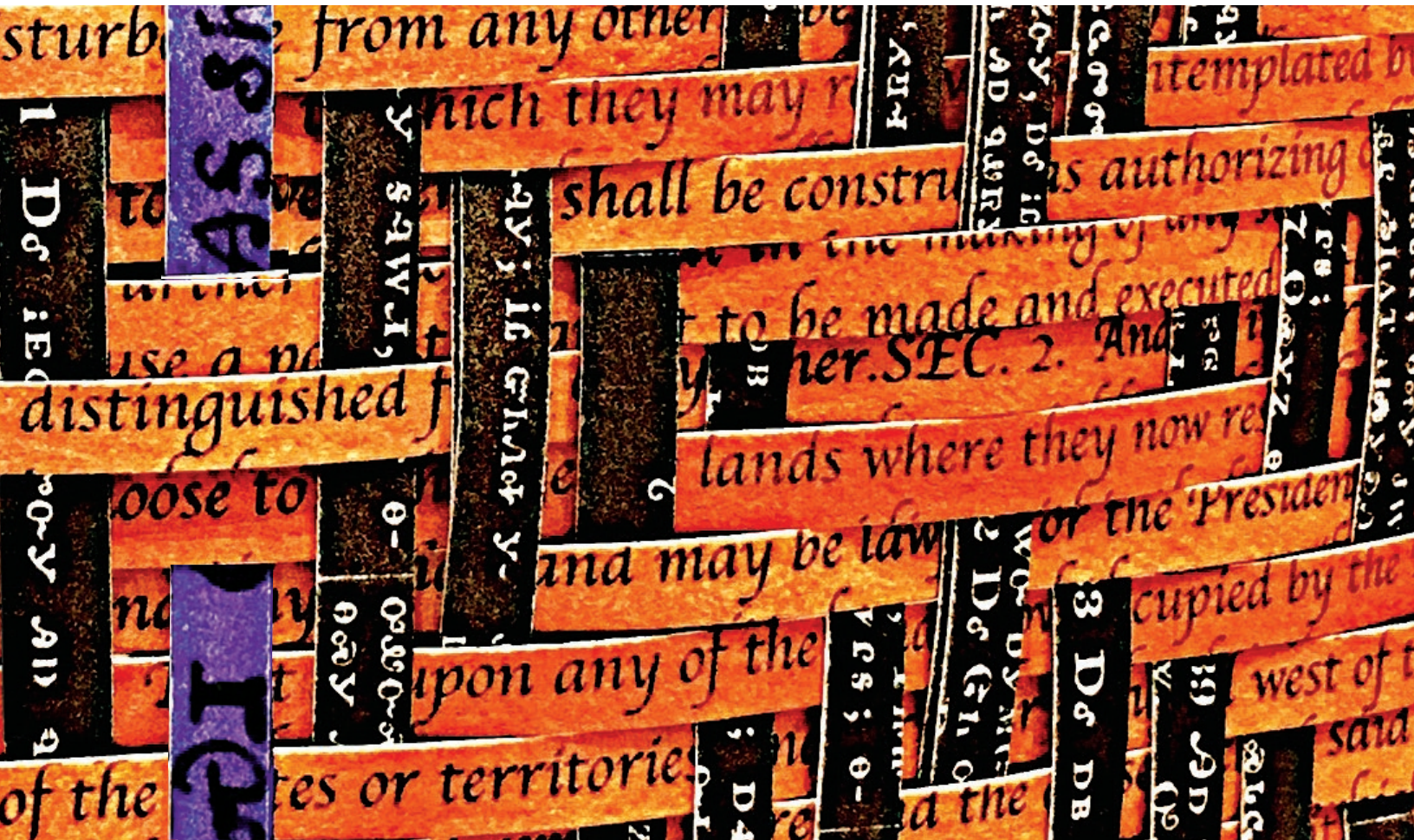


## 2018 ANNUAL REPORT

# CENTER FOR NATIVE AMERICAN AND INDIGENOUS RESEARCH



Northwestern

## 2018 ANNUAL REPORT

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Establishment of the Center for Native American and Indigenous Research was made possible by a grant from the Andrew W. Mellon Foundation.

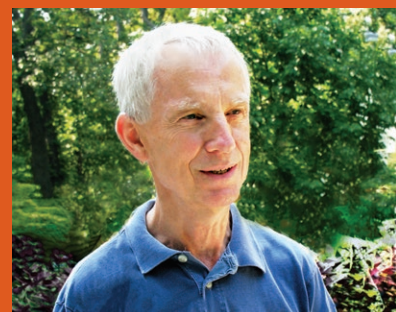


### Land Acknowledgment

Northwestern University sits on the traditional homelands of the people of the Council of Three Fires: the Ojibwe, Potawatomi, and Odawa. The land was also a site of trade, travel, gathering, and healing for more than a dozen other Native American tribes and is still home to over 100,000 tribal members in Illinois.

