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NEWSLETTER 2016-2017

from the yale native american cultural center

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artwork by Micah Young



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REFLECTIONS FROM OUR DIRECTOR

Dear Community Members,

What a year 2016-2017 has been! The students have had a busy year beyond just their work in the classroom. We kicked off Native Heritage Month in November with the hosting of the All-Ivy Native Summit with a theme of Indigenous Feminisms, which you will



read more about later in this issue. President Salovey came to to the event to welcome all of our guests from around the country (see photo to the left). The Association of Native Americans at Yale worked tirelessly to put on this signature event for the Fall.

One thing that everyone loved at this year's summit was the Social! Drum groups from around the Northeast provided some great songs for two-step, switch dance, and the potato dance. Kodi Alvord (YC'17) and Haylee Kushi (YC'18) won the potato dance (see right) and received prizes from Plains Soul, donated by owner and Katie McCleary's mother, Carrie McCleary.

In the Spring, I had the chance to teach an anthropology class, and I must say: our students are as wonderful in the classroom as they are outside of it! I had a wonderful time teaching and plan to do so again soon.

Lastly, I wanted to recognize Tanner Allread (YC'17), winner of the Haas Award presented at Class Day. This prize is presented each year to the senior



“whose breadth of intellectual achievement, strength of character and fundamental humanity shall be adjudged by the faculty to have provided leadership for his or her fellow students, inspiring in them a love of learning and a concern for others.”

Congratulations Tanner!

Thank you again to all of the students, families, and staff here that make the NACC the place we all call home. Hope to see you all soon!

With love and best wishes for our graduates!

Dean Fayard



NACC IN-HOUSE ONGOINGS

In addition to topical programming including speakers and student group activity, the NACC also prioritizes internal community-building. **Baking and Bonding** is our Thursday night study break, where coordinators Woesha Hampson-Medina ('18), Ashton Megli ('18), and Matt Motylenski ('20), bring the NACC community together to bake delicious treats! Around once a week, NACC **peer liaisons host weekend study breaks** like movie nights, game nights, no-homework-zone "lock-ins," and other events to help their first years and other community members de-stress. Sometimes the NACC House Staff organizes **community dinners** in honor of Native guest speakers who come to campus, and sometimes we host them just to eat home-cooked foods and catch up on community news. *We also look forward to annual events that have become beloved traditions.* The **Welcome Back BBQ** is the NACC's annual kick-off event! We make food, reunite after the summer, and welcome incoming community members. The **Halloween Party** features a costume contest, cider pong, and lots of Halloween treats. To wrap up the fall semester we host a **Winter Holiday Party**. We celebrate the semester with holiday-themed games including the historically controversial white elephant and you guessed it, lots of food. At **Senior Dinner**, we celebrate our graduating Native seniors for their years of success at the Mohegan Sun Casino. Celebrations include senior superlative awards, stoles, and looking back over their best moments.

CONGRATURALIONS YALE NATIVE 2017!

CONGRATURALIONS YALE NATIVE 2017!



ON STAFF: WHO WORKS AT THE NACC?

Assistant Dean of Yale College and Director of the Native American Cultural Center, Dean Kelly Fayard, splits her time between the Dean's Office at 1 Prospect Street and the NACC, doing things like serving on various committees, managing the NACC's budget, and

running peer liaison meetings. Assistant Director Kapi'olani Laronal spends most of her time in her office at the NACC, coordinating guest visits, sending out weekly community updates, and overseeing the house staff. Both Dean Fayard and Assistant Director Laronal meet formally and talk casually with students on a daily basis. The peer liaisons (PLs), who work for a program run out of the Dean's Office, mentor first year Native students and host weekly events for first year students like



schedule advice sessions and study breaks. PLs serve as mentors for Native students both within the NACC and also outside it, hosting events in suites across campus and getting lunch with mentees. The house staff members are based completely in the NACC, and spend their time planning programming for the larger community, reserving rooms in the house, and keeping the space clean. The center's graduate affiliates work closely with the Assistant Director, plan events for the Indigenous graduate student community, and usually oversee ordering food for events. Seniors, juniors, and sophomores on house staff usually work on a few long-term individual or group efforts throughout the year on

top of maintaining the upkeep of the house. Examples of those include sprucing up the NACC website, changing around the house's art, and creating this newsletter. Finally, first year liaisons on house staff plan a bonding event for all the first year Native students each semester.



