

**FA 21 Anti-Racism Faculty Hiring Initiative
Round 2 - Successful Proposal Excerpt – Revised 5/19/22**

**Indigeneity, Race, and American Belonging
LSA Departments of American Culture, Anthropology, History, and DAAS
The RISE Center**

Lead faculty contact information:

- Kelly Askew, Chair, Department of Anthropology, Niara Sudarkasa Collegiate Professor of Anthropology and Afroamerican & African Studies, LSA, anthro.chair@umich.edu
- Angela Dillard, Chair, Department of History, Richard A. Meisler Collegiate Professor, Departments of Afroamerican & African Studies and History and in the Residential College, LSA, history.department.chair@umich.edu
- Gregory Dowd, Helen Hornbeck Tanner Collegiate Professor of American Culture and History, LSA, dowdg@umich.edu
- Larry La Fountain-Stokes, Chair, Department of American Culture, Professor of Romance Languages & Literatures and Women's & Gender Studies, LSA, amcult-chair@umich.edu
- Stephanie Fryberg, Director, RISE Center, University Diversity & Social Transformation Professor of Psychology, LSA, fryberg@umich.edu
- Bruce Mannheim, Linguistic Anthropology Subfield Head, Professor, Department of Anthropology, LSA, mannheim@umich.edu
- Barbra A. Meek, Director of the program in Native American Studies (NAS), Professor, Departments of American Culture, Anthropology, and Linguistics, LSA, bameek@umich.edu

Indigeneity, Race, and American Belonging¹

Dismantling racism, particularly against Indigenous Peoples, requires a multidisciplinary approach because such racism is justified by a settler-colonial narrative that demands Indigenous peoples' disappearance. It manifests in systemic, interpersonal, historical and cultural ways. Furthermore, academic erasure perpetuates real-world inequalities within and beyond the academy that can only be solved by leveraging diverse and complementary scholarly approaches. Accordingly, the three proposed hires take interdisciplinary approaches, complement and intersect methodologically and theoretically with each other, and challenge the racial, social, and legal categories that constrain the visibility – or deny the existence - of Indigenous peoples. In conjunction with the Research for Indigenous Social Action and Equity (RISE) Center's commitment to increasing the visibility and changing mainstream representations of Indigenous Peoples, the proposed cluster hire seeks to promote Indigenous scholarship and to include Native

¹ Formerly "Indigenous and Racial Justice"

**FA 21 Anti-Racism Faculty Hiring Initiative
Round 2 - Successful Proposal Excerpt – Revised 5/19/22**

Americans² in the University's anti-racism efforts with methodological and empirical consequences for understanding and working against other racisms. While it doesn't repair the devastation of centuries of colonialization (and racism on campus...), it's a step forward that invests in the work and voices of scholars ... who work with and on issues that matter to Native peoples. It also furthers the College's and University's commitment to building an inclusive pipeline for all students, including Native students, so they have access—and reason—to attend the University of Michigan.

The Departments of Anthropology, History, and American Culture (AC) with its Native American Studies program (NAS) and with support from the Department of Afroamerican and African Studies (DAAS), seek an unparalleled collaboration by bringing three scholars together for Indigenous anti-racist work that investigates legal status, historical disparities, heritage, and belonging from strategically different perspectives. Their research examines infrastructures (concepts, technologies, interpersonal interactions) that perpetuate the institutionalization of and the struggle against racism in North America: language, law, reclamation/resurgence, and citizenship. All three will support a transformative approach to anti-racism on our campus and beyond through their scholarship, social work, and media presence.

Sustainability and Impact

The university has begun to transform its relationship to tribal nations and to realize its responsibility to Native peoples; making more space for Native voices and expanding the study of Native peoples and issues will be similarly transformative. The recruitment to Michigan of the three proposed scholars, one of English, one of history, and one of linguistic anthropology, each a cross-cutting and interdisciplinary thinker, would do more than meet the current moment, address a deep debt, or hearken to the best of Michigan's traditions. It would also do more than maintain the renowned strength of language studies in Anthropology, filling a vacancy following a departure; and restore Native Studies to a sound footing following the departure of core members [to other institutions]. Effectively, their recruitment would help to establish the foundational commitments of the RISE Center:

- (1) To build the community needed to expand our national platform as a leading university

² In this proposal, we use the terms Indigenous and Native interchangeably.

FA 21 Anti-Racism Faculty Hiring Initiative
Round 2 - Successful Proposal Excerpt – Revised 5/19/22

for the study of Indigenous inequality in this country.

- (2) To grow the pipeline of Indigenous [studies] scholars in order to create the long-term sustainable change needed to enhance the lives of Indigenous Peoples and communities in this country (and elsewhere).

Furthermore, the turn to issues of racial justice, social disparities, and belonging—from legal studies on the one hand to an emphasis on Black and Indigenous justice on the other—would reach out to the burning, broader campus concerns with law and social justice that are evident in several of the university’s established undergraduate academic minors.

