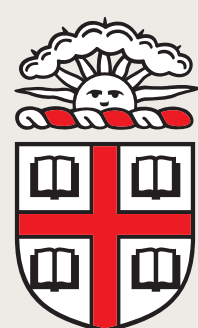


NATIVE AMERICAN AND
INDIGENOUS STUDIES INITIATIVE

NAISI

ANNUAL REPORT 2021-22



BROWN

About NAISI

Native American and Indigenous Studies Initiative (NAISI) at Brown University is a cross-disciplinary initiative focused on teaching, research and engagement to increase understanding of the cultural traditions, histories, political experiences and contemporary experiences and knowledges of Native American and Indigenous peoples.

[NAISI-affiliated faculty](#) teach courses that explore a wide array of topics connected to Native American and Indigenous peoples. In the 2021-22 academic year, NAISI faculty included 23 members connected to disciplines and offices across the University, including:

- ▶ Africana Studies
- ▶ American Studies
- ▶ Anthropology
- ▶ Behavioral and Social Sciences
- ▶ Cognitive, Linguistic and Psychological Sciences
- ▶ Development Studies
- ▶ Earth, Environmental and Planetary Sciences
- ▶ Environmental Studies
- ▶ Hispanic Studies
- ▶ History
- ▶ International and Public Affairs
- ▶ Music
- ▶ Neuroscience
- ▶ Religious Studies
- ▶ Theatre Arts and Performance Studies
- ▶ Watson Institute for International and Public Affairs
- ▶ Haffenreffer Museum of Anthropology
- ▶ Cogut Institute for the Humanities
- ▶ Institute at Brown for Environment and Society
- ▶ Mindfulness Center
- ▶ University Library

THE NATIVE AMERICAN AND INDIGENOUS STUDIES INITIATIVE

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 [facebook.com/NAISatBrown](https://www.facebook.com/NAISatBrown)

 [instagram.com/naisatbrown](https://www.instagram.com/naisatbrown)

To join our email list, learn about NAISI, or stay informed of upcoming events visit:

brown.edu/go/naisab

2021-22 CORE STEERING COMMITTEE

Geri Augusto

Senior Fellow in International and Public Affairs, Watson Institute for International and Public Affairs

Paja Faudree

Associate Professor of Anthropology

Joseph Meisel

Joukowsky Family University Librarian

Shankar Prasad

Deputy Provost and Vice President for Academic Innovation

NAISI STEERING COMMITTEE

Sarah dAngelo

Assistant Professor of Theatre Arts and Performance Studies

Linford Fisher

Associate Professor of History

Adrienne Keene

Assistant Professor, American Studies

Robert W. Preucel

Professor of Anthropology and Director, Haffenreffer Museum of Anthropology

Neil Safier

Associate Professor of History and Beatrice and Julio Mario Santo Domingo Director and Librarian, John Carter Brown Library

STAFF

D. Rae Gould

Executive Director and Adjunct Assistant Professor, American Studies

Felicia Bartley

*John Hay Library Fellow and
2020-22 Public Humanities Fellow*

Kalikoonāmaukūpuna Kalāhiki

Undergraduate Program Assistant

Makana Kushi

Program Coordinator

Aïcha Soukab

Undergraduate Program Assistant

endawnis Spears

Tribal Community Member in Residence

Sara Wintz

Administrative and Communications Coordinator

Miranda Worl

*Center for the Study of Slavery and Justice Fellow
2021-22 Public Humanities Fellow*

Cover photo by Sara Wintz



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01. away from home

Connecting to K'awaika, New Mexico from Providence, Rhode Island through a flip phone, snail mail, + a grandmother's teachings

Letter from the Core Steering Committee



The 2021-22 academic year marked a return to normalcy, in one way, yet a new normal as life on campus revolved around navigating the continued presence of a pandemic while fully engaging in the community that makes Brown so unique. Despite some of the challenges that continued this year, returning to campus full time was a welcome change as NAISI continued to expand during its sixth year as an initiative at Brown University.

We welcomed a new Tribal Community Member in Residence (TCMR) in Fall 2021, funded by the Andrew W. Mellon Foundation grant supporting the development of Critical Native American and Indigenous Studies at Brown. endawnis Spears (see more below) joined the [NAISI staff](#), bringing her experience as an educator and in institutional engagement to the campus. Well known throughout the region through her work with the nonprofit Akomawt and her connections to the Narragansett Indian Tribe, endawnis has provided a foundation of support for both Native and Indigenous students and the NAISI office, in addition to contributing to the education of the Brown campus in general.

Over the past year, one of the milestones we accomplished was completion of the Critical Native American and Indigenous Studies concentration curriculum, which will launch in the near future thanks to the contributions of a working group that included Rae Gould, Makana Kushi, Geri Augusto, Robert Preucel, Scott AnderBois, Jeffrey Proulx and Joseph Meisel, plus undergraduate students Faith Lehuanani Shigeko Blalock and Roslyn Coriz. And thanks to the hard work and vision of Makana Kushi (American Studies graduate student and NAISI program coordinator from Fall 2019 through Spring 2022), we were able to provide support for 26 students to study Indigenous languages through curricular resources (such as rare books and online language programs) and working with language mentors from their home communities. This year-long independent study was highlighted in an [article](#) published by News from Brown in December 2021.

Also this year, we launched a new graduate [fellowship program](#) to support students pursuing master degrees in various fields. This fellowship supports a one- or two-year graduate student focused on Native American and Indigenous studies (NAIS) topics and is designed to support students whose work advocates for and/or engages in scholarship that contributes to the wellbeing of Native American or Indigenous communities. NAISI is partnering with 16 departments across campus, with the goal of increasing the number of disciplines NAIS-focused students engage in at the graduate level, including areas such as public health, biomedical engineering, cybersecurity, computer science and theater, among others.

Another important development that the NAISI office participated in this year was helping to establish a [land acknowledgment](#) for Brown University, along with several other

commitments to support both Native American and Indigenous studies and students, and engagement with local tribal communities and youth. This year-long effort was led by a Land Acknowledgment Working Group of staff, students and faculty charged by University President Christina H. Paxson, in close collaboration with NAISI and the Narragansett Indian Tribe. We look forward to further supporting the work that lies ahead related to this effort.

2021-22 was our last year of working under the leadership of Deputy Provost and Vice President for Academic Innovation Shankar Prasad, as he transitions to serve as the new dean of the School of Professional Studies at Brown. While his support and creative thinking will be greatly missed, NAISI looks forward to working with Janet Blume as the incoming deputy provost, who will continue to support NAISI as it develops over the coming years.

This year's report also highlights a number of events, workshops and conversations that NAISI either hosted or collaborated with others to host. Working with the Haffenreffer Museum, Sarah Doyle Center for Women and Gender, Brown Center for Students of Color and the Brown Arts Institute, among others, enabled NAISI to engage in important conversations and participate in events that would not have been possible without the collaboration and support that happens across the University.

As NAISI continues to grow and expand, we are excited about the ongoing impact it has across campus and with tribal communities in the region (and beyond). We look forward to the launch of the Critical Native American and Indigenous Studies concentration and to another year of exciting programming and events. Be sure to stay tuned and check our calendar and social media pages for updates and information throughout the year!

Sincerely,

Geri Augusto
Paja Faudree
Joseph Meisel
NAISI Core Steering Committee

Letter from the Executive Director

Returning to a full campus life this past year — the events, energy and engagement that define life at Brown University — was rewarding and what everyone connected to NAISI needed. One of the most exciting developments this year was expanding our space at 67 George Street (or “the house”), which enabled us to offer room for students, staff and faculty to gather, share meals and build community. The opportunity to host Wednesday night dinners each week was a highlight of the year, enabled by the expansion of the NAISI office space to include a community room. The expanded space provided room for Native American and Indigenous and other students engaged with NAISI to study, snack, hang out and sometimes play Nintendo while we munched on pizza or enjoyed Kabob and Curry. I’m thankful for those moments and for the ability to help build community again on campus after over a year away.

Another highlight of this year was working with a new Core Steering Committee, a group of scholars and administrators committed to supporting NAISI’s growth. This year Geri Augusto and Paja Faudree joined the Core Steering Committee and began two-year terms, while Joe Meisel completed his term at the of the spring semester. Welcoming endawnis Spears into our community this year as the Tribal Community Member in Residence (TCMR) enabled our office to provide workshops across campus focused on better understanding the experiences of Native and Indigenous students (and peoples, in general), as well as provide support to students.

