

# NAIS NEWS

People, News, and Events in Native American and Indigenous Studies

Volume 3, Issue 1

October 2011

## Highlights:

- NAIS minor approved! (page 1)
- Tarajeon Yazzie-Mintz Moves On: The Exit Interview
- "I want to ask, 'How do tribes have a voice in the policy that affects their community?'" Faculty Profile of Lauren Morris MacLean (page 2)
- "I have always been concerned with the violent victimization of Native people." Student profile of Terri Miles Schuld (Page 3)

## COMMITTEE ON NATIVE AMERICAN AND INDIGENOUS STUDIES

A faculty project in partnership with the Department of American Studies  
Brian Gilley (Anthropology), co-chair  
Jason Baird Jackson (Folklore), co-chair  
Ballantine Hall 521, Indiana University  
1020 E. Kirkwood Ave  
Bloomington, IN, 47405  
nais@indiana.edu

## NAIS NEWSLETTER

Editor: Sarah M. Gordon  
Email: gordonsm@indiana.edu  
Publisher: American Studies Department  
© 2011 Indiana University

## NAIS UNDERGRADUATE MINOR APPROVED

In the spring of 2011, the College of Arts and Sciences approved a new BA minor in Native American and Indigenous Studies.

Like the current PhD minor, the BA minor is administrated by the department of American Studies.

The minor's designers have high hopes not only for the significance of the minor to interested students and to the NAIS program, but also to the university as a whole.

"Our short-term hope is that a minor in Native American & Indigenous Studies will fill an intellectual gap in the College's present offerings, and attract new students to campus," says Prof. Matthew Guterl, American Studies Department Chair and one of the minor's designers. "In the long-term, this may also serve

as a beachhead for bigger and more exciting things - like new hires, a major, and even more conversations on campus between faculty and students about this most important field of inquiry."

*"This may serve as a beach-head for bigger and more exciting things—like new hires, a major, and even more conversation on campus... about this most important field of inquiry."*

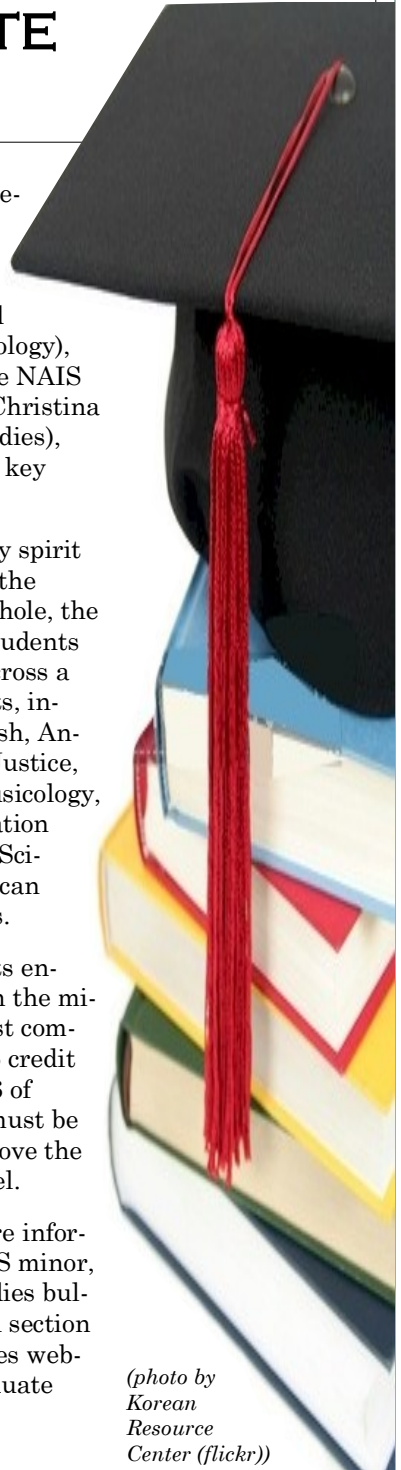
Other key players in designing the minor and securing its approval were Profs Jason Jackson (Folklore) and Brian Gilley (Anthropology), current co-chairs of the NAIS committee, and Prof. Christina Snyder (American Studies), one of the committee's key members.

