



Center for Native American and Indigenous Research

2022-23

Annual
Report

Northwestern

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



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Land Acknowledgment

Northwestern is a community of learners situated within a network of historical and contemporary relationships with Native American tribes, communities, parents, students, and alumni. It is also in close proximity to an urban Native American community in Chicago and near several tribes in the Midwest. 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, Miami and Ho-Chunk nations. 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.



On the Cover

The *Manoomin* Collective (page 22) has collaborated with tribal nations in the Great Lakes region and scientists to learn more about the impact of climate change on *manoomin* (wild rice). This photo shows wild rice fields growing on the Kakagon river in the Bad River reservation, Wisconsin, or *Mashkiizüübii* in August 2023. Great Lakes coastal regions are the only places in the world that wild rice is found. Photo courtesy of Jordan Gurneau.

Inside the Cover

Native American traditions played a role in President Schill's inauguration, including a gift exchange representing reciprocity and kinship, where President Schill presented a birch bark basket filled with a copper mug, wild rice, seeds, and wampum shells, and received a purple and white custom beaded medallion with the Northwestern "N" in return. The medallion was designed by a local Native community member, Maritza Garcia (Mississippi Band of Choctaw Indians).

Layout and design by **Sheena Tan**







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Letter from the Director

Boozhoo, Posoh, Shekoli, Ahau,

The Center for Native American and Indigenous Research is pleased to present our 2023 Annual Report. We have so many people, departments, organizations, and funders to thank for another amazing and productive academic year. My tenure as CNAIR Director began January 2022. I have been honored to work alongside a committed and energetic advisory committee, talented and passionate staff and some of the best affiliated faculty, administrators, and local leaders.

This year, we prioritized elevating, teaching, and sharing what it means to utilize Indigenous methodology in research through our brown bag series (page 27) where our Native scholars presented their projects and how Indigenous methods are being embedded in their work. We brought and supported visits and presentations from Native American and Indigenous scholars (page 27).

Affiliated faculty successes were numerous, with new projects launching \$9 million in new funding to support their community driven, community engaged research projects. We have started to compile data on our combined impact and share our affiliated faculty's new publications, books, awards, and accomplishments (page 24). We congratulate Professors Doug Kiel and Kim Suiseeya who received tenure this year, both have provided invaluable leadership to CNAIR since its beginnings.

Our co-sponsorships and delivery of public programs featuring Native American scholarship and research continues to be well received throughout Northwestern's schools and campuses (page 23). Our Artist in Residency was in partnership with the Center for Native Futures this year. Noelle Garcia worked on creating new pieces for a fall exhibit and shared her creating processes with open studio hours over her month-long residency (page 30).

Interest in the Native American and Indigenous minor has grown exponentially with more NU faculty adding classes and more students declaring the Indigenous studies minor.

We began our search for the next CNAIR director (a new tenure line) and hosted candidate campus visits and talks. We are excited to see our Indigenous community at Northwestern growing, something critical to meet the growing interest from Native and non-Native scholars in teaching and participating in research topics engaging and driven by Native American communities.



We are excited to see our Indigenous community at Northwestern growing...

We ended the academic year with a new format for the 5th annual CNAIR Research symposium, moving to 2-half days of program with interactive research poster sessions. Keynote speaker Audra Simpson, Professor, Department of Anthropology, Columbia University, shared her thought-provoking research on Indigenous polities in the US and Canada. With our co-sponsor in the Linguistics Department, the symposium included an Indigenous language panel with speakers in Ojibwe, Lakota, and Potawatomi. As the “Decade of International Indigenous Languages” unfolds, we will continue to plan and support more programs on this topic in the future.

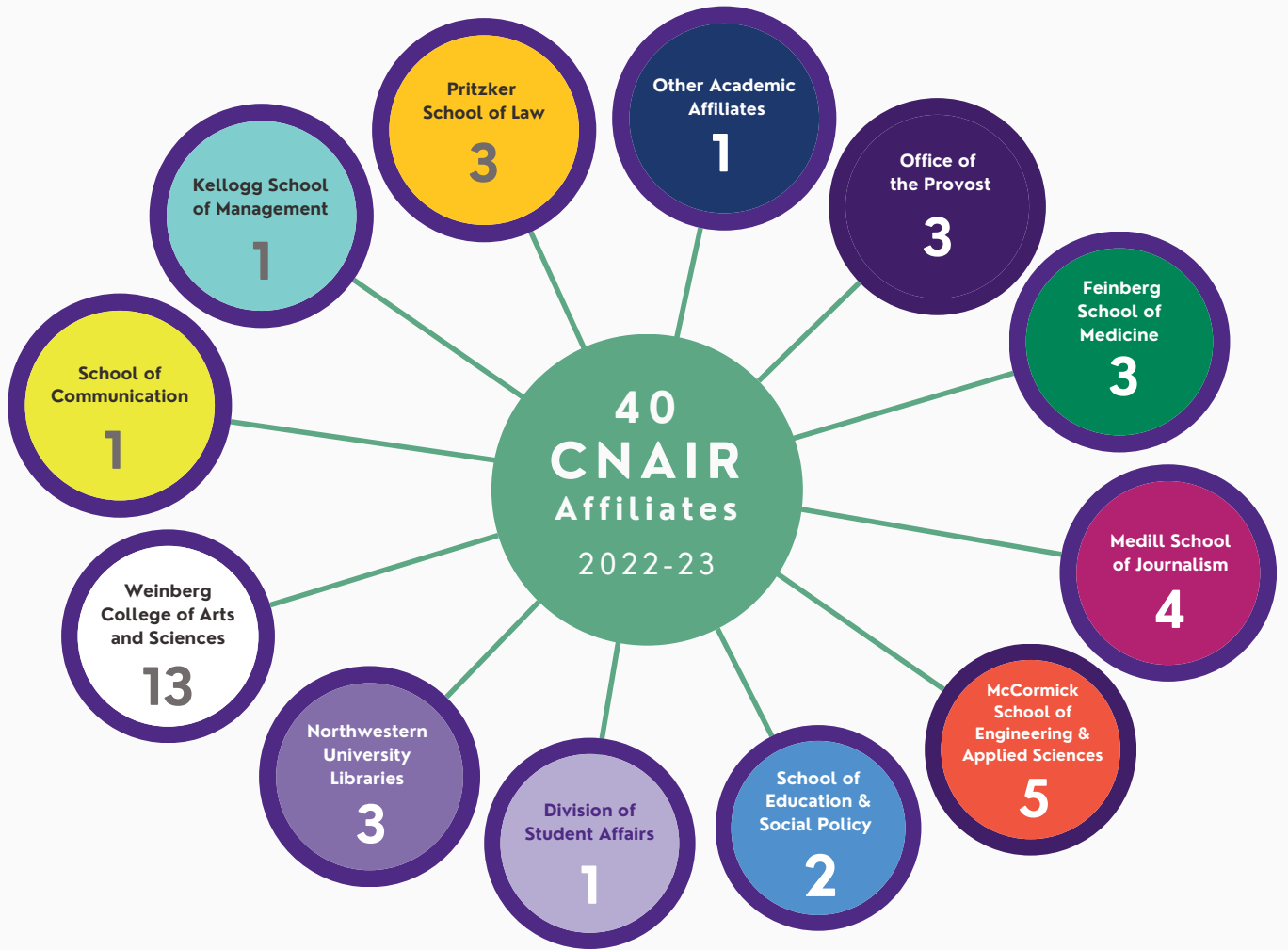
As the academic year ended, we were honored to play a role in the inauguration of our new Northwestern University President, Michael Schill. President Schill was presented a custom beaded medallion in purple and white with the Northwestern “N.” In exchange, President Schill presented a birch bark basket filled with gifts symbolic of water, sustenance, future generations, sovereignty, and self-determination.

I started by saying this was an amazing and productive year. These are just a few highlights! We are grateful for the ongoing faculty and administrative leadership, student support, grant, and donor investment all of which has enabled this exciting work to grow and blossom.

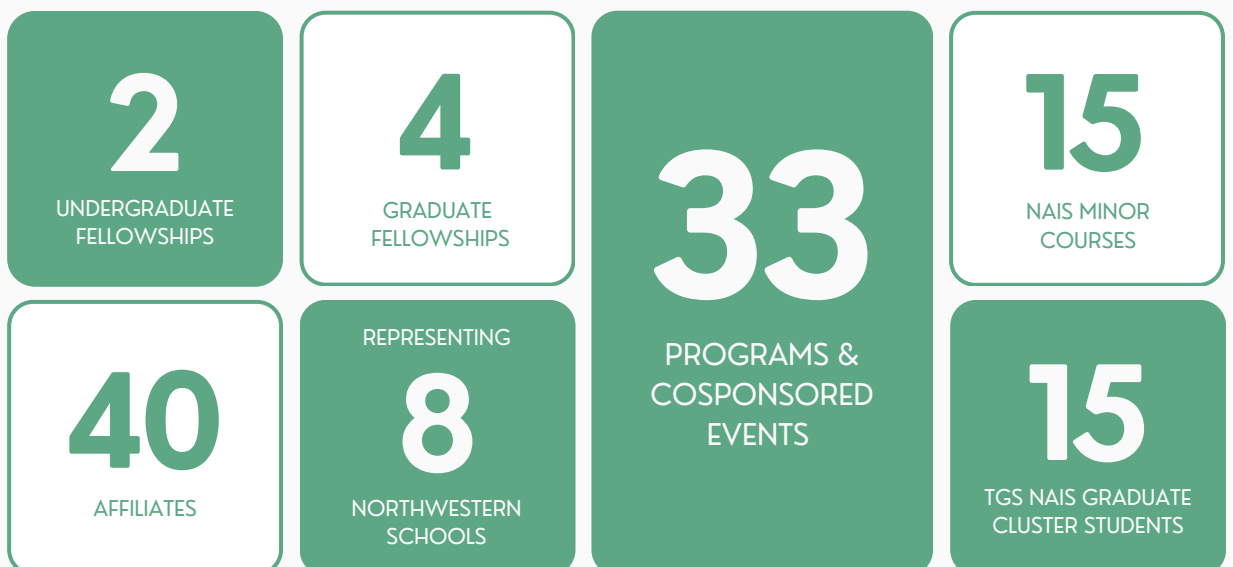
Miigwech! (Thank you!)