We also wished the best to Makana Kushi at the end of this year as she moved back to her homeland (Hawaii) to complete her research and Ph.D. in American Studies. Her warmth, generosity and kindness will be greatly missed at NAISI. In her three years as program coordinator she accomplished more than most people could have ever hoped to, including launching an Indigenous language independent study course that provided an opportunity for over 20 students to engage with Indigenous languages and work with mentors from their home communities. Other NAISI staff graduated and embarked on the next phase of their journeys as well: Felicia Bartley and Miranda Worl (who completed their M.A. degrees in public humanities this year) and Aïcha Soukab (who is graduating with an A.B. degree in transnational Indigenous studies and education studies). It was an honor and privilege to work alongside such an amazing staff this year.

We owe a very special thank you to Shankar Prasad, who has overseen NAISI for the past four years as deputy provost and vice president for academic innovation. 2021-22 was his last year of working directly with NAISI as he transitions into the position of dean of Brown’s School of Professional Studies. Although his leadership, support and knowledge of all-things-Brown will be a loss to NAISI, he will stay in contact in the coming years as a colleague at the University.

The year’s culminating event was the return of the NABA (Native American Brown Alumni) dinner during Commencement Weekend, as we invited back the Class of 2020 (both graduate and undergraduate students) and their families to celebrate with the Class of 2022 and the NAISI community. The evening brought over 120 students, family and friends together to celebrate these graduates and their accomplishments during their time at Brown. Look for pictures and details of this and other events, gatherings and accomplishments connected to NAISI this past year throughout our report.

Sincerely,

Rae Gould
NAISI Executive Director



News and Updates

LETTERS FROM AND ABOUT THE NAISI STAFF

Felicia Bartley | 2022 M.A. Graduate

*John Hay Library Fellow and 2020-22
Public Humanities/NAISI Fellow*

I want to express my deepest gratitude and extend my sincerest *Her'kim!* Thank you to everyone who made this land feel like home. It has been a great privilege to begin developing relations with y'all. Playing on the Nintendo Switch during our Wednesday night dinners is a beautiful memory I cherish and will hold in my heart forever. Coming from a feasting culture, sharing food with you has replenished my soul and nourished our ancestors. Learning from each other over these past two years has continued to remind me that there are multiple ways of knowing and being. It is with great humility that I continue to work toward our collective goals of maintaining our sense of communal identity through the control of our knowledges. These two years have been turbulent yet insightful. In these two years, I have seen that together we will pave a new (or return to an old) path that centers our traditional values so that we can create and live in a balanced world.

This is not goodbye and so I say to you: *Kee'be moo'hee*. I will see you again.

Kalikoonaṃaukūpuna Kalāhiki | Class of 2024

Undergraduate Program Assistant

Reflecting on this past academic year, I find that my heart is filled with gratitude, love and care for our Native and Indigenous community on campus. To best encapsulate what this year has meant to me, I want to extend my *mahalo* to a specific person who made NAISI feel like home.

Mahalo to Makana Kushi for being the *kumu* I've always wanted, the role model I aspire to be more like, and the caretaker to an entire community of Indigenous and Native students. Her insights and knowledge, along with her determination and persistence, made each student feel seen, heard and accounted for. From coordinating our "Indigenous Language Learning" course, she made it possible for students to connect to their heritage languages and cultures despite being away from our homelands. She curated the space for us to find ourselves. Through her years on campus, she has been a light that guides all of us. While I am sad to see her leave the Brown campus this year, I am excited to see how she will continue to change the world for the better, one person at a time.

A hiki i ke aloha āina hope loa. E mālama pono!

Makana Kushi

Program Coordinator

I am so grateful to have been a part of NAISI for the past three years, especially in my role connecting the work of the initiative to Indigenous students and other scholars of Indigenous studies at the graduate and undergraduate level. Hosting weekly dinners to boost relevant virtual events, enabling students to pursue a rigorous independent study in Indigenous languages, and crafting programming to strengthen the relationship between Natives at Brown and NAISI with my peers on the staff have been the highlights of this year for me. I'm excited to hear about how the guidance of NAISI faculty and staff committed to the community-focused, relational tradition of Indigenous studies and the drive of brilliant and passionate Indigenous students and community collaborators grow the initiative even more.

a hui hou kākou. Until we meet again.

Aïcha Soukab | Class of 2022.5

Undergraduate Program Assistant

Aïcha served as an undergraduate program assistant for the year. Some of her favorite hobbies include weaving, gardening and making jewelry, and she brought her interests and skills to NAISI to develop programming and lead workshops that were innovative and creative. We wish her the best of luck on her journey beyond Brown University.

Sara Wintz

Administrative and Communications Coordinator

Sara helped to support NAISI in critical ways over the past few years as administrative and communications coordinator. In March 2022 she assumed the position of academic department manager of the Department of Egyptology and Assyriology. We wish her well in her new position at Brown!

Miranda Worl

CSSJ Fellow and 2021-22 Public Humanities/NAISI Fellow

Kaagwéil (Miranda Worl) is Tlingit-Filipino and *Kaagwaantaan* (from the Eagle-Wolf clan). She received her undergraduate degree in anthropology and linguistics from Dartmouth College. At Brown, she was the 2021-22 NAISI and Public Humanities Fellow and worked with the Center for the Study of Slavery and Justice (CSSJ) to support the Mellon Foundation-funded project [Reimagining New England Histories: Historical Injustice, Sovereignty and Freedom](#).

News and Updates continued

A NOTE FROM TCMR ENDAWNIS SPEARS



Yáát'ééh, my name is endawnis Spears and I had the honor of working as the NAISI 2021-22 Tribal Community Member in Residence (TCMR). I am an enrolled citizen of the Navajo Nation and am also a descendent of the White Earth Ojibwe Nation in Minnesota and the Choctaw and Chickasaw nations in Oklahoma.

I am also the co-founder of the Akomawt Educational Initiative and co-director of the Upstander Academy, and live in southern Rhode Island with my husband and our four children, who are enrolled citizens of the Narragansett Indian Tribe.

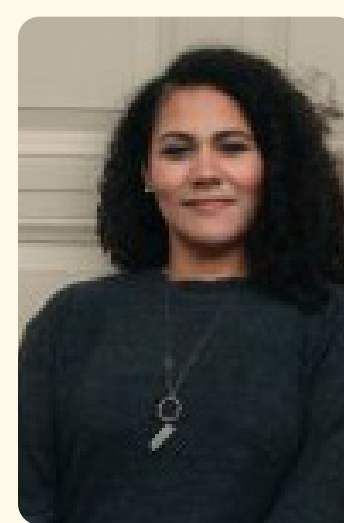
Over the course of the year, there was a word that emerged time and time again as a descriptor of the community I worked with: regenerative. We know that our Native communities have produced generations of resilience; the current students at Brown are no different. However, this year, in addition to their rigorous coursework, the students had to navigate a global pandemic, everchanging University health policies, hybrid distance and in-person learning *and* an uncertain future. I would characterize this particular form of resilience as also regenerative because they are growing and nurturing their education with more dedication and commitment than before, but in unforeseen and unplanned ways. The students have shown regenerative resilience and all of their tribal nations and communities will be stronger for it.

In the first semester I met with students during defined, in-person office hours and also made available virtual office hours. It quickly became apparent that the students had grown weary of screen-based interaction as the vast majority of my conversations with students were initiated as they transitioned from class to study and social time in the student lounge area of 67 George Street. During the second semester I offered more in-person office hours where students could drop in for a scheduled visit or as they moved from one campus space to another. I also had the opportunity to spend most Wednesday evenings with the students when NAISI hosted a community dinner, replete with family and friends from across campus and the surrounding community. All of these provided opportunities for establishing relationships and growing trust. The dinners proved to be invaluable time to be in joyful and celebratory space together, a much needed element as we navigated the year together.

In addition to time focused on students, because of my background in training and professional development in schools and public humanities spaces, I was able to provide a series of conversations with key administrative staff over the course of the year about better serving Native and Indigenous students at Brown. In December I facilitated a 90-minute session titled “Introduction to Competently Supporting Native American and Indigenous Students” with staff from Student Support Services. In March I facilitated two sessions of the same workshop with the Provost’s Office Diversity and Inclusion Action Plan (DIAP) team. And in April, in collaboration with NAISI fellow Felicia Bartley, I presented a session about cultural humility and serving Native scholars for the John Hay Library Special Collections staff. Each workshop garnered robust discussion and questions and, hopefully, helped to attune our Brown administrators, faculty and staff to the ways they can better work with and for Native students.

