

Northwestern University

Update to the Native American Outreach and Inclusion Task Force Recommendations

Academic Year 2018-2019

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Background

The Northwestern campus sits on the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Ho-Chunk and Miami tribes. It was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes and is still home to over 100,000 tribal members in the state of Illinois. John Evans, one of the founders of Northwestern University and a long-time president of its Board of Trustees, served as Governor of Colorado Territory from 1862–1865, a role that included acting as Superintendent of Indian Affairs. It was during his tenure that the Sand Creek Massacre occurred on November 29, 1864 in which between 150-200 Cheyenne and Arapaho people, mostly women and children, were slaughtered by an army regiment of more than 700 hundred heavily armed volunteers. As an educational institution, Northwestern is committed to discovering and discussing the complexities of its historical and contemporary relationships with Native American communities. Consistent with the University's commitment to diversity and inclusion, Northwestern works towards building relationships with Native American communities through academic pursuits, partnerships, historical recognitions, community service and enrollment efforts. The John Evans Study Committee Report, completed in May 2014, and the Native American Outreach and Inclusion Task Force Report, released in November 2014, provided valuable research, analysis, insight and recommendations to the President and Provost. The Office of the Provost, in conjunction with the Native American and Indigenous Peoples Steering Group, is leading the initiative on Native American Inclusion and reviewing and responding to recommendations of the Native American Outreach and Inclusion Task Force, as well as stimulating additional ideas and directions through conversations across the university. This report provides accomplishments and next steps for each of the recommendations for the 2017-2018 academic year.

The Native American and Indigenous Peoples Steering Group

In June of 2016, Northwestern University created the Native American and Indigenous Peoples Steering Group (NAIPSG), a group consisting of students, faculty, staff, and Chicago Native American community partners, to help support and ensure the success of Native American diversity, equity, and inclusion efforts across schools and units at the university. Its goals are to enhance communication and collaboration across schools and units; to share best practices aimed at advancing the university's Native American Outreach and Inclusion Task Force (NAOITF) Recommendations; and to support staff who have explicit responsibility for addressing issues of Native American and Indigenous diversity, equity, and inclusion within schools and units.

Group Members

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Introduction to the Recommendations Update

Northwestern is committed to enhancing inclusion of Native Americans in all aspects of the University community. The Office of the Provost is leading the initiative on Native American Inclusion and reviewing and responding to recommendations of the Native American Outreach and Inclusion Task Force Report, as well as stimulating additional ideas and directions through conversations across the University. The mission of this report is to provide updated information on the ongoing progress of the recommendations stated in the Native American Outreach and Inclusion Task Force Recommendations Report. Additionally, it serves as a resource for faculty, staff, and community interested in learning about or furthering the work of the recommendations and Native American Inclusion efforts in general. Each individual recommendation is listed in the report below along with an update on any related accomplishments and plans for next steps.

A. Working Relationships with Native Nations, Institutions, and Communities

a. Ensure that the Native American population is visibly represented in the "Northwestern Diversity" strategic plan.

- i. Accomplishments: Northwestern secured external consultants to develop a university-wide diversity, equity, and inclusion strategic plan. Key members of the Northwestern Native American and Indigenous community were engaged throughout the process. Stakeholders (students, staff, and faculty) were invited to participate in two focus groups with the consultant group as well as a summer workshop. Jasmine Gurneau, Manager with the Office of Institutional Diversity and Inclusion (OIDI) continues to serve on the Diversity Leaders Group and the University Diversity Council.
- ii. Next Steps: Native American representation will continue to be included in the development of the strategic plan by engaging key partners throughout the process.

b. Establish a stronger relationship with Native American communities and nations by creating a Council of Elders advisory board, with members from regional tribes meeting annually with the president and the provost.

- i. Accomplishments: In October of 2018, the Native American Leadership Council visited Northwestern. They were charged with providing insight and counsel for the Native American Inclusion Initiative. During their visit, they met with key staff and faculty across campus to provide guidance on a wide range of topics including research, teaching, graduate and professional outreach and recruitment and Student Affairs. A mid-year conference call also took place with Council members in May 2019 as a way to give more frequent updates on accomplishments and progress.
- ii. Next steps: The next annual Native American Leadership Council meeting will take place on April 27, 2020 with a move to spring quarter. A conference call or email update will still take place in the fall of 2019. Two members have completed their terms on the Council and two new members will be invited to serve an initial 3-year term.

c. Identify an office to serve as the Native American liaison; it would develop a relationship with the Chicago American Indian Community Collaborative and affiliated organizations, other Native programs in the Chicagoland area, and the broader Native American community.

- i. Accomplishments: Hire completed in September 2017. Northwestern continues to serve as a member of the Chicago American Indian Community Collaborative (CAICC). Jasmine Gurneau serves as the CAICC delegate for Northwestern. Dr. Patty Loew, Director of the Center for Native American and Indigenous Research (CNAIR) serves as the alternate delegate. Jasmine Gurneau completed her two-year term as CAICC's Urban Native Education Working Group Co-Chair in July of 2019.
- ii. Next Steps: Continue to develop and strengthen relationships with Native American communities with an emphasis on Great Lakes tribes and Cheyenne and Arapaho tribes.

d. Evaluate annually and report publicly the progress of Northwestern in meeting the task force's recommendations.

- i. Accomplishments: This report is a marker of this progress. This will be the fourth iteration of updates to the recommendations. The final document will be distributed to Northwestern University's President and Provost, shared via OIDI and CNAIR's listservs and housed on Northwestern's Native American Initiatives website.
- ii. Next steps: The Native American and Indigenous Peoples Steering Group will continue to evaluate as well as support the report updates on an annual basis. The Native American and Indigenous Initiatives website will continue to house the reports, managed by the Office of Institutional Diversity and Inclusion.

B. Alumni Outreach

a. Create an accurate Native American alumni database.

- i. Accomplishments: Alumni Relations and Development (ARD) compiled a list of Native American alumni in 2018. As the information is constantly updated, ARD is committed to gathering current information and assist in sending out information to the group on behalf of Northwestern partners.
- ii. Next steps: No additional steps are planned at this time.

b. Engage Northwestern's Native American alumni to serve as a resource to the University throughout the implementation of the task force's recommendations.

- i. Accomplishments: Sean Harte (WCAS '87) serves as a member of Northwestern's Native American and Indigenous Peoples Steering Group. With his advocacy, we were proud to celebrate the opening of the newly renovated Welsh-Ryan Arena featuring lumber for the flooring procured from Menominee Tribal Enterprise (MTE). Sean Harte was honored along with Menominee Tribal Chairperson, Doug Cox and MTE President Laurie Reiter with the presentation of a game ball by President Schapiro and Vice President of Athletics Jim Phillips.
- ii. Next steps: Continue to identify ways for Native American alumni to be engaged in the implementation of recommendations and Native American initiatives in general.

c. Engage Northwestern's Native American alumni in recruiting and mentoring undergraduate and graduate students.

- i. Accomplishments: No actions have been taken toward this recommendation at this time.
- ii. Next steps: Create a Native American alumni network.

d. Involve Northwestern's Native American alumni on campus by inviting them to participate in leadership series focused on career choices and opportunities.

- i. Accomplishments: No actions have been taken toward this recommendation at this time.
- ii. Next steps: Create a Native American alumni network.

- e. **Invite Northwestern's Native alumni back to campus for a networking/social event with the group Native American and Indigenous Student Alliance (NAISA)**
 - i. Accomplishments: A social event hosted by Lorenzo Gudino (Medill '17), Jasmine Gurneau (MA '10) and Alumni Relations and Development was held in August 2018.
 - ii. Next steps: Continue to communicate updates and invitations for future engagement. Explore the creation of a publication highlighting past Northwestern Indigenous Alumni.
- f. **Partner with the Chicago American Indian Community Collaborative and affiliated organizations to create a volunteer program for Northwestern's Native and non-Native alumni.**
 - i. Accomplishments: No actions have been taken toward this recommendation at this time.
 - ii. Next steps: Once a Native American alumni network is established, they can explore opportunities with the Chicago American Indian Community Collaborative and affiliated organizations.

C. Academic and Research Opportunities- Indigenous Research Center

- a. **Explore the feasibility of establishing an Indigenous Research Center that focuses on producing interdisciplinary research to serve the needs of Indigenous populations, both locally and globally. Research emphases could include sovereignty, law, health, education, resource management, global climate change, science, psychology, ethics, history, media, culture, business, and language.**
 - i. Accomplishments: The leadership team at the Center for Native American and Indigenous Research (CNAIR) continues to build relationships across the University. In 2018-2019, CNAIR has affiliate relationships with 27 faculty affiliates across 16 departments (Anthropology, English, History, Political Science, Psychology, Religious Studies, Sociology, Spanish and Portuguese, African American Studies, Asian American Studies Program, Asian Studies Program, Global Health Studies, Program in Environmental Policy and Culture, Alice Kaplan Institute for the Humanities, School of Communication's departments of Performance Studies and Theatre, School of Education and Social Policy, Medill School of Journalism, Northwestern University Libraries, The Mary and Leigh Block Museum of Art and Office of Institutional Diversity and Inclusion). The CNAIR leadership team includes co-directors, Patty Loew and Kelly Wisecup; Pamala Silas was hired as Associate Director of Community Outreach and Engagement.

Four research hubs, which represent shared areas of interest that our affiliates approach through multiple disciplinary perspectives, were established in 2018, and include the following: Global Indigeneities, Nationhood, Law, & Governance, Environments, Health and Social Welfare, and Communities, Culture and Activism.
 - ii. Next Steps: Ongoing relationship building with McCormick School of Engineering, Pritzker School of Law, Kellogg School of Management, Feinberg School of Medicine and Bienen School of Music to attract a broader affiliate base.

b. Offer a tenure-track faculty line in each of the schools involved in the center, with emphasis on hiring Native American scholars.

