals/aip/academics/funds.cfm
Contested Space, Contested History: Norridgewock Village and the Continuity of Abenaki Presence in Ndakinna

For many Native peoples, sense of self is inseparable from relationship to place. However, settlers often use historical narrations depicting dispossession of land to contest claims of native identity. Particular representations of history of land, as history of dispossession and disappearance, are often used as a mechanism by which non-Native peoples participate in the erasure of Native peoples, but they are also means of asserting and maintaining identity for native peoples.

This paper focuses on the site of Norridgewock, a historic Abenaki village and important Abenaki gathering place on the Kennebec River in Maine that was destroyed by the British in 1724. The attack on Norridgewock is commonly imagined by locals and historians as the moment of “disappearance” of Abenaki people from Western Maine. Thus it falsely represents the “end” of Abenaki presence in the area and adds to the greater trope of historic erasure of Abenaki from New England. However, Abenaki peoples themselves invoke the history of Norridgewock as a place of gathering, asserting the continuity of Abenaki presence by reclaiming Norridgewock as a gathering place in the present and future through memorial ceremonies on the land.

Norridgewock represents both stories of erasure and of persistence. This paper explores the ways that peoples relate to place as a key factor in identity formation and maintenance, conceptualization of history, and social networking. Abenaki peoples’ relationship to Norridgewock, and their reclaiming and retelling of the history of Norridgewock represent resistance to settler stories of Abenaki disappearance in Western Maine and beyond.

Ashley Smith (Abenaki) Ph.D. Candidate in Anthropology, second year.

Streets and Highways of Oklahoma: Richard Ray Whitman and Sterling Harjo image poverty

This paper will address the visualization of a call for humanity embedded in the photographic and filmic representation of poverty in urban Indian populations in the work of artist Richard Ray Whitman and filmmaker Sterling Harjo. Whitman describes his series of Street Chiefs created in the 1970s and 80s as a form of activism to bring forward the understanding that these men still had something to offer despite their situation of destitution. Informed by his relationships with his subjects, Whitman wished to not only portray the irony of being homeless in your homeland, but to recuperate the indigenous knowledge these deterritorialized men carry with them into urban spaces. Harjo’s film Barking Water brings us into a story of a character who might have been one of these men; Frankie has only his estranged girlfriend Irene to rescue him from a hospital deathbed. Despite her own apparent poverty, Irene attempts to return him to the reservation and we are reminded of the crisis that comes from the isolation that can be life after relocation. Whitman’s photographs were made with a specific “unattractive” quality which he felt would separate them from commodified art, whereas Harjo’s film, written specifically for these mature actors, is intended to endear audiences to the couple who needs to reconcile before it is too late. I will propose that there is also tension between the ideas they intend to portray through realism and those that may be interpreted by audiences who bring stereotypical notions of urban Indians.

Polly Nordstrand (Hopi) Ph.D. Candidate in Art History and Visual Studies

Other AIP presenters included Virginia Kennedy, Natural Resources, Bradley Pecore (Menominee/Ojibwe), Art History and Visual Studies, and Andrew Curely (Diné), Development Sociology
Construction projects and prayer/reflection area

In preparation for the September 9, 2011 celebration of Akwe:kon's 20th Anniversary, several construction projects took place at Akwe:kon from spring through summer 2012. One of the most noticeable outcomes is on the front lawn of the building: the fully reconstructed Two-Row wampum wall, which had been built in 1991. Also, many windows and window sills were replaced, and the entire exterior of the building was repainted to refresh its overall look.

Other work included the re-laying of bricks on the walkway at the front exterior of the building, and the complete renovation of the back patio to address minor flooding issues. The stone pathway that encircles the house, symbolizing the interconnectedness of life, was restored after having been partially hidden by grounds and landscaping work that inadvertently covered it with grass, mulch and plants.

And new landscaping was completed to add plants or replace those that were dying.

In addition, with AIP’s approval of a suggestion made by Kakwieriosta Hall, Akwe:kon Residence Hall Director, an area at the southern/southwestern side of Akwe:kon was created to provide a space for prayer or spiritual reflection to help meet the needs of students and members of the broader AIP community. Roughly 18 feet in diameter, the space includes two stone slabs that allow community members to sit facing the rising sun if they choose to, and a number of holly plants that will provide an inconspicuous wall of privacy once they reach maturity.