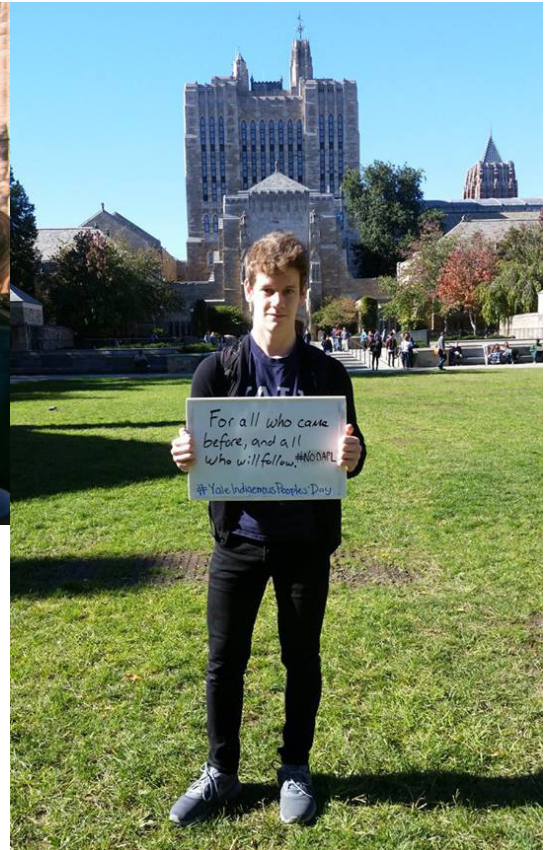
REMEMBRANCE: SISTERS HONOR MMIW

For the third consecutive year, the Yale Sisters of All Nations joined activists across Canada and the United States to raise awareness about the missing and murdered Indigenous women epidemic on Valentine's Day. YSAN members hosted an event for members and friends of the Yale Native community to create art in honor of missing and murdered Indigenous women. On February 14, the community art made its debut in Ezra Stiles gallery, along with four red-fringed shawls designed by Yale Native women that represented different stages of Indigenous women's lives. All four women incorporated designs with meanings tied to those age groups in their respective communities,



“The infancy shawl features a common Hawaiian quilt pattern that represents ‘ulu (breadfruit), an important starch staple in traditional diet,” said Haylee Kushi (Kanaka Maoli, ‘18), “‘Ulu is a kinolau, or natural form, of the Hawaiian goddess of childbirth, fertility, and motherhood.” Andrea Wigglesworth (Seneca-Cayuga ‘17) incorporated her studies, “[Adolescence] is an important stage in our lives when many Indigenous women go through coming of age ceremonies that prepare us for our cultural responsibilities. As a psychology major, I think about adolescence as a time of growth and experimentation.” The shawls served the dual purposes of raising awareness about the missing and murdered Indigenous women epidemic and also honoring those lost members of our communities. Katie McCleary (Little Shell Chippewa-Cree), who designed the “Old Age” shawl said, “With this design I honor the women who will never meet their grandbabies, grow old with their friends, and continue to give to our communities.”