In many ways, I feel like my work at Brown has only just begun. I am truly humbled by the process of listening and learning to the students and offering personal, institutional or spiritual knowledge when and where I can. And it is my hope that the continued presence of a Tribal Community Member in Residence at Brown will help build a strong and joyful Indigenous presence on campus now and into the future.

KIMBERLY TONEY JOINS BROWN AS THE INAUGURAL COORDINATING CURATOR FOR NATIVE AMERICAN AND INDIGENOUS COLLECTIONS



NAISI was excited to help support the appointment of [Kim Toney](#) (Nipmuc) as the University’s inaugural coordinating curator for Native American and Indigenous collections for the John Carter Brown and John Hay libraries. The split appointment was announced in Spring 2022 and will also be connected to NAISI through supporting outreach and

engagement with Native American and Indigenous communities, as well as advancing research, teaching and engagement with the social, cultural, artistic, ancestral and heritage, legal and political aspects of Native American and Indigenous peoples in both the historical and contemporary periods. We are excited to welcome Kim to Brown University!

News and Updates continued

HIGHLIGHTS FROM 2021-22



NAISI Program Coordinator Makana Kushi led a group independent study with 26 students as they engaged in innovative activities to learn Native and Indigenous heritage languages. (Photo by Nick Dentamaro)



NAISI Undergraduate Program Assistant Aicha Soukab led a creative Brown Design Workshop Makers Workshop Series during the Spring 2022 semester that allowed students to create fun projects. (Photo by Danielle Emerson)



Kaliko Kalāhiki, Chandlee Crawford and raelee fourkiller (left to right) kept the NAISI garden plot tended during summer and fall 2021. (Photo by Kaliko Kalāhiki '24)



Native Americans at Brown (NAB) students gathered at NAISI in April to make posters for the Spring Thaw Powwow. Pictured left to right are: Ashlyn Lovato, Chandlee Crawford, Josué Zepeda Sanic and Roslyn Coriz. (Photo by Danielle Emerson)



Leah Hopkins served as head dance judge for the April 2022 Spring Thaw Powwow. (Photo by Danielle Emerson)



Miauxochitl Haskie, Shea Hueston, Kaliko Kalāhiki and Jared Cetz (left to right) were some of the students who tried their luck at ice skating in Providence this year. (Photo by Danielle Emerson)

News and Updates continued

VISITING INSTRUCTORS FOR NAIS COURSES

Supported by a grant from the Andrew W. Mellon Foundation, NAISI was able to invite visiting scholars who added innovative courses to the Native American and Indigenous Studies offerings at Brown University over the 2021-22 academic year.

Fall 2021

Nitana Hicks Greendeer's course **ETHN 1750X: "Native American Language Loss, Revitalization, and Resiliency"** examined the issues of Native languages, primarily in the U.S. The course offered the opportunity to study the variety of languages in North America, the factors that have negatively affected the strength and use of Native languages in many tribes, the impact of such loss on communities, and the ways in which those communities have worked hard to maintain, revitalize or reclaim their languages.

Spring 2022

Robert Caldwell, Jr., joined the Brown community this year to teach **AMST 1907B: "Indigenous Peoples and Places: How Lines Are Drawn."** This course addressed questions such as: What is Indigenous space? What is a traditional cultural place? What constitutes "Indian Country" today? What is the relationship between land base and sovereignty? How has space been contested? How have Natives and settler-colonists conceived land and territory over time? The course was designed to introduce students to geographies of Native America, including culture areas, the mapping of languages and polities, and the history of cartography, and encouraged students to think critically about colonization/decolonization.

Marina Tyquiengco returned to Brown to offer **HIAA 1882: "Indigenous Art, Issues and Concepts."** This seminar mapped out the field of Indigenous art with an emphasis on artworks from English-speaking settler colonial countries, concentrating on Native North American and Aboriginal Australian artists. It approached Indigenous art theoretically, outlining major issues and concepts of this global topic. Units included defining Indigeneity and Indigenous art terms, anthropology in relation to art, and curatorial practice. The course began by addressing the concept of Indigeneity through legal and sociopolitical frameworks, continuing with an examination of museological displays of Indigenous art across time and how museums are working to better contextualize their anthropological collections.

Lectures, Discussions and Events

The following Native American and Indigenous studies-focused events over the 2021-22 year were hosted by NAISI and others at Brown University, often in collaboration with NAISI.

Summer 2021

Fish Skin Tanning Demonstration | “Earth, Sea, and Sky” at the Haffenreffer Museum of Anthropology

JUNE 29

Leah Hopkins demonstrated modern techniques for fish skin tanning, including fish processing and leather making, and discussed fishing traditions among Coastal Woodland Indigenous peoples in this Zoom program hosted by the Haffenreffer Museum of Anthropology. Fish have long been part of the spring and summertime cycles of Indigenous subsistence on the east coast of North America. This was the first of a three-part series at the Museum called “Earth, Sea, and Sky.”

Sarah Doyle Center Virtual Lunch with Karen Craddock

JULY 8

The Sarah Doyle Center for Women and Gender hosted a virtual lunchtime conversation with Karen Craddock, Brown University’s inaugural Tribal Community Member in Residence, serving NAISI during the 2020-21 year. In this informal Zoom conversation, Dr. Craddock discussed her work as an African American and Native applied psychologist, with a focus on wellness and learning.

Seeding the Community: Rematriating Indigenous Seeds in New England | “Earth, Sea, and Sky” at the Haffenreffer Museum of Anthropology

JULY 9

In this Zoom talk hosted by the Haffenreffer Museum, Keely Curliss (Nipmuc) shared her work to reconnect Native families with seeds and clean, healthy land to better ensure food security and proper nutrition. Curliss spoke about her seed rematriation efforts and the overwhelming issue of Indigenous land access in what is currently New England. She is a Nipmuc farmer, youth worker and community organizer who has committed the last 13 seasons to growing and cultivating vegetables, flowers, herbs and medicines.

Collections in Conversation | “Earth, Sea and Sky” at the Haffenreffer Museum of Anthropology

AUGUST 17

The Haffenreffer Museum and Rhode Island School of Design Museum provided an opportunity for audience members to explore two local collections from the comfort of their homes. As educators from both institutions shared historical and contextual information about a selection of celestial-themed objects, they encouraged participants to practice close looking and engage in an expansive discussion.

Fall 2021

NAISI Welcome Back Gathering

SEPTEMBER 7

NAISI hosted a welcome back for students in the greenspace behind 67 George Street and the American Studies Department. The event introduced the new staff team and allowed for students, NAISI staff and faculty to mix and mingle after the year of remote study.

Creating with Anishinaabe Aesthetics: Neebin Southall

SEPTEMBER 30

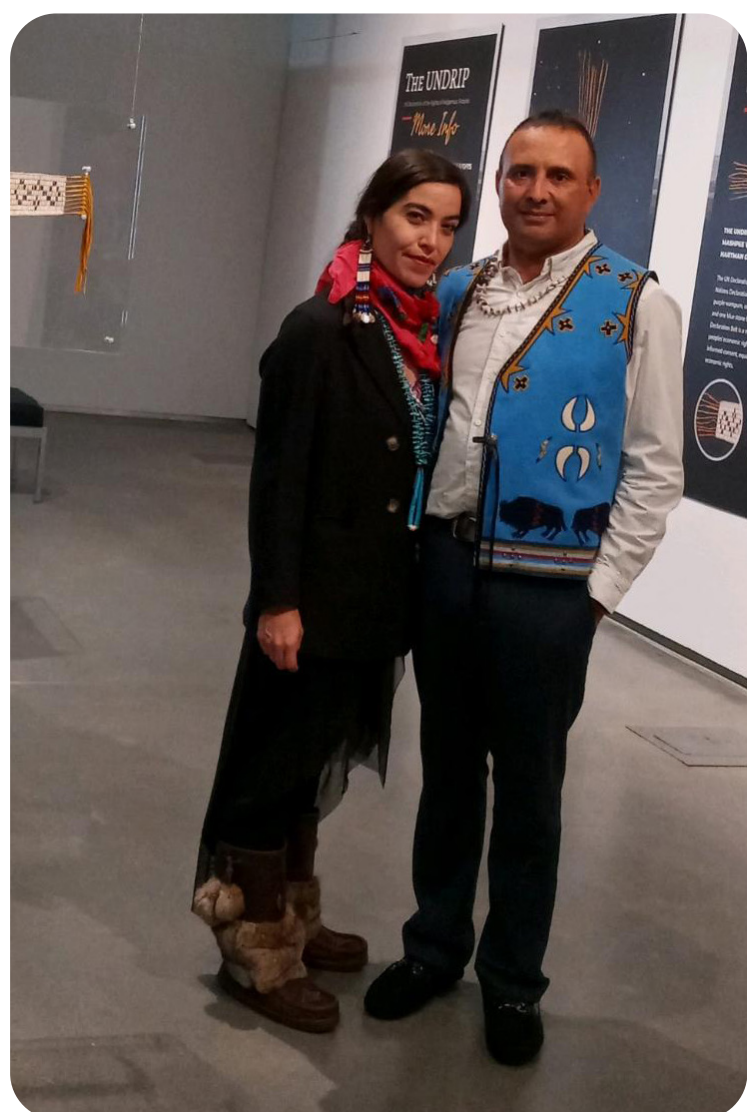
Neebinnaukzhik Southall (Chippewa of Rama First Nation) shared their process of researching and understanding Anishinaabe material and non-material culture at this event hosted by the Haffenreffer Museum. From logos to watercolors, Southall utilizes culturally based visual language to promote visual sovereignty and an appreciation for Anishinaabe culture.