Megan Bang,

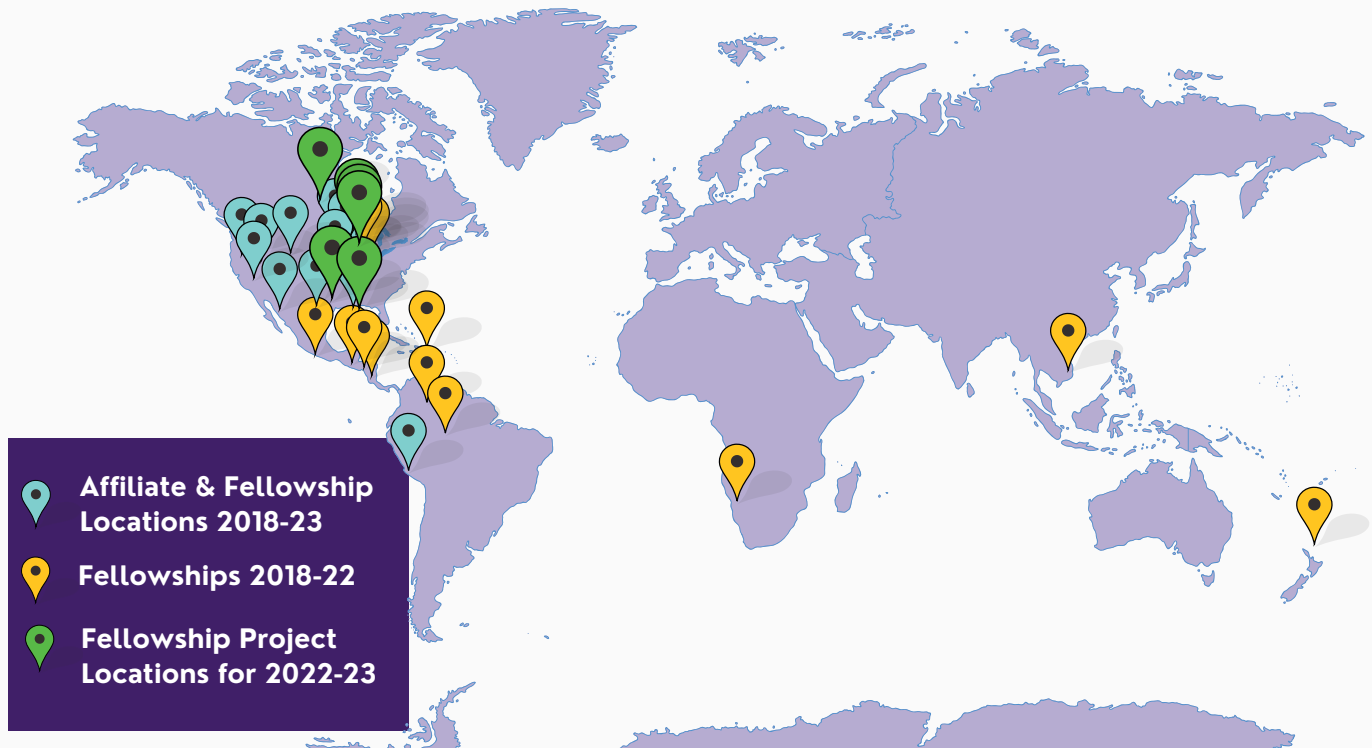
Professor of the Learning Sciences and Director of the Center for Native American and Indigenous Research



CNAIR by the Numbers (2022-23)



PROJECT & RESEARCH LOCATIONS



TRIBAL RESEARCH PARTNERSHIPS

10
TRIBAL
PARTNERS IN
CNAIR GRANTS

Our affiliates and fellows continue to engage in NAIS scholarship and projects globally. In addition, each year we continue to build infrastructure to support tribally engaged research. These are our tribal partners for CNAIR partnered research grants from AY2022-23. We hope that the number of research grants partnered with Native tribes continues to grow.

<p>Bad River Band of Lake Superior Chippewa</p>	<p>Lac du Flambeau Band of Lake Superior Chippewa Indians</p>	<p>Lac Courte Oreilles Ojibwe University (LCOOU)</p>	<p>1854 Treaty Authority</p>	<p>Little Traverse Bay Band of Odawa Indians</p>
<p>Fond du Lac Band of Lake Superior Chippewa</p>	<p>Lac Courte Oreilles Band of Lake Superior Chippewa Indians</p>	<p>The Great Lakes Indian Fish & Wildlife Commission (GLIFWC)</p>	<p>Tulalip Tribes</p>	<p>Spokane Tribe of Indians</p>

Know the History

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



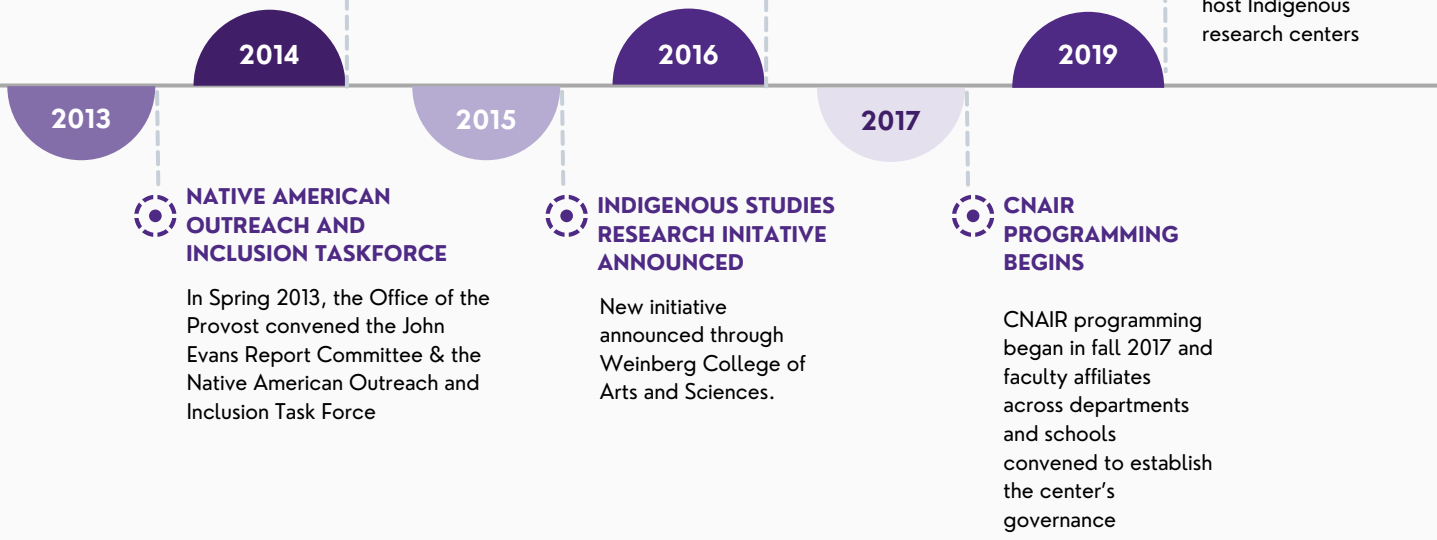
JOHN EVANS STUDY COMMITTEE REPORT COMPLETED
The John Evans Report is released in Fall 2014



CNAIR IS FORMED!
The College received its first grant to support CNAIR



ADVANCING INDIGENOUS RESEARCH
CNAIR received support from the Spencer Foundation to host Indigenous research centers



intentions and placed themselves under the protection of US officials at Fort Lyon. The provost's office commissioned a John Evans Report Committee a Native American Outreach and Inclusion Task Force task force for which, one of their recommendations was to start an Indigenous research center. In 2015, Weinberg College of Arts and Sciences dean Adrian Randolph announced the Indigenous Studies Research Initiative with the goal of building research infrastructure, deepening tribal

relationships and supporting fellowships for Native and Indigenous research and scholarship on campus. The Center for Native American and Indigenous Research was formed and staffed in 2017. Outreach to local, regional, and national Native American communities and tribes has been critical. Listening to tribal leaders, understanding the research needs of Native communities, and finding opportunities for collaboration has and will continue to be central to the center's work.