### On the Cover

Detail of *Cherokee Burden Basket: Singing a Song for Balance*, 2012, by Shan Goshorn (1957–2018, Eastern Band Cherokee). Arches watercolor paper splints printed with archival inks and acrylic paint. Mary and Leigh Block Museum of Art, Northwestern University. Purchased with a gift from Sandra Lynn Riggs and members of the Block Leadership Circle.



## FROM THE 2017–18 CODIRECTORS

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Boozhoo, Posoh, Shekoli, Ahau—

We're excited to say “hello” in some of the languages that reflect our growing community of Indigenous scholars. What a wonderful first year CNAIR has had! Guided by our mission to advance scholarship, teaching and learning, and artistic and cultural practices, we began by building relationships. The Chicago area has a rich diversity of Native Americans representing more than 100 tribes. Through partnerships with the American Indian Center of Chicago and the Chicago American Indian Community Collaborative, and in collaboration with the Field Museum of Natural History, the Newberry Library, and the Mitchell Museum of the American Indian, CNAIR affiliates conducted meaningful community-driven research.

Our mission to advance teaching and learning led to enriching experiences for students. For example, in fall 2017, undergraduates from the Medill School of Journalism, Media, Integrated Marketing Communications visited the Oneida Nation in Wisconsin and helped harvest, shuck, and braid corn during the annual White Corn Festival. Students in an undergraduate course on race and indigeneity in the Pacific visited Hawai'i and presented their research at an on-campus symposium and a national conference in Los Angeles. A group of Medill graduate students visited Hopi, Navajo, and Zuni communities—a trip that generated conference presentations, coverage in national publications, and a PBS documentary.

We were particularly excited to provide an interdisciplinary intellectual space for graduate students in the Native American and Indigenous Studies Cluster, where they share their works in progress, discuss readings, and attend lectures by prominent scholars.

As part of our mission to advance artistic and cultural expression, our programming included Indigenous dance, literature, poetry, and film events for Northwestern students, faculty, and staff and the greater Chicago community.

We are delighted to share this report of our first year. In collaboration with Northwestern centers, departments, and schools and Native American organizations, we have brought exciting people and events to the University, highlighting the scholarship, leadership, and issues unique to Native American and Indigenous communities.

Our students and faculty, with the encouragement and collaborative spirit of our partners on campus and in Native communities, have made this year a great success. We are grateful for the support we've received and remain committed to building on that success.

Sincerely,

Patty Loew  
Doug Medin

## **FACES OF CNAIR**

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### **Beatriz O. Reyes**

#### **Faculty affiliate**

Assistant professor  
of instruction,  
global health studies,  
Weinberg College



## RESEARCH

As a public health practitioner, I focus on developing, implementing, and evaluating evidence-based programs to address health disparities through a community-based participatory research approach. I'm also Tepehuán and a citizen of the Navajo Nation.

At Northwestern I focus on the best ways to facilitate and support healthy behaviors among first-generation college students. My team recently developed instruments to assess those students' behaviors and attitudes. I also codeveloped and coimplemented a five-session intervention for first-year, first-generation college students.

**“ There's power in using privilege to provide resources and reorient the system toward the voices of oppressed communities. ”**

At Northwestern's Foundations of Health Research Center, I work with Professor Edith Chen, who's a great mentor and who found in her own research that first-gen students have negative health outcomes compared with peers who don't go to college. So “upward social mobility” can actually be bad for your health! Now we're doing further research showing ways to mitigate those impacts. I want to explore how to apply that research to experiences of first-gen students. You can find ways, for instance, to shift how one looks at certain situations and adapt, and those are skills you could teach first-gen students to help them succeed. For me, as a biracial, Indigenous woman and a first-generation student, this work is really personal.

## LIFE

I've been fortunate to be influenced and shaped by the work, kindness, support, and wisdom of countless people in my personal and professional life. But when I think about the most consistent and long-term influence, I would have to say books and

reading. I have found immense comfort, support, knowledge, and self-reflection through the words of others who seek to improve the world around them.

Specifically, Bonnie Duran and Nina Wallerstein both demonstrated what community-based participatory research can mean in practice—working with communities, developing long-term relationships, demonstrating humility, and ensuring that what you're doing will actually benefit the people you've partnered with.

## CNAIR

I think it's fantastic that at Northwestern and CNAIR we are doing what we can not only to address the historical impact of John Evans on Native communities, but also to help communities today by conducting research, developing scholarship, and providing resources and space for Native and non-Native scholars who support and are interested in Indigenous studies.

## FUTURE

I hope communities will have the power and resources to fully address their own needs and wants. I increasingly understand through my research and teaching that communities already have the answers to their most pressing problems. They often simply don't have the resources or structures to implement the changes they want to see. Researchers like me and others here at Northwestern can support and empower these communities.

I talk with my students and remind them that there's power in using privilege to provide resources and reorient the system toward the voices of oppressed communities and ensure they are recognized and supported. I tell students that hope is a really important part of this work—there's no way you can do it unless you're hopeful.