STUDENT GROUPS

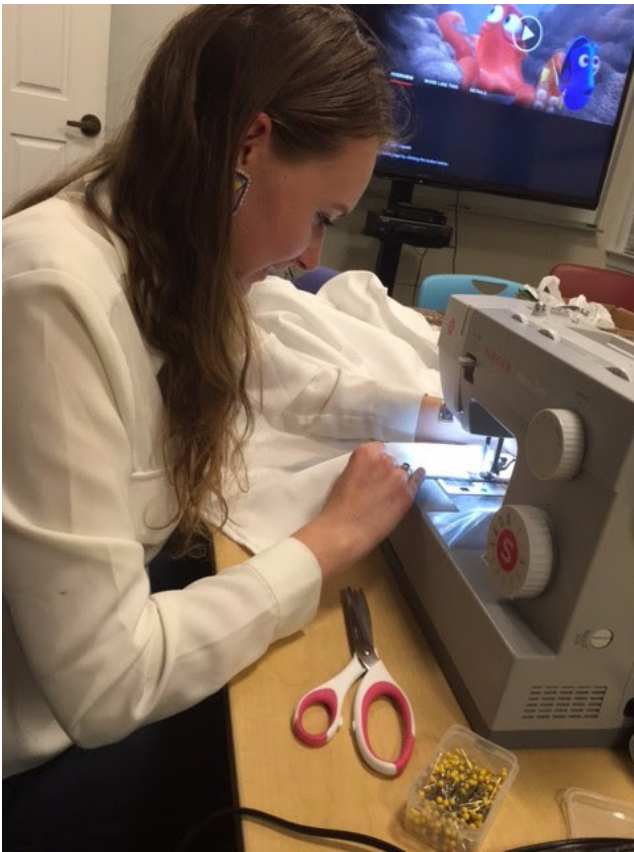


The Association of Native Americans at Yale: Founded by John Bathke ('89), the Association of Native Americans at Yale (ANAAY) is a student-run political and cultural organization at Yale University designed to celebrate, educate, and appreciate Native cultures and histories. ANAAY is devoted to the establishment of a Native presence on Campus. The group works towards Indigenous cultural awareness of the Yale Community with a Native perspective through panels, speaker programs, and other events throughout the year, including our annual Indigenous Peoples' Day celebration, our powwow, and our participation in the Ivy Native Council. (Left, Dean Burgwell Howard, Hanna Sheridan, and Katie McCleary celebrate Indigenous Peoples' Day during ANAAY's annual Cross Campus event. Right, Sean Walker writes, "For all those who came before, and all who will follow #NoDAPL" a ANAAY's Indigenous Peoples' Day whiteboard campaign Picture credits to Alex Zhang (Hopper '18).)

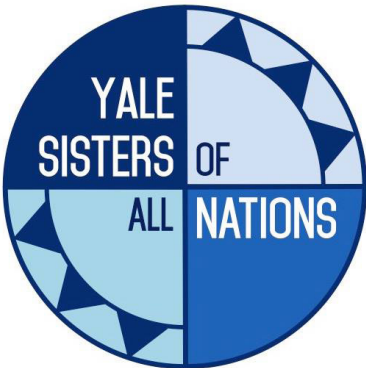


Blue Feather Drum Group: Blue Feather, the powwow drum group housed in the Native American Cultural Center, is Yale's first and only American Indian performance group. Blue Feather showcases both traditional and contemporary drum music, fostering intertribal exchange, creating a welcoming space for cultural participation, and making Native presence heard on and off campus.





Yale Sisters of All Nations is Yale's first Native women's and feminist organization. YSAN is dedicated to creating a safe, supportive space for Native women on campus through open discussion of gender and sexuality issues in Native communities, advocacy work, and networking/mentorship opportunities. It is a network open to all undergraduates, graduate students, and alumni. Every year we host networking events for Native women in the undergraduate and graduate student communities and participate in the international campaign to raise awareness for Missing and Murdered Indigenous Women on February 14th.



The NACC also hosts three groups that have been on hiatus this year, because of how full our NACC calendar has been with events. The Indian Health Initiative focuses on Native physical and social wellness, the Yale Native American Arts Council works to bring Native art and artists to campus, and Yale's Chapter of the American Indian Science and Engineering Society was founded to create community for Native students working in science, technology, engineering, and math.

NATIVE SCHOLARSHIP IN THE NACC

In the 2016-2017 academic year, students in the NACC community studied and re-searched the histories and contemporary realities of Indigenous peoples in seven different Yale College course in Native studies. Many had the opportunity to learn and write about their own communities. Students also studied seven different Indigenous languages through the Native American Languages Program. Mostly through video calling with language tutors, Native undergraduates, graduate students, and even Dean Fayard got to practice their Native languages in the NACC.