**OJIBWE BIRCHBARK
WIIGWAASI-JIIMAAN
(CANOE)**

Wayne Valliere (Lac du Flambeau) was our 2021 artist in residence and collectively crafted a canoe with the larger NU community



**NSF GRANT TO SUPPORT
INDIGENOUS STEAM
EDUCATION**

Megan Bang (SESP) receives a 5-year, \$3 million NSF collaborative grant to create a model of Indigenous science education that is focused on 21st century challenges around socio-environmental issues, like climate change, adaptation, & sustainable decision-making.

2021

2020

**NAIS MINOR
BEGINS**

The NAIS Minor is offered beginning in Fall 2020 - steadily building!



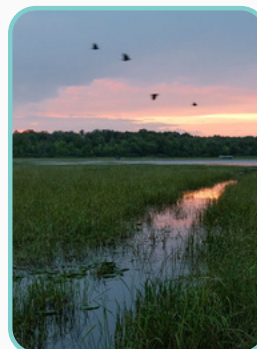
**TERRA FOUNDATION
AWARD**

The Block Museum receives funding for new exhibit Woven Being: Indigenous Art in Chicagoland (working title)

2022

**NORTHWESTERN
PARTNERS WITH
INDIGENOUS SCIENTISTS
TO CONSERVE GREAT
LAKES WETLANDS**

Indigenous-led research team received a \$5 million grant over five years from the National Science Foundation (NSF) to develop new methods to help mitigate the effects of climate change on the Great Lakes and its surrounding natural ecosystems



Vision & Strategic Goals

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

Our vision is to:

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

CNAIR is an integral part of Northwestern's efforts to promote healing and inclusivity of Native Americans and Indigenous peoples. This requires us to work closely with the Office of Institutional Diversity and Inclusion, Multicultural Student Affairs, the Graduate School, and Undergraduate Admissions. CNAIR is committed to creating a welcoming and supportive environment for all students.



Develop engagement strategies leading to research that improves the well-being (or meets the research needs) of Native American communities and Nations and strengthens our affiliate community and partnerships on and off campus.

Increase advocacy efforts at the highest levels of leadership at NU to push for attracting, hiring, retaining and accepting Native American faculty, students, and staff to build a critical mass.

Identify and engage in partnerships that steward research toward initiatives holding a global focus grounded in local Indigeneity and leverage NU's content strengths and location.

Increase CNAIR's visibility among Native and non-Native students by expanding outreach and creating opportunities for them to engage with CNAIR.

Advocate for establishing a Vice-Provost position for Native American and Indigenous Relations.

Faces of CNAIR

Eli Suzukovich III

Affiliate

(Little Shell Tribe of Chippewa/Cree)
Assistant Professor of Instruction,
Environmental Policy and Culture;
Director of Cultural Preservation and
Compliance, Office of Research

My research interests span Cultural Resource Management, Museum Anthropology, and Ethnobiology. While at Northwestern, I recently worked on co-curation of multiple exhibits for the Field Museum's Native Truths: Our Stories /Our Voices exhibit. Along with working with community co-curators for the Native Truths Exhibition, I have been working in partnership with the Meskwaki Nation Historic Preservation Department (Tama, Iowa) and the Sac and Fox Nation Repatriation and Cultural Preservation Department (Stroud, Oklahoma) on the William Jones and Frederick Starr collections at the Field Museum and The University of Chicago's Joseph Regenstein Library. This work dovetails with the tribes' current efforts to track where their cultural material has been taken and who collected them. Jones is of interest as he was a Meskwaki Anthropologist who worked on language preservation and ethnobotany. His life history however is a bit scattered; part of my work is to help connect dots and fill in the blanks of his life and the lives of his mentors such as his grandmother Katiqua (Jones) and Meskwaki ethnobotanists and healers John MacIntosh and Charles Keosatok. In addition, for the past year and half, I have been working on the James A. Brown Archives for the Illinois State Museum. These archives chronicle the work of Northwestern professor James A. Brown who conducted a massive amount of archaeological work for the State of Illinois between the late 1960s to the 1990s.

Besides my research, one of my Northwestern courses that I have taught over the years is "Maple Tapping and Climate Change." This course is entering its seventh year and it has continued to gather raw data on maple tree health and climate adaptation on Northwestern's Evanston campus. Along with student-led data collection, the course will be creating student-led data analysis of the past six years.

I have been at Northwestern for about nine years and what has kept me here is the sense of community that I felt in the Environmental

Eli teaching his course, "Maple Trees and Climate Change," and collecting data with undergraduate student, Athena Goingsnake.



“

What has kept me here is the sense of community and that community expanded as CNAIR was being created.

Policy and Culture program, and that community expanded as CNAIR was being created. Today CNAIR has maintained a sense of community amongst the staff and affiliates and provides a positive sense of family that I believe leads to greater success in my community relationships, academic endeavors and research foci.

I hope that my work inspires students to see careers in Anthropology and Historic Preservation beyond the academic sphere. My goal is that presenting both the academic and professional perspectives of Cultural Resource Management and Ethnobiology, students will see how their skills and education can be utilized in their lives after they graduate. I want to make sure that students gain practical knowledge of their research and career fields that will help them grow and innovate in these fields.

Faces of CNAIR

Niyo Moraza-Keeswood

Affiliate

(Diné and Chichimeca)

Senior Assistant Director, Office of Undergraduate Admission

In my role, my work is centered on building community and cultivating spaces of belonging for Indigenous students on college campuses. I connect with prospective Native students and families to introduce them to the robust academic and social life offerings for the Indigenous community at Northwestern. This aligns with my overarching motivation to help build pathways toward higher education for Native communities and develop the knowledge to successfully apply to and thrive in college.

A highlight of my work has been collaborating with the Native American and Indigenous Student Alliance (NAISA) and hosting opportunities for high school Native students to connect with current Indigenous students. Beyond sharing their experiences within Northwestern, we want to exemplify that Native students belong on college campuses and give insight into how to navigate these predominantly white institutions. Since stepping into this position, I have been thrilled to see the growth in the diversity of tribal communities represented on our campus. With this growth, we see the ripple effect across campus with the expansion of Indigenous initiatives and further development of NAISA.

One of the more impactful growth opportunities in this position has been learning to build reciprocal relationships with Native communities that have been disproportionately impacted by the pandemic. When connecting with sovereign communities, it has been pivotal to center the needs of the community and develop trust that our institution will be able to care for their youth—their future. Meeting with staff members of Indian Education Departments has been vital to understanding how we can shift our recruitment practices to supplement their work.

CNAIR has also played a central role as a collaborator in the recruitment process. Beyond serving as welcoming hosts to visiting students and families, CNAIR leadership has been an impactful thought partner in developing new ways to leverage the resources at Northwestern to support tribal communities. They have helped



Our work within CNAIR and Admissions to uplift these students carries an impact beyond the individual.

exemplify community care and affirm students' sense of belonging on our campus.

As this work continues, I'm excited to see an increase in Native representation on our campus that reflects the diversity of Indigenous peoples across the world. Our work within CNAIR and Admissions to uplift these students carries an impact beyond the individual—students carry these teachings with them to engage in Nation-building to advance and sustain their communities. I look forward to continuing to expand access to institutions of higher learning as we help promote the development of our Native youth and tribes.

Faces of CNAIR

Athena GoingSnake Undergraduate student

(Cherokee Nation and Muscogee Creek)
Environmental Science, Weinberg College



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My name is Athena GoingSnake (she/they), and I am a citizen of the Cherokee Nation and also Muscogee Creek from Tahlequah, Oklahoma. I am a rising junior here at Northwestern in WCAS majoring in Environmental Science with a minor in Native American and Indigenous Studies. On campus, I am also one of the Co-Chairs of the Native American and Indigenous Student Alliance (NAISA). Additionally, within this group, I am a part of the Pow Wow Planning Committee where I helped plan both the first annual and second annual pow wows alongside my friends in NAISA and other Native faculty and staff. My other campus involvement includes playing clarinet for the Northwestern University Marching Band (NUMB). Marching band is a rigorous activity since we rehearse four days a week but it's exciting to be a part of shows and trips - last summer I went to Dublin, Ireland with NUMB for the Aer Lingus College Football Classic.

Some of the research work I do on campus is with the Indigenous STEAM Collaborative project (ISTEAM). I have been working with Dr. Megan Bang for two years with this project as a research assistant and data collector, but I love getting to work and connect with the kids at camp! This project has completely changed the trajectory of my career goals; it has been so eye-opening and a great pathway and learning experience for me working with kids. Before I became a part of ISTEAM, I did not really understand what science research was or how it looked as I always imagined lab coats and lab benches when hearing the word "research." But Dr. Bang completely changed my perspectives on what science is and what research can be. Our ways of knowing about the natural world is science; living with and by this knowledge and being able to understand what the Earth is trying to communicate with us is our research. This project is so fulfilling, and it makes me feel visible as a part of something so meaningful to me and many others.

“

I am here at Northwestern because of the people I have met through CNAIR.

I am beyond grateful for CNAIR as it has become a second home for me. I never would have gotten the opportunity to be a part of NAISA or ISTEAM without this community, and I am here at Northwestern because of the people I have met through CNAIR. I have so much hope for our futures as I am surrounded by such intelligent, loving people who are unapologetically Indigenous all the time. The people who are a part of CNAIR have this ability to make anyone feel welcome and like they belong; we're all one big family. After I graduate, I plan to get a Masters in Science Education through the School of Education and Social Policy (SESP) because I want to be a secondary education teacher in the future.