**FACES OF  
CNAIR**

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**Alissa  
Baker-Oglesbee**

**Graduate student**

Cognitive psychology,  
Weinberg College



## RESEARCH

My research aligns with CNAIR's mission on a couple levels: First, I'm a Cherokee Nation citizen. Second, my work is oriented toward how Native values, cultures, and epistemologies lend strengths to Indigenous people. Prior research often used a deficit lens for Native communities and peoples, but I'm really interested in looking at their strengths.

I'm studying how Native students' self-concept contributes to their success in STEM fields. I think many people in both Western and Indigenous science might see those approaches as completely different, but I've done some work showing that most successful Native scholars tend to see the systems as overlapping quite a bit.

I'm also working with professors Doug Medin and Megan Bang, studying how culture impacts the way Native communities reason and learn about the natural world. One of the strengths of Native people is a relational epistemology that enables us to see connections between humans and their environment in a way that may allow us to think more easily about complex systems.

## LIFE

My tribe has always emphasized education and scholarly excellence. I grew up in Oklahoma, and my whole family prioritized education in all forms. That really speaks to a Native approach to science and intellectualism.

Not only was I taught to read at an incredibly young age by my paternal grandmother, but my mom also went back to college when I was in elementary school. For years, I would see her commute back and forth almost every day. There were a few times when I went with her to classes, which helped me develop my own drive to excel in college.

I was very close to my maternal grandmother, who loved Carl Jung's work. (Apparently it's a thing that Native people like Carl Jung!) She would talk to me about him, and that directly turned me to psychology.

My dad was a great teacher too—he would tell me about the land, about plants to forage and mushrooms and different trees and the relationships between these plants. All of that was formative to my education.

**“ I want to help future Indigenous scholars see that the knowledge they bring from home is a huge strength. ”**

## CNAIR

I moved here from the capital city of my tribe—the street signs where I come from are in English and Cherokee—and while there are definitely Natives here, it's not the same. So the CNAIR community feels like a psychological support system too.

I'm proud to be affiliated with CNAIR because we're committed to building relationships with people both inside and outside the University. And I'm particularly happy to be building connections with tribal nations, because I think a community-based approach to research—especially an Indigenous collaborative—should be focused on giving communities a voice.

## FUTURE

I'd like to see Native nations encourage citizens to go into STEM careers and, more specifically, work toward developing research practices that integrate tribal knowledge with Indigenous research methodologies.

I want to help future Indigenous scholars see that the knowledge they bring from home, that their grandparents are teaching them, is a huge strength. Native communities have really sophisticated systems of science; it's just that the processes and the questions we ask and the underlying values are slightly different than some of what we see in Western science.

A lot of my work with my CNAIR colleagues looks at how we can learn from these Native epistemologies and funnel them back into a science curriculum that could be taught not just to Native kids but to all kids.

**FACES OF  
CNAIR**

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**Kimberly R. Marion  
Suiseeya**

**Faculty affiliate**

Assistant professor, political  
science, Weinberg College



## RESEARCH

I'm an environmental justice scholar focusing on forest peoples and Indigenous communities. My current research project examines how Indigenous peoples who are experiencing environmental injustice gain influence in global policymaking.

When we think of Indigenous peoples in international politics, the dominant narrative often is that they don't have a lot of power. This research aims to disprove that theory by observing, documenting, and analyzing the forms of power Indigenous people do leverage. We also challenge the dominant ways the scientific method might define influence: it might look at the outcome of a treaty negotiation and determine that if the agreement doesn't include Indigenous rights, it doesn't indicate influence. However, we would say that actual influence is not always tied to outcomes and in fact can unfold in a variety of ways.

**👍 Everyone involved with CNAIR operates with a mission to promote greater recognition of what Native and Indigenous peoples contribute to the world. 🗣️**

Our teams of graduate and undergraduate students are trained in participant observation so they can attend international environmental treaty negotiations, where they collect data, photos, field notes, recordings, and written materials. The students ask how different processes produce injustice or justice and how the negotiations produce ideas of indigeneity.

One of the most rewarding outcomes is watching students grow in their perspectives—both in their roles as researchers and in how they understand dominant discourses. It has been truly rewarding to see their worldviews expand.

## LIFE

We always hear about needing to flip how we do things—for bottom-up decision-making. Before I was a professor, I was a practitioner in environmental conservation. As a biodiversity policy manager in Laos, I worked with communities experiencing harm from what we were doing in conservation.

One day I took a five-hour boat ride to a small community and spoke with a woman who'd had eight children, four of whom had died from malnutrition. She told us that our conservation policy did not allow her to grow rice the way she used to and was causing harm to her family. This had a dramatic effect on me—I realized our work had stripped away the dignity, rights, and ability of these communities to lead their own lives. I decided to pursue a PhD to begin to unpack what justice means for different people. Since then, everything I've done has been to figure out what is bottom-up.

## CNAIR

In many ways, CNAIR has become my core community at Northwestern. I collaborate with researchers, attend events, and help plan and develop curriculum. While the center focuses on Native American and Indigenous rights, it's really interdisciplinary and allows you to focus on your research interests through a variety of lenses. Everyone involved with CNAIR operates with a mission to promote greater recognition of what Native and Indigenous peoples contribute to the world.