All of the projects have greatly enhanced Akwe:kon’s sense of vibrancy and presence on campus. The American Indian Program would like to thank Lou Farino and the Facilities and Groundskeeping staff members for their tremendous work and dedication to the upkeep of Akwe:kon.
Akwe:kon Hosts Dinner Focusing on Sustainable Foods and Practices

On Wednesday, October 5, 2011, Akwe:kon Faculty Fellow, Professor Jane Mt. Pleasant (Tuscarora) hosted a dinner in Akwe:kon to discuss sustainability practices through selective food consumption. The event was created, developed and implemented by Mt. Pleasant and Akwe:kon Resident Advisor Dallas Argueso in an effort to give participants an opportunity to eat local foods while learning ways to reduce one’s carbon footprint. Mt. Pleasant led the discussion among a group of roughly 25 attendees from both Akwe:kon and Jameson Hall, a first year residential building that co-sponsored the event. Attendees paid $2 each to enjoy a meal that included ingredients purchased from local growers at the Ithaca Farmer’s Market and at the Ithaca Greenstar Cooperative Market. The meal was prepared by RA Argueso and fellow RAs from Jameson residence hall.

Mt. Pleasant led a discussion on the impact that common eating habits have on one’s body and on the environment. Participants left with useful tips on how to implement what they’d learned.
Minor in American Indian Studies!

You will learn to address challenging topics such as the sovereignty of Indian nations and the contemporary relevance of indigenous peoples’ relationships with the environment. Core courses focus on American Indian life from pre-contact times to the present, and often feature the writings of indigenous scholars.

The Minor is earned upon the completion of 5 courses in American Indian Studies:
1) AIS 1100: Introduction to American Indian Studies I: Indigenous North America to 1890
2) AIS 1110: Introduction to American Indian Studies II: Contemporary Issues in Indigenous North America
3) One course from AIS Arts & Humanities
4) One course from AIS Social & Natural Sciences
5) Elective from the AIS curriculum

One elective must be at the 3000 or 4000 level; Only one, 3-credit Independent Study (AIS 4970) may be counted; Student must earn a letter grade of a “C” or better to qualify; Courses taken for S/U and First-Year Writing Seminars do not count toward the Minor.

REGISTRATION: Students interested in pursuing the minor should contact the AIP Associate Director for Academic Development by emailing Dr. Troy Richardson tar37@cornell.edu

Application can be found on the AIP website @ http://aip.cornell.edu/cals/aip/academics/undergrad/index.cfm.
Upcoming Events - Mark Your Calendar!

FREE FILM SCREENING

THURSDAY NOV 10th
S-6 pm @Goldwin Smith Hall, Lewis Auditorium (G76)

*We Still Live Here- As Nutayune*n (2010, United States), a story of cultural revival by the Wampanoag people of Southeastern Massachusetts, whose ancestors ensured the survival of the 1st English settlers to reach their shores and lived to regret it. They are resurrecting their language using the same devices once used to destroy them.

A guest from the Wopanaak Language Revitalization Project-co-founded by 2010 MacArthur Genius Award recipient Jessie Little Doe Baird (Wampanoag) has been invited for Q&A.

Co-sponsored by AIP & GSA

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We Still Live +-Jee
As Nutayune*n

*a film by Anne Makepeace

“There is nothing I know of that's anything like the Wampanoag case.”

— Noam Chomsky

Sept.-Oct. 2011
Upcoming Events- Mark Your Calendar!

NOVEMBER

Tuesday, November 1
Lunch to welcome indigenous graduate students who travelled the farthest to study at Cornell
11:45 am
400 Caldwell Hall

Wednesday, November 9
AIS Proseminar: Virginia Kennedy
10:10 - 11:40 am
400 Caldwell Hall (Open to the AIP community)

Thursday, November 10
Movie Screening: WE STILL LIVE HERE
5:00 - 6:30 pm
Goldwin Smith Hall: Lewis Auditorium

Friday, November 11
Canadaigua Treaty Day
1:30 pm
Canadaigua, NY

Friday, November 18
Harvest Celebration Dinner
6:00 pm
Akwe:kon Community Room

Wednesday, November 23 -
Sunday, November 27
Thanksgiving Recess - NO CLASSES

Wednesday, November 30
AIS Proseminar: Dr. Karim-Aly Kassam
10:10 - 11:40 am
400 Caldwell Hall (Open to the AIP community)