In the interdisciplinary spirit of the PhD minor and the NAIS initiative as a whole, the BA minor will allow students to take classes from across a number of departments, including History, English, Anthropology, Criminal Justice, Folklore and Ethnomusicology, Fine Arts, Communication and Culture, Political Science, and Latin American and Caribbean Studies.

Students enrolled in the minor must complete 15 credit hours, 6 of which must be at or above the 300-level.

For more information about the NAIS minor, see the American Studies bulletin or the designated section of the American Studies website under "Undergraduate Programs."

*(photo by Korean Resource Center (flickr))*



# TARAJEAN YAZZIE-MINTZ MOVES ON: THE EXIT INTERVIEW

Interview by Sarah Gordon, NAIS editor.

Professor Tarajeon Yazzie-Mintz (Navajo) was one of the integral founding members of the NAIS initiative at Indiana University. She was on faculty in Curriculum Studies at the School of Education until the summer of 2011, when she accepted a new position with the American Indian College Fund. She is now working as the Program Officer managing the *Wakanjeya* “Sacred Little Ones” early childhood education initiative at the AICF. She took some time out of her busy new schedule to reflect on her involvement with NAIS at IU.

**NAIS: Tell me a little about your decision to leave IU for the American Indian College Fund.**

**TYM:** As a Native educator and scholar, it makes perfect sense to choose to work for an institution that has its sole purpose to support and strengthen Native communities through education. I thoroughly enjoyed my time at Indiana University. I miss my colleagues and my department within the School of Education. I had wonderful and very supportive faculty colleagues within the Curriculum and Instruction department, and having worked in that environment for almost 6 years has been a great honor. I also enjoyed working with the students who enrolled in my courses at both the graduate and undergraduate levels. I continue to hear directly from students – all of whom want to share their successes.

In January 2011, the American Indian College Fund was awarded a \$5 Million dollar grant from the W.K. Kellogg Foundation to administer a project focused on strengthening early childhood education programs at tribal colleges.

Through a competitive proposal process four tribal colleges were selected to be the first *Wakanyeya* “Sacred Little Ones” Early Childhood Education Initiative grantees. I was recruited to the Fund to direct the project and to work directly with tribal colleges in this historic project! Nothing like this has been done, and it is a challenge in my professional career that I wanted to take on and see whether I could contribute to Indian education in a very different way.

I hold the belief that meaningful research and scholarship can have a real impact on Native communities. The opportunity to draw upon my scholarly knowledge and my strengths and skills to assist tribal colleges to be successful in developing and strengthening early childhood programs is a blessing. Mainstream institutions, like Indiana University, will always be here. I have no doubt my engagement in the production of scholarly work will continue – it will continue from a different place. I wish more people believed in the possibilities.

**NAIS: Could you briefly summarize your involvement with the NAIS program up until your departure from IU in 2011?**

**TYM:** While Indiana University, I worked closely with Matt Guterl and Jason Jackson, and others, in dreaming about and proposing the Native American Indigenous Studies program. I was an active member of the Committee on Native American and Indigenous Studies, and represented the Committee in the American Studies Ad-

visory Committee. Through these important networks, I engaged in discussions that ultimately resulted in the approved NAIS Ph.D. Minor. Prior to my departure from IU, I learned that our proposal for the NAIS undergraduate minor was approved. The work to establish these programs has been fruitful, and I believe faculty kept at the forefront educational opportunities for IU students to receive the best in scholarly engagement. Scholarly engagement in Native American and Indigenous Studies is a key foundation for this work – and I am excited that we could reach important milestones together.

**NAIS: Do you have any achievements that make you especially proud, with reference to the NAIS program?**

**TYM:** I am excited about two achievements:

- The establishment of the Native American Indigenous Studies Ph.D. minor
- The recent acceptance to establish the undergraduate minor.

The movement to create legitimate spaces in which students can embark in the study of issues related to Native and Indigenous studies

in an inter-disciplinary way is phenomenal!

