



## OPPORTUNITIES

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### *Job and Fellowship Announcements*

#### **NEWBERRY LIBRARY**

#### **Long-Term and Short-Term Fellowships 2025-2026**

The Newberry Library's long-standing fellowship program provides outstanding scholars with the time, space, and community required to pursue innovative and ground-breaking scholarship.

In addition to the library's collections, fellows are supported by a collegial interdisciplinary community of researchers, curators, and librarians. An array of scholarly and public programs also contributes to an engaging intellectual environment.

We invite interested individuals to apply for the Newberry's many fellowship opportunities:

**Long-Term Fellowships** are available to postdoctoral scholars for continuous residence at the Newberry for periods of 4 to 9 months; the stipend is \$5,000 per month. Applicants must hold a PhD by the application deadline

in order to be eligible. Long-Term Fellowships are intended to support individual scholarly research and promote serious intellectual exchange through active participation in the fellowship program. The deadline for long-term fellowships is **November 15**.

**Short-Term Fellowships** are available to postdoctoral scholars, PhD candidates, and those who hold other terminal degrees. Short-Term Fellowships are generally awarded for 1 to 2 months; unless otherwise noted the stipend is \$3,000 per month. These fellowships support individual scholarly research for those who have a specific need for the Newberry's collection. The deadline for short-term opportunities is **January 3**.

Learn about [How to Apply](#) for our various fellowships.

Questions? Email [research@newberry.org](mailto:research@newberry.org)

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## **SOCIETY OF FELLOWS IN CRITICAL BIBLIOGRAPHY**

### **Junior Fellows Program**

The **Society of Fellows in Critical Bibliography (SoFCB)** is a community of scholars working across disciplines to advance the study of texts, images, and artifacts as material objects. Ten **Junior Fellows** will be selected to join the SoFCB; they may become Senior Fellows after completing two years in good standing. The application deadline for the SoFCB Junior Fellows Program is **Friday, November 1, 2024** at 11:59 p.m. ET. For questions about the SoFCB Junior Fellows Program, please email [sofcb\\_staff@virginia.edu](mailto:sofcb_staff@virginia.edu). To begin the application process, please [log into your myRBS account](#) (or [create a new myRBS account](#)). For general queries about RBS scholarships and fellowships, see the [FAQs page](#).

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## **NEW YORK UNIVERSITY**

### **Assistant Professor in Indigenous Literatures**

The Department of English in the Faculty of Arts and Sciences at New York University invites applications for a full-time tenure stream position in the field of Indigenous Literatures. The appointment will be at the rank of Assistant Professor, with an expected start date of September 1, 2025 (pending administrative and budgetary approval). This position is a part of a multi-departmental cluster hire in Native American and Indigenous Studies that includes the departments of History, Social and Cultural Analysis, and Spanish and Portuguese, The Center for Latin American and Caribbean Studies, the Gallatin School of Individualized Study and the Tisch Department of Cinema Studies. Please review links for more information about this [cluster](#) along with the background of NYU's broader [Faculty Cluster Hiring Initiative](#).

Candidates should submit a letter of application, curriculum vitae, three letters of recommendation, a 20 to 25-page writing sample, and a research statement via Interfolio link: [apply.interfolio.com/152853](https://apply.interfolio.com/152853). For fullest consideration, applications should be received by **Tuesday, 1 October 2024**.

In compliance with NYC's Pay Transparency Act, the annual base salary range for this position is \$85,000-\$115,000. New York University considers factors such as (but not limited to) the scope and responsibilities of the position, the candidate's work experience, education/training, key skills, internal peer equity, as well as market and

organizational considerations when extending an offer.

If you have any questions about this posting, please contact Patricia Okoh-Esene, Chair's Administrative Aide for the Department of English at [patricia.okohesene@nyu.edu](mailto:patricia.okohesene@nyu.edu).

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## **LAKEHEAD UNIVERSITY ORILLIA** **Assistant Professor / Indigenous Storytelling**

Lakehead University, Orillia Campus, invites applications for one tenure-track appointment at the rank of Assistant Professor in the Department of English in the field of Indigenous Storytelling. The position will commence on **January 1, 2025**.

The Department of English offers courses with an Indigenous focus from the first year to the Master's level. The successful candidate will be expected to teach courses in Indigenous literature and/or culture and contribute to the growing undergraduate and graduate programs in English at the Orillia campus.

Applicants for this position should have (or be close to completion of) a PhD in English, Indigenous Studies or a related field, or an MFA (or the equivalent) in Creative Writing. Applicants should also be able to demonstrate:

- Expertise in Indigenous storytelling in any medium with the ability to teach Indigenous literatures in English from Turtle Island;
- Expertise in and a commitment to Indigenous pedagogies;
- Teaching experience and a commitment to teaching excellence and innovation at the undergraduate and graduate level; and
- A track record of scholarly and/or creative publication and an ongoing commitment to research and/or creative practice.