Indigenous Peoples’ Day Student Retreat

OCTOBER 10-11

In this two-day retreat, Natives at Brown took Indigenous Peoples’ Day as an opportunity to bond and reflect as an Indigenous student community. On the first day, they enjoyed a day trip to Carr Pond for outdoor activities and art practice. The second day, they hosted a potluck lunch and “Reservation Dogs” binge. From Natives at Brown: “Indigenous Peoples’ Day (IPD) is a time to reflect upon the colonial history of the United States and the unceded territories the imperialist state is situated upon. In the past, Natives at Brown have organized to increase awareness of and exposure to Native and Indigenous experiences and our continued struggle against colonialism in its multiformed configuration. While these past IPD celebrations have sparked needed conversations on campus about settler colonialism, the labor is (usually) placed on queer, femme Native students. This year, we are centering introspective, internally directed, mutually supportive community care to acknowledge the continuous labor we, as Native and Indigenous students, exert.” NAISI helped to support this event.

Lectures, Discussions and Events continued



Michelle Cook (left) and Hartman Deetz in the Cohen Gallery with the wampum belt crafted by Deetz for an exhibit at Brown University during October 2021. (Photo by Rae Gould)

The Beads That Bought Manhattan: A Conversation

OCTOBER 12

In this hybrid conversation moderated by Natives at Brown student Chandlee Crawford, wampum worker Hartman Deetz and Indigenous human rights lawyer Michelle Cook discussed their collaborative project interpreting the U.N. Declaration on the Rights of Indigenous Peoples (UNDRIP) into a wampum belt. The belt remained on view as [an exhibit at the Granoff Center's Cohen Gallery](#) throughout most of October.

The (Post)Colonial Predicament in Community Mental Health Services for American Indians: Explorations in AlterNative Psy-ence

OCTOBER 13

In this Zoom talk co-sponsored by NAISI, the School of Public Health and the Warren Alpert Medical School, Dr. Joseph Gone explored depression and problem drinking among his own people on the Fort Belknap Indian reservation in Montana. He interviewed a middle-aged cultural traditionalist named Traveling Thunder who explained why many community members struggle with substance abuse and associated distress. In his view, the primary problem was that, "We never was happy living like a Whiteman." The lecture was followed by a Q+A moderated by NAISI-affiliated faculty and Indigenous mindfulness scholar Jeffrey Proulx.

The Search for the Anasazi: A Conversation with the Chongo Brothers

OCTOBER 14

Haffenreffer Museum of Anthropology Director Robert Preucel moderated this museum-hosted conversation with the Chongo Brothers: Diego and Mateo Romero (Cochiti Pueblo) for a screening and lively conversation of their film "The Search for the Anasazi." This film is a satirical take on archaeologists' fascination with Pueblo culture and a Native commentary on archaeologist-Native relations.

Beyond the Trail of Tears: K-12 Education about Native Americans at the National Museum of the American Indian

OCTOBER 19

In this Zoom talk hosted by the Center for Public Humanities, Edwin Schupman (citizen of the Muscogee (Creek) Nation of Oklahoma) discussed the Smithsonian National Museum of the American Indian's Native Knowledge 360° project, a national initiative to transform K-12 education about Native Americans. Omissions and insufficient knowledge in public school curriculums perpetuate stereotyped and racist thinking and behaviors toward Native Americans and leave generations of Americans with an incomplete understanding of U.S. and world history.

Storied Portraiture: Practicing Community Strokes

OCTOBER 20

The Brown Center for Students of Color (BCSC) Native American Heritage Series hosted an evening of "storied painting." Brown's Indigenous community of students, staff and faculty was encouraged to thread ideas and themes onto the canvas in collaboration by swapping portraits halfway through the session as part of this fun event.

Patricia Rubertone, Native Providence

OCTOBER 21

In this talk hosted by the Center for the Study of Race and Ethnicity in America (CSREA), anthropology professor Patricia Rubertone discussed the interventions of her latest book, "Native Providence." The book describes Providence as a city of modest size with the third largest Native American population in the U.S. by the first decade of the 20th century. *Native Providence* tells their stories at this historical moment and in the decades before and after, a time when European Americans claimed that Northeast Native peoples had mostly vanished. Rubertone chronicles the survivance of the Native people who stayed, left and returned, who faced displacement by urban renewal, who lived in Providence briefly, or who made their presence known there and in the wider Indigenous and settler-colonial worlds.

Día De Los Muertos Series at the Haffenreffer Museum

OCTOBER 25, 30 & NOVEMBER 2

In this three part series, the museum celebrated (and educated about) the popular Mexican holiday Día de los Muertos (Day of the Dead). For part one, Sarah Chavez unpacked the history behind Día de Muertos traditions in a Zoom lecture. Participants learned how the day connects to a rich legacy of resistance that defines identity, cultivates community and helps to decolonize the borders between the living and the dead. In part two, "Let's Make Cempasuchil!", Brown University affiliates were invited to join local community members in preparing tissue paper cempasuchil flowers for the ofrenda (altar) and luminaria. The series culminated with a joyful community celebration of the family and friends who passed away. Participants were encouraged to bring an offering for the community ofrenda, a picnic, and a luminary for the procession around North Burial Ground.

Lectures, Discussions and Events continued

Indigenous D.C.: Native Peoples and the Nation's Capital

OCTOBER 28

Hosted by the Center for Public Humanities, Elizabeth Rule's talk discussed historical and contemporary Indigenous presence in Washington, D.C. She showcased her iOS mobile application Guide to Indigenous DC, which maps 17 sites of Indigenous importance in the District of Columbia, and previewed her forthcoming manuscript, "Indigenous D.C.: Native Peoples and the Nation's Capital."

Brown Bag Talk with Professor Linford Fisher

NOVEMBER 4

In this public talk, Linford Fisher discussed the [Stolen Relations](#) project, a Brown University-based collaborative effort to build a database of enslaved Indigenous peoples throughout time all across the Americas to promote greater understanding of the historical circumstances and ongoing trauma of settler colonialism. The project seeks to recover the stories of individuals as well as educate the public on the reality of these processes, and centers its collaborations with tribal partners.