**NAIS: How does it feel to leave the program in the hands of your colleagues here?**

*“Why not build strong academic programs that are responsive to the needs of communities? My hope is the program will continue to be the actualization of many people’s hopes and dreams!”*

*(Continued on page 3)*

(Continued from page 2)

**TYM:** I wish I could be in many places at once. I would have loved to remain a part of the amazing work that is ahead for the program. Working with Matt, Jason, and Christine, in particular, over the years solidly confirms in my mind that the program is in the generous and able hands of my colleagues. I think we worked together to ensure that any member of the faculty who had interest in Native and Indigenous studies could participate in shaping the direction of the program. Their willingness to be at the table at each turn of the development program has been refreshing.

**NAIS: What are your hopes for the program at the time of your departure?**

**TYM:** I would love to hear in 3-5 years that a full Native Studies program has been established, from an undergraduate major to a Ph.D. program dedicated to the study of Native and Indigenous issues. I would love to see Indiana University realize its potential in recruiting innovative faculty whose scholarship will shape the program's prestige and national recognition. I would also love to see more Native students drawn to the institution, to participate in the development of new scholarship and knowledge in the area of Native American studies.

Native communities desire to access exemplary educators and professionals, and it is possible to meet that need. It will take authentic partnerships with tribal colleges and Native communities to realize

the next level of educational opportunities. Perhaps there is room to dream a time when the Native student's pathway from Native schools in Native communities move through tribal colleges to places like Indiana University.

Why not build strong academic programs that are responsive to the needs of communities? My hope is the program will continue to be the actualization of many people's hopes and dreams!



## ACCOLADES!

**Lauren Morris McLean**, professor of political science affiliated with our NAIS program, was recently granted tenure in the department of Political Science.

**Sarah Dees**, Ph.D. student in Religious Studies with an NAIS minor, received a Foreign Language and Area Studies fellowship to study Quechua in Cusco, Peru, as well as a Summer Field Research Grant from IU's Center for Latin American and Caribbean Studies to study spiritual/medical tourism during her visit.

**Anya Royce**, professor of Anthropology and Comparative Literature, released a new book in September 2011 called **Becoming an Ancestor: The Isthmus Zapotec Way of**

**Death**. It draws upon more than forty years of field research and a careful working through the Isthmus Zapotec language to address the central role of death in maintaining and creating relationships between individuals and individuals and community, both the living and the dead.

**Christina Snyder's** book, **Slavery in Indian Country: The Changing Face of Captivity in Early America**, published by Harvard University Press, 2010, won the Best First Book Prize at the 2011 Berkshire Conference of Women Historians, and the James H. Broussard Prize, awarded by the Society for Historians of the Early American Republic for the year's

best first book. Snyder was recently announced a finalist for the Frederick Douglass Prize from Yale University's Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition: <http://www.yale.edu/glc/events/fdbp-finalists.htm>. Professor Snyder teaches in the departments of American Studies and History. Thanks to support from the American Council of Learned Societies (ACLS) and the College Arts and Humanities Institute, she is currently on research leave, working on a second book project, "The Indian Gentleman of Choctaw Academy: Status and Sovereignty in Antebellum America."

## NAIS Professor Profile:

*Lauren Morris MacLean,*

**Political Science**

Interviewed by Sarah Gordon, NAIS News Editor.

Lauren Morris MacLean is an Associate Professor of Political Science at Indiana University, and a member of the NAIS committee. She sat down with NAIS News on September 8, 2011, to discuss her involvement in the program.

### NAIS. What positions do you hold on campus?

**LM:** I'm an Associate Professor of Political Science. My other links are that I'm affiliated with NAIS and the African Studies program, the Workshop on Political Theory and Policy Analysis, and with the Center on Philanthropy.

### NAIS: How did you come to be interested in your areas of Native American and Indigenous Studies? How do you conceptualize the relationship between the "Native American" and "Indigenous" parts of our program's name?

**LM:** My dissertation was focused in west Africa. I heard about a post-doc with the Robert Wood Johnson foundation, but it had to be focused on the US, and I'd always wanted to work on American Indian politics. I'd heard a lot about health disparities, but just really generally, in the newspapers, and had never had an opportunity to do any scholarly reading.