Experience in and a commitment to social justice and/or community engagement pedagogies is highly desirable, as is experience with experiential learning and online or alternative modes of course delivery. Lived experience as an Indigenous person with strong ties to Indigenous nation(s) and Indigenous knowledges will be considered a significant asset.

The electronic application (in the form of one PDF document) quoting **Reference # SSH-2024-25-01** should include: a letter of interest, curriculum vitae, evidence of teaching effectiveness (including a statement of teaching philosophy, course outlines and teaching evaluations for previously-taught courses), a statement of a research and/or creative plan (current and future interests), samples of published scholarly and/or creative writing, and the names and contact information of three references. A completed [Confirmation of Eligibility to Work in Canada.pdf](#) form must accompany your package.

Applicants should submit their electronic application to:

Dr. Glenda Bonifacio, Dean  
Faculty of Social Sciences and Humanities  
Lakehead University  
955 Oliver Road  
Thunder Bay, ON P7B 5E1  
Email: [ssh@lakeheadu.ca](mailto:ssh@lakeheadu.ca)

Lakehead University is committed to creating a diverse and inclusive environment and welcomes applications from all qualified individuals including women, racialized persons, Indigenous people, persons with disabilities and other equity-seeking groups. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. This is in accordance with Canadian immigration requirements. Lakehead University has an [Equity, Diversity and Inclusion Action Plan 2019-2024](#) with a goal to recruit and retain a diverse workforce as measured by increasing representation of under-represented groups among applicants, candidates and hires. We encourage candidates to self-identify, if you are from an under-represented group, and prefer candidates with the knowledge, competencies and relationships derived from lived experience.

Experience working with Indigenous or racialized communities, and/or members of other equity-deserving groups is a strong asset. A lived experience or worked experience of any of these issues is preferred.

For further information, please contact Dr. Anna Guttman, Chair of the Department of English ([aguttman@lakeheadu.ca](mailto:aguttman@lakeheadu.ca)). Detailed information on the Department of English and our programs is available at: <https://www.lakeheadu.ca/programs/departments/english>. Review of applications will begin on **July 1, 2024**, and continue until the position is filled. We appreciate your interest; however, only those selected for an interview will be notified.

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## **EMORY CENTER FOR NATIVE AMERICAN AND INDIGENOUS STUDIES**

### **One Year 19th Century Native History Researcher**

Emory's Center for Native American and Indigenous Studies is hiring a one-year, full time researcher for its project on 19<sup>th</sup> century Native American History. Emory has posted the position here: <https://staff-emory.icims.com/jobs/135146/job>. Here is a fuller description.

The Center for Native American and Indigenous Studies at Emory University invites applications for a one year, fulltime research position in 19th Century Native American History. The Center has been selected as the research team to conduct a special ethnohistory study on Native American experiences during the Reconstruction Era in collaboration with the National Association of Tribal Historic Preservation Officers and the National Park Service.

The Park Service has identified a need to improve how it addresses the U.S. removal of Native Americans from their homelands, establishment of boarding schools, and allotment of land occupied by Native American people. Much of this history takes place around the time of the Reconstruction Era, but most scholarship up till now has focused on understanding the history of the Reconstruction Era with emphasis on formerly enslaved persons, white southerners, and the rise of white supremacists. This study is an attempt to understand the Reconstruction Era, and the events leading up to it, from the perspectives of Indigenous people whose homelands are in what is today called the Southeast portion of the United States.

#### **KEY RESPONSIBILITIES:**

- Assists in managing research and administrative activities including serving as project liaison to librarians and archivist in both state and national archives. Also serves as project liaison to other departments, outside organizations, and government agencies.
- May manage database including data collection and analysis. Ensures research project is administered according to established research protocols.
- Conduct literature/archival searches and apply scholarly expertise, skills and input necessary for research development. May assist with publications.
- May assist with research interviews, developing surveys, and managing research budget. Performs related responsibilities as required.

#### **MINIMUM QUALIFICATIONS:**

- Bachelor's degree and 2 years of related professional experience. Master's degree is preferred.

This position is eligible to work remotely, with travel required for research. More information and application instructions are available here: <https://staff-emory.icims.com/jobs/135146/job> . Any questions may be directed to me, at [mmlower@emory.edu](mailto:mmlower@emory.edu).

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## *Calls for Papers*

### **SAIL SPECIAL ISSUE**

#### **Ethical Relations in Indigenous Literary Studies**

This issue will ask contributors to engage the following questions: What does it mean to be a good relative? What is our ethical obligation in responding to conflict within identity politics, academia, and the practice of literary criticism, especially regarding predatory and extractive behaviors? How do we conscientiously talk about Indigenous worldviews in ways that are not reductive and objectifying in our teaching of Indigenous literatures? What do we do with representations of trauma in Indigenous literature, and how do we teach about it while not reproducing it?

This CFP is both a reflection on the state of the field and a space to offer dialogues and multiple paths forward.