- i. Accomplishments: In Fall 2018, CNAIR initiated conversations that led to the appointment of Dr. Beatriz Reyes (Navajo Nation) as an assistant professor of instruction in the Program of Global Health.
- ii. Next Steps: Establish a plan for a senior faculty hire. CNAIR serves as a resource for schools, departments, and programs at the university whose missions may be advanced by the addition of Indigenous scholars and meets regularly with representatives of key units with whom CNAIR would like to expand their affiliate base.

c. Invite Native American scholars from tribal colleges to visit the Center to develop new research collaborations and training opportunities.

- i. Accomplishments: At the advisement of the Native American Leadership Council as well as members of the Sand Creek descendant representatives, leadership within CNAIR as well as OIDI made a visit with key leaders, faculty and staff at the University of Denver to share and coordinate efforts with the Cheyenne and Arapaho tribes in December 2018.
- ii. Next Steps: Leadership at the University of Denver plan to visit Northwestern University to continue conversations. The President of Chief Dull Knife College with the Northern Cheyenne tribe plans to visit Northwestern in the fall 2019. Explore the establishment of a Tribal Scholar Fellowship Program.

d. Develop partnerships with Native American educational institutions to facilitate research relevant to contemporary national land Native tribes' concerns.

- i. Accomplishments: Northwestern and its affiliates successfully built relationships with several tribes and tribal communities, including urban groups such as the American Indian Center of Chicago (AIC) the Chicago American Indian Community Collaborative (CAICC), the Field Museum, Newberry Library, Native American Educational Services College and Mitchell Museum of the American Indian.

Northwestern's relationship and participation continues with the Chicago American Indian Community Collaborative (CAICC). Jasmine Gurneau serves as a delegate on the Steering Committee. Jennifer Michals, Program Assistant, Aaron Golding, Assistant Director and Jasmine Gurneau are all members of the Education Committee, which is made up of American Indian educators, parents, and students who represent educational organizations and programs at all levels serving American Indian people in the Chicago area. The Education Committee coordinates the annual Urban Native Community Education Conference, and 2019 marked the third annual conference. Its 2019 theme was *Nurturing Our Knowledge Keepers*; the conference welcomed over 125 attendees. Dallas Goldtooth (Mdewakanton Dakota & Diñe), who is an environmental activist, was the keynote speaker.

CNAIR affiliates Patty Loew and Doug Kiel are advisors for the Field Museum's new North American Native exhibit (opening in 2021). Kelly Wisecup serves as NU's liaison to

the Newberry Library's D'Arcy McNickle Center for American Indian and Indigenous Studies and is on the program committee for the Newberry's seminar series.

CNAIR continues to build regional research relationships with tribal communities and Native- serving organizations and academic institutions. From April 2018 to May 2019, Co-Director Loew spoke at 17 events in the Great Lakes region, delivering keynotes, workshops, or panel presentations. These events included a tribal summit hosted by the University of Wisconsin-Madison; a reparations conference at the University of Minnesota; the Wisconsin Indian Education Association annual conference; and consultation with the Great Lakes Indian Fish and Wildlife Commission (GLIFWC). Tribal collaborations include a Traditional Ecological Knowledge project with three Ojibwe bands and the National Park Service and collaborations with the Pokagon Band of Potawatomi involving the Indigenous Tour of Northwestern and the use of the Mukurtu Indigenous Archiving system.

In building national networks, Northwestern has leveraged intersecting interests with groups such as American Indian Science and Engineering Society (AISES), Association of American Indian Physicians, and Native American Journalists Association (NAJA). These professional associations have a robust commitment to supporting educational and career development pathways for their national memberships. For the past two years (June 2018 and 2019) AISES convened the Professional of the Year selection process at our campus, in partnership and with support from CNAIR, McCormick School of Engineering, and the Office of Diversity and Inclusion. The Native American Journalists Association held its board of directors, strategic planning, and leadership training meeting on campus, April 4-5, 2019. Outreach and Engagement Director Pamala Silas participated as a member of the AISES selection committee and provided facilitation for the NAJA strategic plan and fundraising training. In partnership with Feinberg School of Medicine and CNAIR, Northwestern exhibited at the Association of American Indian Physicians Conference held in Chicago in Summer 2019.

CNAIR is looking to expand its research footprint internationally, with emerging relationships with First Nations researchers in Montreal. In May 2019 the CNAIR team met with two scholars from McGill University who are working to establish an Indigenous research center on their campus. It was an opportunity for Northwestern to share our start-up experience and learn from them. McGill has received a Mellon Grant, making them a natural partner where we look forward to collaborating with them and sharing feedback.

In June 2019, Co-Director Loew attended an informational tea, hosted by the Buffet Institute, for faculty interested in creating research partnerships with collaborators in Australia. Loew and CNAIR affiliate Kim Suiseeya are using the Australian-created Mukurtu Indigenous archiving system in their community-based research. Along with two tribal historic preservation officers, the two are participating in a roundtable discussion about Mukurtu at the Native American and Indigenous Studies Association conference in Hamilton, New Zealand in late June 2019. The NAISA conference offers a unique opportunity to build research relationships with Maori and Aboriginal attendees.

The Physics and Astronomy Department and NU's Center for Interdisciplinary Exploration and Research in Astrophysics hosted two groups of middle school students from both the Bad River Ojibwe reservation and the Pine Ridge Lakota reservation in South Dakota. During their visit, students explored current research in the Physics and Astronomy Department, engaged in citizen science projects with faculty, and spent the night in the Dearborn Observatory to view the night sky and share star stories. These two weekends were co-sponsored by OIDI and CNAIR.

ii. Next Steps: Ongoing relationship building.

e. Establish a postdoctoral program for scholars interested in research associated with the center.

i. Accomplishments: A postdoctoral program does not currently exist within CNAIR but is being explored.

ii. Next Steps: Ongoing exploration of establishing and fundraising for a postdoctoral program will be shared with CNAIR leadership and development staff.

f. Through faculty associated with the center, determine a way to provide undergraduates a certificate or minor in Indigenous studies, and support graduate students' research with small research grants and assistantships.

i. Accomplishments: The community of graduate fellows is augmented by the NAIS Graduate Cluster (funded by The Graduate School at NU and coordinated in 2018-2019 by Wisecup), which completed its second year by growing its membership to eleven students. The cluster met 2-3 times per quarter: for lunches in which students shared work; for fellowship application workshops; and for reading groups related to upcoming CNAIR events. The cluster draws students from the Humanities and Social Sciences; it is a vibrant place for supporting student work and through which students engage with NAIS. In 2018-2019, the NAIS cluster worked with departments, including History, Sociology, and Art History, to recruit graduate students with interests in Indigenous Studies. We received five applications for cluster admission in fall 2019; were allowed to admit three; and two of those students accepted Northwestern's offer of admission. This is good progress from 2017-2018, in terms both of applications and admission offers accepted.

Progress is being made in identifying curriculum and faculty who will be a part of the creation of a minor in Indigenous Studies. In February 2019, CNAIR submitted to the Weinberg College of Arts & Sciences Curriculum Committee a proposal for a minor in Native American and Indigenous Studies. This was the culmination of 18 months of conversations with CNAIR faculty affiliates, graduate and undergraduate students and chairs of departments offering NAIS-related courses. We're delighted to report that the Curriculum Committee approved the measure and on May 29th sent it to the faculty as a whole for the first of two readings. During the meeting there were no adverse comments. The second reading and vote is scheduled for fall 2019 (see appendix for Native American and Indigenous Minor Proposal) The goal is to be in a position to offer this minor in 2021-2022.

Research and travel awards are now available to students through application. A review committee will receive all applications on a rolling basis. Connections to University offices (such as Summer Research Opportunity Program and The Graduate School) have been made in identifying additional support and resources for undergraduate and graduate students. Support as fellowships was established during AY 2018-2019, and CNAIR awarded ten undergraduate fellowships, to students in Political Science, Sociology, Journalism, Art History/Comparative Literary Studies, and Environmental Studies.

CNAIR awarded eight graduate fellowships in 2018-2019: four of those fellowships were awarded for the 2018-2019 academic year, and four were awarded for the 2019-2020 academic year. Students came from History, Anthropology, Performance Studies, Psychology, Learning Sciences, English, and Spanish & Portuguese. Graduate students selected a quarter to be in residence at the Center and met regularly throughout that quarter with other fellows and co-director Kelly Wisecup; they shared written work informally in those meetings, and, sometimes, more formally, in reading groups and presentations. Students also selected a mentor from outside Northwestern (among directors of nonprofit organizations, museums, and archives related to Indigenous Research), and met with that mentor to discuss how Indigenous Research applies outside the university; career diversity; and the individual student's project. Students used the research funding that accompanies the fellowship to do field work—in everywhere from archives of Indigenous literature around the world, to fiestas in Peru, to traditional ecological knowledge along rivers.

Next Steps: Continue to grow affiliate base along with outreach to internal and external communities for collaborative research opportunities.

g. Provide grants to encourage faculty to develop courses through the center for the certificate or minor in Indigenous studies.

- i. Accomplishments: We awarded three faculty fellowships in 2018-2019. One is a curriculum enhancement grant for the 2018-2019 academic year, to develop two new courses related to Native American health and health policy in the Global Health program. The other two are faculty fellowships for the 2019-2020 year, to faculty in Political Science and Sociology, respectively.
- ii. Next Steps: Ongoing/continuation of publicity and support to faculty.

D. Academic and Research Opportunities- Other Academic Opportunities

a. Expand the ongoing partnership in cultural and educational research with the Chicago American Indian Community Collaborative, various tribal institutions on the Menominee reservation in Wisconsin and other reservations in the region.