Makana Kushi, Jared Cetz, Shea Hueston, Sherenté Harris, Felicia Bartley and Miranda Worl (left to right) at the University of Rhode Island campus in downtown Providence for the "Amplifying Narragansett Voices" exhibit. (Photo by endawnis Spears)

Amplifying Narragansett Voices on Land and Survivance Opening Reception

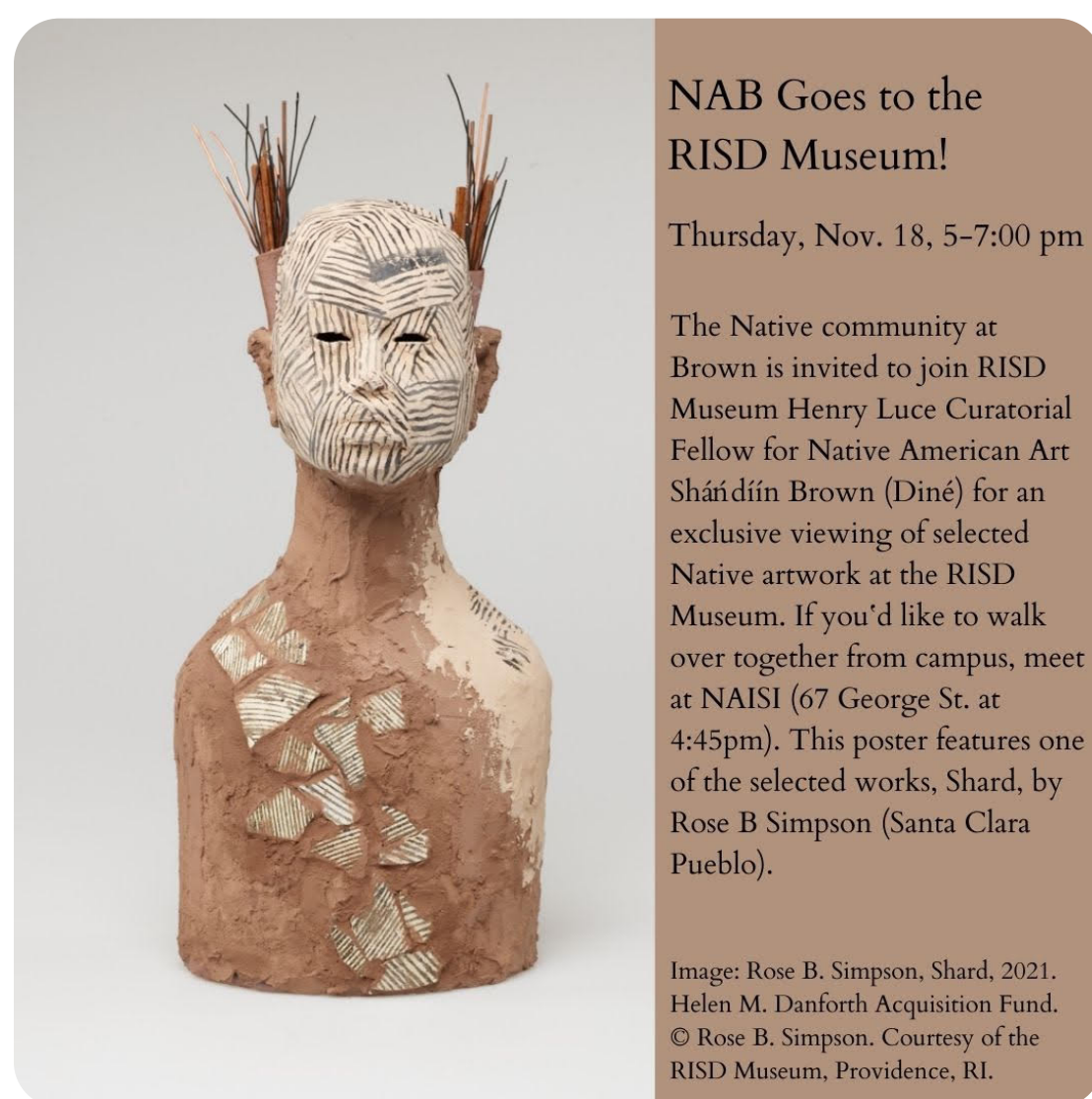
NOVEMBER 12

Curator and Public Humanities/NAISI Fellow Miranda Worl invited Native community members (within and beyond Brown University) for an opening reception of her exhibit "Amplifying Narragansett Voices on Land and Survivance" at the University of Rhode Island Feinstein Campus in Providence. The exhibit featured works by local Native artists and reflected on themes of relationship to land and care for sacred sites, and contributed to the nationwide public memory project *Climates of Inequality: Stories of Environmental Justice*.

Keith Harper Mini Residency

NOVEMBER 15 - 16

In this two-day mini-residency, NAISI celebrated [Keith M. Harper](#)'s position as a Senior Fellow in International and Public Affairs at Brown's Watson Institute of International and Public Affairs. NAISI hosted Harper for casual group office hours for students interested in careers in Native law, policy and advocacy; a dinner with staff and faculty; and a conversation about Indigeneity, sovereignty and advocacy with Geri Augusto, held at the Watson Institute.



NAB Goes to the RISD Museum!

Thursday, Nov. 18, 5-7:00 pm

The Native community at Brown is invited to join RISD Museum Henry Luce Curatorial Fellow for Native American Art Sháńdíń Brown (Diné) for an exclusive viewing of selected Native artwork at the RISD Museum. If you'd like to walk over together from campus, meet at NAISI (67 George St. at 4:45pm). This poster features one of the selected works, *Shard*, by Rose B Simpson (Santa Clara Pueblo).

Image: Rose B. Simpson, *Shard*, 2021. Helen M. Danforth Acquisition Fund. © Rose B. Simpson. Courtesy of the RISD Museum, Providence, RI.

An invitation to a special viewing at the RISD Museum



Felicia Bartley (left) and Miranda Worl view pieces selected by Sháńdíń Brown at RISD during a visit to the museum in Fall 2021. Brown serves as RISD's Henry Luce Curatorial Fellow for Native American Art. (Photo by Rae Gould)

Visit to Rhode Island School of Design (RISD) Museum

NOVEMBER 18

RISD Museum's Sháńdíń Brown curated and facilitated a special viewing of select Native art pieces from across the nation for Natives at Brown students and NAISI staff, including a Chilkat robe, turquoise jewelry, beaded cradleboard and a ceramic piece by Rose B. Simpson. Brown encouraged Native students to utilize the museum's collection and her role as a fellow and academic as resources.

Lectures, Discussions and Events continued



NAB students and NAISI staff enjoyed a fun outing of ice skating in downtown Providence in February. Top row, left to right: Rae Gould, Aïcha Soukab, Nikki Wong, Lehua Blalock, Kaliko Kalāhiki, Cecilia Valenzuela, Chandlee Crawford, Sara Wintz and Felicia Bartley. Bottom row, left to right: Miranda Worl, Jared Cetz, Abbey Alderman, Aiyana Aeikens, Shea Hueston, Miauaxochitl Haskie, Makana Kushi and Kodi Alvord. (Photo by Danielle Emerson)

Spring 2022

Welcome Back: “Rumble” Screening

FEBRUARY 4

NAISI and the Haffenreffer Museum of Anthropology hosted a screening of the 2017 documentary “[Rumble: The Indians Who Rocked the World](#)” and learned together about the Indigenous roots of rock and roll.



Makana Kushi (left) and Kodi Alvord at the NAB and NAISI ice skating outing. (Photo by Danielle Emerson)

Ice Skating and Hot Chocolate

FEBRUARY 17

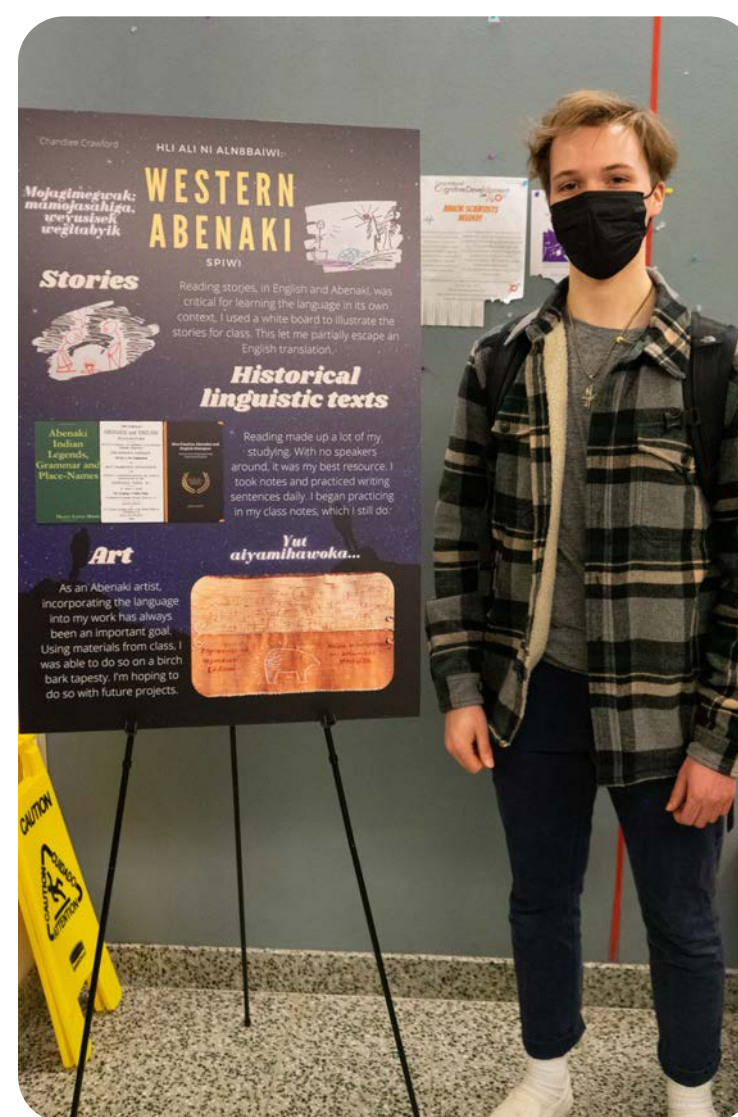
NAISI and Natives at Brown (NAB) collaborated on a community trip to the Bank Newport City Center Rink for ice skating and hot cocoa. Despite unseasonably warm temperatures, everyone either learned a new activity or sharpened their skating skills during this fun group outing.