## FUTURE

If we really want to move toward justice, we need to start reorienting how power comes into play when deciding what conservation looks like. As teachers, students, and scholars, we need to rethink the extent to which policies can solve problems and think more about creating conditions for communities to identify and design ways to improve their own lives.



Northwestern's Multicultural Student Affairs and Office of Institutional Diversity and Inclusion annually host a Native American and Indigenous dinner for local community members, elders, families, and Northwestern students, faculty, and administrators to celebrate graduating students and key partners on campus.

## HISTORY

CNAIR's origins are in student activism in 2013, when undergraduates in the Native American and Indigenous Students Alliance asked the administration to acknowledge University founder John Evans's role in the 1864 Sand Creek Massacre. Evans was territorial governor of Colorado (a role that included acting as superintendent of Indian affairs) when US soldiers killed more than 200 Cheyenne and Arapaho people—primarily women and children—who had declared their peaceful intentions and placed themselves under the protection of the US's Fort Lyon.

In 2013, the provost's office convened the John Evans Report Committee to explore Evans's role in the massacre and his relationship with Northwestern. The University also convened the Native American Outreach and Inclusion Task Force to recommend strategies to strengthen Northwestern's relationship with Native American communities through recruitment efforts, academic programs, and campus support services. The task force recommended that the University fund an Indigenous research center.

In 2015, Weinberg College of Arts and Sciences dean Adrian Randolph announced the Indigenous Studies Research Initiative, which in part resulted in hiring two tenure-track assistant professors and a postdoctoral fellow. In 2016, the College received a \$1.5 million grant from the Andrew W. Mellon Foundation to support the Center for Native American and Indigenous Research. Center directors were appointed and the first staff position was filled.



Programming began in fall 2017, a strategic plan was created, and the first affiliates from various schools began establishing the center's governance and operational structures.

Outreach to local, regional, and national Native American communities and tribes has been critical. Listening to tribal leaders, understanding the research needs of Native communities, and finding opportunities for collaboration will continue to be central to the center's work as CNAIR takes shape over the coming years.

## VISION AND GOALS

CNAIR is Northwestern's primary institutional space dedicated to advancing scholarship, teaching and learning, and artistic and cultural practices related to Native American and Indigenous communities, priorities, histories, and lifeways.

Our vision is for the center to

- operate as a hub for multidisciplinary, collaborative work informed by and responsive to Native American and Indigenous nations, communities, and organizations;
- foster an innovative, Indigenous-centered intellectual space open to multiple modes of engagement for faculty, students, staff, and community members; and
- develop and promote reciprocal and sovereignty-affirming relationships and partnerships with Native American and Indigenous peoples and organizations.

## ADVANCING SCHOLARSHIP

### Graduate research opportunities

In 2017, Northwestern's Graduate School approved the **Native American and Indigenous Studies Cluster**, which provides training through speakers, workshops, mentoring, and symposia for faculty, postdoctoral fellows, and graduate students. The cluster serves a vital function in recruiting graduate students to the field and providing financial



(From left) Kelly Wisecup, Adrienne Keene, and NAIS Cluster members Chad Infante and Bethany Hughes

assistance for their attendance at the Native American and Indigenous Studies Association annual conference. In 2017–18, five students participated in the cluster; in June 2018, two received their doctoral degrees and began tenure-track positions at the University of Michigan and the University of Maryland.

Funded for 2017–18 by the Buffett Institute for Global Studies, the **Global Indigenous Studies Working Group** is an interdisciplinary group of faculty, post-doctoral fellows, and graduate students across Weinberg College who share an interest in studying and engaging with Indigenous peoples and experiences of indigeneity, which include questions about both identity and political sovereignty.

The **Colloquium on Indigeneity and Native American Studies** is a graduate student organization dedicated to fostering scholarship, collaboration, and interdisciplinary dialogue. CNAIR provided administrative and sponsorship support for public events, and faculty affiliate Kelly Wisecup serves as the group's adviser. CINAS cosponsored a half-day Pacific Islands

Research Now! symposium with the Asian American Studies Program, with support from the Alice Kaplan Institute for the Humanities, the Departments of English and Theatre, Weinberg College, the Graduate School, the Buffett Institute, the Center for Legal Studies, and Multicultural Student Affairs.

#### **Student-affiliate summer research program**

In 2018, CNAIR launched an eight-week program of summer research opportunities and awards for undergraduate and graduate students. This pilot year included students from Northwestern as well as other universities. CNAIR supported four students participating in interdisciplinary research projects; the students received mentoring from



affiliated faculty. The center also provided coordination and travel support for two Medill students working on summer research.