Faces of CNAIR

Kayla Giger

Medical student

(Sagamok Anishnawbek First Nation)
Feinberg School of Medicine

I am currently a fourth-year medicine student. I decided to apply into Internal Medicine because I wanted the opportunity to be the primary team inpatient or primary care doctor in the outpatient setting. I want to have the knowledge needed to address the health issues that most affect our Native communities, like diabetes, heart failure, etc.

As medical students, we only have four years to see any one project through. My core research project during medical school has been a qualitative project funded by the CNAIR fellowship. It seeks to describe the experience of Native and Indigenous medical students to better understand what changes might address the underrepresentation of Native people in medicine.

It took a year or so to realize both the strengths and limitations of change-making as a student. Time is a huge factor. Not only are we limited by the four years we presume we will be at this institution, but we also are doing any research, advocacy, community work on our own time often without compensation. This limits our time as students in a different sense. Ultimately, I found it most helpful to partner with existing programs/initiatives at Feinberg to build bridges with the Native community. For example, in partnership with CNAIR affiliates at the Evanston campus and faculty in the Medical Humanities department at Feinberg we were able to start a 10 hour Native Health Seminar for first- and second-year medical students. Additionally, the Carlos Montezuma lecture was added to the Montgomery lectures series, with a focus on Native health topics. Because these two efforts were additions to existing programming, the potential for



The core of my work has been to increase the number of Natives in the health-professions workforce.

sustainability is far greater than a student-led, student-run initiative.

The core of my work has been to increase the number of Natives in the health professions workforce. I see the consequences of the absence and underrepresentation of indigenous world views, brilliance, and ideas in medicine.

I hope addressing the barriers that prevent Natives from pursuing careers in healthcare will bring both opportunities to the Native community, but also allow the medical system to benefit from the intelligence and wisdom within indigenous communities.

Faces of CNAIR

Jordan Gurneau

Graduate student

(St Croix Chippewa Indians of Wisconsin, Descendent from Red Lake Chippewa, Bad River Chippewa, and Lac Courte Oreilles Chippewa)

Robert R. McCormick School of Engineering and Applied Science



For the future, I hope our people will heal. That is where my vision rests.

My research involves working with Manoomin (wild rice), which is a central plant relative involved in the Anishinaabe migration story. I have the opportunity to work with our Ojibwe relatives on instrumenting and collecting water quality data in waterways that are supporting manoomin habitats. I am honored to work with my own tribe on a collective research project that hopes to understand what impacts climate change will have on manoomin and other animal and plant relatives. I enjoy the opportunity to work outdoors with data collection, or sensor deployments and visiting with manoomin in a jimaan or canoe. There is always someone new to meet, or new language to learn, or laughs to be shared when working on this project and I am very honored to be in the position I am in now.

I work with the Bad River Band of Lake Superior Chippewa or Mashkiziibii. I know it is important to present and make relationships with members of the Mashkiziibii community. Therefore I get to go on a lot of trips to Mashkiziibii and visit with family, Natural Resource Department stewards, and the community including plant relatives such as manoomin. I present the sensor that we are using which is called a SAGE node. This node is a computing device that can collect high frequency data near the site or at the edge. We work with community, traditional ecological knowledge (TEK) holders, experienced ricers, tribal leadership and manoomin to design our project and deploy sensors in a good way. This project has only just begun and I am excited to see where, and what it will teach us.

Life does not stop for research, and conversely research does not stop for life -- this has been a difficult lesson to learn. I don't know if I have learned fully what that lesson means. Losing family members, having your children grow during a pandemic, to having 6 teeth pulled before you present for your qualifying exam. You have to find a proper balance between work and life that does not take away

from either pathway. I don't know how to share what the optimum method is to do that, but having a team of supportive family and mentors is important.

For the future, I hope our people will heal. I think the future has potential to be a breath of fresh air once we can slow down and get back into deep relationships not only with human relatives but our plant and animal relatives as well. Being able to appreciate the beauty in everything is really hard and when we listen to all the distractions, we can become disconnected from our responsibilities. I know it may seem like a long way away, but that is where my vision rests.

This work with manoomin is opening a lot of pathways for me to reinvest time into language, ceremonies and stories that I have right as anishinaabe inini to learn. I will follow this pathway and hopefully find more ways to reconnect with my ancestors and future generations.



ADVANCING SCHOLARSHIP

TGS NAIS Cluster

The Graduate School (TGS) Native American and Indigenous Studies (NAIS) Cluster creates space for intellectual exchange and study in the theories and topics of NAIS. An interdisciplinary field encompassing such areas as history, law, literature, political science, medicine, environmental studies, and more, NAIS examines Native cultural expressions, legal and political issues, and lived experiences across time, place, and disciplinary categories. NAIS produces scholarship, creative expressions, and praxis that are theoretically informed and engaged with or responsive to tribal nations and communities and that seek to understand and transform political, pedagogical, and institutional structures grounded in settler colonialism. The NAIS Cluster aims to create opportunities and training in NAIS for our students through our invited speakers, yearly themes, professionalization workshops, mentoring and symposia. It creates a space in which faculty, postdoctoral fellows, and graduate students can come together for intellectual exchange, cross-pollination, and activism.

AY22-23 CNAIR FELLOWSHIPS

The Center's fellowship program seeks to generate and support research that is responsive to and engaged with Native communities and organizations. We awarded fellowships to undergraduate students, graduate students, and faculty, across disciplines and schools, including Feinberg, McCormick, SESP, Medill, School of Communication, and Weinberg. Fellows presented their work at two poster sessions at the annual CNAIR research symposium, which we hosted in person in Spring Quarter 2023. Through the fellowship program, fellows join a community of scholars dedicated to research with and for Indigenous people. This year, we incorporated Indigenous methodologies in our programming and events and encouraged fellows to think about highlighting the ways in which they've engaged with Indigenous methods in their work.

Graduate

Undergraduate

Kadin Mills (journalism), Topic:
Tribal Youth Media: Inspiring
Native learners through
community-based media education

Elizabeth Vazquez (anthropology
and history), Office of
Undergraduate Research
Indigenous Library Summer
Fellow, Topic: William Jones:
Indigenous Intellectual in Pieces

Kayla Giger (medicine), Topic: Indigenizing the Healthcare
Workforce: A community participatory panel of Native &
Indigenous medical students

Syd González (anthropology), Topic: Deep in the Heart of Texas:
Latinx Masculinity, Joy, and Material Embodiments

Caitlin Jacobs (medicine), Topic: Untold Stories: Interactions of
Urban Native Peoples with Reproductive Healthcare

Amelia Schafer (investigative journalism), Topic: Community
Driven Journalism: how can reporters respectfully cover sensitive
topics such as Missing and murdered Indigenous relatives (MMIR)
in Indigenous communities?

5th Annual Research Symposium

We introduced a new expanded format for this year's symposium. Two half day sessions included Professors Doug Kiel and Patty Lowe serving as hosts. NAISA's undergraduate leaders Isabella Twocrow and Athena GoingSnake, and community elder George Strack started us off in a good way with a blessing and land acknowledgement each day.

2022-23 CNAIR fellows presented their projects in a lively interactive poster session. Our keynote speaker, Audra Simpson, professor, Department of Anthropology, Columbia University, shared a preview of her latest work on contextualizing the force and consequences of governance through time, space, and bodies.

CNAIR affiliated faculty and staff, Kim Suiseeya, Josiah Hester, and Janet Dees and Lois Biggs from the Block Museum of Art presented overviews of their funded research projects.

In support of the launch of the UN's "Decade of International Indigenous Languages", we held an Indigenous languages panel with language teachers at the forefront of Indigenous language preservation



Syd González presents on their research conducted during their CNAIR fellowship year.

efforts and moderated by NU graduate student, Forrest Bruce, (Ojibwe). Panel speakers included Šišókaduta Joe Bendickson, (Dakota) from the University of Minnesota, Corinne Kasper, (Pokagon Band Potawatomi) from the University of Chicago and Shaawano Uran, (White Earth Ojibwe) from Bemidji State University.