DECEMBER

Wednesday, December 7
Midnight Breakfast
10:00 pm
Akwe:kon Community Room

FACULTY FELLOWS @ RPCC MARKET-PLACE
Tuesdays from 5:30 to 6:30 pm
November 1   December 6
November 8   December 13
November 15
November 22
November 29

SOUP DAY @ 400 CALDWELL HALL
Wednesdays from 12:00 to 1:30 pm
November 2   December 7
November 9   December 14
November 16
November 30

RIBBON SHIRT PROJECT @ AKWE:KON
Fridays from 3:00 to 5:00 pm in the MPR
November 4   December 2
November 18

TUTORING PROGRAM @ LAFAYETTE HS
Leave Akwe:kon @ 2:30 pm on Wednesdays
November 2   December 7
November 9   December 14
November 16
November 30

View our web-based
CALENDAR
http://aip.cornell.edu/cals/aip/news-events/index.cfm
for the most up-to-date information!
**INTERNSHIP OPPORTUNITIES**

**Four Directions Summer Research**

Program Overview

Program Dates - June 11, 2012 - August 2, 2012

The Harvard Medical School and Brigham and Women’s Hospital Four Directions Summer Research Program is an opportunity for undergraduate Native American students interested in a career in medicine or biomedical research. The program is designed by and run by Native American medical students and faculty. The focus of this program is an eight-week laboratory based research experience working with a senior member of the Harvard Faculty. We also provide counseling towards careers in health professions and networking opportunities with leaders in medical education and minority health. Participants also have the option of observing clinical sessions, such as in the emergency department and primary care offices.

No previous research experience is required, however we do require at least one introductory science class. Selection criteria for the program are not dependent on grades or test scores, but are instead focused on the applicant’s motivation, potential, and commitment to the Native Community. We strongly encourage exceptional students from rural state colleges, tribal colleges, and community colleges to apply.

There are no fees for participants. Airfare, lodging, and living stipend will be provided. Research topics are contingent upon lab availability and cannot be selected by the applicant.

Applications accepted from 11/01/2011 12PM to 02/08/2012 11PM.

http://www.fdsrp.org/

We have 18 years of experience with providing a uniquely tailored program to those with the desire to serve Native American communities through science and medicine.

The focus of activity during the summer is participation in a cutting edge basic science research project. Students are assigned a medical school faculty mentor who works closely with them to ensure completion of a laboratory-based research project over the 8-week summer period.

By the end of the summer, participants will:

- Develop an increased understanding of the scientific method
- Create long lasting mentoring relationships with Harvard Medical School faculty
- Understand the medical school graduate school application process
- Understand their career options in medicine, public health, and biomedical science
- Become more aware of minority health and Native American health care issues
- Participate in creation of a network of students pursuing careers in medicine
- FDSRP students complete an 8-week research project under the direction of a Harvard Medical School Faculty Mentor, ending with a final project presentation. Activities include clinical shadowing, a weekly career development seminar, and a weekly talking circle. Students will leave Harvard Medical School with new skills, experiences, and knowledge that can be used to help themselves, their communities, and future generations of Native peoples from all of the Four Directions.
- FDSRP will provide you with the essentials to thrive during and after your summer in Boston. We provide the following essentials:
  - Transportation to and from Boston
  - Single rooms in the Harvard Medical School student dormitory
  - Living Stipend for food and other expenses
  - Emergency Accident and Sickness Insurance

**White House Council on Environmental Quality Internship**

Information: http://www.whitehouse.gov/administration/eop/ceq/internships

The Council on Environmental Quality (CEQ) coordinates Federal environmental efforts and works closely with agencies and other White House offices in the development of environmental policies and initiatives. CEQ was established within the Executive Office of the President by Congress as part of the National Environmental Policy Act of 1969 (NEPA). CEQ interns are given a wide range of assignments including conducting research, managing incoming inquiries, attending meetings, and writing memos on a variety of environmental issues. Interns have the opportunity to be involved in groundbreaking projects, working closely with staff from all levels and a variety of backgrounds. The pace in the office
is fast, so accuracy and attention to detail are absolute requirements. Interns can expect to begin with the basics and gradually add more specialized projects as they gain experience.

Other essential intern duties include answering phones, routing mail, copying documents, filing and retrieving information, assembling briefing materials and performing assigned research tasks.