Again, we recognize an increased urgency in matters of Indigenous and racial justice, which is further underscored by the recent Mellon-funded center led by Stephanie Fryberg for making Indigenous issues and scholarship more visible and impactful. Anthropology, History and AC have strong connections with the Department of Afroamerican and African Studies (DAAS), where [the proposed hires] could participate in interdisciplinary intellectual life with either budgeted positions or dry appointments. The proposed appointments would draw strong support from the Native American Student Association, the Native American Law Students Association, and other similar groups on campus

At the graduate level, each of the proposed new scholars would have the opportunity to offer courses in their area of expertise as well as possibly enter the rotation of faculty who teach core courses in their departments. We recognize that the list of courses these potential recruits *could* teach is likely to exceed the number of courses each *would be able* to teach regularly and maintain their commitments to research and mentorship. Our departments are attentive to this matter and would work with each instructor and each unit head to put together an appropriate teaching repertoire that does not overextend the recruited professor.

We fully anticipate that the proposed hires would draw applications from—and advance our university’s training of—graduate students including those from minoritized and marginalized communities, a fundamental form of anti-racist work.

**FA 21 Anti-Racism Faculty Hiring Initiative
Round 2 - Successful Proposal Excerpt – Revised 5/19/22**

Evidence of Support for the work of new hires

Collaboration

The LSA Departments of AC, Anthropology, and History are committed to seeing this cluster of proposed new scholars arrive on our campus and engage with one another and their units. All three would be welcomed as core members of NAS, housed in AC but joined by scholars across the campus. We envision a public colloquium or seminar in which they could exchange their expertise on anti-racist work in their individual fields, while focusing on their mutual interests in indigeneity, justice, belonging, and race.

We further envision the proposed new hires gaining from exchanges about African-indigeneity in North America and the Caribbean. They would also find support from the Indigenous Initiatives Leadership Group.

We propose several strategies to encourage collaboration within this cluster as well as across the afore-mentioned departments, programs, and the RISE Center. First, each scholar will be offered an affiliation with the RISE Center. Though still in its initial stage of development, RISE will be a place for these three scholars to develop new research and social justice initiatives, getting feedback from other faculty associates from around campus, seed grants for early stages of research, and a community of activists, investors, scholars and students who are equally committed to anti-racism initiatives/efforts.

The Institute for the Humanities... has a demonstrated commitment to supporting a diverse range of faculty, including [Indigenous studies] faculty...and Indigenous scholarship. The Institute for the Humanities has pledged support for a multi-day event in 2023-4 or 2024-5 that would feature indigenous scholarship, art, and performance. We envision a high-profile series of events organized around an explicitly anti-racist agenda, to be held within a single week, or spread out across an academic year. The newly hired faculty would design the project in collaboration with the Institute for the Humanities director and staff; logistics would be handled by the Institute (the faculty would not have organizational duties). The goals would be 1) to feature contributions to the humanities by Indigenous studies scholars and artists; 2) to feature scholarship and the arts as forms of anti-racist work; and 3) to provide opportunities for U-M faculty to network with invited scholars and artists. The Institute would also welcome fellowship applications from the faculty in Indigenous Studies, and the director is always willing to work with faculty to shape their applications.

FA 21 Anti-Racism Faculty Hiring Initiative
Round 2 - Successful Proposal Excerpt – Revised 5/19/22

Similarly, the Michigan Humanities Collaboratory... plans to continue to offer another excellent opportunity for exploring collaborative research projects with a DEI focus, across units and schools. To encourage synergies, these three scholars would be introduced to the director and the faculty who have developed projects through the Michigan Humanities Collaboratory. Proposing a 5x5 Incubator grant could be a first step in their collaboration. We envision the three acting together, in the context of a public seminar and/or workshop series, to present multiple perspectives on matters of indigenous and racial justice, including such matters as tribal sovereignty, social and health disparities, linguistic discrimination, and anti-racist approaches to gender, equity and inclusion.

Proposed career development plans

The college's commitment to transformation by recruiting and retaining a diverse group of faculty, staff, and students means that they have in place important methods for mentoring and supporting that diversity. We are committed to mentoring each recruited scholar with discipline- and research-specific mentoring and support frameworks. All would receive our units' extensive formal (including zone) and informal mentoring and advice, feedback on grants and manuscripts, and forums for graduate students, undergraduate students, and trainees. Our units are rich with opportunities for faculty members to meet and discuss research, developing our sense of community. Most importantly, we are all extremely enthusiastic about welcoming the proposed new faculty members as colleagues, contributing to each of their further success.

Service load

Any new untenured faculty member hired in the cluster would have a minimal service load, closely watched by the chairs of all relevant units. Any new faculty hire with tenure would have modest initial service loads, closely monitored by their respective departments. These scholars would be given initial flexibility to choose their preferred type(s) of service or to say no.