- i. Accomplishments: CNAIR continues to build regional research relationships with tribal communities and Native- serving organizations and academic institutions as detailed previously. From April 2018 to May 2019, Co-Director Loew spoke at 17 events in the Great Lakes region, delivering keynotes, workshops, or panel presentations. These events included a tribal summit hosted by the University of Wisconsin-Madison; a reparations conference at the University of Minnesota; the Wisconsin Indian Education Association annual conference, and consultation with the Great Lakes Indian Fish and Wildlife

Commission (GLIFWC). Tribal collaborations include a Traditional Ecological Knowledge project with three Ojibwe bands and the National Park Service and collaborations with the Pokagon Band of Potawatomi involving the Indigenous Tour of Northwestern and the use of the Mukurtu Indigenous Archiving system.

Northwestern served as a co-sponsor for the 3rd annual Urban Native Education conference. This event was sponsored by numerous organizations involved in CAICC.

The NAES College Digital Library Project is a collaboration between NAES, the American Indian Association of Illinois, Northwestern University Libraries, and Northwestern's Center for Native American and Indigenous Research. Institution-led and community-engaged, the project explores the NAES College library and archives, shares the stories of those who used and shaped the collection, and centers the experiences and creations that continue to emanate from this important and impactful urban American Indian institution. By beginning in the NAES library, the collaborators seek to center stories: how they are told, shared, organized, weaved, created, and held. The goal is to not only document the history of NAES College, but to acknowledge its impact in the present while supporting Native-centered and decolonial futures. The project aims to share a publicly accessible catalog and the original classification system of the NAES library; unique NAES publications; archival photographs; oral histories from faculty, administrators, staff, students, and community; interactive timelines and maps; and much more.

ii. Next Steps: Continue building relationships with Great Lakes tribes and organizations.

b. Sponsor an annual Carlos Montezuma Conference on Ethics and Research, named in honor of the Native American physician and author who graduated from Northwestern's Medical College in 1889, hosted and organized by the Indigenous Research Center.

i. Accomplishments: No actions have been taken at this time. On a related note, Northwestern's Office of Institutional Diversity and Inclusion co-sponsored the Mitchell Museum of the American Indian's annual Carlos Montezuma Lecture that took place in November of 2018.

ii. Next Steps: While this initiative is an ongoing discussion with CNAIR affiliates, support for exhibitor booth presence at the American Indian Physicians Conference and relationship building with Feinberg School occurred June 2019.

E. Academic and Research Opportunities- Oral History Project

a. Undertake a National Native American Oral History project to interview Native American people, beginning in Chicago and expanding nationwide and potentially globally. The project would create a repository of filmed interviews and written profiles, would compile a digital database, and would mentor Native American students in oral history, interviewing methods, and media production.

i. Accomplishments: No updates at this time.

ii. Next Steps: The continuation of this project will need to be revisited by Medill.

F. Academic and Research Opportunities- Native American Art at Northwestern

a. Commission a Native American artist to exhibit an installation at the alumni center or the Block Museum.

- i. Accomplishments: A short film titled "Only the Mountains and the Earth" that highlights voices from Sand Creek descendants and historians about John Evans role in the Sand Creek Massacre was completed in September 2018. This film will be a part of the John Evans Truth-Telling exhibit that will be permanently housed in the John Evans Alumni Center.

The Block Museum of Art continues to expand its commitment to Native American art in its collection, exhibitions, and programs. Since 2017, the Block has acquired works by Shan Goshorn (Eastern Cherokee); David P. Bradley (Chippewa/White Earth Ojibwe); Sky Hopinka (Ho-Chunk); and Rosalie Favell (Métis), which are available for teaching.

- ii. Next Steps: Revisit proposed planning timeline, budget and committee membership for John Evans Truth Telling Exhibit. In the 2020-21, academic year the Block Museum will present a solo exhibition of the work of Sky Hopinka (Ho-Chunk), which was recently acquired for the collection. Acquisition of work by Andrea Carlson (Ojibwe) will be completed in 2020. Two thematic exhibitions organized from the collection will include the work of several contemporary Native American artists. In Spring 2020, the museum will co-host the First Nations Film Festival with NAISA.

b. Work with the Allen Center to better publicize and highlight its Indigenous art and artifacts.

- i. Accomplishments: Through a project funded by a Daniel I. Linzer Grant for Innovation in Diversity and Equity, Patty Loew has been working with a group of students to create an Indigenous Tour of Northwestern. It will take the form of a walking audio tour and will include the Allen Center's collection as one of the stops on the tour. Aaron Golding (Multicultural Student Affairs) and Jasmine Gurneau (Office of Institutional Diversity and Inclusion) met with Gina Green (Allen Center) who offered a tour and introduction to the collection throughout the building. Several events throughout the year have taken place at the Allen Center to increase exposure to the collection.
- ii. Next steps: The launch of the Indigenous Tour of Northwestern will serve to highlight the collection.

G. Academic and Research Opportunities- Academic Collaborative Efforts

a. Develop or strengthen relationships with the Newberry Library Consortium in American Indian Studies, the Autry Center of the American West, and the National Museum of the American Indian in order for faculty to conduct research and for students to participate in internships and research opportunities.

- i. Accomplishments: Kelly Wisecup is the new liaison for the Newberry Library Consortium.
- ii. Next steps: Ongoing. CNAIR to develop internship/research opportunities list on website.

b. Deepen the relationship between Native American and Northwestern faculty at the Chicago Botanic Garden by working collaboratively on plant conservation and seed-collection training.

- i. Accomplishments: Current research relationships through Northwestern's Environmental Policy and Culture program, Environmental Sciences and Biology exist. No updates at this time.
- ii. Next steps: Ongoing relationship building.

c. Partner with other universities, institutes, community organizations, and scholars who are actively committed to language revitalization efforts in order to obtain a critical mass for instruction in Native American languages and other subjects through the use of technology.

- i. Accomplishments: 2019 is the International Year of Indigenous Languages at the United Nations, which prompted numerous activities, celebrations and conferences to highlight the importance of Indigenous Languages to cultures across the world. Each year, the Australian Government celebrates the history, culture, and achievements of Aboriginal and Torres Strait Islander people in the first week of July, known as NAIDOC Week.
- ii. Next steps: Further to the 2019 NAIDOC Week and in recognition of the IYIL, a delegation of Indigenous language-focused advocates (Daryn McKenny and Natalie Davey) and a delegate from the Australian consulate will plan to visit Northwestern University in the fall of 2019. Guests will visit Patty Loew's class to discuss language revitalization initiatives. Invitation to scholars involved in language revitalization to share research/ present at Northwestern. Invitation to apply for visiting Scholars Program.

d. As tribes are sovereign nations, include American Indian tribes and tribal colleges in the study abroad program.

- i. Accomplishments: CNAIR Co-Director Patty Loew and affiliate Abigail Foerstner will take their graduate journalism (Medill Explores) students in Winter 2020 to the Pacific Northwest. The Northwest Indian Fisheries Commission (NWIFC) is a resource for research involving tribal climate change adaptation and mitigation, salmon fishery restoration, dam dismantling, and food sovereignty initiatives.
- ii. Next Steps: Ongoing relationship building.

e. Allow Indigenous language instruction to satisfy the foreign language requirement.

- i. Accomplishments: No steps have been taken at this time.
- ii. Next Steps: Currently, students will need to submit a petition for language proficiency validation in a language not taught at Northwestern. This process includes securing a qualified tester to administer a test within the first quarter on campus.

H. Academic and Research Opportunities- Out of the classroom: Native American Teaching Series.

a. Sponsor a series around Native scholar speakers and films and a tribal chairs' forum on education.

- i. Accomplishments: A joint effort of the University of Illinois at Chicago's Native American Support Program, Learning Sciences Research Institute and Northwestern University's Office of Institutional Diversity and Inclusion, the Indigenous Lecture & Writing Series (ILWS) launched in April of 2019. With funding support from the Spencer Foundation, the series seeks to increase the visibility and dissemination of a diversity of stories and knowledge that is embedded in the urban Indigenous community. By engaging the larger public in a monthly lecture series featuring Indigenous storytellers and scholarship and subsequently, engaging a cohort of Indigenous writers towards building access and tools to create a portfolio of writing samples, ILWS aims to provide visibility to Indigenous ways of knowing, learning, growing, and being by sharing a space dialogue and writing. The series will culminate in a 3-day retreat with the writing cohort in early Spring 2020.

On Indigenous Peoples Day 2018, the CNAIR hosted the screening of the film *The Eagle and the Condor – From Standing Rock With Love*, and a discussion afterward. For the discussion, they connected in real time via Facebook Live with 18 other organizations and communities. The Native American and Indigenous Student Alliance hosted the First Nations Film and Video Festival in November 2018 that featured "The Other 51 %" program, which featured on Native American women who are the least represented in the film industry.

- ii. Next Steps: The OIDI is coordinating with the Center for Native American and Indigenous Research and Multicultural Student Affairs to develop Native American Heritage Month programming and educational campaign in Fall 2019.

b. Provide small grants to current faculty to bring in Indigenous heritage guest speakers.

- i. Accomplishments: CNAIR supports ongoing co-sponsorship of events with affiliate faculty. For example, 2018-2019 programming, which covered topics from food sovereignty to digital mapping and which drew standing-room-only crowds (about 75-100 people) for virtually every event. Between June 2018 and June 2019 CNAIR sponsored three keynotes and co-sponsored -15 Native American and Indigenous lectures, book talks, film screenings, workshops, panel discussions, and performances. See appendix for full list of events.
- ii. Next Steps: CNAIR and OIDI will continue to provide funding for co-sponsorship opportunities to bring in Indigenous heritage guest speakers. Both departments will be supporting the Colloquium on Indigeneity and Native American Studies (CINAS) graduate student group to bring in Menominee knowledge keepers to assist with the creation of a teaching lodge in 2020.

c. Offer small grants to undergraduate and graduate students to develop collaborative research projects with indigenous organizations, communities, and tribes.