“We knew we were liberated when...”: A Conversation on Educational Autonomy with Charitie Ropati

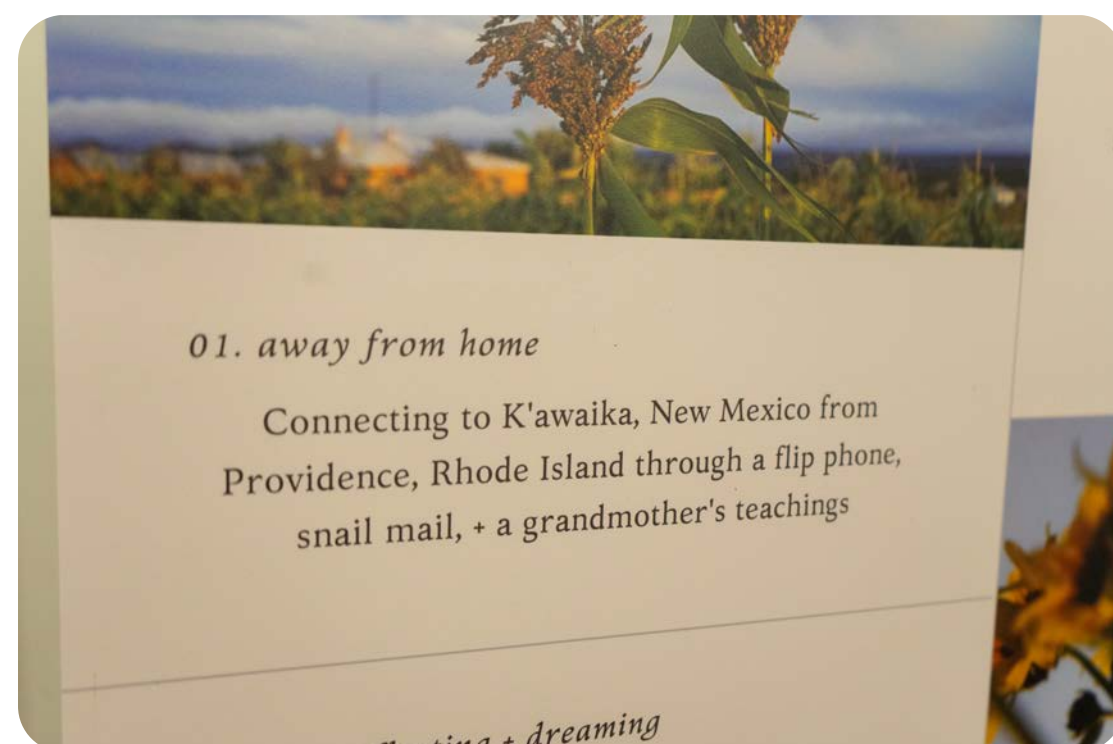
FEBRUARY 23

The Undocumented, First Generation and Low Income (U-FLI) Student Center launched their Breathing Power Speaker Series with Charitie Ropati (she/they; Kongiganak). Ropati is an advocate for Indigenous students’ education and fights against

Native American erasure from education and history. For this event, Ropati hosted an intimate conversation with the U-FLI community on what it means to take autonomy of community-based sources of knowledge and learning. How can we create community-centered educational spaces that best fulfill our needs? How do the educational spaces we create reaffirm our identities and provide the tools to navigate our realities?

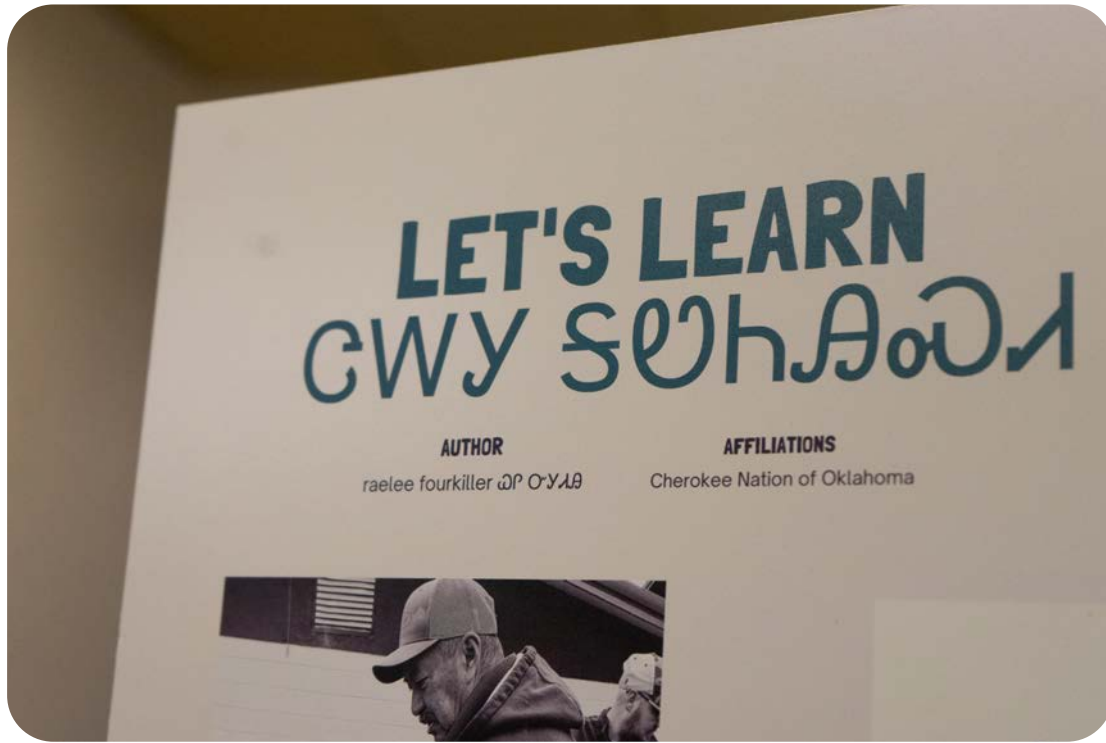


Chandlee Crawford was one of the students who participated in the Modern Languages Conference held at Brown University during Spring 2022. (Photo by Danielle Emerson)



A poster by Roslyn Coriz on learning Keres included in the February Modern Languages Conference (Photo by Danielle Emerson)

Lectures, Discussions and Events continued



Raelee Fourkiller '22 engaged in the study of her Native language (Cherokee) this year. (Photo by Danielle Emerson)

Modern Languages Conference Cross-Talk: Conversations on Race and Language

FEBRUARY 24 - 26

NAISI supported the Center for Language Studies' annual Modern Languages Conference by sponsoring the keynote talk "Amazonian Indigenous and Black Pacific History: Intercultural Translation and Orality" by Antonia Carcelen-Estrada. The conference's undergraduate research poster presentations included seven students from the year-long Group Independent Study Project (GISP) in Indigenous language learning led by NAISI Program Coordinator and American Studies Ph.D. candidate Makana Kushi.

Hawaiian Bark Cloth Artist Lehuauakea | Gather. Make. Sustain.