My research is focused on American Indian politics and participation in health policy. Being in the discipline of Political Science--I gave a presentation somewhere and one of my friends said, "What percent of the population are Native Americans anyway?" Basically, the question was, "How is this relevant for political scientists? This is such a tiny, very unique, marginal population. How does this speak to

broader theoretical questions in the discipline?" So, within my discipline, I've been able to teach this by focusing on broader comparative questions and saying that this is about Indigenous politics.



### NAIS: Building from that, can you tell me a little about your current research?

**LM:** I am working on this big book project which seems like it gets bigger and bigger.

I started the research for it in 2003, so it seems like it's become more of a historical project as it's gone on. It's looking at a paradigm shift in US federal Indian policy in the beginning of the 1990's to thinking about relationships between tribal nations in terms of tribal consultation. It focuses on health policy. I'm trying to analyze the political origins of this shift in policy, but it's really emerging from talking to tribal leaders and tribal staff and people who are working in inter-tribal organizations.

I'm really interested in how this federal paradigm is then implemented in very different ways across states. So

if you go to Washington State, or if you go to Oklahoma, the ways that tribal consultation is thought about, the ways that it's practiced, the ways that it's experienced are very different. And then within those states, there are a lot of sub-state variations. So I'm trying explain how this new concept comes to be, politically, and why it varies in such different ways. From that, I want to get some concrete ideas of how to make it more meaningful or work better. I want to ask, "How do tribes have a voice in the policy that affect their communities?"

### NAIS: Why did you decide to be involved in the NAIS committee? Why do you think this is an important program to have on campus?

**LM:** There are a number of really interesting faculty and really interesting students who are working on these issues, and looking at a variety of different topics, coming at it from different angles. But I don't think we all know who each other are, or how to connect with each other. I think having this NAIS committee is helping to identify the people who are interested in these issues, and that's

only a benefit to students, so they can make these connections with faculty and with each other.

It's also great to think more consciously about what

a program of study in the minor would be. Having my feet in the African Studies program, I can see the kind of community-building and resources can come from having a formal institutional structure.

*I want to ask, "How do tribes have a voice in the policy that affects their communities?"*

*(Continued on page 6)*

**NAIS Student Profile:**

*Terri Miles Schuld,*

**Criminal Justice**

Interviewed by Sarah Gordon, NAIS editor

**NAIS:** By way of introduction, I'll need some general information about yourself and your degree. How far along are you in your degree, do you have any specialties within the broader field of Criminal Justice, any interesting work or academic history, etc.

**TMS:** I am a forty year old graduate student currently enrolled as a PhD student in the criminal justice department. I am of the Muscogee (Creek) Nation as well as Sac & Fox and Seminole descent. I have completed all of my coursework and I will soon take my qualifying exam. I work nights full time for Centerstone of Indiana at the Transitional Care Facility. Mentally ill clients use our facility to transition between home and more intensive care facilities like IU Crisis Care or as a diversion from jail. Academically I co-authored an article with my mentor, Steve Russell: *One-Sided Interest Convergence: Indian Sovereignty in Organizing and Litigation* Wicazo Sa Review - Volume 23, Number 1, spring 2008, pp. 7-24. My contribution to this article came out of a summer McNair scholar program where I researched anti-sovereignty organizations. These are grassroots organization that grew in opposition to Indian Nations asserting their sovereignty in relation to issues such as land and water rights. Small groups grew and united under umbrella organizations to become national opposition groups. My research for this project involved collecting data on as many of the groups as I could find. This included discovering when they were created, who created them and what happened to the groups. Some fizzled out, but as I said some of them merged and went national.

*I have always been concerned about the violent victimization of Native peoples. Who are the perpetrators, what is being done to prevent violence in Indian country, how is crime handled, and why are crime statistics so skewed in regards to Natives?*

**NAIS:** What is the focus (or anticipated focus) of your research?

**TMS:** My Qualifying thesis will focus on law and society in relation to Native American Nations and in particular the Muscogee (Creek) Nation District Court. I anticipate that my dissertation research will continue with Indian courts and include jurisdiction issues as related to violent victimization of Native peoples. By violent victimization I mean murder, rape, sexual assault, robbery, and aggravated assault. Right now Native peoples are under a great burden. They are twice as likely to be victims of violent crime. Indian courts do not have jurisdiction over most violent crime in their area which is part of the reason why Native peoples are targets for violent victimization. Some Nations have found ways to handle jurisdiction issues such as the cross deputization of tribal prosecutors so that cases that occurred on tribal lands that may have fallen through the cracks can now be handled by the tribal prosecutor in federal court.