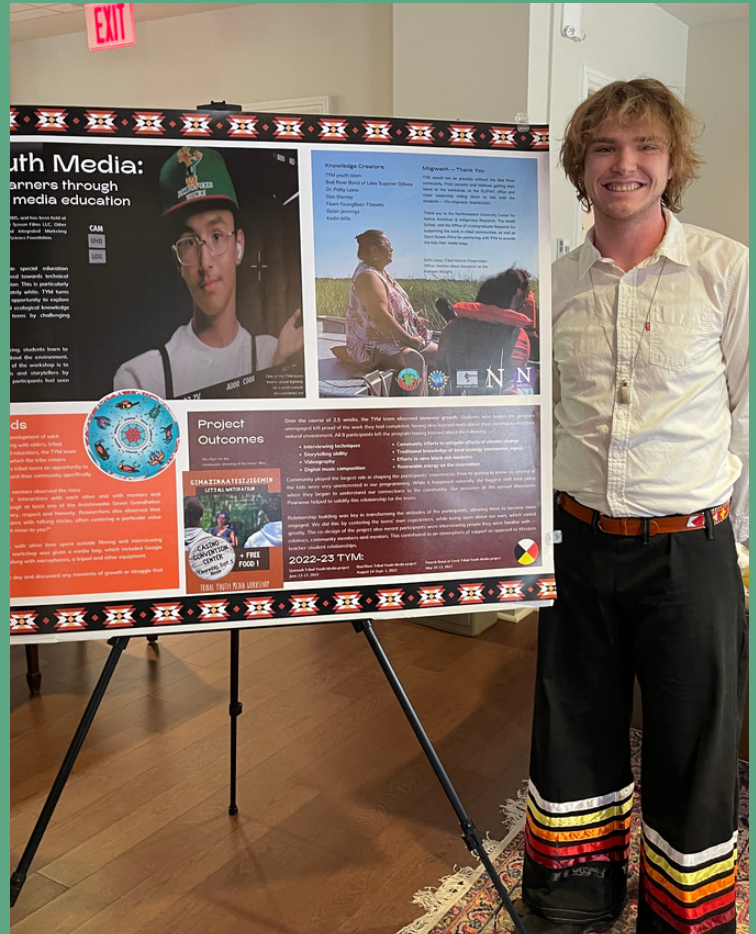


(from left to right) Michaela Marchi, Pamala Silas, Patty Loew, Audra Simpson, Syd González, Jasmine Gurneau, Kayla Giger, Katherine Castillo-Valentín

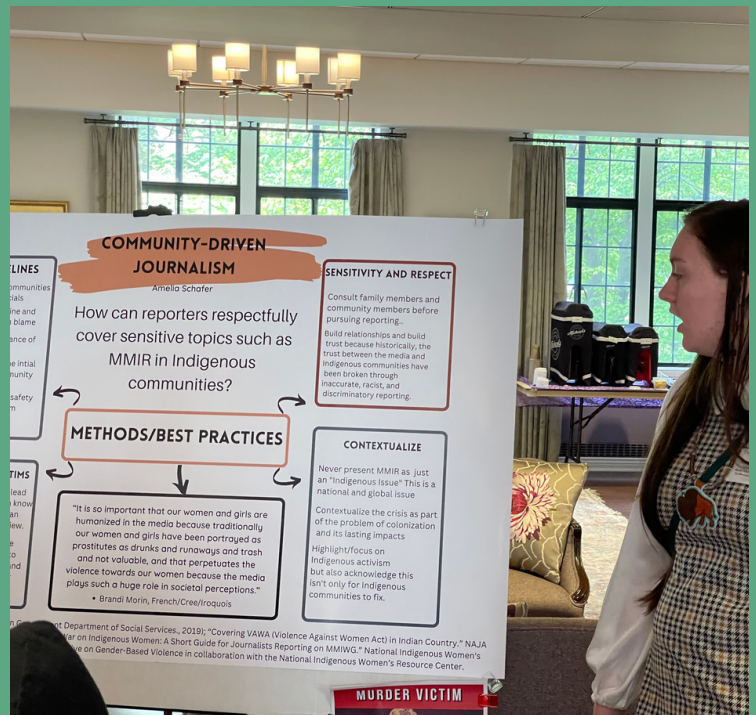


Undergraduate fellow **Kadin Mills** stands by their poster showcasing the work they did with Tribal Youth Media under Dr Patty Loew's mentorship

Indigenous languages panelists, pictured left to right: **Forrest Bruce** (Ojibwe) - NU SESP; **Corinne Kasper** (Pokagon Band Potawatomi) - University of Chicago



Indigenous languages panelists, pictured left to right: **Shaawano Chad Uran** (Bear Clan, White Earth Anishinaabe) - Bemidji State University; **Šišókaduta/Joe Bendickson** (Dakota) - University of Minnesota



Medill masters student, **Amelia Schafer**, presents on their work around investigative journalism and methods for engaging with Indigenous communities



ADVANCING TEACHING & LEARNING

NAIS Course Offerings

Since the minor was first offered in Fall 2020 in the Weinberg College of Arts and Sciences, there have been **four students** who have graduated with the minor. The NAIS minor is designed for the student who is interested in understanding the identities, experiences, cultural practices and lifeways of Native American and Indigenous people. It requires six courses from across a variety of departments, taught by faculty across the university and includes explorations of creative expression, the social and natural world, and Indigeneity within a global context.

In AY23, there were **15 courses** applicable to the NAIS minor. To date, there have been **47 NAIS courses** taught since the minor was first offered in 2020.

The following exemplify some of the courses being offered:

Number	Name	Instructor
SESP 251	Community Based Research Methods and Educational Justice	Megan Bang
SOCIOL 277	Introduction to Native American Studies	Beth Redbird
ANTHRO 328	The Maya	Roberto Rosado Ramirez
SESP LRN SCI 351	Indigeneity, Race, and Place in Education	Megan Bang
ENG 374	Indigenous Chicago	Kelly Wisecup
ENVR POL 390	Maple Syrup and Climate Change	Eli Suzukovich III
GBL HLTH 390	Native American Health and Research	Beatriz Reyes
HIST 393	Beyond Pocahontas: Finding Native Voice in Early America	Michaela Kleb

Research Project Partnerships

Tribal Constitutions Project

As co-director of the Tribal Constitution Project, Northwestern University assistant professor and CNAIR affiliate, **Beth Redbird** (Oglala Lakota and Oklahoma Choctaw), is focused on gathering, analyzing, and cataloging hundreds of constitutions of North American Indigenous tribes. Tribal sovereignty has consequences for tribal culture, member wellbeing, and even tribal survival. The development of tribal constitutions and sovereign status through constitutionalism is poorly understood. Many tribes had constitutional-style governments, most democratic, prior to 1491. A few created written constitutions prior to the Dawes era, seeking to protect their interests, but most were created after 1934 and the passage of the Indian Reorganization Act (IRA). The Tribal Constitutions Project examines the evolution of tribal sovereignty through constitutionalization. Redbird and co-director Erin Delaney, NU law professor, have gathered more than 2,000 tribal constitutions passed between 1934 and 2002 to study the structures of self-governance in the development of tribal sovereignty. Every tribe had its own structure and political history prior to colonization and establishment of the U.S., and these structures have changed over time. We examine the development of sovereignty in three areas: (1) tribal sovereignty and constitutional path dependency (2) constitutions, culture, and citizenship (3) legislative power and the development of tribal sovereignty.



*ISTEAM participants learning how to clear buckthorn from LaBagh Woods
Photo Credit: Julie Deardorff, SESP Communications*



Indigenous STEAM Collaborative (ISTEAM)

ISTEAM co-designs, implements, and shares land and water based educational models developed in collaboration with families, communities, educators and researchers across three Indigenous communities: Tulalip Tribes, Little Traverse Bay Bands of Odawa Indians and the Chicago Inter-tribal Community. ISTEAM elevates Indigenous knowledge systems – roles, relations, responsibilities, and gifts between and within human and other-than-human communities – and intergenerational arrangements in teaching and learning. ISTEAM aims to regenerate models of education that both engage young people in Indigenous ways of knowing and in Western

scientific ways of knowing toward just, sustainable and culturally thriving futures. The ISTEAM Summer Program is designed for Native American and Indigenous youth in grades one through twelve and is aimed to strengthen their identities as Indigenous youth, their knowledge and engagement in cultural practices and their leadership and commitments to support thriving adaptation in times of climate change and healing lands, waters, and communities. The project ultimately aims to develop educational frameworks and create professional development opportunities for educators serving Indigenous communities. Our research and collaborations are currently funded by a National Science Foundation Grant.

This year, in collaboration with the Chicago Native Community, ISTEAM carried out their 2-week summer program. Chicago ISTEAM also carried out two *jiimaan* (canoe) days on the Skokie Lagoons. On the other side of Lake Michigan, Little Traverse Bay Band of Odawa had a *jiimaan* journey as part of their ISTEAM camp programming.

Before the summer started, Chicago ISTEAM also organized a winter storytelling event and a spring sugarbush camp. Throughout the seasons, participants made and deepened relationships with their plant and animal relatives.



SESP Ph.D Student **Forrest Bruce** with ISTEAM participants to identify crayfish living in the Chicago River. Photo Credit: Julie Deardorff, SESP Communications

ISTEAM youth participant and intern painting animal and plant relatives observed during their forest and river walks



ISTEAM youth participants examining crayfish, Photo Credit: Julie Deardorff, SESP Communications



Manoomin Collective

The *Manoomin* Collective is a collective of two NSF funded projects where Northwestern affiliated faculty are engaging in tribally driven research projects. The first is **CIVIC STRONG**, which stands for Strengthening Tribal Resilience for Ojibwe Nations across Generations, and aims to strengthen Ojibwe resilience by addressing the erosion of tribal sovereignty. The second is **CoPe** (Coastlines and Peoples Hub): Strengthening Resilience of *Manoomin*. *Manoomin* (Ojibwe word for wild rice) is a sentinel species of the Great Lakes. Guided by a traditional ecological knowledge framework, these projects converge social science and advanced sensing and data science methods to address key environmental, ecological, and governance needs identified by collaborating with Ojibwe Nations.