#### Program highlights:

- A research project by CNAIR codirector Patty Loew with the National Park Service involved youth from three local tribes in the Apostle Islands National Lakeshore creating video interviews with elders about traditional Ojibwe activities. Medill undergraduate Alena Precela and graduate student Cailin Crowe mentored youth participants, helped supervise interviews, and organized and edited video excerpts, which will be uploaded to an Indigenous archive.
- Naomi Harvey Turner, an anthropology undergraduate at DePaul University, worked with faculty affiliate Eli Suzukovich on the Campus Gypsy Moth Monitoring and Assessment Project. This partnership with the Northwestern Facilities Department involved monitoring and collecting gypsy moths on the Evanston campus. Data collected will assist Facilities in conducting short- and long-term monitoring of invasive moths and other pests that harm the campus's urban forest.
- Faculty affiliate Beth Redbird worked with Emily Loerzel (White Earth Ojibwe), a doctoral student in social welfare at the University of Washington, and Isha Patel, a political science undergraduate at the University of California, Berkeley, to collect tribal economic data with the goal of creating a data visualization of the impact of economic development on tribal communities.

### ADVANCING TEACHING AND LEARNING

In 2017-18, Northwestern offered 27 courses with Native American and Indigenous themes.

#### Experiential course offerings

Affiliated professor Nitasha Tamar Sharma and Hi'ilei Julia Kawehipuaakahaopulani Hobart, a postdoctoral fellow, led 14 undergraduates from the experiential learning class *Race and Indigeneity in the Pacific to Hawai'i*, where they explored race and privilege. Students participated in discussions with

local academics, activists, and cultural practitioners. Weinberg College and the School of Education and Social Policy supported the class with assistance from the Department of African American Studies; the American Studies, Asian American Studies, and Latina and Latino Studies Programs; the Buffett Institute for Global Studies; and the Kaplan Institute for the Humanities.

ALICE KAPLAN INSTITUTE  
FOR THE HUMANITIES

SPRING  
QUARTER  
2018

## Red Power

### *Indigenous Resistance to U.S. Colonialism, 1887-Present*


HUM 370-4-21 / HISTORY 393-0-20  
MW 3:30-4:50 pm  
Doug Kiel

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FULFILLS DISTRO 4: Historical Studies

In 2016, thousands of Indigenous water protectors and their non-Native allies camped at the Standing Rock Indian Reservation in an effort to block the construction of the Dakota Access Pipeline. That movement is part of a long history of Native activism. In this course, we will examine the individual and collective ways in which Indigenous people have resisted U.S. colonial domination since 1887. Most of the course will focus on the contiguous United States, but we will also turn our attention to Alaska, Hawaii, and the U.S. territories. This course will highlight religious movements, inter-tribal organizations, key intellectual figures, student movements, armed standoffs, non-violent protest, and a variety of visions for Indigenous community self-determination.

humanities.northwestern.edu



ALICE KAPLAN INSTITUTE  
FOR THE HUMANITIES

SPRING  
QUARTER  
2018

## Dietary Decolonization


HUM 370-5-20 / AMER\_ST 310-0 / ANTHRO 390-0  
TTh 9:30-10:50 am  
Hi'ilei Hobart

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FULFILLS DISTRO 5: Ethics and Values Distro

In response to the negative social effects of globalization and industrialization on the contemporary food system, there has developed increased attention to questions of sustainability, food justice, and food sovereignty. While such concepts are useful for thinking about liberatory food futures more generally, they often draw upon foundational Indigenous concepts without directly naming them as such. This course, then, focuses on new discourses about food sovereignty by highlighting (rather than obscuring) the linkages between decolonial or sovereign food futures and histories of erasure and dispossession of Native peoples. Taking an interdisciplinary approach, course readings draw from the fields of Food Studies, Indigenous Studies, and Pacific Island Studies in the form of academic articles, cookbooks, short film, and poetry. Throughout, we will question the potentialities of food sovereignty within the settler state, whether dietary decolonization is possible in the so-called age of the Anthropocene, and the limits of working within and against today's legacies of the colonial food system.

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(Above) Two courses taught by CNAIR affiliates



Graduate students in the Medill Explores class taught by Patty Loew visited the Hopi and Diné reservations in Arizona. Before the visit they researched topics salient to these Navajo peoples of the Southwest, such as the legacy of uranium contamination in Navajo lands, land use conflicts in the Grand Canyon area, food sovereignty initiatives, and “sacred sites versus corporate rights” issues. The trip resulted in a student-produced report, published in the *Progressive*, about arsenic in Hopi water; a PBS documentary about an eagle aviary in Zuni; and a Northwestern graduate panel presentation about Navajo food systems at a national food sovereignty conference.

### **Affiliate research interests**

CNAIR affiliates produce interdisciplinary research on topics relevant to Indigenous populations, both locally and globally. Such issues as sovereignty, resource management, science, culture, business, and language require relationships across schools and departments. CNAIR has more than 15 affiliates at Northwestern, including the Departments of African American Studies, Anthropology, English, History, Political Science, Psychology, Religious Studies, Sociology, and Spanish and Portuguese; the programs in Asian American studies, environmental policy and culture, and global health

studies; the Kaplan Institute for the Humanities; the Medill School; and the Office of Institutional Diversity and Inclusion.

**Geraldo Cadava** (associate professor, history) teaches courses on Latino history, Latin American immigration to the US, the history of Latino politics, and US-Mexico borderlands. His first book, *Standing on Common Ground: The Making of a Sunbelt Borderland*, was published by Harvard University Press and won the 2014 Frederick Jackson Turner Award from the Organization of American Historians. He is now writing a book on the rise and fall of a national movement of Hispanic conservatives from the mid-1960s to the mid-1990s.