Qualifications Needed:
Highly motivated
Willing to contribute where needed
Have the ability to handle the inherent pressure that comes with working within the Executive Office of the President.

Additionally, candidates should have:
Excellent communications skills
Computer literacy
Relevant classroom or practical experience

We strongly prefer candidates who are available to work full-time, but will consider applicants who cannot. CEQ will work with interns who are attempting to arrange credit with a college or university to help fulfill academic requirements.

All internship positions are unpaid.

Most interns work a typical semester-based schedule (May – August, September – December, January – April); however a position may be customized based on applicant availability and project needs.

Deadlines for applications are March 1 (Summer), July 1 (Fall), and November 1 (Spring).

About CEQ: http://www.whitehouse.gov/administration/eop/ceq/about
Apply here: http://www.whitehouse.gov/administration/eop/ceq/internships

EMPLOYMENT OPPORTUNITIES

Employer: The Centre for World Indigenous Knowledge and Research
Url: http://www1.athabascau.ca/hr/careers/jobprofiles/academic.doc/file_view

The Centre for World Indigenous Knowledge and Research houses both Indigenous Studies courses and programming and Indigenous Education (Indigenous Student Support Services) at Athabasca University. Additional information about this innovative Centre can be found on our website at: http://www2.athabascau.ca/indigenous/

We are searching for an Assistant Indigenous Studies Professor, the Assistant Professor will teach, coordinate and write introductory and senior Indigenous Studies courses. The Assistant Professor will also contribute to the ongoing development of the Centre for World Indigenous teachings, Indigenous Research and Indigenous Education - Student Success. Indigenous Studies is an interdisciplinary program, based upon traditional Indigenous teachings, and academic disciplines in the humanities, social sciences, physical sciences and professional fields. Candidates with experience in the area of Indigenous governance, leadership and/or education and who have experience working with Indigenous nations and communities will be especially competitive in this process.

The full Academic Role description can be viewed at: http://www1.athabascau.ca/hr/careers/jobprofiles/academic.doc/file_view

This is a full time externally funded (1.0 FTE) three year appointment. Salary is commensurate with qualifications and experience, supplemented by a generous benefits package.

Further information about this position may be obtained from Dr. Tracey D. Lindberg at 1-800-788-9041 Extension 6954 or via email: traceyl@athabascau.ca. Please note: only applications received through our online recruitment system will be accepted.

All qualified candidates are encouraged to apply; however, Canadians and Permanent Residents will be given priority.

When applying, please include a curriculum vitae, sample publications, list of three referees and a letter of application indicating the applicant’s experience and excellence in the above areas.

Job Qualifications
The successful candidate will hold an earned PhD (or anticipates completion within probationary period) or Masters degree plus a minimum of five years directly relevant academic and/or professional experience in Indigenous Studies and Indigenous nations and/or communities. Candidates must be proficient in the use of computer technology; experience teaching in an online environment is a definite asset. Aboriginal applicants are particularly encouraged to apply. All educational credential must be recognized in Canada.

Tenure-track Assistant Professor, Anthropology, Stanford University
The Department of Anthropology at Stanford University invites applications for a tenure-track faculty appointment in the archaeology of human-environment interactions, with preference for zooarchaeology. The appointment will be made at the Assistant Professor rank. The successful applicant must have a PhD in archaeology and be able to analyze assemblages and teach analytical lab skills. We expect that geographical expertise should extend the areas covered by current faculty.

Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women and members of minority groups, as well as others who would bring additional dimensions to the university’s research and teaching missions. For full consideration, materials must be received by November 15, 2011. The term of appointment would begin September 1, 2012. We strongly urge candidates to apply before November 1, 2011, so they can be screened for possible interviews at the AAA Meetings in Montreal, Quebec, November 16-20, 2011. No virtual applications please. Send vita, letter describing qualifications and interests, one example of written work and the names of three referees to Professor Lynn Meskell, Chair, Archaeology Search Committee, Department of Anthropology, 450 Serra Mall, Building 50, Stanford University, Stanford, CA 94305-2034.

UC-San Diego Assistant Professor of Native American/Indigenous Studies Location: San Diego, CA, United States Employer: University of California, San Diego Application deadline: 1 week 4 days 12 hours 35 minutes

Url: http://ethnicstudies.ucsd.edu

The Ethnic Studies Department (http://ethnicstudies.ucsd.edu) at the University of California, San Diego invites applications for a position as an Assistant Professor of Native American/Indigenous Studies beginning Fall 2012, pending budget approval. We welcome applicants whose work encompasses Native American and Indigenous-centered knowledge production and epistemologies. We will prioritize applicants whose research engages with gender, sexuality, and/or feminism.