They are twice as likely to be victims of violent crime. Indian courts do not have jurisdiction over most violent crime in their area which is part of the reason why Native peoples are targets for violent victimization. Some Nations have found ways to handle jurisdiction issues such as the cross deputization of tribal prosecutors so that cases that occurred on tribal lands that may have fallen through the cracks can now be handled by the tribal prosecutor in federal court.

**NAIS:** How did you come to be interested in your particular area of study?

**TMS:** I have always been concerned about the violent victimization of Native peoples: who are the perpetrators, what is being done to prevent violence in In-

dian country, how is crime handled, and why crime statistics are so skewed in regards to Natives. Then during Dr. Beverly Stoeltje's class, Law and Cul-

ture, I was able to go to Oklahoma and observe the Muscogee (Creek) Nation District Court (MCNDC) while it was in session for two days. This was such an eye opener for me. To be in my Nation's court and hearing issues being handled by a sovereign Indian Nation was just so satisfying. I had never been in an Indian courtroom. All of my past trips, observations, tours, and employment had been in courts, jails, prisons, and offices of the dominant non-Indian

society. The MCNDC is a high tech modern court where any person from the Western court system would feel at home as the layout and functioning of the court is equivalent to the Western model. The subtle differences appear in the aesthetics, the limits on what can be adjudicated, and the variety of what that one court handles. I look forward to exploring all the different Native court systems.

**NAIS:** Why did you decide to minor in Native American and Indigenous Studies?

**TMS:** Why are school children across America taught U.S. history? I need to know what happened, is happening, might happen, and could happen in Indian country. Like learning U.S. history I have gained some perspective on Native Nations in general and some insight on my own Nation. For example, my Nation is currently working out legal matters having to do with the historical autonomy of the Towns the Nation is

*(Continued on page 6)*

(Continued from page 4: Lauren Morris Maclean)

**NAIS: When NAIS students are choosing advisors or seeking guidance, what are some reasons that they might want to approach you? What subsets of the field do you feel especially qualified to teach and excited to discuss?**

**LM:** I'm delighted to contribute the focus on politics. I think some people can be put off political science because they think, that it has to be quantitative, that it has to be a focus on a large number of cases, or that it has to be the study of governments. What I bring to the table is an analysis of politics much more broadly. I do both quantitative and qualitative work, so I'm very comfortable working with students who

combine those in creative ways, or do one or the other.

I've done a lot of historical work, but I'm very interested in contemporary policy issues that have current, real-world relevance to people. In particular health policy, but I've worked also on education policy, and I'm moving toward energy policy in a future project.

I would also list political economy as a subfield. I try to bridge politics and economics in a lot of my work.

As a last thing: while I work on American Indians, in the United States context, I've advised students who work in Ecuador, Mexico, and India, who work with tribal communities in all of those places. And then my undergraduates have taught me about indigenous groups in Finland, Taiwan, and a million

other places. So it doesn't have to be just the US.

**NAIS:** What classes do you teach that are relevant to the undergraduate and graduate NAIS minors?

**LM:** I teach a graduate level course that's called Indigenous Politics, Democracy, and Development Around The World. It's very multi-disciplinary--I think there's more anthropology than political science on the reading list. My graduate seminars are usually on a three-year rotation. I also teach an undergraduate version that's an intensive writing class.

I don't teach any other classes that are exclusively focused, but I think my Politics of International Development class would still be relevant to a lot of people.

(Continued from page 5: Terri Miles Schuld)

comprised of. This issue is extremely important to the People and will affect their future, but understanding what is going on requires understanding the history of the (Creek) People and their relationship to the United States. On a broader scale it is also important to understand Indian relations in general with the United States government and how those relations pertain to issue at hand.