- i. Accomplishments: Graduate and undergraduate fellows presented their work at the first annual CNAIR Research Symposium in May 2019, which featured panel presentations featuring research supported by CNAIR fellowships, as well as a keynote from artist-in-residence Margaret Pearce (Citizen Band Potawatomi).
 - ii. Next Steps: There are plans to make research grant opportunities available year-round and CNAIR plans to continue hosting an annual research symposium where scholars can share their work.
- d. Collaborate with the Chicago American Indian Community Collaborative and affiliated organizations in planning educational programs, such as a media literacy program for youth and commemorative events.**
- i. Accomplishments: The third annual Urban Native Education Conference was held at Chicago Public School's Garfield Park office on May 3-4, 2019. The theme for the conference was "Nurturing Our Knowledge Keepers". The conference featured keynote speaker Dallas Goldtooth, 9 concurrent sessions and had over 150 registrants. This year, we added an Indigenous Networking Social the evening before the conference with live performances, a photo booth and interactive stations that facilitate healing and connections.
 - ii. Next Steps: The fourth annual Urban Native Education conference will be held at University of Illinois- Chicago on May 1-2, 2020. The theme of the conference is "Indigenous Futures 2020". It will include a youth art contest for the conference marketing, a Friday evening networking event, and a youth track. Jasmine Gurneau (Manager, Office of Institutional Diversity and Inclusion) concluded her 2-year term as Education Committee co-chair. Northwestern will continue to serve on the planning committee and sponsorship list.

I. On Campus Support Services- People

- a. Hire a staff member, preferably someone who identifies as Native American, in Multicultural Student Affairs to lead the coordination of support programs, build community, and create networking opportunities for Native American students at Northwestern.**
- i. Accomplishments: Aaron Golding (Seneca) continues to serve with Multicultural Student Affairs as a full-time Assistant Director- Native American Content Expert working with and supporting Native American and Indigenous students on campus. Over the academic year, he created multiple support programs (Harvest: Indigenous Discussions; Native Politics; Screening of Rumble: The Indians Who Rocked the World; Postcard to the 7th Generation Campaign; Beyond One Story; Gathering of Chicago-land Native American and Indigenous Students; and the Annual Community Dinner. To see full list of events, see Appendix) that fostered community amongst Native and Indigenous students on campus and increased allyship amongst non-Indigenous students on campus. Aaron also scheduled individual meetings with Native students that haven't been involved in the community to learn more about them and ways he can be of support.
 - ii. Next steps: Aaron will continue to build relationships with students to ensure that the programs he is developing are meeting their needs and creating community. He will also

continue to form partnerships with staff and faculty to strengthen their commitment to meeting the needs of Native students and to building programs that create visibility for the community. The creation of an additional Graduate Assistant position supporting Aaron's work should be created to align with the rest of the structure of the current staffing within Multicultural Student Affairs and Campus Inclusion and Community (each Assistant Director has a Graduate Assistant that supports and reports to them).

b. Provide training, using the "listening session" method, for the student affairs and admission staffs and academic professionals on working with and recruiting Native Americans.

- i. Accomplishments: Aaron Golding and Jasmine Gurneau led a unit-wide training on the practice of Land Acknowledgments for 40 staff members within Student Engagement. An initial meeting was held between OIDI, CNAIR, MSA and the Office of Undergraduate Admission (UA) to discuss ways to partner on outreach to prospective Native American students.
- ii. Next steps: UA is open to offering space for their staff to receive training and culturally competent recruitment practices for Native American communities. Efforts could be coordinated between the Office of Institutional Diversity and Inclusion (OIDI), Multicultural Student Affairs (MSA) and the Center for Native American and Indigenous Research (CNAIR) to develop this training. Aaron and Jasmine have also begun developing a Land Acknowledgement training that can be used across the University for any interested unit.

c. Create an identification system, similar to those of peer institutions, to determine how many Native American students are enrolled on campus.

- i. Accomplishments: These numbers are currently tracked based on self-identification of enrolled students. There were about 300 self-reported undergraduate, graduate and professional students enrolled at Northwestern. Staff supporting Native American students are given this information upon request to communicate with all self-identified Native American students who matriculate at Northwestern. In the academic year 2018-19, there were 8 Native American undergraduate students as reported in Northwestern's Common Data Set.
- ii. Next steps: The identification systems and resources for tracking Native American students used at COFHE institutions should be benchmarked. A full-time staff person in Undergraduate Admissions dedicated to outreach of Native American prospective students could research and begin to develop a system for Northwestern.

J. On Campus Support Services- Programs

a. Strengthen support for NAISA programming and provide meeting space.

- i. Accomplishments: Efforts to identify a short-term space for the Native American and Indigenous Student Alliance that is not through the Department of Psychology, has been initiated.

- ii. Next steps: Aaron Golding, as both advisor to NAISA and assistant director in Multicultural Students Affairs, is in conversation with the Psychology Department to understand their timeline for needing the office space. Currently, NAISA continues to enjoy using the space. However, a long-term solution needs to be identified that meets the needs of NAISA.

b. Support the Colloquium on Indigeneity and Native American Studies (CINAS), a graduate student organization dedicated to fostering scholarship, collaboration, and interdisciplinary dialogue.

- i. Accomplishments: Professor Kelly Wisecup continues to serve as the CINAS advisor. CINAS hosted the Sovereignty Symposium in fall 2018. Jennifer Michals, Program Assistant for CNAIR, continues to provide extensive administrative support their events and guest speakers.
- ii. Next steps: Kelly Wisecup will continue to serve as the faculty advisor for the Colloquium on Indigeneity and Native American Studies. CINAS is planning a year-long teaching lodge project. Partial funding has been secured by the Kaplan Humanities Institute and they are working to secure additional funding support as well as finalize details and timeline of the project.

c. Support the development of local chapters for national professional and student organizations, such as the American Indian Science and Engineering Society, the Native American Journalists Association and the American Indian Business Leaders.

- i. Accomplishments: On June 2-4, 2019, Northwestern University served as the Academic Host for the American Indian Science & Engineering Society (AISES) [Professional Awards](#) selection process as part of the second year of their 2-year commitment. The annual awards program recognizes the significant contribution American Indians have made to the STEM disciplines. The AISES [Corporate Advisory Council](#) (CAC) leads the implementation of the annual AISES Professional Awards process and consists of representatives from various corporate, federal, academic and tribal organizations. AISES partnered with the McCormick School of Engineering, the Center for Native American and Indigenous Research and the Office of Institutional Diversity and Inclusion to complete the awards selection process. As part of their visit, Northwestern hosted a dinner for the AISES Corporate Advisory Council to meet with undergraduate and graduate students, as well as local AISES members.

Medill, with support from CNAIR and OIDI, hosted the Native American Journalist Association's Board of Directors annual retreat/ strategic planning gathering. As part of their visit, a panel discussion on "Digital Reporting in Indigenous Communities" was held with NAJA Board members Dr. Victoria LaPoe, Tristan Ahtone, and Graham Brewer.

In August 2019, the Association of American Indian Physicians Conference was held in Chicago. Northwestern University hosted a booth at their conference and had a presence throughout conference activities.

- ii. Next steps: Northwestern University has completed their committed as academic host of AISES awards selection process but will continue to remain engaged. In 2020, the

American Indian Graduate Center will be celebrating their 50th year and Northwestern plans to participate in their celebration.

d. Host annual campus-wide Native American events, in particular during Native American Heritage Month and on American Indian Day that educate and celebrate Native American culture.

- i. Accomplishments: Campus-wide programming is primarily led by Multicultural Student Affairs, the Center for Native American and Indigenous Research, the Office of Institutional Diversity and Inclusion and student groups Native American and Indigenous Student Alliance and the Colloquium on Indigeneity and Native American Studies. Campus events included Beyond One Story, which brought together media artists to talk about representation in their work; Harvest Indigenous Discussions, a monthly dinner and dialogue series that invites all students to engage in conversation on topics that center Native and Indigenous culture and ways of knowing; A screening of Rumble: The Indians Who Rocked the World, followed by a discussion; Native Politics, an event that brought together Native and non-Native students, faculty, and staff together to celebrate the first two Native women elected to Congress and talk about sovereignty, and the annual Sand Creek Massacre Commemoration.
- ii. Next steps: Efforts by these areas will continue next year. CNAIR is planning to launch their Indigenous Tour of Northwestern virtual and walking tour on Indigenous Peoples Day (October 14th, 2019) and MSA, OIDI, and CNAIR are planning 30 Days of Indigenous programming and education for Native American Heritage Month 2019. MSA will also continue to create new programming throughout the year to increase the visibility of Native students while also creating opportunities for community building and affinity amongst Native students.

e. Include the Native American identity experience in discussions on diversity and inclusion on campus.

- i. Accomplishments: Campus Inclusion and Community (CIC) and the Office of Institutional Diversity and Inclusion (OIDI) are leading this work. At the 2018 Wildcat Welcome Week, an orientation for new students and their families, CIC opened the Diversity & Inclusion True Northwestern Dialogue (TND) workshop with a land acknowledgement.
- ii. Next steps: At the 2019 Wildcat Welcome Week, the land acknowledgement will be made at the Northwestern 101 session that the Dean of Students facilitates that outlines the expectations of the Northwestern community. There will also be a land acknowledgement made at the opening of the President's Welcome at the Parent & Family Orientation.

f. Host a series of events throughout the year that promote a sense of connectedness and community among Native American students, staff, and faculty and other members of the Northwestern community.