We are especially interested in interdisciplinary and intersectional research, including transnational and diasporic contexts, though applicants in all social science or humanities disciplines are encouraged to apply. While the hiring institution is in California, we recognize the transcolonial links that also extend outside of the Americas to the Pacific Islands, Australia and New Zealand, and the common Indigenous political, social, and cultural issues that have given rise to international Indigenous rights and decolonization movements. Candidates with a history of leadership in teaching, mentoring, research or service towards building an equitable and diverse scholarly environment, including active research partnerships with Native American/Indigenous communities, are also urged to apply.

Situated in a region where the US-Mexico border zone, indigenous national and tribal governments, and the Asia-Pacific interact to produce a dynamic geopolitical location, UCSD’s Ethnic Studies Department is a vibrant community of scholars committed to the interdisciplinary study of race, ethnicity, indigeneity, gender, sexuality, class, and dis/ability. The department’s innovative approach represents a commitment to transnational, relational, and intersectional methods for producing critical knowledge about power and inequality, including systems of knowledge that have emerged from racialized and indigenous communities in global contexts. Ethnic Studies is devoted to creative, conceptual, and empirical research; critical pedagogy; collaborations with a broad group of affiliated faculty; and social justice projects developed with and for the university, our home communities, and the broader public.

Applications are accepted electronically at: http://ethnicstudies.ucsd.edu under “Faculty Recruitment” link. Please include electronic versions of: an application letter, resume, a sample publication of no more than 50 pages, and three reference letters. Applicants are also invited to submit a summary of leadership experience, especially in terms of diversity.

We will begin reviewing applications on October 30, 2011, but will continue to accept applications until positions are filled for start date of 07/01/12. Salary based on published UC pay scales.

UCSD is an affirmative action/equal opportunity
employer with a strong institutional commitment to excellence through diversity.

**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 EARLY AMERICA THROUGH EARLY REPUBLIC: NATIVE AMERICAN**

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 professor.

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/

To be assured of consideration, a letter of application, a curriculum vitae, graduate academic transcripts, and at least three recent letters of reference* should be sent to Leonard V. Smith, Chair, Department of History, 317 Rice Hall, 10 North Professor Street, Oberlin College, Oberlin, Ohio, 44074 by November 15, 2011. Application materials received after that date may be considered until the position is filled. Salary will depend on qualifications and experience. *By providing these letters you agree that we may contact your references.

Oberlin College is an Equal Opportunity/Affirmative Action Employer committed to creating an institutional environment free from discrimination and harassment based on race, color, sex, marital status, religion, creed, national origin, disability, age, military or veteran status, sexual orientation, family relationship to an employee of Oberlin College, and gender identity and expression.

**DEAN, FACULTY OF NATIVE STUDIES, UNIVERSITY OF ALBERTA**

The University of Alberta invites nominations and applications for the position of Dean, Faculty of Native Studies. The appointment, for an initial five-year term, begins July 1, 2012.

The University of Alberta in Edmonton is one of Canada’s top teaching and research universities, with an international reputation for excellence across the humanities, sciences, creative arts, business, engineering, and health sciences. Home to more than 38,000 students and 15,000 faculty and staff, the university has an annual budget of more than $1.4 billion and attracts $536 million in sponsored research revenue. It offers close to 400 rigorous undergraduate, graduate, and professional programs in 18 faculties on five campuses—including one rural and one francophone campus. The university has approximately 230,000 alumni worldwide. Edmonton, the provincial capital, is a vibrant, friendly city of more than a million people, offering a rich cultural and recreational life. The largest of the U of A’s five campuses is situated adjacent to the spectacular North Saskatchewan River Valley and is less than a four-hour drive from the Rocky Mountains.

Native Studies, the only degree-granting academic unit of its kind in Canada, distinctively combines Aboriginal community knowledge and concerns with the scholarly standards and methods of a research University to offer relevant interdisciplinary education in a rigorous, respectful academic environment. This is a student-centred Faculty that provides a common ground for students to learn, research, explore and critically examine the historical and contemporary relations and broader societal
issues that concern Native peoples and communities. The student body of the Faculty reflects a mixture of both Native and non-Native students.

