

**Journal #2741 from sdc 12.11.12**

*Virginia City district, Elko Trails Center, Indian Territory receive grants for tourism*  
*Lake Tahoe regulators to vote on new development plan*  
*EO 13592: Improving American Indian and Alaska Native Educational Opportunities*  
*Veterans' Advocate to Congress: Reconstruct Missing War Records*  
*Exploring Clean Water and a Trip to Remember*  
**HUNAP: CONFERENCE OPPORTUNITIES**  
*Mayan apocalypse: panic spreads as December 21 nears*  
*Professional Development Grants (Nevada Arts Council)*  
*Traditional Master Artists*  
*Animating Nevada with Artist Residencies*

**Virginia City district, Elko trails center receive grants for tourism**  
**THE ASSOCIATED PRESS Dec. 10, 2012**

RENO - Virginia City's historic district and the Emigrant Trails center near Elko were the big winners among the 73 recipients of a total of \$510,000 worth of state marketing grants to promote rural tourism in Nevada.

The Nevada State Railroad Museum in Boulder City and Fallon officials who want to promote the Stillwater National Wildlife Refuge were among others picking up checks last week from the Nevada Commission on Tourism.

"These grants help rural Nevada communities accomplish vital projects that otherwise might not have been possible," said Lt. Gov. Brian Krolicki, commission chairman.

The National Historic California Emigrant Trails Interpretive Center Foundation received the most money - \$20,000 to continue contracts on three existing billboards and to establish two new billboards promoting the visitor's center that opened along Interstate 80 in June near Elko. The center tells the story of pioneers during the Gold Rush years of 1841 to 1869.

The Virginia City Tourism Commission was awarded \$12,000 to develop a mobile application that will enable visitors to access information on their smartphones, tablets and mobile websites.

Grant applicants must be nonprofit entities and are required to provide a 50-50 match in funds or volunteer hours. NCOT reimburses applicants after projects are completed and labor and funding details are documented.

Other big grants included:

- \$10,000 to Nevada Silver Trails, a group that promotes travel to Southern Nevada, excluding the Las Vegas area.
- \$9,500 to Friends of the Nevada Southern Railway Inc. to promote a Day Out With Thomas, a special event featuring children's character Thomas the Tank Engine.

■ \$8,000 to the Fallon Convention & Tourism Authority to pay for production costs for an episode of "The Birdmen" TV series.

■ \$7,200 to Indian Territory, an organization that promotes Indian cultural and special events throughout the state.

\*\*\*\*\*

**Lake Tahoe regulators to vote on new development plan**

THE ASSOCIATED PRESS

Dec. 10, 2012 | 2:00 a.m.

STATELINE - After nearly a decade of debate, Lake Tahoe land-use regulators are prepared to take action on a sweeping plan that will guide development for decades to come at the Sierra gem.

The bi-state Tahoe Regional Planning Agency's governing board is scheduled to vote Wednesday on a proposed plan for the lake straddling the California-Nevada border.

Business interests contend the plan represents a long-overdue overhaul of burdensome regulations that will jump-start Tahoe's ailing tourism economy while protecting its environment. Supporters say it would provide consistent rules needed by developers to make investments in the area and provide incentives to move development from sensitive land into existing urban areas.

But Laurel Ames, of the Tahoe chapter of the Sierra Club, maintained it would be a "radical plan" that will harm Tahoe's environment by allowing too much development, as well as overly dense, taller urban growth.

\*\*\*\*\*

**EXECUTIVE ORDER 13592: IMPROVING AMERICAN INDIAN AND ALASKA NATIVE EDUCATIONAL OPPORTUNITIES**

The White House

Office of the Press Secretary

For Immediate Release

December 02, 2011

**Executive Order 13592 -- Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities**

By the authority vested in me as President by the Constitution and the laws of the United States of America, I hereby order as follows:

Section 1. Policy. The United States has a unique political and legal relationship with the federally recognized American Indian and Alaska Native (AI/AN) tribes across the country, as set forth in the Constitution of the United States, treaties, Executive Orders, and court decisions. For centuries, the Federal Government's relationship with these tribes has been guided by a trust responsibility—a long standing commitment on the part of our Government to protect the unique rights and ensure the well-being of our Nation's tribes, while respecting their tribal sovereignty. In recognition of that special commitment—and in fulfillment of the solemn obligations it entails—Federal agencies must help improve educational opportunities provided to all AI/AN students, including students attending public schools in cities and in rural areas, students attending schools operated and funded by the Department of the Interior's Bureau of Indian Education (BIE), and students attending postsecondary institutions including Tribal

Colleges and Universities (TCUs). This is an urgent need. Recent studies show that AI/AN students are dropping out of school at an alarming rate, that our Nation has made little or no progress in closing the achievement gap between AI/AN students and their non-AI/AN student counterparts, and that many Native languages are on the verge of extinction.