Co-Directors Josiah Hester (left) and Kim Suiseeya (right)



*Traditional basket of harvested manoomin (wild rice),
Photo Credit: Jordan Gurneau*

Coastal wetlands are threatened globally by human development and climate change. While considerable work has been done on marine coastal marshes, there has been relatively less focus on the fringing wetlands systems of the Great Lakes. Great Lakes Native Nations are particularly vulnerable to coastal change because water and coastal ecosystems are crucial for their livelihood, sustenance, cultural practices, and

well-being. Native communities are disproportionately affected by the twin threats of land development (e.g., mining, logging, oil/gas pipelines) and climate change. Extreme weather events, warming waters, and rapid habitat loss reduce the ability of these communities to access, maintain, and use coastal resources. *Manoomin* (Ojibwe word for wild rice) is ecologically, culturally, and dietarily important. *Manoomin* grows in coastal wetlands, and its range has decreased considerably, making understanding, conservation, and restoration of *manoomin* habitat a critical CoPe challenge for the Great Lakes. The Hub's vision is to develop cyber, scientific, and community foundations to ensure the 7th-generation sustainability of the Western Great Lakes. They bring together tribes, conservationists, and researchers around *manoomin* (wild rice) as a pillar of Ojibwe culture and livelihood, and as a keystone sentinel species for understanding and conserving Great Lakes coastal wetlands. The primary goals of the hub are to: (1) Enable the creation of Indigenous-led, data-driven resilience strategies for the *manoomin* ecosystem—mindful of the 7th Generation perspective—incorporating a suite of key science advances broadly translatable to other vulnerable coastal societies and ecosystems and (2) Increase participation of Great Lakes Indigenous people in science through culturally empowering and sovereignty-affirming collaborative research supporting *manoomin* wetlands.

Ph.D student Eric Greenlee re-seeding wild rice. Re-seeding is one of many methods Tribes have used to restore the ecosystem and mitigate harms, Photo Credit: Manoomin Collective



NU Native American Initiatives

Our CNAIR affiliates are continuously making an impact in their fields, at Northwestern, and at policy level. Here are a few highlights:

Annual Canoe Launch

Jasmine Gurneau, Director of Native American and Indigenous Affairs, continues to be an important leader at the University and within the local Native American community. Under her leadership, the birchbark *jiimaan* took up residence in a highly visible place at the Segal Visitor Center where visitors and members of the campus community can engage directly and see Native presence on campus. Jasmine shared, “This *wiigwaasi-jiimaan* exemplifies the present life and thriving of traditional practices in contemporary times and brings the practice of land acknowledgement to light within a meaningful community participation and partnership. Having the canoe prominently displayed will help highlight Northwestern’s Indigenous efforts and commitment to Indigenous peoples.”

Presidential Inauguration

We were delighted to see the impact of Native leaders on campus within the planning committee for the presidential inauguration of Michael Schill where Native American traditions played a significant role. One of the local Native American veterans led the inaugural procession carrying an eagle staff. A traditional Native American Drum sang an honor song and a traditional gift exchange was made with the new president. The afternoon after the presidential inauguration, ISTEAM hosted visitors from the Little Traverse Bay Band of Odawa at the CNAIR house. They brought their traditional *jiimaan* (canoes) providing a wonderful opportunity for visiting Native dignitaries to experience Lake Michigan and meet with CNAIR, Native students and administrators.



President Michael Schill and Megan Bang participate in traditional practice of gift exchange to honor new relationships, Photo Credit: Office of Institutional Diversity and Inclusion.

Staff Promotions

Aaron Golding (Seneca) was promoted to associate director of Multicultural Student Affairs and **Niyo Moraza-Keeswood** (Diné/ Chichimeca), was promoted to senior assistant director of Undergraduate Admissions.

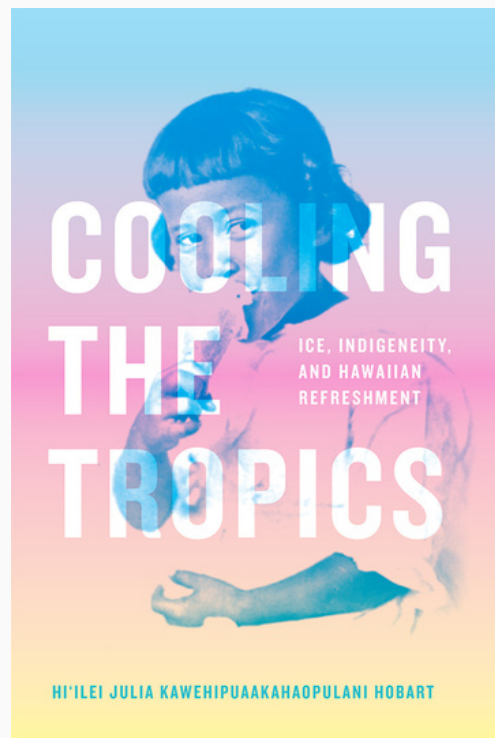
Celebrating our Mellon & NAIS Cluster Hires

This year we were so excited to celebrate the tenure of Doug Kiel (Department of History) and Kim Suiseeya (Department of Political Science) effective in September 2023. Doug Kiel, citizen of the Oneida Nation, has taught NAIS Minor courses since 2017 and served as a graduate mentor for our CNAIR fellows and the Graduate School, NAIS Cluster graduate students. They have also served on the advisory council for CNAIR for the last few years. Kim Suiseeya has been a part of CNAIR, serving as an advisory council member and a co-PI of the *Manoomin* Collective. Her work within the collective included partnering with Native Nations to understand the impacts of climate change around *manoomin* (wild rice).

We would also like to celebrate the latest success of inaugural CNAIR postdoc **Hi'ilei Julia Kawehipuaakahaopulani Hobart** (Kanaka Maoli) who is now an assistant professor of Native and Indigenous Studies at Yale University. Her book *Cooling the Tropics: Ice, Indigeneity, and Hawaiian Refreshment* (Duke University Press, 2022) recently won the Best First Book Award from the Native American and Indigenous Studies Association (NAISA). An interdisciplinary scholar, she researches and teaches on issues of settler colonialism, environment, and Indigenous sovereignty. We are so proud of Hi'ilei, especially because she was a crucial part of laying the early groundwork for CNAIR.

Public Policy Impact

Megan Bang and her family were instrumental in working with the local Native American community to provide education about two historical education bills in Illinois. The first, Senate Bill 1446, requires school districts to allow students to wear items of cultural, ethnic or religious significance at their high school graduation. The second, House Bill 1633, mandates instruction in Native American history in all social studies courses that teach American history and government in the state of Illinois.



Megan Bang with her children and husband in Springfield, IL, to bring public awareness about Native American education

Photo Credit: Chicago American Indian Community Collaborative (CAICC)



Our relative, wiigwaasi-jiiimaan (birchbark canoe), is installed into its new permanent home in Segal Visitors Center. This traditional Ojibwe birchbark canoe was built by master birchbark canoe builder Wayne Valliere (Lac du Flambeau) with community during his 2021 CNAIR artist in residence stay.



ADVANCING ARTISTIC & CULTURAL PRACTICES

Programming Highlights

CNAIR continues to provide a robust programming track that includes signature annual programs and cosponsorships with other departments, community organizations and Native American tribes. We sincerely thank our partners and cosponsors (see list of partners on page 33).

September 29, 2022

Native American and Indigenous Welcome Reception

Native American and Indigenous serving departments and programs welcome back students, faculty, and staff, sharing information on their programs and how to connect throughout the year at the CNAIR House.

October 12, 2022

Serving Native Students workshop

Guest scholar **Amanda Tachine**, assistant professor in Educational Leadership & Innovation at Arizona State University, facilitated a workshop for NU staff and faculty on serving Native students. Her research explores the relationship between systemic and structural histories of settler colonialism and the ongoing erasure of Indigenous presence and belonging in college settings using qualitative Indigenous methodologies.

October 12, 2022

CNAIR Brown Bag: Story Rug: Weaving Stories into Research with Amanda Tachine

Guest scholar Amanda Tachine presented on her research. She is the author of *Native Presence and Sovereignty in College* and co-editor of *Weaving an Otherwise: In-relations Methodological Practice*.



Amanda Tachine (far right, bottom) with fellow visiting scholars from Arizona State University and NU faculty and students

October 12, 2022

Youth Writing Workshop: "Being an Indigenous Writer"

Diné writers from Arizona State University Dr Amanda Tachine, Nicole Begay, PhD student, Learning, Literacies and Technologies Program; and Rae Tewa, PhD student, Educational Policy and Evaluation Program facilitate a fun writing workshop to explore Indigenous futures with Indigenous youth from the Chicago community.

October 14, 2022

Indigenous Poetry and Periodicals: A Symposium on the Ojibwe Muzzeniegun/Literary Voyager

Full day symposium highlighting and circulating scholarship from advanced and emerging scholars of Indigenous literatures, featuring Kimberly Blaeser, found of Indigenous Nations Poets. Cosponsored with Alumnae of Northwestern.

October 28, 2022

CNAIR Brown Bag: *The Apocalypse of 1862: How Dakota Ontologies Transform Historical Narratives of Dispossession* with Heather Menefee, PhD candidate, history

November 3, 2022

Sand Creek Massacre Commemoration: Film Screening and Discussion

In the spirit of healing, the Native American and Indigenous Student Alliance (NAISA), MSA and OIDI invites our community to reflect on Northwestern's role in supporting the healing efforts of Cheyenne and Arapaho communities. This is a 3-part series to learn about the massacre and Northwestern's place in this history.