FALL SEMESTER COURSES

- Indigenous Religious Histories, with PhD Candidate in History Tiffany Hale (Cherokee)
- American Indian Studies, with Prof. in History and American Studies Ned Blackhawk (Western Shoshone)
- Pacific Islander Studies, with Postdoctoral Fellow at the Center for the Study of Race, Indigeneity, and Transnational Migration Lani Teves (Kanaka Maoli)
- Languages Taught: Choctaw, Cherokee, Hawaiian



Professor Ruth Phillips introduces Dr. Marge Bruchac, who studies wampum art, for her talk at the NACC

SPRING SEMESTER COURSES

- Indians in the Spanish Borderland, with Prof. Ned Blackhawk (Western Shoshone)
- Writing Tribal Histories, with Prof. Ned Blackhawk (Western Shoshone)
- Contemporary Issues in Native North America, with Dean/Director Kelly Fayard (Poarch Creek)
- Native North American Art, with Ruth Phillips, guest Professor in History of Art
- Languages Taught: Choctaw, Cherokee, Hawaiian, Navajo, Mohawk, Ojibwe, Lakota

HIGHLIGHTS



NACC students deeply appreciated the opportunities that Native studies professors gave them to further research personally and politically engaging topics. In Pacific Islander Studies, Kodi Alvord (Navajo, ES '17) and Andrea Wigglesworth (Seneca-Cayuga, BK '17) worked together on a creative final project on solidarity among Indigenous peoples. “Andrea and I used Tumblr to compose an annotated bibliography to inform readers about the history of American Indian and Hawaiian solidarity in order to demonstrate the potential for political change that results from pan-Indigenous coalitions,” said Alvord. You can check out their bibliography here: <http://indivisible-indigeneity.tumblr.com/>

This semester, Dean Fayard added “professor” to her list of NACC community roles, when she taught her Native anthropology class, Contemporary Issues in Native North America. Through Professor Fayard’s course, Chase Warren (Hunkpapa Lakota, BK '20) conducted research on Indigenous education, which he later applied to Yale’s Education Studies program to continue studying. “I wrote about the history of Native self-determination in education,” he said, “I looked at how the Heart of the Earth Survival School in Minneapolis and Halau Ku Mana Public Charter School in Honolulu both promoted indigenous knowledge of their respective communities through their own pedagogy.”

In collaboration with the NACC and Yale History of Art department, art historian of Native North America Professor Ruth Phillips facilitated visits from 4 Native artists and curators to speak to her art classes and hold events with the Yale Native community. “Taking Professor Phillips’s course last year was absolutely one of the best decisions I have made at Yale,” said Joseph Zordan (Bad River Band and Red Cliff Band of Lake Superior Chippewa, PC '19), “Her dedication not only to the broadening of the art historical canon, but also to Native communities themselves was incredibly inspiring for me. Her advocacy for the Yale Native community is a presence that continues to

ANAAY SUPPORTS WATER PROTECTORS AND HOSTS INDIGENOUS FEMINISMS CONFERENCE

This fall, the Association of Native Americans at Yale has focused its efforts on supporting water protectors at the Standing Rock reservation, who aim to halt the construction of the Dakota Access Pipeline. ANAAY's annual Indigenous Peoples' Day celebrations focused on the movement, making signs championing the importance of water in Native cultures and solidarity for the Standing Rock Sioux, inviting Hunkpaph Lakotah tribal councilmember Frank White Bull for a Head of College Tea, and selling Indigenous Peoples' Day T-Shirts and donating profits to the Sacred Stone Camp Legal Fund. ANAAY members also hosted a photo campaign about understandings im-



CHARELLE BROWN

(KEWA PUEBLO)

EZRA STILES

2020



My children will belong to the frog clan. My heart is with the protectors trying to save our water. I cannot imagine my children jumping in puddles of oil

portance of water in their respective cultures, sent donations of winter gear to the protectors, sent books by Indigenous authors to the Defenders of the Water school, and released a statement of support on the ANAAY Facebook page at other points throughout the semester.