**NAIS: How has the minor influenced your research?**

**TMS:** I had originally intended to focus on violent victimization. Now I see how I can expand upon that and delve into how Indian Nations handle violent victimization and other criminal issues; their own processes of addressing deviant behavior and the dominant Western societies. I have also learned about community based research and how that process can influence my research objectives when I took a course called Community Based Participatory Research Methods. My instructor was Dr. Sonya Atalay and spending two semesters work-

ing with our community partners created the best class room experience I have had at IU. My past experiences with research ideology left me feeling that there had to be a different way. I never believed that the facts were all that mattered and it was not my fault what other people did with what I reported. Dr. Atalay's class gave voice to those feelings and showed me how I could do research in a different way that was right for me.

**NAIS: Before this interview, I didn't actually know that you were Native yourself. I have often wondered: how does it feel to be a Native student enrolled in a Native Studies program that is taught mostly by non-Native academics who have spent relatively little time on reservations or in other Native communities, urban or rural, compared to you as someone who grew up there?**

**TMS:** It feels weird, no matter how famous the person is in academia or how talented they are, it feels weird. My mentor in criminal justice is Steve Russell, a former judge and a Cherokee. I trust him to guide me, but he is

back in Texas now. Taking Dr. Atalay's class healed a rift that I couldn't articulate, but I only got to take those two semesters with her and I am done with course work now. Having fellow Indian classmates and friends gives me people to spout off to when a non-Indian says something totally insensitive or just plain wrong, because I can't fight everyone and most of my professors are non-Indian. If they don't get it and jump in, what can I do? Sometimes I wish I could sit in one class where I wasn't the minority. I am not saying that everyone who teaches in Native Studies should be a Native, but shouldn't there be a few more Natives in there?

**NAIS: What do you anticipate doing with your degree when you're finished?**

**TMS:** My intent is to teach at a tribal college and to engage with the American Indian community of that area to conduct research for and with them. If I am lucky enough to go home to Oklahoma I can work with the peoples of my Nation.

# ANNOUNCEMENTS, DATES & EVENTS

(Continued from page 8)

## Fieldschools, Scholarships, Fellowships and Internships:

- **Applications to the UNDERC Field School.** Deadline Nov. 4. Native American undergraduate students, sophomore status and above, are invited to apply for a two-summer field school conducted through the University of Notre Dame Environmental Research Center and the Department of Biological Sciences in collaboration with the Confederated Salish and Kootenai Tribes of Montana. The purpose of this program is to promote an understanding of field-oriented environmental biology and how field research is conducted. At least four of the 28 openings are reserved for students of Native American descent. More information at <http://underc.nd.edu>.
- **Udall Scholarship Faculty Nominations Open**, deadline March 2. The Udall Foundation seeks future leaders across a wide spectrum of environmental fields, including policy, engineering, science, education, urban planning and renewal, business, health, justice, and economics. The Foundation also seeks Native American/Alaska Native students pursuing careers related to tribal public policy or Native American health care. Candidates must be matriculated sophomores or juniors. **Faculty nomination is a requisite first step in the application.** For more information, visit <http://www.udall.gov>.
- **Udall Foundation Native American Congressional Internships**, deadline Jan. 31, 2012. 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. Juniors, seniors, graduates, and graduate or law students are eligible to apply. For more information, visit <http://www.udall.gov>.

## Job Postings:

- **Open-ranked Tenure and Tenure Track Position in Native American Studies.** The UCLA Departments of English and History, in collaboration with American Indian Studies Center, invite applications for an open-ranked tenured and tenure track position in Native American Studies. Candidates should demonstrate engagement with the changing dynamics of the field, and have a strong record of publication that engages the literature and/or history of Native American cultures and societies. The successful candidate could be housed in either the History or English department, or have a split appointment between the two. Candidates should submit a letter of application, CV, 20-page writing sample, and dossier including three letters of recommendation to Search Committee, American Indian Studies Center, 3220 Campbell Hall, University of California-Los Angeles, Los Angeles, CA 90095. The position is subject to final administrative approval.