(Top left) A Race and Indigeneity class selfie. (Top right) The Medill Explores class visited the Hopi and Diné reservations in Arizona. (Bottom) Graduate students in the Medill Explores class photographed the 2018 Heard Museum World Championship Hoop Dance Contest in Phoenix.





**Doug Kiel** (assistant professor, history; Kaplan Institute for the Humanities) studies Native American history, with particular interests in the Great Lakes region and 20th-century Indigenous-nation rebuilding. He is working on a manuscript titled “Unsettling Territory: Oneida Indian Resurgence and Anti-Sovereignty Backlash.” The book examines how the Oneida Nation’s leaders strengthened the community’s capacity to shape its own future by envisioning, deliberating, and enacting a dramatic reversal of fortune during the 20th century, as well as the origins of recent litigation between the Oneida Nation and Hobart, Wisconsin, a mostly non-Native municipality located within the boundaries of the Oneida Reservation.

**Laura León Llerena** (assistant professor, Spanish) specializes in colonial Latin American studies and teaches courses in Spanish and English on the discursive articulation of Indigenous identities; native Andean Empire narratives; myths and cautionary

tales about the unknown in Spanish and Portuguese colonial America; postcolonial theory; and contemporary representations of colonial Latin America. In the Kaplan Humanities Scholars Program, she has team-taught Genocide, Resistance, and Resurgence. Her book in progress, “Restoring the Illegible: Unexpected Uses of Writing in Early Colonial Peru,” analyzes how Indigenous peoples of the Andes appropriated and conceived of alphabetic writing in relation to their own pre-Hispanic forms of inscription after the Spanish conquest of Peru.

**Patty Loew** (professor, journalism) is collaborating with the Red Cliff, Bad River, and Lac du Flambeau Ojibwe communities on a National Park Service research grant to collect traditional ecological knowledge about cultural practices in the Apostle Islands National Lakeshore from elders in the three communities. With tribal historic preservation officers acting as arbiters, some of the knowledge will be included in NPS technical reports used to inform park management and may be shared with park visitors.

**Doug Medin** (professor, psychology) and Megan Bang (professor, School of Education and Social Policy), with Northwestern alumnus Forrest Bruce, collaborate with the American Indian Center of Chicago to study the role of culture as related to knowledge and reasoning about the natural world in children and adults.

**Beth Redbird** (assistant professor, sociology) explores the economic conditions of modern American Indians, both on and off the reservation, and assesses the effect of broad structural changes across tribes. Even after decades of policy aimed at reducing poverty and encouraging assimilation, American Indians still show signs of economic disadvantage similar to African Americans.

**Beatriz O. Reyes** (assistant professor, global health studies) is a public health practitioner who focuses on a community-based participatory research approach to wellness and prevention of

chronic diseases. Her current research through the Foundations of Health Research Center explores how to best support the health behaviors of students who are the first in their families to attend college.

**Nitasha Tamar Sharma** (associate professor, African American studies, Asian American studies) is coeditor of *Beyond Ethnicity: New Politics of Race in Hawai‘i* (University of Hawai‘i Press, 2018) and is writing *Hawai‘i Is My Haven: Race and Indigeneity in the Black Pacific* for Duke University Press. This ethnography is based on a decade of fieldwork asking what the Pacific offers people of African descent and how the racial lens of African Americans illuminates inequalities in Hawai‘i. Sharma also created a yearlong Pacific Island Studies series, featuring student and visiting speaker symposia. She cotaught Race and Indigeneity in the Pacific, which included a weeklong immersive trip to Hawai‘i.

**Eli Suzukovich III** (adjunct lecturer, anthropology, environmental policy and culture) focuses on cultural resource management, ethnography, religion, oral history, and ethnobiology. His research includes the Campus Gypsy Moth Monitoring and Assessment Project.

**Mary Weismantel** (professor, anthropology) received a yearlong research grant from the American Council of Learned Societies to complete her manuscript “Playing with Things: The Moche Sex Pots.” Two of her articles are to be published in edited volumes: one on the ancient pilgrimage site of Chavín de Huantar, Peru, and another on how Indigenous people on the north coast of Peru used religious imagery of water deities to develop a successful environmental strategy for living in an area subject to unpredictable droughts, floods, and other catastrophic water events.

**Kelly Wisecup** (associate professor, English) researches and teaches Native and early American literatures, focusing on Native American writers’ interventions in colonial science. Her current book project, “Assembled Relations: Compilation, Collection, and Native American Writing,” investigates how Native Americans used nonnarrative genres—lists,

catalogues, and scrapbooks—to describe their peoples’ ancient pasts and map their futures against colonial narratives anticipating Indigenous disappearance.

With a grant from the National Endowment for the Humanities, Wisecup is supporting collaborations with the American Indian Center of Chicago to create a community and institutional archive. She is also primary investigator for a collaborative Mellon Foundation-funded Humanities without Walls grant to study how Indigenous art and activism related to the Mississippi River maintain intellectual traditions and assert continued rights to homelands, constituting strategies of persistence and resistance.

