

AMBASSADORS 1

IU works to better support Native students

NAIS BEYOND IU 3

Discussion with those trained in NAIS at Indiana University

PRE-POWWOW TALK

Dr. Nicky Kay Michael spoke at the Mathers Museum

NAIS STUDENT

SPOTLIGHT 6

Spotlight on Current NAIS Students



Native Ambassadors Visit IU



INDIANA UNIVERSITY
BLOOMINGTON



A portion of the First Nations Leadership Ambassadors Council (Photos credited to IU DEMA)

Indiana University established the First Nations Leadership Ambassadors Council as a means to build a better understanding of how to recruit new and support existing American Indian students. The council will meet with IU members yearly. The council includes Ben Barnes (Second Chief of the Shawnee Tribe), Philip Deloria (Professor of American Culture and History at

Committee on Native American
& Indigenous Studies

Dr. Brian Gilley (Anthropology), chair
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the University of Michigan), Richie Meyers (Tribal Relations Director for South Dakota State University), Nicky Michael (Tribal Council Member of the Delaware Tribe of Indians), Kelli Mosteller (Director and Tribal Historic Preservation Officer of the Citizen Potawatomi Nation Cultural Heritage Center), and Glenna Wallace (Chief of the Eastern Shawnee Tribe).

During their meetings, Ambassador Members discussed how IU could better support Native students and faculty, such as suggesting manners in which IU can increase financial aid for their students, as well as the



presence at IU. I would like to see more Native students, particularly from the tribes that were removed from Indiana. I'd like to see more Native faculty, but also more Native students in particular, take advantage of certain departments that are just not available in the states we were removed to, like Oklahoma... Not only would I like to see tribal students and, of course, more Native faculty at Indiana University, but I would also like to see tribal nations engaging more with IU because it's uniquely positioned to provide questions that our communities would like to answer for ourselves and have collaborators on" (Quote from IU Bloomington Newsroom, March 6, 2017).

manner in which the campus can provide services that help Native students form a campus community, while still connecting with their communities and families from home.

James Wimbush, IU's Vice President for Diversity, Equity, and Multicultural Affairs and Dean of the University Graduate School, expressed, "The formation of the IU First Nations Leadership Ambassadors Council is a step toward not only improving the interaction between Indiana University and the Native community but creating an environment in which Native students and faculty can thrive. The distinguished individuals on the council have deep ties to the Native community, and their knowledge will greatly benefit IU as the university tries to better support Native students and faculty on IU's campuses" (Quote from IU Bloomington Newsroom, March 6, 2017).

Barnes highlighted the many resources that IU has that would likely be beneficial to Native students and faculty, such as the Glenn Black Laboratory, the Mathers Museum, the Lilly Library, and the Archive of Traditional Music.

Barnes explained, "I hope this council will increase a Native voice at Indiana University. Since Indiana is named after Native people, I would like to see a stronger Native



Ambassadors Council Members visit the Mathers Museum

In the Fall 2015 issue of the Native American and Indigenous Studies newsletter, the introductory article presented a summary of discussions with several individuals who were trained in Native Studies (and related fields) at Indiana University and who are now working in the field. This interview was conducted in May 2017.



Kellie Hogue

1. What year did you graduate from Indiana University?

2012

2. What was your major/minor/area of study?

Combined Ph.D. in American Studies and Anthropology, Ph.D. minor in NAIS

3. What is your position now?

I work as a Senior Policy Analyst at the California Research Bureau. We provide independent, non-artisan, timely, and confidential research and analysis to the California State Legislature, the Governor's Office, and other state constitutional officers. I'm part of an intellectually curious group of librarians and researchers who identify, collect, and organize information to make it readily available to our clients in an accessible, understandable format. We are actively and intensely multidisciplinary and interdisciplinary.

4. Is this your first job? If not, what other positions have you held?

No, this is not my first job. I was fortunate to have come to the academy later in life and held a number of different jobs before I came to IU. This is my third job post graduation. My first post-grad position was as a temporary analyst in the UC Davis School of Law, the second job was also at UC Davis, as an executive assistant to the Assistant Vice Provost for Academic Affairs.

I feel incredibly blessed to have a job that allows me to potentially contribute directly to the lives of all Californians. When I attended IU, I never dreamed that such a job might exist – or for that matter, that I might have such an opportunity! Oh, and I am also proud to serve the California State Library as a SEIU Local 1000 Job Steward.

5. How do you feel IU and what you've learned at IU have prepared you for your current position?

Everything I learned at IU prepared me well for post-graduate life. The broad knowledge of methods I received (qualitative and quantitative), as well as learning how to take massive amounts of written material and convert it all into succinct short pieces of narrative is crucial to my current job. Having the skills to assess and evaluate the credibility of sources is instrumental in my everyday work. The formal and informal skills we learned, mostly having to do with professionalization and especially the necessity for soft skills/emotional intelligence when it comes to working with people, have been super valuable to me in all of my post-grad jobs.

6. What advice would you give to those who are in Native Studies, or a related field, and who are about to finish up/ enter the job market?

NAIS Beyond Indiana University, continued

As you prepare to finish your degree and look forward to the job market, keep in mind that the world beyond academe is filled with folks who will treasure and value you for all the skills and talents you may bring to the table.

As one of my mentors told me (when I apologized for not finding a tenure track position): “There are lots of ways to lead an intellectual life.” It’s true! Treasure the opportunity to exercise and practice interdisciplinary and community-based research methods while you can and keep these ideas close as you explore options for the future.

7. Are there any other bits of wisdom you would like to share with the reader?

Be open. Be accessible. Be adaptable. Be flexible. Be humble. Be confident. When all else fails, find a way. Find YOUR way.

Congratulations!