It is the policy of my Administration to support activities that will strengthen the Nation by expanding educational opportunities and improving educational outcomes for all AI/AN students in order to fulfill our commitment to furthering tribal self-determination and to help ensure that AI/AN students have an opportunity to learn their Native languages and histories and receive complete and competitive educations that prepare them for college, careers, and productive and satisfying lives.

My Administration is also committed to improving educational opportunities for students attending TCUs. TCUs maintain, preserve, and restore Native languages and cultural traditions; offer a high quality college education; provide career and technical education, job training, and other career building programs; and often serve as anchors in some of the country's poorest and most remote areas.

Sec. 2. Definitions. (a) "Agency" means any executive department or agency designated by the Secretary of Education and the Secretary of the Interior to participate in this order.

(b) "Indian tribe" means an Indian or Alaska Native tribe, band, nation, pueblo, village, or community that the Secretary of the Interior acknowledges to exist as an Indian tribe pursuant to the Federally Recognized Indian Tribe List Act of 1994, 25 U.S.C. 479a.

(c) "American Indian and Alaska Native" means a member of an Indian tribe, as membership is defined by the tribe.

(d) "Public school" means a Head Start center or a pre-kindergarten, elementary, or secondary school that is predominantly funded by public means through the Federal Government, a State, a local educational agency, or an Indian tribal government, including a school operated directly by or through contract or grant with the BIE, an Indian tribe, or a State, county, or local government.

(e) "Tribal Colleges and Universities" are those institutions that are chartered by their respective Indian tribes through the sovereign authority of the tribes or by the Federal Government, and defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c).

Sec. 3. White House Initiative on American Indian and Alaska Native Education.

(a) Establishment. There is hereby established the White House Initiative on American Indian and Alaska Native Education (Initiative). The Secretary of Education and the Secretary of the Interior will co-chair the Initiative. The Secretary of Education shall appoint an Executive Director who shall be responsible for overseeing implementation of the Initiative. This individual shall be a senior level, Department of Education official who shall serve as the Secretary of Education's senior policy advisor on Federal policies affecting AI/AN education.

The Executive Director shall work closely with the BIE Director and shall provide periodic reports to the Secretaries of Education and the Interior regarding progress achieved under the Initiative. The Executive Director shall coordinate frequent consultations with tribal officials and shall provide staff support for the National Advisory Council on Indian Education (NACIE), authorized by section 7141 of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C. 7471).

(b) Mission and Functions. (1) The Initiative shall help expand educational opportunities and improve educational outcomes for all AI/AN students, including opportunities to learn their Native languages, cultures, and histories and receive complete and competitive educations that prepare them for college, careers, and productive and satisfying lives, by:

- (i) working closely with the Executive Office of the President to help ensure AI/AN participation in the development and implementation of key Administration priorities;
- (ii) strengthening the relationship between the Department of Education, which has

substantial expertise and resources to help improve Indian education, and the Department of the Interior and its BIE, which directly operates or provides grants to tribes to operate an extensive primary, secondary, and college level school system for AI/AN children and young adults;

(iii) coordinating, in consultation with the Department of Education's Director of Indian Education, programs administered by the Department of Education and other executive branch agencies regarding AI/AN education;

(iv) serving as a liaison with other executive branch agencies on AI/AN issues and advising those agencies on how they might help to promote AI/AN educational opportunities;

(v) reporting on the development, implementation, and coordination of education policy and programs that affect AI/AN students;

(vi) furthering tribal sovereignty by supporting efforts, consistent with applicable law, to build the capacity of tribal educational agencies and TCUs to provide high quality education services to AI/AN children;

(vii) developing in partnership with tribal educational agencies a more routine and streamlined process for entering into agreements for educational studies conducted on tribal lands;

(viii) developing sufficient data resources to inform progress on Federal performance indicators, in close collaboration with the Department of Education's National Center for Educational Statistics;

(ix) encouraging and coordinating Federal partnerships with public, private, philanthropic, and nonprofit entities to help increase the readiness of AI/AN students for school, college, and careers, and to help increase the number and percentage of AI/AN students completing college; and

(x) developing a national network of individuals, organizations, and communities to share best practices in AI/AN education and encouraging them to implement these practices.