### **ADVANCING ARTISTIC AND CULTURAL PRACTICES**

CNAIR and affiliates orchestrated talks, course offerings, artists in residence, and other collaborative events during the 2017–18 academic year. We thank all our partners and cosponsors for a year of dynamic programming: Weinberg College; the Departments of Anthropology, English, and Performance Studies; the programs in American studies, Asian American studies, Latin American and Caribbean studies, and legal studies; the Block Museum; the Buffett Institute for Global Studies; the Center for the Writing Arts; the Kaplan Institute for the Humanities; the Mellon Dance Project; the New England Foundation for the Arts; the Poetry and Poetics Graduate Cluster; and the Graduate School Mellon Cluster Programming Catalyst Grant.

#### **Artists in residence**

Heid E. Erdrich (Turtle Mountain Chippewa) and Rosy Simas (Seneca) participated in a series of on-campus poetry readings, conversations, and performances. Erdrich recently edited two groundbreaking poetry editions featuring new Native poets and is the author of five collections of poetry, most recently *Curator of Ephemera at the New Museum for Archaic Media*. Simas is a choreographer who uses media and sound to explore how Native cultural and political persistence engage people both personally and socially. She gave two sold-out performances of her piece *Skin(s)*. Filmmakers, activists, writers, and



Artist in residence Heid Erdrich at a campus reading.

historians visited and engaged with the Northwestern community, inviting deeper understanding of the issues important to tribal and urban communities.

#### **Cosponsored programs**

Sharing Indigenous forms of knowledge with the Northwestern community is an important part of CNAIR’s mission. The center sponsored programs—including lectures, film screenings, workshops, and performances—relevant to our mission to support scholarship and art related to Native American perspectives and people.

**September 28, 2017**

**Lisa Kahaleole Hall, Wells College**

**“Making Relations in the House of Difference”**

Hall’s book project brings forward knowledge gained from early ethnic studies and feminist and queer-people-of-color community-based sites of cultural production—such as small presses, grassroots conferences, community centers, and theater projects—to remember and reframe insights.

**October 9, 2017**

**Indigenous Peoples Day**

A panel discussion with Jim DeNomie (Bad River Chippewa), Forrest Bruce (Fond du Lac Ojibwe), and Nanabah Foguth Bulman (Navajo) addressed cultural and historical representation of Indigenous people; RedLine Drum Group and Kevin Locke, a Lakota hoop dancer, gave a performance.

**October 17, 2017**

**Andrew Needham, New York University**

**“Power Lines: How the Navajo Nation’s Energy Built the Sunbelt”**

Needham discussed the conflicts over metropolitan growth and electrical energy development in the Southwest from 1945 to 1975 that involved struggles over the organization of geographical space and the distribution of political power.

**October 30–31, 2017**

**Chadwick Allen, University of Washington**

**“Returning the Gift, Singing the Trans-Indigenous, and the Making of Global Indigenous Studies”**

Allen hosted workshops on publishing journal articles for graduate students and on Indigenous poems and poetics. His talk detailed “trans-Indigenous” methodologies for studying conversations among Oceanic and North American Native artists.

**November 1, 2017**

**Alexandra McNichols-Torroledo**

**“Cultural Survival and Land Dispossession: A Photographic Essay on the Sioux and the Embera Peoples of North and South America”**

McNichols-Torroledo, a Colombian-American photographer, presented a talk about her photographic essay.

**November 15, 2017**

**Benjamin Madley, UCLA**

**“American Genocide: The United States and the California Indian Catastrophe, 1846–1873”**

Madley discussed his book on the history of an American genocide, when California’s Indian population plunged from perhaps 150,000 to 30,000. He is the first historian to uncover the full extent of the slaughter, the involvement of state and federal officials, the taxpayer dollars that supported the violence, Indigenous resistance, who did the killing, and why the killings ended.

**November 16, 2017**

**Heid Erdrich, CNAIR Artist in Residence**

Erdrich read from and discussed *Curator of Ephemera at the New Museum for Archaic Media*.

**November 16, 2017**

**K. Tsianina Lomawaima, Arizona State University**

**“More Than Mascots! Less Than Citizens? American Indians Talk: Why Isn’t the US Listening?”**

Lomawaima used debates about the name of the Washington, DC, football team to explore why willful ignorance of American Indian realities is deeply entrenched and passionately defended.

**November 29, 2017**

**Indigenous Artists in Collaboration:**

**A Conversation with Andrea Carlson, Heid Erdrich, Debra Yepa-Pappan, and Rosy Simas**

Four Native women artists explored collaborative practices uniting artists, community, and audience. From participatory dance and collective narratives to asynchronous poetry and public interventions, each artist’s work upends the notion of art as a singular and finite production.

**December 1–2, 2017**

***Skin(s)*, Rosy Simas, CNAIR Artist in Residence**

The dance *Skin(s)* shares the beauty and diversity of how Native people identify and examine the contradictions, pride, joy, pain, and sorrow that arise out of their many dimensions of identity, exploring what is held, revealed, and perceived through skin.