Congratulations to Amanda Burt and Rebecca Barzalai for being awarded the Glenn A. Black Laboratory of Archaeology Fellowship! Rebecca’s dissertation focuses on the analysis of pottery from a lunar shrine complex, the Emerald Acropolis in Lebanon, IL, at the eastern extent of the Amerindian city of Greater Cahokia, circa the 11th century CE. One of the main aspects of the shrine complex is the presence of non-local peoples, as identified through ceramic styles and the rituality of activities and practices enacted at the site. Rebecca’s research looks at the material components and manufacture methods of ceramics via minimally invasive compositional analysis and what we can determine about the peoples and activities at the



Emerald Acropolis. Amanda will be using the tooth surfaces of ancient dogs to better understand the human-canine relationship of Native Americans and domestic dogs. Her research compares patterns of domestic dogs’ teeth recovered from Mississippian era sites to dogs from other North American prehistoric sites, as well as wild members of the taxonomic family Canidae. This study hopes to not only investigate provisioning practices of the canid residents of Mississippian town sites, such as Angel Mounds, but to situate these

animals in the larger understanding of dog-keeping across the prehistoric North American landscape.

Walk a Mile in Size 15 Moccasins – Dr. Nicky Kay Michael



Dr. Nicky Kay Michael (Photos credited to IU DEMA)

showed different moccasins that Michael has made for her family. She explained the creation style, as well as the beadwork, and how the artistry can inform others about the identity of who is wearing the shoes. Ending with questions and answers, Michael explained the moccasin making process, as well as the importance of her family's support in these creations, as well as the larger powwow.

The talk followed with a reception at the Mathers

Museum, allowing audience members to talk further with

Michael and look closer at her moccasins and regalia. In prep for the powwow, the talk introduced the audience to some powwow basics and highlighted the importance of regalia and community.

Dr. Nicky Kay Michael, Delaware Council Member and University of Wyoming American Indian Studies Professor, spoke as the First Nations

Educational and Cultural Center Pre-Powwow

Speaker.

By using her son's size 15 moccasins as a humorous story starter, Dr. Michael discussed the lessons she has learned through her experiences as both an indigenous mother and an academic. Fitting in well with the upcoming powwow, Michael discussed how Native American dance and regalia can be used to understand her place in her tribe and the bigger American Indian

community.

During the presentation, Michael

and her sons passed around and



Dr. Michael's son showing the audience a pair of moccasins

Current NAIS Student Spotlight



Alexis Smith, a current Ph.D. candidate in United States history with minors in Native American Indigenous Studies and the global history of slavery, shared some of her thoughts with us, so that we could learn more about NAIS:

1. What is your area of study?

My dissertation focuses on the Ohio River valley and Native American, French, British, and American slaveholding, the lives of enslaved people, and expanding the definition of slavery to include captives, indentured servants, convict laborers, and other individuals held in unfreedom across the midcontinent. I hope to bridge Native American and indigenous history and the history of slavery in a U.S. and global context.

2. Why did you choose to join NAIS and how do you feel it has benefited you?

When I was a sophomore at North Central College, I took a course on Illinois history with Dr. Ann Keating. We read part of her manuscript, *Rising Up from Indian Country: The Battle of Fort Dearborn and the Birth of Chicago*. In it, she would mention that certain Americans “were taken captive,” and I wanted to know more about what that meant: what were the lives of captives like and how did they change the lives of Native people? She sent me to the Newberry Library in Chicago and told me to find out myself by reading captivity narratives. So I did, and I was hooked. I was amazed at the complexity of this region’s history and the dynamic, entangled world of Native peoples and Euro-Americans. I was also humbled by how much I didn’t know after “all the history I had taken” (This is 19-year-old me talking!). After my first trip to the Newberry, Keating handed me my now-advisor, Dr. Christina Snyder’s book, *Slavery in Indian Country*, and while my topic has expanded, it all grew out of that moment.

NAIS has made me a critical thinker about the past, present, and future. Understanding Native, Black, and Euro-American interaction throughout the past helps me understand our present, especially surrounding issues of race, sovereignty, and even basic political, economic, and human rights. I believe the methodologies that NAIS encourages students and scholars to use can be beneficial to most people in the humanities and even beyond (more on this below). Knowing these methodologies and the history of Native peoples will also make me a better teacher in the future so my students do not have to discover this rich, complex, and traumatic history as late as I did.

3. What advice would you give to those who are considering joining NAIS?

My answer from this definitely comes from my discipline, but I think that anyone that wants to do NAIS should learn more about the field of

Ethnohistory and the wonderful community of scholars, activists, and Native peoples that surround the field (including the journal and the conference). Ethnohistory gives students and scholars innovative approaches to learn about Native peoples from Euro-American written documents, including focusing on description over opinion, analyzing and omitting information that fit into typical narrative tropes, and “sidestreaming,” where scholars can better support shards of evidence by using primary sources written about related or nearby Native communities.

Once at the annual ethnohistory conference, I jotted down the phrase “continuity and change rooted in culture,” and it has forever stuck with me, not as good practice for only NAIS, but for the study of people in general, regardless of time or space. I know it sounds simple, but NAIS and ethnohistory have helped me become a better historian of people, people with lives emotions, and complex relationships to others. I think it is critical for everyone to think about as we make political, economic, and social decisions that can drastically affect the lives of others in our shared present.

Links for More NAIS Related Information

- [IU First Nations Educational and Cultural Center](#)
- [Past NAIS Newsletters](#)
- [The American Indian Studies Research Institute](#)
- [Mathers Museum of World Cultures](#)
- [The Glenn A. Black Laboratory of Archaeology](#)



Interactive Table at the GBL. (photo credit to IU IT)



Entrance to the Mathers Museum