MARCH 2

In this Zoom event hosted by the Haffenreffer Museum of Anthropology, *māhū* mixed-Native Hawaiian interdisciplinary artist and *kapa* maker Lehuauakea discussed sustainability and cultural reclamation from a contemporary Native Hawaiian perspective. As an Indigenous artist and cultural practitioner of *kapa* (bark cloth), their work provides insight into how communities may move into a future of environmental sustainability by looking to the past.

Natalie Diaz Mini-Residency

MARCH 7 AND 10

NAISI collaborated with the Sarah Doyle Center for Women and Gender and the Department of Literary Arts to present a virtual reading by Pulitzer Prize-winning poet Natalie Diaz (Mojave and an enrolled member of the Gila River Indian Community). The reading was followed by a Q&A moderated by Audrey Buhain '22 and NAISI Undergraduate Program Assistant Aïcha Soukab '22.5.

NAISI and Brown Design Workshop Makers Workshop Series

MARCH 17, 24 & APRIL 7

Coordinated by NAISI Undergraduate Program Assistant Aïcha Soukab, this series offered opportunities for Native American

and Indigenous students to engage with the Brown Design Workshop makerspace through guided workshops. In addition to mingling and bonding, students exercised their creative skills and gained access to workshop tools, including the laser woodcutter and sewing machines to mend clothes, make cutting boards and create earrings.

Seeding Relations Graduate Student Conference at Harvard

MARCH 25 - 26

Coordinated by NAIS graduate students at Harvard and Brown, the Seeding Relations Conference gave graduate students the opportunity to present works in progress on panels related to a series of keywords: seed, ceremony, confluence, cacophony, sound and work. The presentations were bookended by an opening conversation between Elizabeth Solomon and Mary McNeil and a keynote conversation between Alaina Roberts and Cutcha Risling Baldy, moderated by Tiya Miles.

Reclaiming Indigenous Maritime Traditions and Sovereignty with Jonathan James-Perry | Gather. Make. Sustain.

APRIL 6

In this Zoom talk hosted by the Haffenreffer Museum of Anthropology, Aquinnah Wampanoag master artist Jonathan James-Perry illustrated the cultural renaissance of Northeastern Indigenous maritime traditions and his participation in the movement. James-Perry has crafted over 40 traditional vessels ranging from small river boats to the largest ocean-going vessel in recent history in the North Atlantic. James-Perry discussed complex trade networks, subsistence practices and diplomatic assertion of sovereignty of Indigenous nations' ocean territories.

Jay Levy and James Quinn on Collaborative Archaeology

APRIL 11

In this Zoom talk hosted by the Haffenreffer Museum of Anthropology, James Quinn (Tribal Historic Preservation Officer for the Mohegan Tribe) and Jay Levy (the tribe's archaeology field supervisor) described their methods to decolonize archaeology through the Mohegan Tribe field school. The tribe introduces cultural practices and traditional knowledge in their field school to students during their first years of archaeological studies, hoping to develop sensitive and respectful ways for archaeologists to engage with Indigenous peoples.

Gifts of Land and Sea by Nakai Northup | Gather. Make. Sustain.

APRIL 12

At this event hosted by the Haffenreffer Museum of Anthropology, Mashantucket Pequot/Narragansett educator and subsistence practitioner Nakai Northup shared knowledge on traditional food sources and harvesting on Pequot and Narragansett lands, and ways to preserve and protect natural resources to promote culture, lifeways and food sovereignty for future generations.

Lectures, Discussions and Events continued

Dispatches from the COP26: Highlighting the Voices of Indigenous Youth

APRIL 18

In this conversation hosted by the Center for Latin American and Caribbean Studies (CLACS), climate activists Ruth Miller, Andrea Ixchiú Hernández and Jansikwe Medina-Tayac shared their experiences working within environmental justice movements, the trajectories that led them to become involved in climate justice, and the strategies they use to continue to spark change at the intersection of climate justice and Indigenous sovereignty. Miller and Ixchiú Hernández also discussed their experiences attending the 26th United Nations Framework Convention on Climate Change Conference of the Parties in Glasgow.



terra, Aventurine glass, beetles; 9” x 9” x 2” (2020) was part of the “Re-Examining Conservation” exhibit at the Brown Arts Institute April 4 through June 10, 2022. (Photo by Carina Cheung)

Re-Examining Conservation Symposium and Exhibition

SYMPOSIUM | APRIL 21-23

EXHIBITION | APRIL 4 THROUGH JUNE 10

“Re-Examining Conservation: Questions at the Intersection of the Arts and Sciences” hosted by the Brown Arts Institute brought artists, writers, scientists and other creatives together for an exhibition and multi-day symposium exploring pressing issues in the conservation of animals and their habitats. By collaborating with Tomaquag Museum and NAISI, the exhibit and symposium prominently featured Indigenous artists and scholars in Indigenous studies. The symposium included a presentation by Professor Bathsheba Demuth, a keynote lecture by Linda Hogan moderated by Natives at Brown student Olivia Maliszewski, and informal conversations with curatorial scholar Haley Johnson.



Dancers perform at the Spring Thaw Powwow



Jingle Dress Dancers’ performance at the Spring Thaw Powwow



Closeup of a Jingle Dress at the Spring Thaw Powwow (Photos by Danielle Emerson)

Spring Thaw Powwow

APRIL 23

After a two-year hiatus (due to the COVID-19 pandemic), the Spring Thaw Powwow, part of the Brown Center for Students of Color Native American Heritage Series, returned to Brown University, drawing hundreds of attendees and Native dancers, singers and artists from the Brown community and the region. Designed to honor Native culture, educate community members from Brown and the broader area, and foster meaningful relationships with local tribes, the powwow provides an inclusive space for all Indigenous people and communities.

Lectures, Discussions and Events continued

Ascendancy and Anticolonialism in the Narragansett Country

APRIL 26

In this hybrid talk hosted by the Center for the Study of Slavery and Justice, Mack Scott (historian, educator and member of the Narragansett Indian Tribe) explored how the ascendancy of the Narragansett empire and the advent of settler-colonialism reshaped the diplomatic landscape of what would become southern New England.

Yarn Lei Workshop and Lei Hulu History | Gather. Make. Sustain.

APRIL 27

In this Zoom workshop and educational session hosted by the Haffenreffer Museum of Anthropology and led by Makana Kushi, participants learned how to make Hawaiian lei out of eyelash yarn and learned about the cultural and historical context of this kind of lei. As participants spun the fluffy yarn to mimic the look of the Hawaiian finch feathers, they also talked about how cultural practices like lei-making and gifting are tied to Indigenous land and sovereignty in Hawai'i.