- i. Accomplishments: Northwestern held its annual Native American and Indigenous Welcome Back Reception and Community Dinner, as well as several events throughout the year. OIDI hosted a group outing to attend the Welsh-Ryan Arena's opening Men's Basketball

game featuring new flooring using lumber procured by the Menominee Nation and the Women's Lacrosse game featuring First Nations leading player. MSA's Native Politics event included undergraduate and graduate students, faculty, and staff. The discussion was intergenerational by nature and was a great opportunity for building connection. A full list of events is in the Appendix.

- ii. Next steps: The Office of Institutional Diversity and Inclusion plans to host one social event for Native American students, staff, faculty and community per quarter and as needed. MSA will continue to create intergenerational spaces that allow for community building across all Native and Indigenous Peoples on campus.

K. Pipeline Efforts- Increase Student Enrollment

a. Hire a Native American recruiter to focus full-time on conducting outreach to and recruiting Native American students.

- i. Accomplishments: This position, which was previously half-time has remained vacant since Fall 2017. No actions have been taken towards this recommendation at this time.
- ii. Next steps: Undergraduate Admissions should explore the creation of a full-time Assistant Director position with a special emphasis on Native American outreach. This person would oversee the outreach and recruitment of prospective students who have an interest in the Native American community and/or Native American scholarship. They would develop and distribute marketing materials and work with Multicultural Student Affairs in connecting prospective students with current students. This person would also collaborate with Undergraduate Admission's Council of Latino Admission Volunteers for Education (CLAVE) and Ambassadors, student volunteer groups that work increase the number of Latinx and African American students attending Northwestern.

b. Develop a communications plan that includes a statement of commitment to Native American families, students, and communities and introduces them to Northwestern through marketing materials focused on them that answer the question "Why Northwestern?"

- i. Accomplishments: The Undergraduate Admission Communications Team has created Native American specific recruitment materials. Photos and information about Native American initiatives are also woven throughout other marketing materials.
- ii. Next steps: Undergraduate Admission have made updates to the brochure and have administered mailings to students on their mailing list.

c. Create a strategic outreach effort in which Native American prospective students can participate in preparatory programs such as the Center for Talent Development, Northwestern Academy, and the National High School Institute Cherub programs.

- i. Accomplishments: No actions have been taken towards this recommendation at this time.
- ii. Next steps: Individual outreach can be made by Manager, Jasmine Gurneau with the Office of Institutional Diversity and Inclusion.

- d. Develop working partnership with organizations like Indigenous Scholars of Promise and College Horizons that are designed to support Native American high school students preparing for college.**
 - i. Accomplishments: The Office of Undergraduate Admission continues to participate in the annual College Horizons workshops during the summer. The Graduate School was also represented at the relaunch of the bi-annual Graduate Horizons weekend in July 2019.
 - ii. Next steps: Admission officers will be attending the 2019 week-long workshops at the University of Michigan and Brown University offered in June 2019.

- e. Host a College Horizons conference dedicated to increasing the number of Native American, Alaska Native, and Native Hawaiian students succeeding in college and graduate programs.**
 - i. Accomplishments: The exploration of this possibility is underway. In order to be eligible to host, the University must have previously participated in a College Horizons program. That step has been completed.
 - ii. Next steps: As this is a large endeavor, partnerships and sponsors across the university will need to be developed to help make this opportunity a success. When prepared, Northwestern will need to make a bid to host a College Horizons workshop on our campus. Once a full-time position in Undergraduate Admission is filled, work towards addressing this recommendation can be made.

- f. Support efforts under way by the Graduate School to recruit Native American graduate students by attending conferences, participating in job fairs that attract Native American students, and sponsoring Graduate Horizons.**
 - i. Accomplishments: The Native American and Indigenous (NAIS) Graduate Student Cluster Group officially completed its first year. CNAIR has been working with Assistant Dean for Diversity and Inclusion within The Graduate School (TGS), Damon L. Williams on discussing strategies and coordinating recruitment efforts at upcoming conferences and fairs. Jasmine Gurneau has been invited to serve on the Diversity & Inclusion Advisory Council for TGS starting in fall 2019 for a two-year term. Northwestern hosted a booth at the Exhibitor Fair at the AISES National Conference in Oklahoma City, OK, and the SACNAS National Conference in San Antonio, TX.
 - ii. Next steps: Northwestern plans to attend the American Indian Science and Engineering Society National Conference in Milwaukee, WI and the SACNAS conference in Honolulu, HI. TGS will return to participating in Graduate Horizons after its hiatus in 2019.

- g. Examine the possibility of creating articulation agreements with Cheyenne, Arapaho, and Midwestern tribal colleges to recruit transfer students from their respective schools.**
 - i. Accomplishments: Examples of articulation agreements are being compiled.

- ii. Next steps: Continued discussion and benchmarking among COHFE institutions will continue. Meetings with each individual Cheyenne and Arapaho Nation are being scheduled for fall of 2019 with Northwestern leadership.

h. Consider a special scholarship initiative for members of the Cheyenne-Arapaho Nation, as well as members of federally and state-recognized tribes that reside in the Great Lakes region.

- i. Accomplishments: Northwestern is need-blind and meets the demonstrated need of its students. No further action has been taken towards this recommendation at this time.
- ii. Next steps: Northwestern should continue to consider the creation of a scholarship fund for students from tribal colleges and universities, members of local tribes and Cheyenne and Arapaho tribal members. Benchmarking could be completed among COHFE institutions to learn more about best practices for tribal scholarships.

L. Pipeline Efforts- Increase Faculty and Staff Presence on Campus

a. Increase the number of Native American staff by working with Human Resources to implement effective methods of reaching out to Native American communities and other institutions of higher education and by establishing relationship with Native American organizations in Chicago.

- i. Accomplishments: No actions were taken in conjunction with the Human Resources department towards specific outreach and recruitment of Native American talent. However, a training was developed for HR staff around Native American tribal documents as an accepted form of identification cards for the Form I-9, Employment Eligibility Verification.
- ii. Next steps: Discussions with Human Resources could be led by Manager, Jasmine Gurneau. The creation of a Native American staff affinity group could be explored as a way to support and retain Native American staff as well as attract new staff to join our University. HR should also explore partnerships with tribal communities, colleges, and organizations.

M. Updates to the Response to the Report of John Evans Study Committee

a. Initiate a process to rename the honorary John Evans chairs established in 2007 and 2011.

- i. Accomplishments: Some of these professorships have already been renamed.
- ii. Next steps: Work could be done to educate faculty who hold these professorships on the complex legacy of John Evans. These faculty can become lead educators around John Evans history.

b. Initiate a process to establish an Indigenous Research Center and hire tenured faculty who are affiliated with the Center.

- i. Accomplishments: The Center for Native American and Indigenous Research was established with funds from an Andrew W. Mellon grant. The first year (2017-2018) brought

together 15 faculty affiliates from across the university. Three hires (2 faculty, Beth Redbird and Doug Kiel; 1 post-doctoral fellow, Hi'ilei Hobart) stemmed from the Native American Initiatives.

- ii. Next steps: Establish a plan to seek out a tenure track faculty hire.
- c. Include John Evans' approach to the Sand Creek Massacre and his attitude toward Native Americans in official documents related to Northwestern's founding.**
- i. Accomplishments: In the 2018 Northwestern Commencement program, the traditional homelands of the Council of the Three Fires as well as the Menominee, Ho-Chunk and Miami were recognized in the printed program section on Northwestern's history. The short film on John Evans role in Sand Creek, "Only the Mountains and the Earth", which includes the perspectives and voices of descendants of the Sand Creek Massacre survivors, has been finalized and debuted at the 2018 Sand Creek Massacre Commemoration.
 - ii. Next steps: The film will be part of the larger John Evans Truth Telling Exhibit to be housed in the John Evans Alumni Center. Planning for the John Evans Truth Telling Exhibit are underway. Reflection and facilitation guides are being developed to accompany larger access to the film, as it contains graphic content around violence and genocide.
- d. Request that the University utilize unrestricted funds, including quasi-endowment funds, to support faculty and students as they work toward establishing an Indigenous Research Center.**
- i. Accomplishments: An annual allocation of quasi-endowment funds (\$150,000) has been secured by CNAIR from the Office of the Provost.
 - ii. Next steps: The distribution of these funds will be reoccurring annually.
- e. Erect historical markers and revise existing ones to educate the campus community of the Indigenous history that exists on this land.**
- i. Accomplishments: The specifics of this recommendation are currently being explored with Facilities Management, the Office of the Provost and the Center for Native American and Indigenous Research.
 - ii. Next steps: In fall 2019, Patty Loew will be launching an Indigenous tour of Northwestern.
- f. In addition to having a professorship in the name of 1889 Northwestern Medical College graduate Carlos Montezuma, a Native American, develop a Carlos Montezuma collection of papers, documents, and contributions linked to the work of Northwestern alumni in the field of medicine.**
- i. Accomplishments: No action has been taken toward this recommendation at this time.