November 7, 2022

30 Days of Indigenous: Food, Friends and Fire with the Indigenous Graduate Student Collective

A space to share a meal, be in community and reflect on the month dedicated to Native American Heritage. Crafts, stories and friends!

November 9, 2022

30 Days of Indigenous: Craft Circle
CNAIR staff Michaela Marchi led a workshop called "Sculpting with Mother Nature" to explore Indigenous approaches to crafting in community as part of NU's 30 Days of Indigenous programming for Native American Heritage Month.



November 11, 2023

CNAIR Brown Bag: *Indigenous Methodologies: Research in Relation with Lands and Waters* with Forrest Bruce, PhD candidate, learning sciences

November 17, 2023

NAGPRA & Archaeology: A Discussion of Native American Cultural Heritage Protection and Repatriation with David Barland-Lilies

The Department of Interior's first full time NAGPRA investigator dedicated to ensuring NAGPRA compliance from museums, shared his experiences in this work. Cosponsored with the Department of Anthropology.

February 2, 2023

Thinking through the Land: An Indigenous Decolonial Framework for Engagement and Planning During Climate Chaos

Guest scholar Dr Brian Burkhart, (Cherokee Nation) professor of philosophy and interim director of the Native Nations Center at the University of Oklahoma, presented a lecture and discussion on his work.



February 8, 2023

Fatigue: An Ongoing Feeling

This reading group for graduate students to read, reflect on, and discuss Tricia Hersey's *Rest Is Resistance: A Manifesto* during the winter 2023 quarter. Tricia Hersey draws on both Black and indigenous histories to challenge the capitalist ethos of grind culture and foreground rest as a necessary response to overwork. Cosponsored with the Colloquium on Ethnicity and Diaspora.

February 10, 2023

CNAIR Brown Bag: Ice Worlds: Lights, Camera, Activism with Dr Patty Loew (Bad River Band of Lake Superior Ojibwe), professor, Medill School of Journalism

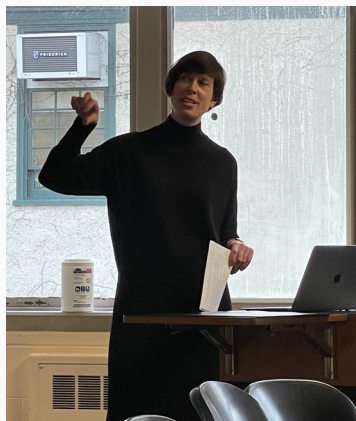
February 15, 2023

Film Screening - Shamanic Cinema: Trance as Resistance with Colectivo Los Ingrávidos

Film screening and discussion with guest curator Daisy Donali Matias. Cosponsored with the Block Museum of Art, Climate Crisis + Media Arts Working Group and the MFA in Documentary Media.

March 3, 2023

CNAIR Brown Bag: Birchbark Books, Tribal Archives & NAIS Methods with Kelly Wisecup, professor of English



March 3, 2023

NUCHR 20th Annual Conference: "The Space Between Us: Land, Migration and Human Rights"

Northwestern's Community for Human Rights (NUCHR) annual conference AY23 took a critical look at the violence of borders and urban planning, the state of decolonization, and the push for restoration amid an escalating climate crisis, featured Mark Charles (Navajo) as a keynote speaker. Cosponsored with NUCHR, Program of International Studies, Dept of Political Science, Office of the President, Office of the Provost, Dept of History.

April 2, 2023

Community Sewing Workshop

A sewing workshop with master ribbon skirt/shirt/pants tailor Ronnie Preston to help students with their outfits for the NAISA Spring powwow. Cosponsored with MSA and OIDI.



April 6, 2023

Omission as the Modern Form of Bias Against Indigenous Peoples

Guest scholar Dr Stephanie Fryberg (Tulalip), professor of psychology; director, Research for Indigenous Social Action and Equity (RISE), University of Michigan, presented a lecture and discussion on her work.



April 6, 2023

The Genízaro Experience: Shadows in Light

Documentary film screening and discussion exploring the origins of Indigenous slavery under Spanish colonialism in New Mexico. Cosponsored with Latina and Latino Studies program.

April 10, 2023

Welcome Breakfast for Artist-In-Residence Noelle Garcia

CNAIR hosted a breakfast with faculty and students to welcome 2023 Artist-In-Residence Noelle Garcia (Klamath, Modoc, Paiute), artist, educator and Emerging Artist Fellow, Smithsonian's National Museum of the American Indian, who focuses on themes of identity, family history and recovered narratives in her work.

April 12, 2023

American Education Research Association (AERA) Indigenous Peoples of America (IPA) Special Interest Group (SIG) Pre-Conference

CNAIR hosted AERA's IPA SIG for a pre-conference full day of panel discussions, sharing research and an Indigenous-catered dinner on campus. Over 100 Indigenous scholars were in attendance, including representatives from the Cheyenne & Arapaho tribes.

April 12, 2023

Charles Sepulveda Lecture

Charles Sepulveda talked about his research on resistance by California's Indigenous people against monuments to Spanish missionaries and conquistadors. The tentative title of his book is *Indigenous Nations v. Junipero Serra: Resisting the Spanish Imaginary*. Cosponsored program with CNAIR affiliate Geraldo Cadava, Council for Race and Ethnic Studies and the Department of History.

April 13, 2023

Indigenous People Navigating Healthcare in a Dystopian Society

Beatriz Reyes, assistant professor of Instruction, Global Health Studies program, discusses how to include an understanding of social determinants for Native folks when training healthcare professionals. Cosponsored with Medical Humanities & Bioethics Graduate Program and Association of Native American Medical Students.

April 22, 2023

2nd Annual Traditional Spring Powwow: Honoring The Land

Northwestern's Native American and Indigenous Student Alliance (NAISA) present their second annual powwow at Welsh-Ryan arena!



April 26, 2023

Artist-In-Residence Noelle Garcia Public Talk

Through a partnership with the Center for Native Futures, artist-in-residence Noelle Garcia (Klamath, Modoc, Paiute) shares her work and residence experience during the weeks she spent at NU creating new works to explore themes of identity, family history and recovered narratives.

April 27, 2023

Community Ojibwe Language Circle

Weekly community Ojibwe language circle for all levels to come learn and practice. Participants feast and share stories, songs and games - all in Ojibwe! Cosponsored with Forrest Bruce, PhD candidate in learning sciences.

April 28, 2023

CNAIR Brown Bag: *Land Back to Learning Back to Land: Education as Key to Climate Change Adaptation and Indigenous Resurgence* with Dr Megan Bang, professor, learning sciences; director, CNAIR

May 5, 2023

Annual Birch Bark Canoe Launch

Together with NU staff, students and faculty, we launched the *wiigwaasi-jiimaan* (birch bark canoe) Northwestern built under the leadership of Wayne Valliere (Lac Du Flambeau Ojibwe) in 2021 through CNAIR's Artist-In-Residence program. The canoe took a short trip into the waters of Lake Michigan in preparation for the move to its new permanent home in the Segal Visitors Center.



May 18-19, 2023

5th Annual Research Symposium

(See page 16-17)

May 25, 2023

CNAIR Brown Bag: *Indigenous Research Methodologies and Global Indigeneity: Nexus Research for the Sustainable Development Goals' (SDGs) Implementation* with Reynaldo Morales, assistant professor, Medill School of Journalism, Media, Integrated Marketing Communications

Partner Features

Center for Native Futures: Noelle Garcia



CNAIR 2023 Artist-In-Residence

Each year, we support an artist and/or elder in residence with work that aligns with our mission, vision, and values to further support the interdisciplinary work that CNAIR is supporting. The artist/elder in residence program seeks to connect the Northwestern community with Native and Indigenous knowledge sharers. We believe that this program helps build community connections and also allows students and the broader community to learn more about the work of Native and Indigenous knowledge sharers.

This year's Artist-in-Residence program was in partnership with Center for Native Futures (CfNF). CfNF is launching their new physical space in the fall of 2023 in downtown Chicago and currently hosts artist talks online, provides advising related to contemporary Native arts and is developing a Native artist network.

(continued from previous page)

May 26, 2023

Community Willow Harvest

Chicago Botanic Garden hosted CNAIR and Native American community to learn how to harvest red willow as part of the Artist In Residence program.

June 22, 2023

Native American Inclusive History Symposium

Illinois Native and Indigenous educators gather to create curricular materials to support Illinois educators in teaching about Native American history in public schools throughout the state in response to the passing of HB1633. Keynote by Councilman Raphael Wahwassuck (Prairie Band Potawatomi Nation). Full day symposium cosponsored with the Illinois State Board of Education, CAICC, MSA and ISTEAM.



Materials used by Noelle Garcia during the 2023 Artist-In-Residence program

CfNF artist **Noelle Garcia** (Klamath, Modoc, and Paiute), was selected for the residency, where she began her work in an open studio on the Evanston campus, visited with students and presented her work in a public talk. Noelle's multidisciplinary work focuses on themes of identity, family history and recovered narratives. New works created through the residency will be part of a fall exhibit in CfNF's new gallery space (56 W Adams St, Chicago, IL).