This Call For Proposals asks contributors to engage **the ethics of relationality** in an effort to produce new scholarship, pedagogical approaches, and other provocations that seek redress, reconciliation, and even rebuttal in response to the fraught history and ongoing impact of ethnic fraud and identity and resource theft, misogyny and sexism, homophobia, anti-Blackness, ableism, and more.

We specifically welcome proposals that demonstrate how Indigenous literatures can help us engage with teaching difficult or controversial texts/writers as well as engage with the impact of ethnic fraud and “pretendianism” on Indigenous scholars and scholarship in the context of colonization and threats to tribal sovereignty, along with but not limited to the following areas:

- Reconciliation skepticism and backlash in the Indigenous literature classroom
- The ethics of sharing family and community stories, ceremonies, and other knowledge, especially outside their cultural context
- Consultation with tribal IRB and strategies for navigating community and nation-level consent for research with and among Indigenous communities
- Pedagogical implications of teaching challenging and/or problematic historical or contemporary texts/writers
- How to navigate materials that include religious, spiritual, and ceremonial knowledge and practices
- Methods for honoring perspectives and experiences of Indigenous students in the classroom, especially in the context of book bans and attacks on Indigenous content in literature
- The erasure of Indigenous peoples from Abiyala after they cross the US/Mexico border
- Recognition of and advocacy for more-than-human kin in Indigenous literature
- Teaching that models for students how to be a productive visitor in a land that is not their own
- How to navigate ethical engagement as active disengagement

Please submit an abstract (no more than 500 words) and list of keywords for consideration via email to: [SAIL.editors@gmail.com](mailto:SAIL.editors@gmail.com)

If submissions are robust *SAIL* envisions the potential for more than one special issue to be published.

**INDIGENOUS STUDIES AT 60TH INTERNATIONAL CONGRESS ON MEDIEVAL STUDIES**  
**60th International Congress on Medieval Studies**  
**May 9-10 May 2025 / Kalamazoo MI**

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**“Red Reading the Premodern”** (hybrid panel)

This panel takes up Cherokee scholar Scott Andrews’ 2018 challenge to interpret (non-Indigenous) literature from Indigenous perspectives, an approach that he labels a ‘Red Reading,’ and extends it to premodern texts. Red Reading allows us to reconsider premodern texts, divorcing them from engrained approaches towards a plurality of perspectives. Our session takes a global approach to Indigeneity, and we welcome approaches and methods that extend from Indigenous communities within and beyond Turtle Island (examples of the latter includes Sami, Asante, Okinawan, or Zapotec to name but a few). The threads of Red Reading are many, and we welcome papers that consider (but are not limited to) the following areas of interrogation:

- Reading premodern texts through Indigenous literary approaches and methods
- The representation of Indigenous peoples in premodern texts
- The early threads of settler-colonial ideologies
- Indigenous adaptations/retellings of medieval texts
- Indigenous translations of medieval stories/texts

Organized by Brenna Duperron & Sarah LaVoy-Brunette  
Contact: [Brenna.Duperron@dal.ca](mailto:Brenna.Duperron@dal.ca)

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**“Relational Approaches to the Indigenous Turn”** (in-person panel)

In 2020, Bitterroot Salish scholar Tarren Andrews coined the term “Indigenous turn” when describing the recent medievalist engagement with Indigenous studies. Recent scholarship (e.g., Akbari 2023; Price 2024) demonstrates the potential for an Indigenous turn that is relational when combined with other critical approaches such as trans theory, gender and sexuality studies, premodern critical race studies, the Global Middle Ages, and others. This panel asks for critical contributions that take up relational approaches to the Indigenous turn that ultimately challenge and depart from white, heteronormative subjectivities by accounting for complexity, nuance, liminality, and/or queerness in their analyses.

Organized by Sarah LaVoy-Brunette & Jordan Chauncy  
Contact: [sfl39@cornell.edu](mailto:sfl39@cornell.edu)

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**“Slowly Engaging with the Indigenous Turn”** (in-person roundtable)

In 2020, Bitterroot Salish scholar Tarren Andrews, in discussing the recent Indigenous turn in medieval studies, asks medievalists to “slow down” their engagement with Indigenous studies, “to be more deliberate, to be thoughtful, and to consider first the ethics of kinship and reciprocity that we owe Indigenous peoples, places, and communities who have labored to craft Indigenous studies as an academic field” (2). This roundtable asks medievalists to discuss their own internal work and process of slowing down—the self-reflection, self-examination, reassessment, and reorientation needed to ethically and critically engage with Indigenous studies.

Organized by Sarah LaVoy-Brunette & Tarren Andrews  
Contact: [sfl39@cornell.edu](mailto:sfl39@cornell.edu)

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Abstract submissions due **September 15th, 2024** to the ICMS Confex site:  
<https://icms.confex.com/icms/2025/cfp.cgi>

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*Forthcoming Conferences*

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