The Dean is responsible to the Provost and Vice-President (Academic) for the supervision and administration of all operations of the Faculty, including the budget and fund development. In addition to the role of senior officer of the Faculty, the Dean also serves as a senior administrator of the University.

Candidates must possess an earned doctorate and be eligible for appointment at the rank of associate professor or of full professor. Also required are: a proven record of contribution in academic and research fields related to Native Studies; a proven commitment to excellence in teaching and research; administrative experience at a senior level; and a demonstrated ability to build and maintain relationships at various levels, especially with Aboriginal communities. Candidates must have a record of excellence in leadership and experience in fundraising and external relations.

Consideration of candidates will begin in September 2011.

For more information, please see Competition No. A103114651 at www.careers.ualberta.ca. Written nominations, applications or expressions of interest may be submitted in confidence to:

Janet Soles or Tim Hamilton
Odgers Berndtson
403.410-6700
Janet.Soles@odgersberndtson.ca
Tim.Hamilton@odgersberndtson.ca

**SCHOLARSHIP OPPORTUNITIES**

**Title: Virginia Leflore Marshall Foundation**

Deadline: November 18, 2011 by 5 PM CST

The Association of American Indian Physicians is pleased to announce that the Virginia Leflore Marshall Foundation is offering financial assistance to members of the Association of Native American Medical Students (ANAMS), as well as resident students who are members of the Association of American Indian Physician (AAIP). The intent of this award is to encourage students to maintain strong community and family relationships during the holiday season, without incurring financial hardships. The Marshall Foundation award is to be spent on anything other than school expenses.

Submit the following items for consideration:

1. One Page Updated CV / Resume (include the year you became a member of ANAMS/AAIP)
2. Copy of CDIB or Tribal Affiliation card
3. "Thank You" letter to the Marshall Foundation Fund - In your letter, describe how you intend to use the scholarship on something other than school expenses. Also include a summary of AAIP Programs you participated in this past year and activities you were involved in on a local level to support the ANAMS / AAIP’s mission statement.

Applications must be in the AAIP office by 5:00 p.m. Central Standard Time, November 18, 2011. Email your application to Margaret Knight or mail them to the following address:

AAIP - Marshall Foundation
1225 Sovereign Row, Suite #103
Oklahoma City. OK 73108

Should you have any questions, please do not hesitate to contact Margaret Knight, AAIP Executive Director at 1-800-943-4299 or mknight@aaip.org, or you may contact the ANAMS Executive Board at ANAMS1975@gmail.com.

**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 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.

Each university may nominate up to six candidates for the Udall Scholarship. The Udall FacRep oversees the selection of the institution’s nominees, registers nominees for the online application, helps nominees prepare for the competition, and electronically submits the application materials to the Foundation so that they are received by March 5, 2012.

Review the Application.

The Udall Scholarship online application will be available October 1, 2011. A sample application is available for reference only. To access the online application, your FacRep must register you as a potential nominee. All 2012 applicants must use the online application; the Foundation will not accept paper applications.

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**

**Institute for International Public Policy**

Deadline: February 15, 2012

The Institute enhances US national security and global competitiveness by promoting excellence, international service, and awareness among a broader, more representative cross-section of the American citizenry. We prepare a cadre of well-trained, language proficient minority young people to compete in the global marketplace. The Institute helps ensure that those entrusted with the affairs of the United States reflect the diversity that defines us as Americans and confronts us as citizens of our global village.

With nearly two decades of demonstrated excellence as the leading provider of international affairs and public policy education for minority college students, the program has educated and trained hundreds of Fellows. Our focus is on providing quality education and practice opportunities to minority students beginning in their sophomore year of college. We offer these opportunities through our sequenced six-component program, which includes:

- Sophomore Summer Policy Institute
- Junior Year Study Abroad
- Junior Summer Policy Institute
- Summer Language Institute
- Internships
- Internationally Focused Advanced Degree

Our unique combination of short seven-week summer global policy institutes: a unique study abroad experience focusing on global public policy, service and research; and a pro-active and culturally sensitive approach to minority education that fosters international service and non-profit sector leadership provides the program with the means to meet the needs of its diverse students and help them succeed.

The Institute also provides outreach, recruitment...
and technical assistance services, as well as offering HBCUs and other minority institutions valuable resources to strengthen their international studies and globalization infrastructures.