On November 4th - 6th, the Association of Native Americans at Yale hosted the Ivy Native Conference, a social and academic gathering among Native student groups throughout the Ivy League and peer institutions, for the second time. The theme of the fall summit this year was Indigenous Feminisms: Helping Each Other Grow. The summit featured four Native woman speak-

ers: Akwesasne Mohawk midwife and women's health advocate Katsi Cook, Cornell Women and Gender Studies professor Lisa Kahaleole Hall, community activist against the NFL Washington Football Team Amanda Blackhorse, and emcee and rapper Dio Ganhdih. For the first time, the Ivy Native Summit included a drum social: students round danced, potato danced, and ate



dinner over powwow music together. Native undergraduates showed their support for the water protectors with a postcard blitz to the US Marine Corps and the Federal administration, sending hundreds of postcards urging the government to intervene in the pipeline's construction. The students also held a discussion about what each school's Native student organization had done to help the water protectors, and they shared strategies about how they can support Indigenous activism in various communities in the future. Below: Over 100 Native students from across the Ivy League support water protectors!



YIPAP CONNECTS WITH NATIVE YOUTH

Executive Director Mary Kathryn Nagle and Faculty Coordinator Ned Blackhawk founded the Yale Indigenous Performing Arts Program in last year (in 2015) “to promote and cultivate indigenous storytelling and performance to further authentic representation at Yale and in Indian Country.” In their second year at Yale, they’ve worked with Indigenous youth from across the country to promote their core values, “Performance, Research, Academics, and Outreach in



an effort to bare the importance of indigenous storytelling and help develop a space for Native performers in all capacities.” On Saturday, April 21st, YIPAP brought the winners of the Yale Young Storytellers contest to campus to perform. According to Postgraduate Fellow Reed Bobroff, “The Yale Young Storytellers Festival

is an annual showcase of young indigenous artists from around the United States. Winners of the Yale Young Native Storytellers Contest are invited to Yale each spring to share their work. During the day, winners are offered a tour of campus; an information session with the Yale Admissions Native Outreach and Recruitment Coordinator; the dancer, musician, and spoken word artist often meet with professors or student artists to practice their craft; and the playwright workshops their play with professional Native actors and a Native director. Their visit culminates in an evening showcase at a Yale theater to celebrate the artists’ work with students, professors, and the local community.”

Over spring break, the Yale Indigenous Performing Arts Program also brought a group of students and staff to Hawai’i to talk with Hawaiian high school students about Yale and the broader experience of being Native in higher educational institutions, and to participate in cultural exchange through performing arts. YIPAP and student representatives of the NACC community visited four high schools, including the all-Hawaiian Kamehameha Schools Kea’au and the Kanu o ka ‘Aina Hawaiian culture-based charter school. Kodi Alvord ‘17 reflects on his time in Hawai’i, “Before our departure to the islands, I was very anxious about our trip, and the questions it raised about complicity in tourism. These anxieties were very much on my mind during our trip, but I believe

we left a strong positive impact throughout our journey. Speaking to Hawaiian students about college in all its complexity was a privilege, and everywhere we went the students enthusiastically



engaged with us. We shared songs, dances, and gifts as much as possible, and learned about the various ways Hawaiians are working to improve their local economy, cultural engagement, and self-determination. An instructor at one of the schools told me that it was enormously influential for Hawaiian students to see other Native students represent diverse indigenous backgrounds at an institution like Yale. We had shown them that, even at an institution almost 5,000 miles away and that was never built for them, they could belong to a community that would support them and help them gain the skills and education necessary to help their communities and follow their personal and professional dreams.”

(Pictures: Left (page 13): Cast of “Bingo Hall” by YIPAP Young Native Storytellers Contest winner Dillon Chitto. Above: Yale Native students and students from Kanu o ka ‘Aina Hawaiian culture-based charter school. Right: Miloli’i community members teach NACC students to grind pumpkins for ‘opelu fish bait in Hawai’i.)