## KEEP UP WITH NAIS!

- **Our mailing list** features core announcements, like lectures and talks that we organize. To get on the list, or to confirm that you're on it already, e-mail [nais@indiana.edu](mailto:nais@indiana.edu)
- **Our blog** will pass along news from the wider world of Native American and Indigenous Studies. Visit us at <http://iunais.wordpress.com>. You can also sign up to **receive blog updates by email** by clicking on the "email subscription" tool on the right-hand side of the page.
- **Follow us on Twitter.** We are @IUB\_NAIS.
- **"Like" us on Facebook.** We are "Native American and Indigenous Studies at Indiana University."

# ANNOUNCEMENTS, DATES & EVENTS

November is National Native American Heritage Month! Check out these events at the First Nations Education and Culture Center. Visit <http://www.indiana.edu/~fnecc> for more info. Call (812) 855-4814 to register for the events that require it.

- **Traditional Pow-Wow**, Nov 5. 11:00 am—6:00 pm. Traditional meal served at 12 noon, Grand Entry at 1:30 pm. Grand Hall, Neal Marshall Black Culture Center, 275 N. Jordan.
- **Reception, Art Exhibition, and Flute Music.** “*Living Traditions: A Selection of Native American Art from the IU Art Museum and Contemporary Native Artists.*” Nov 5, 4:00 am– 6:00pm in the atrium of the IU Art Museum 113 E. Seventh St. Adam Riviere on flute.
- **Inupiaq and Tlingit Stories with Ismael Hope.** Nov 11, 2:00-3:30 pm, Mathers Museum of World Cultures, 416 N. Indiana Ave.
- **Native American Beading Workshop with Marilyn Cleveland**, 12 Nov. 10:00 am—4:00 pm, Mathers Museum of World Cultures, 415 N. Indiana Ave. Advance registration is required.
- **Blanket Stories with Marilyn Cleveland**, 13 Nov, 2:00—4:00 pm, Mathers Museum of World Cultures, 415 N. Indiana Ave. Children’s program.
- **Movie and Popcorn Night.** 15 Nov, 6:00-9:00 pm. *Barking Water* by director Sterling Harjo (2009). Bridgewater Lounge, Neal-Marshall Black Culture Center, 275 N. Jordan.
- **Cherokee Basket Weaving Workshop with John W. Johnson.** 19 Nov. 9:00 am to 4:00 pm. Bridgewater Lounge, Neal-Marshall Black Culture Center, 275 N. Jordan. Advance registration is required.

## Calls for Papers:

- **Annual Meeting of the Native American and Indigenous Studies Association (NAISA).** Deadline Nov. 1, 2012. 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. For more information, go to <http://www.naisa.org>. To access the templates for individual papers, panels, and roundtables, go to <http://www.regonline.com/NAISA2012callforpapers>.

## Upcoming Conferences:

- **“Wiping Away The Tears: the Battle of Tippecanoe in History and Memory” Symposium.** Nov. 3-5, Purdue University, West Lafayette, IN. Invited speakers include tribal representatives, historians, archeologists, and museum/heritage specialists. For more info and to register, visit <http://www.purdue.edu/naecc/wipingawaythetears.html>

## American Folklore Society Annual Meeting, Oct. 12-15, Indiana Memorial Union.

<http://www.afsnet.org>. Presentations from Native Studies scholars include:

- **Michael Robert Evans** (Indiana University), *Folklore as Fulfillment: Reality, Resistance, and the Native Takeover of Alcatraz.*
- **Jason Baird Jackson** (Indiana University), *New Digital Work with Old Museum Objects: The South eastern Native American Collections Project.*
- **Mindy Morgan** (Michigan State University), *Workers into Warriors: Transforming the Discursive Space of Indians at Work, 1940-42.*
- **Amber Ridington** (Independent), *Applied Ethnography, Indigenous; Representation and Virtual Exhibition: Dane Wajich--Dane-zaa Stories and Songs: Dreamers and the Land.*
- **Jill T. Rudy** (Brigham Young University), *Beyond Cultural Relativism: American Indian Stories, the Yellowman Tapes, and Relational Communities.*
- **Alina Dana Weber** (Florida State University), *From "Vanishing Indian" to Timeless Hero: Performance Metamorphoses of a Native American Figure in German Wild West Festivals.*

(More announcements on page 7!)