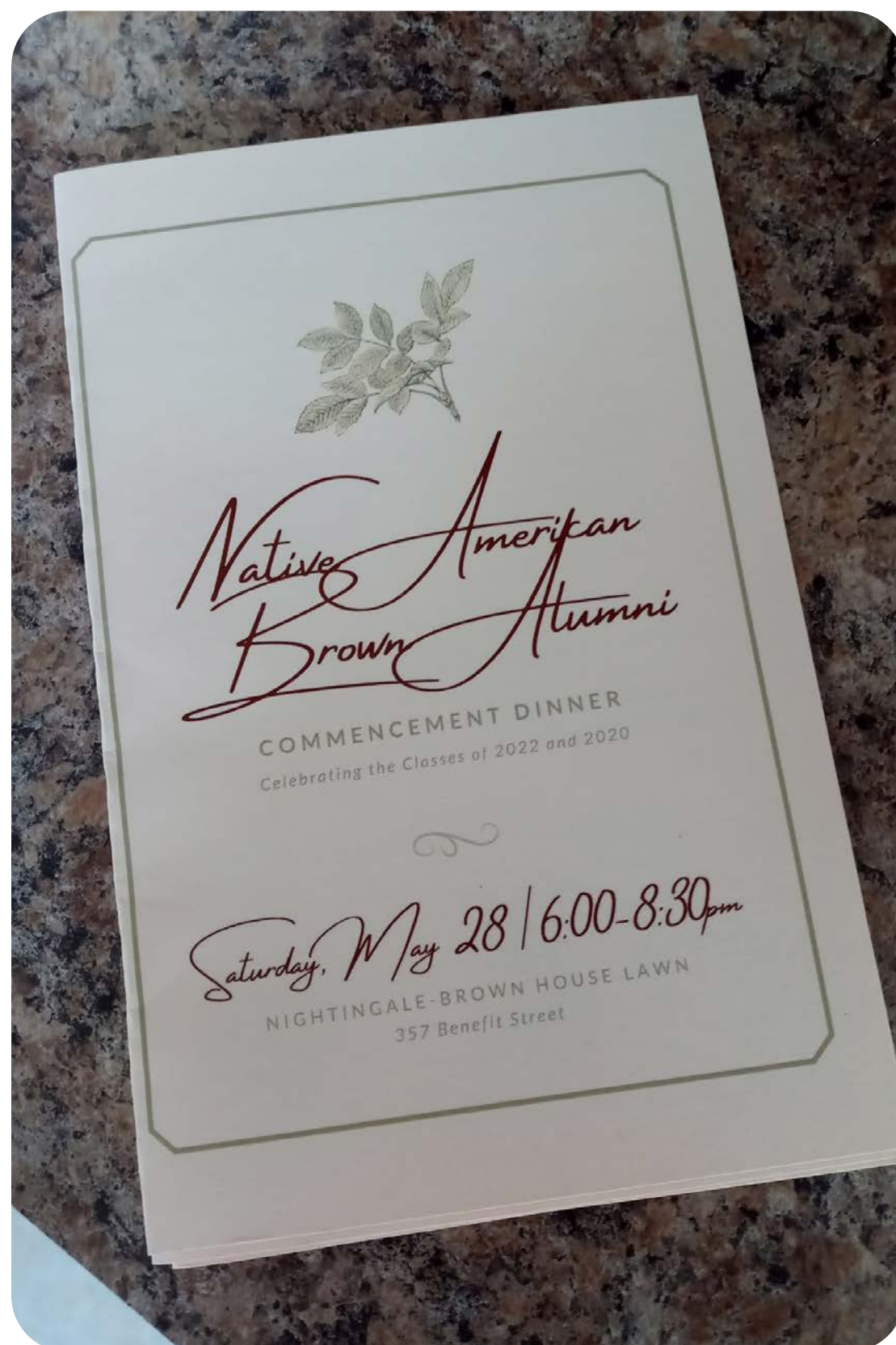
Indigenous Language Learning Showcase

MAY 10

A cohort of 26 students shared outward-facing highlights of their Indigenous heritage languages independent study this year in this event. The projects, presented in a science fair-style walkthrough, featured birchbark art, children's books, original stories, homemade dictionaries, video game concept art, self-published zines, Indigenous performance and more.



Native and Indigenous students and alumni at the Native American Brown Alumni dinner held May 28 celebrating the 2020 and 2022 graduates: Top row (left to right): Kelly O'Brien, Tiffiney George, Kodi Alvord, Ashley McDonnel, Makini Chisolm-Straker, Loyola Rankin, Brianna Kendall, Daniel Motley, Lehua Blalock, Jenna Kneuppel, Danielle Emerson, Miranda Worl, Deenaalee Hodgdon, Felicia Bartley and Hailey Shangin. Bottom row (left to right): Jorge Martinez, Margaret Norton, Michelle Motley, Olivia Maliszewski, raelee fourkiller, Leinani Roylo and Nitana Hicks-Greendeer. (Photo by Jan Maliszewski)



Program cover for the Native American Brown Alumni dinner

Native and Indigenous Student Graduation Dinner and Ceremony

MAY 28

The Native American Brown Alumni, Brown Center for Students of Color, Office of Alumni Relations and NAISI hosted a dinner and celebration of Native graduates in the classes of 2022 and 2020 (postponed due to the COVID-19 pandemic). Graduates and their loved ones shared a meal catered by Wampanoag chef Sherry Pocknett, a Native alumni address by Loyola Rankin '12, a poetry reading by raelee fourkiller '22, and a stoling ceremony. Graduates selected a loved one to present their Natives at Brown stole, handmade by Nitana Hicks-Greendeer '03.

Other Native American and Indigenous Organizations on Campus

Native Americans at Brown (NAB)

Native Americans at Brown is a student-originated, -led and -run organization committed to building the local Native community and increasing awareness about Native issues. NAB aims to create a space for Indigenous students to express and explore their identity, to create a means for individuals to relate to one another across various Indigenous backgrounds, and to provide social and cultural support for Native American students.

This organization welcomes people from all backgrounds to participate.

Native American Brown Alumni (NABA)

The mission of Native American Brown Alumni is:

- ▶ To improve the connections and networking among Native American students at Brown University and Native American Brown alumni
- ▶ To better the learning, living and social experience of Native American students at Brown through support of NAB and NAISI
- ▶ To increase Native American matriculation to, retention at and graduation from Brown University
- ▶ To support and foster community between local Native American tribes and the institution of Brown University
- ▶ To raise the awareness of Brown University communities about Native American issues

Native American Heritage Series (NAHS)

The Brown Center for Students of Color Native American Heritage Series events focus on the politics and culture of Native American and Indigenous peoples. Two programmer positions, employed through the center, work in collaboration with staff to coordinate events each year. Signature events of the series include the Native American Frybread Social and the annual Spring Thaw Powwow held each April.

NAISI 2021-22 Course Highlights

Below are two highlighted courses from the 2021-22 academic year. For a complete list of Native American and Indigenous studies-related courses, please see the [Course Offerings](#) section of the NAISI website.



Atabong Khumbah's final project for the Spring 2022 course "Development's Visual Imaginaries," is a children's book, "If you call me by my name ...," that confronts the historical harm caused by forced assimilation of Native American children. Having fashioned his visual counter-narrative in close consultation with the family of a Native American classmate, Ashlyn Lovato of the Santa Clara Pueblo, Khumbah hopes his book can be read not just by youngsters, but by their educators as well.

IAPA 1403: "Development's Visual Imaginaries: Still and Moving Images That Shaped the Field"

One of the most exciting promises of the new Critical Native American and Indigenous Studies concentration is the creation of new intellectual links with other fields of study across Brown's campus. NAISI Core Steering Committee member Geri Augusto's Spring 2022 seminar, IAPA 1403: "Development's Visual Imaginaries: Still and Moving Images That Shaped the Field," is a case in point. First conceived experimentally in 2020 thanks to a NAISI course development grant, this junior seminar urges students to think about how visual rhetoric helps shape public narratives, and how influential such narratives are in the evolution of the concepts, discourses and practices that comprise development studies. Arguing that both images and public policies are framed, the seminar pairs portraits, broadsides, maps, pamphlets, stamps, news articles, early photographs and "movies" produced during a critical sweep of U.S. policy history with actual policy declarations, decrees and legislation. Starting with the famous 1804 Lewis and Clark expedition under President Monroe, the seminar covers ground-shifting policies right up to President Truman's 1947 doctrine announcing U.S. global leadership in helping "underdeveloped" countries.



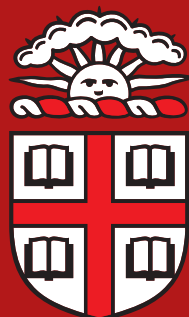
Native Hawai'ian was one of the languages students engaged with this year as part of an independent study led by Makana Kushi. (Photo by Danielle Emerson)

GISP 0005: "Indigenous Language Learning: A Crash Course"

Group Independent Study Projects (GISPs) — classes designed and executed by students with the help of an instructor and support from the Curricular Resource Center — are a hallmark of the University's Open Curriculum. With the coordinating help of Ph.D. candidate and NAISI Program Coordinator Makana Kushi, 26 students conducted a GISP of 16 Indigenous heritage languages over the 2021-22 academic year. Rather than 26 students engaging in separate independent studies (how uncommonly taught languages are often learned in university settings), students learned different languages in a shared space and fostered community around the joys and challenges shared by learning Indigenous languages. They traded resources, such as the book "Making Dictionaries," recommended transcription services with one another, and provided feedback on each others' self-designed syllabi, while getting to know a little bit about their peers' families and nations. While Hawai'ian, Maya Yucatan, Maya K'iche', Tewa, Kiwa, Navajo, Salish, Lakota, Nakota, Cherokee, Ho-Chunk, Narragansett, Shinnecock, Western Abenaki, Yoruba and Tai Yai/Shan don't have a ton in common linguistically, students held that the structure of group learning became essential for accountability and encouragement. The heavy weight of Indigenous language learning — of revitalizing threatened knowledge systems and transmitting life-informing values to a new generation — was one better shared than carried alone. Many, many thanks go to Kushi for creating and supporting this opportunity for students this past year.

NATIVE AMERICAN AND
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