- ii. Next steps: The Office of Institutional Diversity and Inclusion and the Center for Native American and Indigenous Research can work with the University Archivist Kevin Leonard on developing such a collection.
- g. Commission a portrait of Carlos Montezuma to be hung in a prominent location on campus.**
- i. Accomplishments: Conversations have begun with Facilities and the Office of the Provost on the possibility of a sculpture or outdoor monument to be erected in a prominent location on campus.
 - ii. Next steps: Discussions around options and funding sources have begun and need to continue to be explored.
- h. Initiate a process of renaming the John Evans Alumni Center building and the Evans Room in the Norris University Center.**
- i. Accomplishments: A John Evans Truth Telling Exhibit will be installed in the John Evans Alumni Center. The exhibit will include a short film featuring interviews with Sand Creek Massacre survivor descendants. This exhibit can be a permanent part of the John Evans Alumni Center, regardless of the name of the building.
 - ii. Next steps: This planning has transitioned from Professor Emeritus Loren Ghiglione to be managed by Jasmine Gurneau. She has reached out to the proposed committee members about their interest in engaging in the planning and development process and will be developing an updated proposal. Native American artists and filmmakers could be approached to contribute to the John Evans truth-telling exhibit.
- i. Select a reading on genocide and/or colonialism for the One Book One Northwestern program, such as the Report of the John Evans Committee or a book on the Sand Creek Massacre.**
- i. Accomplishments: This was achieved in 2015-2016, with the selection of Thomas King's *An Inconvenient Indian* for the One Book One Northwestern reading.
 - ii. Next steps: One Book One Northwestern committee could consider selecting a book that addresses Native American issues, or Sand Creek every four years so that every graduating class will have experienced a One Book that introduces them to Native American issues and experiences.
- j. Hold a commemorative event this year that highlights the 150th anniversary of the Sand Creek Massacre, and annually participate in one that commemorates all massacres of Native American tribes.**
- i. Accomplishments: A Sand Creek Massacre Commemoration event has been held for the past 5 years, spearheaded by the Native American and Indigenous Student Alliance. Multicultural Student Affairs (MSA) and the Office of Institutional Diversity and Inclusion (OIDI) provide institutionalized support for this event. OIDI sponsored the travel for 2

undergraduate students and 1 graduate student to attend the Sand Creek Massacre Spiritual Healing Run/Walk in Colorado.

- ii. Next steps: Funding support for the Commemoration from OIDI and MSA will continue as an integral component of the Native American inclusion initiative. Working with the Center for Native American and Indigenous Research, OIDI and CNAIR will continue to provide funding for 3 students and 1 faculty or staff person to attend the event on an annual basis.

Appendix I –Native American and Indigenous Programming

Date	Event	Sponsors (host bolded)
September 21-23, 2018	Stellar STEM Weekend with Bad River Ojibwe Middle School students and chaperones to explore current research in the Physics and Astronomy Departments, engage in citizen science projects with faculty, and spend the night in the Dearborn Observatory to view the night sky and share star stories	Physics and Astronomy Department , Office of Institutional Diversity and Inclusion, Center for Native American and Indigenous Research
September 28, 2018	Native American and Indigenous Welcome Back Reception	Office of Institutional Diversity and Inclusion , Center for Native American and Indigenous Research, Multicultural Student Affairs
October 4-6, 2018	Northwestern hosted Exhibitor booth at the AISES National Conference in Oklahoma City, OK	Office of Institutional Diversity and Inclusion, The Graduate School, Undergraduate Admission, Center for Native American and Indigenous Research
October 8, 2018	Northwestern was one of seven national host sites for the screening of <i>The Eagle and the Condor</i> , a film about the emerging environmental solidarity among Indian nations. The event featured a discussion in real time with 11 other organizations and communities nationwide who connected via Facebook Live.	Center for Native American and Indigenous Research , American Indian Center of Chicago, the Mitchell Museum, St. Kateri Center of Chicago, Chi-Nations Youth Council, Northwestern’s Office of Institutional Diversity and Inclusion, and Multicultural Student Affairs.
October 14, 2018	Harvest Community Dinner	Multicultural Student Affairs
October 29, 2018	Native American Leadership Council Meeting	Office of Institutional Diversity and Inclusion
November 1, 2018	Menominee Court Dedication: Hosted Menominee Leaders for opening Men’s Basketball game at the newly renovated Welsh-Ryan Arena	Office of Institutional Diversity and Inclusion
November 2, 2018	Book talk by Dr. Christine DeLucia (Williams College), “Resistance and Resilience in the Native Northeast: New Approaches to Memory, History-Making, and Decolonization.”	Center for Native American and Indigenous Research , Colloquium on Indigeneity and Native American Studies
November 3, 2018	First Nations Film and Video Festival	Native American and Indigenous Student Alliance
November 7, 2018	Co-sponsored Carlos Montezuma Lecture at the Mitchell Museum of the American Indian in Evanston	Mitchell Museum of the American Indian , Office of

		Institutional Diversity and Inclusion
November 11, 2018	Harvest Community Dinner	Multicultural Student Affairs
November 11-13, 2018	Presentation at NASPA Region IV-E Conference titled "Indigenous Peoples Knowledge Community Roundtable" by Jasmine Gurneau and Aaron Golding	Office of Institutional Diversity and Inclusion, Multicultural Student Affairs
November 14, 2018	Jasmine Gurneau panelist for University of Illinois- Chicago, Great Cities Institute	University of Illinois-Chicago, Great Cities Institute , Office of Institutional Diversity and Inclusion, UIC's Native American Support Program
November 17, 2018	Sand Creek Commemoration	Native American and Indigenous Student Alliance, Multicultural Student Affairs, Office of Institutional Diversity and Inclusion
November 23-25, 2018	Sponsored students attendance at the Sand Creek Spiritual Healing Run/Walk	Office of Institutional Diversity and Inclusion
November 25, 2018	Craft Circle hosted by CNAIR Affiliate Megan Bang	CNAIR Affiliate Megan Bang
November 27, 2018	Film Screening: <i>Rumble: The Indians Who Rocked the World</i>	Multicultural Student Affairs
November 29, 2018	CNAIR Keynote: Sovereignty Symposium featuring Dr. Jenny Davis (Chickasaw), Assistant Professor of Anthropology at the University of Illinois, Urbana-Champaign; Dr. J. Kēhaulani Kaunanui (Native Hawaiian), Professor of American Anthropology at Wesleyan University; and Dr. Doug Kiel (Oneida Nation), Assistant Professor of History at Northwestern University	Colloquium on Indigeneity and Native American Studies , Center for Native American and Indigenous Research, Kaplan Institute for the Humanities
December 9, 2018	Harvest Community Dinner	Multicultural Student Affairs
December 1, 2018	Standing Rock: Photographs of an Indigenous Movement" by Levi Rickert	Evanston Public Library , Center for Native American and Indigenous Research
December 7, 2018	"Sacred Smokes," a book talk with Dr. Theodore C. Van Alst Jr.	American Indian Association of Illinois , Center for Native American and Indigenous Research, Ho-Chunk Nation Chicago Branch Office
December 16, 2018	Craft Circle hosted by CNAIR Affiliate Megan Bang	CNAIR Affiliate Megan Bang
December 19, 2018	Chicago American Indian Community Collaborative Education Sub Committee Meeting	Chicago American Indian Community Collaborative , Northwestern University,

		Office of Institutional Diversity and Inclusion
January 13, 2019	Harvest Community Dinner	Multicultural Student Affairs
January 16, 2019	Student Visit to the Field Museum Collections	Multicultural Student Affairs
January 18, 2019	International Puppet Show: Ajjak outing	Multicultural Student Affairs
February 8, 2019	Roundtable with the Beture Collective, a group of Kayapo filmmakers that work with the nongovernmental organization the Protected Forest Association.	Center for Native American and Indigenous Research , Political Science
February 10, 2019	Harvest Community Dinner	Multicultural Student Affairs
February 14, 2019,	CNAIR Keynote: Kiara Vigil (Dakota, Amherst College) and Laura Furlan (University of Massachusetts): panel discussion of “Native Chicago Art and Activism”	Center for Native American and Indigenous Research , American Indian Center of Chicago
February 24, 2019	Native American Community Stewardship Day	Cook County Forest Preserve , Office of Institutional Diversity and Inclusion, American Indian Center, Chicago Public Schools American Indian Education Program
February 27. 2019	Walking As Witness: A Conversation with Artist JeeYeun Lee. Lee uses performance, research, and socially engaged art to bring attention to the colonization and genocide of Indigenous Peoples in what is now the United States.	Multicultural Student Affairs
March 2, 2019	Mitchell Museum Annual Benefit Gala	Mitchell Museum of the American Indian , Office of Institutional Diversity and Inclusion
March 9, 2019	Women’s Lacrosse Game dinner and outing	Office of Institutional Diversity and Inclusion
March 10, 2019	Harvest Community Dinner	Multicultural Student Affairs
March 11, 2019	Native Politics: A Dialogue	Multicultural Student Affairs
March 29-31, 2019	Stellar STEM weekend event, which brought a group of middle school-age Lakota girls to Northwestern to explore current research in the Physics and Astronomy Departments, engage in citizen science projects with faculty, and spend the night in the Dearborn Observatory to view the night sky and share star stories	Physics and Astronomy Department , Office of Institutional Diversity and Inclusion, Center for Native American and Indigenous Research
April 3-6, 2019	Hosted board members of the Native American Journalists Association on	Medill School of Journalism, Media and

	Northwestern's Evanston and Chicago campuses for collaborative meetings	Integrated Marketing Communications , Center for Native American and Indigenous Research, Office of Institutional Diversity and Inclusion
April 4	Open forum panel discussion on <i>Digital Reporting in Indigenous Communities</i> was held. The discussion focused on the use of data, ethics, and three-dimensional coverage to move newsrooms from viewing Native people as subjects of reporting, to understanding them as an engaged audience.	Medill School of Journalism, Media and Integrated Marketing Communications , Center for Native American and Indigenous Research, Office of Institutional Diversity and Inclusion
April 9, 2019	Beyond One Story – Panelists Adam Sings in the Timber, Cecil McDonald, Andre Perez. A conversation with three artists using their work to reshape the narratives about their communities regarding race, sovereignty, and gender and sexuality by creating media that allows for deeper and more authentic conversations	Multicultural Student Affairs
April 12-13, 2019	Thinking Andean Studies Conference, which is an interdisciplinary event that showcases the increasing number of scholars conducting research in and about the Andes	Center for Native American and Indigenous Research , Department of Spanish and Portuguese
April 13, 2019	Gathering of Native Students: A gathering to bring together high school and college age students from University of Chicago, University of Illinois Chicago, Northwestern University, and the School of the Art Institution Chicago for an afternoon of community building and resource sharing.	Multicultural Student Affairs, Native American Support Programs (University of Illinois Chicago), American Indian Education Program (Chicago Public Schools)
April 14, 2019	Harvest Community Dinner	Multicultural Student Affairs
April 23, 2019	CNAIR Keynote: Elizabeth Hoover (Brown University) discussion and talk with the NAIS Cluster of Hoover's book <i>The River is in Us: Fighting Toxics in a Mohawk Community</i> ; and talk, "Defining and Enacting Food Sovereignty Through Native American Farming and Gardening Projects	Center for Native American and Indigenous Research , Kaplan Institute
April 26, 2019	<i>Belongings: A Critical Forum on Museum Practices</i> with panelists Jenny L. Davis (University of Illinois at Urbana-Champaign), Joseph Aguilar	Center for Native American and Indigenous Research