Eligibility
Eligibility requirements from undergraduate sophomores include the following:
- Are enrolled full-time at an accredited four-year baccalaureate-granting institution
- Are U.S. Citizens or legal residents (documentary support required)
- Have a minimum 3.2 grade point average (on a 4.0 scale)
- Possess excellent critical analysis and leadership skills
- Have a strong demonstrated interest in international affairs, public policy and language training
- Are an underrepresented minority (African American, Hispanic, Asian American, American Indian, Alaskan Native, Native Hawaiian or Pacific Islander)
- Plan to seek admission to an advanced degree program in international affairs

Though not a requirement, applicants are strongly encouraged to complete at least one of the following courses before starting the IIPP Fellowship: international affairs, foreign policy, a foreign language, political science, sociology, macro/micro-economics, statistics or a course in journalism.

**Mellon Diversity Doctoral/Postdoctoral Fellowship**
Deadline: November 1, 2011
Website: [http://as.cornell.edu/academics/opportunities/diversity-fellowships/index.cfm](http://as.cornell.edu/academics/opportunities/diversity-fellowships/index.cfm)
The Department of English at Cornell University solicits applications for doctoral/postdoctoral diversity fellowships from scholars who show promise of distinguished research careers. Eligible applicants might be from underrepresented groups, have faced economic hardship, be first-generation college graduates, or work on topics related to these areas. Both three-year combination doctoral-postdoctoral fellowships and two-year postdoctoral fellowships are available. A fellowship will be awarded only if the department believes the applicant would make a very strong candidate for a tenure-track position that the department expects to have open in the next two-to-three years. 2012-13 award levels—doctoral: $31,000; postdoctoral: $56,000.
Applications should be submitted electronically and should include a cover letter discussing both research and teaching, a curriculum vitae, a dissertation abstract, a writing sample, and letters of recommendation. The deadline for receipt of applications is November 1. Send applications to vlb3@cornell.edu. For more information, see [http://as.cornell.edu/academics/opportunities/diversity-fellowships/index.cfm](http://as.cornell.edu/academics/opportunities/diversity-fellowships/index.cfm).

**The Inter-American Foundation Grassroots Development Fellowships**
2012-2013 Application Deadline: January 17th, 2012
IAF Fellowships support dissertation research in Latin America and the Caribbean undertaken by students who have advanced to Ph.D. candidacy in a university in the United States. Fellows must be U.S. citizens or citizens of the independent Latin American countries. Proficiency in the language(s) appropriate to the research proposal is required.

Awards are based on both development and scholarly criteria. Proposals should offer a practical orientation to field-based information on the following topics: organizations promoting grassroots development among the poor
- the financial sustainability and independence of such organizations
- trends affecting historically excluded groups such as African descendants, indigenous peoples, women and others
- transnational development
- the role of corporate social responsibility in grassroots development
- the impact of globalization on grassroots development
- the impact of grassroots development activities on the quality of life of the poor

The Fellowship includes:
- round-trip international transportation to the research site
- a research allowance of up to $3,000
- a monthly stipend of $1,500 for up to 12 months
- emergency health insurance
- expenses related to required attendance at a mid-year conference.

For more information on this exceptional grant
CALL FOR PAPERS

FOURTH ANNUAL MEETING OF THE NATIVE AMERICAN & INDIGENOUS STUDIES ASSOCIATION (NAISA)

The Mohegan Sun Convention Center
1 Mohegan Sun Boulevard
Uncasville, Connecticut 06382
June 3-6, 2012
Hosted by
THE UNIVERSITY OF MASSACHUSETTS BOSTON
Dartmouth College * Harvard University
University of Massachusetts Amherst * Yale University
The NAISA Council invites scholars working in Native American and Indigenous Studies to submit proposals for individual papers, panel sessions, or roundtables.
All persons working in Native American and Indigenous Studies are invited and encouraged to apply. Proposals are welcome from faculty and students in colleges, universities, and tribal colleges; from community-based scholars and elders; and from professionals working in the field.
To access the templates for individual papers, panels, and roundtables, click on http://www.regonline.com/NAISA2012callforpapers.

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

GO TO www.naisa.org for more information about NAISA, and for information about the New England 2012 Meeting. Detailed instructions for submitting proposals will be available on both websites by September 23, 2011. Only complete proposals will receive consideration.