American Education Research Association (AERA) Pre-Conference



From left to right: Megan Bang, Jasmine Gurneau, and Pamala Silas, introducing new dean of SESP Bryan Brayboy

CNAIR was honored to host over 100 Indigenous scholars visiting Chicago to attend the 2023 AERA conference on April 12, 2023. This gathering has always been an important opportunity for both senior and junior Indigenous scholars to interact and support one another, sharing through panels and poster sessions as well as informal networking. CNAIR director, professor Megan Bang, along with professor Bryan Brayboy, the new dean of Northwestern's School of Education and Social Policy (SESP) have been long time members and leaders within AERA. We were delighted to share our beautiful Evanston campus, showcase CNAIR's growth and meet amazing scholars leading Indigenous knowledge building throughout the United States. A highlight of the event was a special panel of Cheyenne and Arapaho scholars, including Carrie Whitlow, executive director, Cheyenne & Arapaho tribes' Department of Education. The panel discussed the needs of Cheyenne and Arapaho peoples and the ways Northwestern could grow and transform our historical relationship with these nations.



(left to right, from top) Megan Bang, Katherine Castillo-Valentin, Forrest Bruce, Niyo Moraza-Keeswood, Michaela Marchi, Aaron Golding, Lois Biggs, Carrie Whitlow, Jasmine Gurneau, Bryan Brayboy, Pamala Silas

CNAIR hosted the 2023 AERA pre-conference gathering of Indigenous Peoples of the Americas and Indigenous Peoples of the Pacific special interest groups.



Poster session at the 2023 AERA pre-conference

Chicago Public Schools American Indian Education Program

CPS AIEP kids' visit & Wampanoag football

Native American K-12 students from Chicago Public Schools' American Indian Education program visited during their spring break on April 6, 2023. The first stop on their visit was to visit the Northwestern *Jiimaan* (Canoe), learning about how it was made and what materials are used in its construction. They participated in watering it – learning that Jiimaanan love the water! They visited the Office of Institutional Diversity and Inclusion, where they used pieces of birchbark in art-making. Some used small scratching tools to make images while others painted.

From there, they visited with our distinguished guest, professor Stephanie Fryberg, and had lunch with her and our graduate and undergraduate students. Finally, students had fun learning to play Wampanoag football – a kind of football played with a small leather ball which encourages dexterity, speed, reaction time, and general good health!



*Northwestern's Native and Indigenous staff and students
visit with CPS AIEP staff and students*



Woven Being: An Indigenous Art History of Chicagoland

The Woven Being project will be on view at the Block Museum in Winter and Spring of 2025. The goal of the project is to present the work of Indigenous artists and recount an art history of the area through Indigenous perspectives. It will engage with ideas including kinship and materials; relations with waterways and land ways; and the conceptualization of time as a spiral that weaves together past, present, and future.

Our Partners

Programming & Events Partners

Alumnae of Northwestern
Association of Native American Medical Students
The Block Museum of Art
Buffett Institute for Global Affairs
Climate Crisis + Media Arts Working Group
Council for Race and Ethnic Studies
Colloquium on Ethnicity and Diaspora
Department of Anthropology
Department of Art Theory and Practice
Department of History
Department of Spanish & Portuguese
Department of Political Science
Evanston Township High School
Feinberg School of Medicine, Center for Bioethics
and Medical Humanities
First Nations Film and Video Festival
Institute for Sustainability & Energy at
Northwestern
Kaplan Institute
Latina and Latino Studies Program
Medical Humanities & Bioethics Graduate Program
Medill School of Journalism, Media, Integrated
Marketing Communication
MFA in Documentary Media
Multicultural Student Affairs (MSA)
Northwestern University's Community for Human
Rights (NUCHR)
Native American and Indigenous Students Alliance
(NAISA)
Newberry Library
McNickle Center for American Indian and
Indigenous Studies
Office of Institutional Diversity and Inclusion
Office of the President
Office of the Provost
Program of International Studies
Sailing Center

External Partners

American Indian Education Program Chicago
Public Schools
Center for Native Futures
Chicago American Indian Community
Collaborative (CAICC)
Chicago Botanic Garden
Chicago Urban Native Community
D'Arcy McNickle Center for American Indian and
Indigenous Studies, Newberry Library
Field Museum of Natural History
Great Lakes Indian Fish and Wildlife Commission
Garrett Evangelical Theological Seminary
Illinois State Board of Education
ISTEAM
Learning in Places
Little Traverse Bay Band of Odawa Indians (LTBB)
Manoomin Collective (COPE and CIVIC Strong
projects)
Mitchell Museum of the American Indian
National Science Foundation
Native American Journalists Association
Spokane Tribe of Indians
Tulalip Tribes
University of Illinois Circle Campus

Who We Are

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Forrest Bruce, doctoral student in learning sciences,
alumnus (SESP'17)

Elzbieta Foeller-Pituch, assistant director, The
Chabraja Center for Historical Studies

Josiah Hester, assistant professor of electrical &
computer engineering and computer science

Doug Kiel, assistant professor, Department of His-
tory, NAIS graduate advisor

John Low, professor of comparative studies, Ohio
State University

Aaron Packman, professor of civil and environ-
mental engineering (by courtesy) mechanical engi-
neering and chemical and biological engineering

Beth Redbird, assistant professor of sociology

Beatriz O. Reyes, assistant professor of
instruction, Global Health Studies, NAIS minor
coordinator

Kimberly Marion Suiseeya, assistant professor of
political science

Affiliates

Megan Bang, professor of learning sciences, School of Education and Social Policy

Annelise Buth, clinical assistant professor of law, Center on Negotiation, Mediation, and Restorative Justice, Pritzker School of Law

Pete Beckman, co-director of Northwestern Argonne Institute of Science and Engineering

Jen F Brown, clinical research associate, co-director and co-founder, Center for Community Health Feinberg School of Medicine Alliance for Research in Chicagoland Communities

Geraldo L Cadava, associate professor of history Jorge Coronado, professor of Spanish and Portuguese

Janet Dees, Steven and Lisa Munster Tananbaum curator of modern and contemporary art at the Block Museum of Art

Erin Delaney, professor of law, Pritzker School of Law

Jennifer Dunn, associate professor of chemical and biological engineering, McCormick School of Engineering; director of research, Northwestern Argonne Institute of Science and Engineering; associate director, Center for Engineering Sustainability and Resilience

Caroline Egan, assistant professor of Spanish and Portuguese

Abigail M. Foerstner, associate professor and director of the graduate science journalism specialization, Medill School of Journalism

Scott Garton, academic librarian, Northwestern University Libraries

Aaron Golding, assistant director, Multicultural Student Affairs

Michelle Guittar, department head of instruction and curriculum support at Northwestern University Libraries; librarian for Latin American and Latinx studies

Jasmine Gurneau, director of Native American and Indigenous Affairs in the Office of Institutional Diversity and Inclusion

Stephen Hersh, lecturer, Medill School of Journalism, Media and IMC

Josiah Hester, associate professor of interactive computing and computer science at Georgia Institute of Technology

Josh Honn, digital humanities librarian, University Libraries

Bamratha R Kandula, professor, Feinberg School of Medicine; co-director, Institute for Public Health and Medicine (IPHAM), Center for Community Health; professor of medicine (general internal medicine and geriatrics) and preventive medicine (epidemiology)

Doug Kiel, assistant professor of history and Alice Kaplan Institute for the Humanities, NAIS graduate advisor

Michaela Kleber, assistant professor, Department of History

Jess Linke, associate director, Global Experience, J. L. Kellogg School of Management

Patty Loew, professor, Medill School of Journalism, Media, Integrated Marketing Communications

Douglas Medin, professor emeritus of psychology

William M. Miller, professor of chemical and biological engineering; director, Center for Engineering Sustainability and Resilience

Hirokazu Miyazaki, Kay Davis professor of anthropology

Reynaldo A. Morales, assistant professor, Medill School of Journalism, Media and IMC

Aaron Packman, professor of civil and environmental engineering and (by courtesy) mechanical engineering and chemical and biological engineering

Gregory Phillips II, assistant professor of medical social sciences and preventive medicine (epidemiology)

Beth Redbird, assistant professor of sociology

Beatriz O. Reyes, assistant professor of instruction, Global Health Studies; NAIS minor coordinator

Nitasha Tamar Sharma, associate professor of African American studies, Asian American studies, and performance studies

Kimberly Marion Suiseeya, assistant professor of political science

Eli Suzukovich III, adjunct lecturer of anthropology and environmental policy and culture

Rose Miron, director of the D'Arcy McNickle Center for American Indian and Indigenous Studies, The Newberry Library

Niyo Moraza-Keeswood, senior assistant director of admissions, Native American and Indigenous student outreach

Michael Turcios, Macnosh postdoctoral fellow, radio/television/film, School of Communication

Mary Weismantel, professor of anthropology

Kelly Wisecup, associate professor of English

Clifford Zimmerman, Professor of Practice, Pritzker School of Law





Little Traverse Bay Band of Odawa brought their traditional jimaanan (canoes) to the shores of Lake Michigan at Dempster Street Sailing Beach. The Native community at Northwestern and the Chicagoland area participated in jimaanan journeys during the visit.

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