	(University of Pennsylvania), Nina Sanders (Neubauer Collegium Visiting Fellow) and Andrea Carlson (Artist and Arts Writer) about museum collection and exhibition practices. Dialogue was intended to educate students who are the next generation of museum professionals about the need for cultivation of reciprocal relationships with Indigenous communities and the establishment of respectful, consultation-based museum practices.	
April 26, 2019	Indigenous Lecture and Writing Series Orientation	Office of Institutional Diversity and Inclusion, UIC's Native American Support Program and UIC's Learning Sciences Research Institute
May 3-4, 2019	3 rd Annual CAICC Urban Native Education Conference	CAICC , Center for Native American and Indigenous Research, Office of Institutional Diversity and Inclusion, Multicultural Student Affairs
May 5, 2019	Harvest Community Dinner	Multicultural Student Affairs
May 6, 2019	<i>Re/Mapping Indigenous and Afro-descendent Geographies</i> , a conversation about collaborative cartography with Margaret Pearce (Artist in Residence), Andrew Britt (Mellon Postdoctoral Fellow in Digital Humanities at the Kaplan Institute), and Kelly Wisecup.	Center for Native American and Indigenous Research
May 8, 2019	Graduate Fellow Walther Maradiegue (Spanish & Portuguese) facilitated a workshop on "Decolonial Theory and Gender" attended by graduate students and faculty from History, Anthropology, English, and Spanish & Portuguese	Center for Native American and Indigenous Research
May 13, 2019	Josh Honn led an inaugural <i>Birds & Breakfast</i> event in which 50 participants walked the Northwestern campus listening to and observing the many species of birds. This walking tour was followed by breakfast and conversation around Indigenous ecologies, histories, spaces, stories, and presences at Northwestern	Center for Native American and Indigenous Research, Office of Institutional Diversity and Inclusion
May 17, 2019	CNAIR's 1 st Annual Research Symposium	Center for Native American and Indigenous Research

May 19, 2019	Native American and Indigenous Community Dinner	Multicultural Student Affairs, Office of Institutional Diversity and Inclusion
May 30, 2019	Indigenous Lecture and Writing Series: Kick-off Panel with Patty Loew, June Thiele and Allen Turner	Office of Institutional Diversity and Inclusion, UIC's Native American Support Program and UIC's Learning Sciences Research Institute
June 3, 2019	AISES Professional of the Year Awards Selection Committee (Corporate Advisory Council) Dinner	Office of Institutional Diversity and Inclusion, Center for Native American and Indigenous Research
June 7, 2019	The State of Racial Justice for American Indians	UIC's Institute for Research on Race and Public Policy, Office of Institutional Diversity and Inclusion, Center for Native American and Indigenous Research
June 9, 2019	Harvest Community Dinner	Multicultural Student Affairs
June 9, 2019	Craft Circle with CNAIR Affiliate Megan Bang	CNAIR Affiliate Megan Bang
June 25, 2019	Hosted Chicago Public Schools American Indian Education Program Summer program at NU	Office of Institutional Diversity and Inclusion , Colloquium on Indigeneity and Native American Studies, Center for Native American and Indigenous Research, Multicultural Student Affairs
June 27, 2019	Indigenous Lecture and Writing Series: Mona Susan Power	Office of Institutional Diversity and Inclusion, UIC's Native American Support Program and UIC's Learning Sciences Research Institute
June 18-20, 2019	Graduate Horizons at Lawrence University	The Graduate School, Office of Institutional Diversity and Inclusion
July 21, 2019	Native American Community Barbecue	Office of Institutional Diversity and Inclusion, Center for Native American and Indigenous Research, Native American and Indigenous Student Alliance
July 25, 2019	Indigenous Lecture and Writing Series: Doug Kiel	Office of Institutional Diversity and Inclusion, UIC's Native American Support Program and UIC's Learning Sciences Research Institute
August 12-16, 2019	Chicago Indigenous-STEAM Summer Camp	School of Education and Social Policy , Office of Institutional Diversity and Inclusion, Center for Native

		American and Indigenous Research
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Native American and Indigenous Studies (NAIS) Minor Proposal

Background for a Native American and Indigenous Studies Minor

In response to recommendations made by the John Evans Steering Committee and Native American Outreach and Inclusion Task Force (NAOITF), the Center for Native American and Indigenous Research (CNAIR) proposes to establish an interdisciplinary minor in Native American and Indigenous Studies (NAIS). The Steering Committee and NAOITF recommendations emerged from a directive related to the University's stated desire to redress past wrongs and promote a legacy of diversity and inclusion. The establishment of a NAIS minor addresses a key NAOITF recommendation (f): *“Through faculty associated with the center, determine a way to provide undergraduates with a certificate or minor in Indigenous Studies...”*

Since its creation in 2017, CNAIR has built a foundation of faculty affiliates across 19 departments and campus units. These alliances, along with several senior and tenure-track junior faculty hires, have produced a stable environment for the establishment of a NAIS minor. CNAIR also has developed positive relationships with Chicago-area groups serving or emphasizing urban Indians. These include the American Indian Center of Chicago, the Mitchell Museum of the American Indian, the Chicago American Indian Community Collaborative, the Field Museum, the American Indian Association of Illinois, and the Newberry Library's D'arcy McNickle Center for American Indian and Indigenous Studies. Further, CNAIR's affiliates bring historic relationships and research partnerships with more than a dozen Native communities and organizations in the Great Lakes region.

These relationships inform the community-based approach to which the Center is committed.

The faculty and staff of CNAIR believe a minor in Native American and Indigenous Studies aligns with the University's commitment to diversity and inclusion and can be constructed within the “Weinberg Way” of active intellection using Weinberg's four learning goals: observe, reflect, critique, express. Finally, this new minor reflects and supports CNAIR's mission: to promote scholarship, teaching, learning, and artistic or cultural practices related to Native American and Indigenous communities, priorities, histories, and lifeways.

NAIS Program Goals

Observe, Critique, Reflect, Express:

- Concepts of sovereignty and self-determination; as well as how colonization impacted the individual, community, and political identities and health of Native American and Indigenous people
- Native American and Indigenous Studies (NAIS) theories and methodologies
- Scholarship about how Indigenous land, identity, and values inform Native American and Indigenous experiences and expressions
- Major events, social movements, artistic expression, and policies in Native American and Indigenous histories
- The dynamics between urban, rural, and reservation Native American and Indigenous experiences and how those dynamics are communicated through mobility, storytelling and oral traditions
- Native American and Indigenous historical and contemporary experiences within a global context

Organization

The NAIS minor requires six courses that align with the proposed Weinberg learning strategies (observe, critique, reflect, and express) and incorporate CNAIR's mission: To advance scholarship, teaching, learning, and artistic or cultural practices related to Native American and Indigenous communities, priorities, histories, and life ways. Whenever possible NAIS courses should reflect reciprocity and incorporate Indigenous methodologies, Native voices, and tribal or urban community collaborations. The minor builds from introductory foundational courses.

Students choose:

ONE foundational course (see note below about “emerging curriculum”):

- SOC 277-0 Introduction to Native American Studies
- ENGLISH 274-0 Introduction to Native American and Indigenous Literatures

TWO courses from Creative Expression or Social Worlds

Creative Expression (Literature, Dance, Music, Art, Theater)

- ART HIST 228-0 Introduction to Pre-Columbian Art
- ENGLISH 374-0 Topics in Native American & Indigenous Literatures

The Social World (History, Anthropology, Journalism, Sociology, Law, and Education)

- AF AM ST 214-0 Comparative Race and Ethnic Studies
- ANTHRO 311-0 Indians of North America
- RELIGION 260-0 Introduction to Native American Religions

TWO courses from Natural Worlds or Global Indigeneity

Natural Worlds (Science, Traditional Ecological Knowledge, Environmental Psychology, Political Science, Health, Medicine)

- POLI SCI 349-0 International Environmental Politics
- PSYCH/ENVR POL 332-0 Native Americans and Environmental Decision Making
- GBL HLTH 305-0 Global Health and Indigenous Medicine

Global Indigeneity, Intercultural, Latinx Studies

- ANTHRO 328-0 The Maya
- SPANISH 361-0 Latin America: Studies in Culture & Society
- SPANISH 397-0 Topics in Latin American, Latino and Latina, and Iberian Literatures and Cultures

ONE course elective

One course elective at an advanced level (from any of NAIS's four scholarly directions), independent study, or capstone project in a contributing department or program (identified above) and approved by the CNAIR Curriculum Committee completes the six-course minor.