CONFERENCE OPPORTUNITIES

8th Annual Haudenosaunee Conference — LAND, LACHES, AND LEGAL BATTLES: RECLAIMING OUR INDIGENOUS TERRITORIES

November 18th and 19th, 2011
Goldstein Student Center, Syracuse University
The 8th Annual Haudenosaunee Conference gathers together scholars and legal experts to examine the legal dilemma now faced by Indian nations—what options are now available to Indian nations to reclaim their Indigenous territories illegally taken by states and federal governments. Speakers will address the tenuous foundation of the doctrine of discovery that underlies these cases; how “new laches” is a new legal doctrine that only applies to Indian land claims; and possible avenues to overcome the Sherrill line of cases and find just for Indian land claims.
Speakers include:
Curtis Berkey
Julie Ann Cavanaugh-Bill
Matthew Fletcher
Kathryn Fort
Carrie Garrow
Joe Heath
Sarah Krakoff
Oren Lyons (invited)
Meghan Y. McCune
Alex Page
Lindsay Robertson
Douglas Sanderson
Justin Schapp
Register at www.law.syr.edu/indigenous by clicking on the 8th Annual Haudenosaunee Conference Register by October 31st to receive the reduced registration fee! Seating is limited so register early!
GRADUATE OPPORTUNITIES

Graduate Teaching Assistants: Certificates of Participation

Graduate Teaching Assistants also have the opportunity to earn workshop certificates of participation by attending three or more workshops on a related topic. Workshop certificates of participation are offered in eight teaching topic areas: assessing learning and teaching; creating an engaging classroom; enhancing teaching with technology; understanding undergraduate learners; course design; developing a professional identity in teaching; teaching research skills; and innovative approaches in pedagogy. For details about the certificates, please see [http://cte.cornell.edu/tap/gradcerts.html](http://cte.cornell.edu/tap/gradcerts.html)

All graduate students are encouraged to follow CTE updates on Facebook and Twitter.

For additional information about the CTE graduate teaching assistant programming, please contact Derina Samuel ([dss279@cornell.edu](mailto:dss279@cornell.edu)) or see [http://cte.cornell.edu/tap/index.html](http://cte.cornell.edu/tap/index.html).

Graduate TA Excellence Series - Workshops

The Graduate Teaching Assistant Excellence Series offers current and aspiring graduate teaching assistants the opportunity to participate in teaching workshops throughout the semester. The series provides a forum through which GTAs can explore and discuss a variety of topics related to teaching in higher education in order to improve their teaching at Cornell. The interactive sessions are grounded in current research and led by experienced GTAs in the Center’s Graduate Teaching Assistant Fellows program. Please see [http://cte.cornell.edu/tap/forms/2011Fa_GTAES%20flyer.pdf](http://cte.cornell.edu/tap/forms/2011Fa_GTAES%20flyer.pdf) for the fall semester schedule and [http://cte.cornell.edu/tap/gradseries.html](http://cte.cornell.edu/tap/gradseries.html) for registration information.

Registration is required due to limited space.

Expanding Your Horizons

Youth Outreach Program Needs Graduate Students

Expanding Your Horizons, EYH, is a 1 day conference on April 21, 2012 aimed at getting 7th, 8th, and 9th grade girls interested in science. We are looking for enthusiastic undergraduate and graduate students to put together and lead math, engineering, and science workshops at the 2012 conference. Each workshop should be about an hour and include a hands-on activity appropriate for the targeted age group. For examples, see last year’s descriptions [http://www.ccmr.cornell.edu/education/eyh/Student_ Workshops.php](http://www.ccmr.cornell.edu/education/eyh/Student_Workshops.php).

If you are interested in coming up with and leading a workshop please contact us at eyh.workshops@gmail.com as soon as possible. Formal applications will be due by Monday, November 1, 2011 and is available on the website [http://www.ccmr.cornell.edu/education/eyh/under Workshop Leaders](http://www.ccmr.cornell.edu/education/eyh/under Workshop Leaders).

Sign Up to Learn about non-Academic Events for Graduate and Professional Students

Want to be notified about non-academic events for graduate and professional students? Subscribe to the GPSA’s newsletter by emailing “gpsainfo-L-request@cornell.edu” with “subscribe” in the subject, or “like” our Facebook page: [http://www.facebook.com/cornellgspa](http://www.facebook.com/cornellgspa)