**January 17, 2018**

**Moore Lecture: Natalie Diaz in Conversation with Kelly Wisecup**

Diaz (Mojave and an enrolled citizen of the Gila River Indian Tribe) read her work and engaged in conversation about how poetry creates maps for understanding places, histories, and language.

**January 22, 2018**

**Chip Colwell and William Quackenbush**

**“Plundered Skulls and Stolen Spirits: A Discussion”**

Colwell, senior curator of anthropology at the Denver Museum of Nature and Science, and Quackenbush, tribal historic preservation officer for the Ho-Chunk Nation, discussed how repatriation has transformed American museums and Native communities.

February 23, 2018

Stacey Leeds, University of Arkansas

**“This Land Is Your Land? Indigenous Autonomy and Governance”**

Leeds, former Supreme Court Justice for the Cherokee Nation and current dean of the University of Arkansas School of Law, discussed the tensions between tribal communities and the US government on issues of autonomy and jurisdiction.

March 9, 2018

**Kayapó Filmmakers in a Digital Age: Rights, Conservation, and Heritage**

Filmmakers discussed their short films documenting their societies’ struggles for land, rainforest preservation, and cultural survival.

April 17, 2018

Fred Hoxie, University of Illinois at Urbana-Champaign

**“Is There Justice in the Courts of the Conqueror? Maybe—The Case of the United States and Native Americans”**

Hoxie, professor emeritus of American Indian studies and history, gave a talk.

May 15, 2018

Mary Kathryn Nagle

**“Instead of Redface: From the Stage to the Supreme Court”**

Nagle, an enrolled citizen of the Cherokee Nation and executive director of the Yale Indigenous Performing Arts Program, spoke about her hashtag #InsteadofRedface, which encourages American theaters to produce the works of Native playwrights instead of using redface.

May 24, 2018

J P Leary, University of Wisconsin-Green Bay

**“The Story of Act 31: How Native History Came to Wisconsin Classrooms”**

Leary, associate professor in First Nations studies, history, and humanities, explained the political turmoil over Ojibwe treaty rights that led to a Wisconsin educational mandate on Native American history, culture, and sovereignty.

## OUTREACH AND ENGAGEMENT

### **Second annual CAICC urban education conference**

In May, CNAIR and the Office of Institutional Diversity and Inclusion provided leadership and space to host the second annual Chicago American Indian Community Collaborative urban education conference, whose theme was “Identity, Kinship, and Belonging.” Multicultural Student Affairs and the Department of Psychology also supported this gathering.

### **Field Museum partnership**

Chicago’s Field Museum invited CNAIR codirector Patty Loew and affiliated professor Doug Kiel to serve as advisers for its North American Native exhibit opening in 2020. Both professors believe that providing leadership to regional organizations and initiatives advances the center’s mission to promote scholarship, teaching, and learning in a way that allows Indigenous communities to tell their own stories.



### **Promoting inclusivity of Native Americans**

CNAIR continues to participate in Northwestern's efforts to promote healing and inclusivity of Native Americans. Working closely with the Office of Institutional Diversity and Inclusion, Multicultural Student Affairs, the Graduate School, and Undergraduate Admission, CNAIR is committed to creating a welcoming and supportive environment for all students. This requires recognizing that Northwestern sits on original tribal homelands and acknowledging the history between Northwestern founder John Evans and the Cheyenne and Arapaho Nations. Each year, a delegation of Northwestern students, faculty, and staff travels to the site of the Sand Creek Massacre to participate in activities commemorating this tragic event.

*In Full View*, CNAIR program assistant Jennifer Michals's photograph of the Sand Creek Massacre national historic site in Colorado

### **STRATEGIC PRIORITIES**

CNAIR's inaugural year strategic planning session in November 2017 was attended by students, faculty, affiliates, and partners. The meeting identified three priorities for the next two to three years:

#### **Increase support for faculty and student research by**

- Formalizing and expanding affiliate relationships across disciplines and schools
- Implementing student and faculty fellowships
- Convening scholars and disseminating research
- Establishing protocols for research partnerships



### **Build relationships by**

- Identifying issues relevant to tribal and urban communities
- Identifying resources, including people and organizations with intersecting interests
- Establishing CNAIR as a national resource for Native American and Indigenous research
- Serving as a resource to the Northwestern community and its diversity initiatives

### **Create space, place, and belonging on campus by**

- Developing infrastructure, including governance, operating systems, policies, and staff
- Securing sustainable funding sources
- Seeking appropriate space to meet program needs
- Providing leadership in organizing and seeking approval for an undergraduate minor in Native American studies

### **EXTERNAL PARTNERS**

American Indian Association of Illinois  
American Indian Center of Chicago  
American Indian Education Program,  
Chicago Public Schools  
Chicago American Indian Community  
Collaborative  
Field Museum of Natural History  
D'Arcy McNickle Center for American Indian and  
Indigenous Studies, Newberry Library  
Mitchell Museum of the American Indian



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