Emerging Curriculum

Since 2017 new faculty and new NAIS courses have been added at Northwestern. These classes, which are expected to soon receive permanent numbers, will become critical assets in the NAIS minor. They include:

Foundational Course additions

- HIST 393-0 Topics in History: *Red Power, Indigenous Resistance in the US and Canada, 1887-present*

Social Worlds additions

- HIST 200-0-22 Introduction to Native American History
- HUM 210-0 Genocide, Resistance, Resurgence: Native Peoples
- Hist 370-4-20 “Real Indians: Indigeneity and the Authenticity Problem
- JOUR 302-0 Media History: Power, Protest and Passion – *Media History and the Native American Experience*
- JOUR 390-0 Special Topics: *Native American Environmental Issues and the Media*
- LEGAL ST 376-0 Topics in Legal Studies: *Development of American Indian Law and Policy*

Natural Worlds additions

- GBL HLTH 390-0 Native American Health

Substitutions

Occasional offerings under variable topics course headers may be used in substitution for certain of the requirements when the particular offering is appropriate. Some recent examples are listed below.

- Creative Expression substitutes
 - ENGLISH 313-0 Introduction to Fiction: *Protest and the Native American Novel*
 - ENGLISH 378-0 Studies in American Literature: *Native American Literature: Place and Historical Memory*
- Natural Worlds substitutes
 - POLI SCI 395-0 Political Research Seminar: *Global Environmental Justice*
 - ANTHRO 390-0 Topics in Anthropology: *Land, Identity and the Sacred*
- Global Indigeneity substitutes
 - ASIAN AM 276-0 Topics in Literary and Culture Studies: *Pacific Islanders*

Assessment Plan for NAIS Minor

This Assessment Plan incorporates both the proposed “Weinberg Way” learning goals: Observe, Critique, Reflect, Express, as well as the programs goals outlined in the NAIS program goals document. It uses an Indigenous Studies rubric centered within a construct of land and identity—anchored by three foundational courses (including the emerging History 393 class)— and oriented toward four scholarly directions: Creative Expression, Social Worlds; Natural Worlds; and Global Indigenities. Students are required to take one of two foundational courses; two courses from either the Creative Expression or Social Worlds direction; two courses from either the Natural Worlds or Global Indigenities direction; and one advanced elective from any scholarly direction for a total of six classes.

It is expected that learning objectives developed by instructors teaching one of the three foundational courses will align with NAIS program goals. Class assignments will assess how students are able to observe, critique, reflect and express concepts such as Indigenous sovereignty and colonialism. They will have a basic understanding of how settlers displaced indigenous people and impacted Indigenous cultures and how Indigenous nations and communities responded to these changes. They should be able to identify major historical events, social movements, and creative expression in Native American and Indigenous history and recognize the differences between urban, rural, and reservation experiences (see Assessment Rubric).

As students move in one or more scholarly direction, the expectation is that they will acquire more sophisticated knowledge about Indigenous artistic and cultural practices related to Native American and Indigenous communities, priorities, histories, and lifeways. Class assignments that ask students to move beyond observation and identification are appropriate. These may reflect the interdisciplinary and holistic nature of Native American and Indigenous Studies; they may explore and express oral traditions; or they may be collaborative projects that reflect the community-engaged scholarship commitment of CNAIR. The Center expects to provide support for internships and capstones that require research, travel, and engagement with Chicago organizations.

The student’s final course within any of the four scholarly directions should be an upper-level course, independent study or capstone project. Assignments, projects, and experiences at this level should inform or enhance advanced knowledge acquired within Native American and Indigenous Studies. Faculty develop

assessments for their own classes in alignment with NAIS program goals. It should be noted that not every class will align with every NAIS program goal and not every assignment will align with every course learning objective.

Each candidate for a NAIS minor will be required to write an essay of approximately 750-1000 words that provides the following:

- Why they enrolled in the NAIS minor
- What courses they took
- How each class related to one or more of the NAIS program goals
- A summary of their experience with NAIS

In this way, our Indigenous assessment model provides both formative and summative evaluation of whether learning objectives have been attained.

NAIS MINOR

The 4 Academic Directions

Creative Expression

Literature, Art, Music,
Dance, Ceremony

ENG 274 Introduction to Native American & Indigenous literature
ART HIST 228 Pre-Columbian Art
ENG 313 Introduction to Fiction: (Nat Am) ENG 374 Topics in Native American & Indigenous literature
ENG 378 Studies in American Literature: Nat. Am Lit

ANTHRO 328 The Maya
ASIAN AM 276 Topics in Literary and Culture Studies: Pacific Islanders SPAN 361 Latin America: Studies in Culture & Society
SPAN 397 Topics in Latin American, Latino and Latina, and Iberian Literatures and Cultures

ANTHRO 311 Indians of North America AFRO AM Comparative Race and Ethnic Studies
HIST 393 Topics in History (Nat Am) JOURN. 301 Media History: Urban Indians
JOURN. 390 Special Topics: Nat. Amer. Environ Issues
LEGAL ST 376 Topics in Legal Studies: Amer. Ind Law
RELIG 260 Intro to Native American Religions

Express

FOUNDATIONAL

SOC 101 Introduction to Native American Studies
ENG 274 Introduction to Native Literature HIS 393 Topics in History (Nat Am)

REFLECT

Global Indigeneities
(transnational, intercultural)

Observe

CRITIQUE

Social Worlds
(Anthropology, History, Law, Policy, Media, Sociology, Psychology, Education)

Natural Worlds
(Science, Traditional Ecological Knowledge, Food systems, Health)

POLI SCI 349 International Environmental Politics
POLI SCI 395 Global Environmental Justice PSYCH/ENVIR POL 332 Native Americans and Environmental Decision Making ANTHRO 390 Topics in Anthropology: Land, Identity, and the Sacred
GBL HLTH 305 Global Health and Indigenous Medicine

**Learning Assessment Rubric
Native American and Indigenous Studies Minor
PROGRAM Goals and Courses**

<p>EXAMPLE</p> <p>Course* (Courses should align with at least one of the program learning goals)</p> <p>*Please check the learning goal(s) with which your course aligns. Your course most likely will not align with each goal.</p>	<p>PROGRAM Learning Goals (Observe, Reflect, Critique, Express)</p> <ol style="list-style-type: none"> 1. Sovereignty and self-determination and how colonization impacted the individual, community, and political identities and health of Native American and Indigenous people 2. Native American and Indigenous theories and methodologies 3. Indigenous land, identity, and values inform Native American and Indigenous experiences and expressions 4. Major events, social movements, artistic expression, and policies in Native American and Indigenous histories 5. The dynamics between urban, rural, and reservation Native American and Indigenous experiences and how those dynamics are communicated through storytelling and the oral tradition 6. Native American and Indigenous historical and contemporary experiences within a global context 					
	#1	#2	#3	#4	#5	#6
<p>#1: JOUR 390-0 Special Topics: <i>Native American Environmental Issues and the Media</i></p>	x	x	x		x	
<p>#2</p>						

#3:						
#4:						
#5						
#6						

<p>#2: Oneida Nation Visit:</p> <p>Service Learning Weekend Visit to the Oneida Nation to help members of the White Corn Cooperative with picking, shucking, and braiding corn. This is an opportunity to share food and stories with Oneida community members and elders, learn about food sovereignty, and explore environmental issues.</p> <p>a) Write a reflection essay of approximately 750 words (2-3 pages of double-spaced 12-point font) about your visit to the Oneida Nation Reservation. In the first 500 words, reflect upon what you knew about Native Americans and <i>expected</i> to see at Oneida and how similar or different it was to your actual experience. Describe the people and activities you found to be most memorable and why they made an impression upon you. In the final 250 words, based on your Oneida experience, which Native American environmental issue do you think would make a good news story and why? How would you pitch it to an editor? How would you frame it and ideally who would you interview?</p> <p>b) If are unable to make the Oneida field trip, your alternate assignment involves watching and analyzing POSOH, a documentary about the traditional practices of the Oneida people. In an essay of approximately 750 words (2-3 pages of double-spaced 12-point font), reflect upon the sources the filmmaker used in the documentary. Why were they chosen? How credible were they? What were the main themes they attempted to convey? How successful were they? Also consider the technical elements (music, graphics, camera angles, and editing pace) used to drive the narrative. Why did the filmmaker make the choices he made? How successful was he? Finally, consider the audience for this film. Who was this film made for and why?</p>	<p>x</p>	<p>x</p>	<p>x</p>			
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<p>#3: "Farms not Factories" essay: In an essay of approximately 350 words, compare and contrast the two "Farms Not Factories" videos (links above) on this week's module (the voice-over narrative pieces by Mike Wiggins, Chair of the Bad River Band of Lake Superior Ojibwe, and Deb Lewis, the Mayor of Ashland). You could focus on themes and framing and explore how the two videos are similar or different OR you might explore the technical elements--videography, edit pace, music, etc. Who do you think the audiences for these videos and how effective do you think they are?</p>	x	x	x			
<p>#4: Midterm Exam (four essay questions)</p>	x	x				
<p>#5 "Urban Rap" video: In an essay of approximately 500 words, analyze the music video, "Prayers in a Song" by Tall Paul (see link above). Identify three major themes in the video and describe how the filmmaker visually reinforced them, paying attention to lighting, camera angles and movement, editing pace, and music. Who is the audience for this video? Why? How well do you think the filmmaker reached his audience?</p>		x	x			
<p>#6 Final Project: Your final project should explore a topic that falls within the context of Native American environmental issues and the media and plays to your strength as a journalist. It can be a longer-length feature story for a newspaper or magazine or an audio podcast. Maybe you'd prefer to create a website and blog</p>	x	x	x	x		

<p>about an issue or explore it as a video news report. Remember, cities are environments too. So, stories that connect to land loss, identity, and housing may be rich topics for a final project. Stories about casinos or mascots generally do <u>not</u> fall within the parameters of acceptable final topics (unless they have a direct connection to the environment).</p> <p>If you are <u>not</u> a journalist, you may propose an alternative final project that aligns with the learning objectives of this course and allows you to stay within your discipline or research interests.</p> <p>Please discuss your topic choice with me before you commit to it as I might be able to provide you with resources.</p>						
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