(2) In order to help expand educational opportunities and improve education outcomes for AI/AN students, the Initiative shall promote, encourage, and undertake efforts, consistent with applicable law, to meet the following objectives:

(i) increasing the number and percentage of AI/AN children who enter kindergarten ready for success through improved access to high quality early learning programs and services, including Native language immersion programs, that encourage the learning and development of AI/AN children from birth through age five;

(ii) supporting the expanded implementation of education reform strategies that have shown evidence of success in enabling AI/AN students to acquire a rigorous and well-rounded education and increasing their access to the support services that prepare them for college, careers, and civic involvement;

(iii) increasing the number and percentage of AI/AN students who have access to excellent teachers and school leaders, including effective science, technology, engineering, and mathematics (STEM), language, and special education teachers, in part by supporting efforts to improve the recruitment, development, and retention of effective AI/AN teachers and other effective teachers and school leaders, particularly through TCUs;

(iv) reducing the AI/AN student dropout rate and helping a greater number and percentage of those students who stay in high school to be ready for college and careers by the time of their graduation and college completion, in part by promoting a positive school climate and supporting successful and innovative dropout prevention and recovery strategies that better engage AI/AN youths in their learning and help them catch up academically;

(v) providing pathways that enable those who have dropped out to reenter educational or training programs and acquire degrees, certificates, or industry recognized credentials

and obtain quality jobs, and expanding access to high quality education programs leading to career advancement, especially in the STEM fields, by supporting adult, career, and technical education;

(vi) increasing college access and completion for AI/AN students through strategies to strengthen the capacity of postsecondary institutions, particularly TCUs; and

(vii) helping to ensure that the unique cultural, educational, and language needs of AI/AN students are met.

(3) To facilitate a new partnership between the Department of Education and the Department of the Interior, to improve AI/AN education, the Executive Director shall work with the BIE Director and develop a Memorandum of Understanding (MOU) between the two Departments that will take advantage of both Departments' expertise, resources, and facilities. The MOU shall be completed within 120 days of the date of this order. Among other things, the MOU shall address how the Departments will collaborate in carrying out the policy set out in section 1 of this order.

(c) Funding and Administrative Support. Subject to the availability of appropriations, the Department of Education shall fund the Initiative, including NACIE. The Department shall also provide administrative support for the Initiative to the extent permitted by law and within existing appropriations.

(d) Interagency Working Group. There is established the Interagency Working Group on AI/AN education and TCUs, which shall be convened by the Initiative's Executive Director. The Working Group shall consist of senior officials from the Department of Education and the Department of the Interior and officials from the Departments of Justice, Agriculture, Labor, Health and Human Services, and Energy, the Environmental Protection Agency, and the White House Domestic Policy Council, as well as such additional agencies and offices as the Secretaries of Education and the Interior may designate. Senior officials shall be designated by the heads of their respective agencies and offices. The Secretaries of Education and the Interior shall serve as the co-chairs of the Interagency Working Group.

(e) Federal Agency Plans. (1) Each agency designated by the co-chairs as a member of the Interagency Working Group shall develop and implement a two part, 4 year plan of the agency's efforts to fulfill the purposes of this order, with part one of the plan focusing on all AI/AN students except for those attending TCUs, and part two focusing on AI/AN students attending TCUs. Each agency plan shall include:

(i) annual performance indicators and appropriate measurable objectives with which the agency will measure its success in meeting the goals of this order;

(ii) information on how the agency intends to increase the capacity of educational agencies and institutions, including our Nation's public schools and TCUs, to deliver high-quality education and related social services to all AI/AN students; and

(iii) agency efforts to enhance the ability of these educational agencies and institutions serving AI/AN students to compete effectively for grants, contracts, cooperative agreements, and other Federal resources with which to serve the education needs of AI/AN students, and to encourage eligible schools and colleges serving those students to apply for Federal grants and participate in Federal education programs, as appropriate. Agency plans may also emphasize access to high quality educational opportunities for AI/AN students, consistent with requirements of the ESEA, the Individuals with Disabilities Education Act, and other applicable Federal education statutes; the preservation and revitalization of tribal languages and cultural traditions; and innovative approaches to more seamlessly align early learning, elementary, and secondary education programs with the work of TCUs.

(2) Submission. Each agency shall submit its plan to the Initiative by a deadline established by the co-chairs. In consultation with NACIE, the Initiative shall then review agency plans and develop, for submission to the President, a synthesized interagency plan to achieve the aims of this order.

(3) Annual Performance Reports. Each agency shall submit to the Initiative an Annual Performance Report that measures the agency's performance against the objectives set forth in

its plan. In consultation with NACIE, the Initiative shall review and combine Annual Performance Reports from the various agencies into one annual report, which shall be submitted to the Secretaries of Education and the Interior for review.

(f) Private Sector. In consultation with NACIE, and consistent with applicable law, the Interagency Working Group, led by the Executive Director, shall encourage the private sector to assist State- and locally-operated public schools that serve large numbers of AI/AN students, including those attending our Nation's public schools, publicly funded preschools, and TCUs, through increased use of such strategies as:

- (1) Providing funds to support the preservation and revitalization of Native languages and cultures;
- (2) Providing funds to support increased institutional endowments;
- (3) Helping these schools develop expertise in financial and facilities management, information systems, and curricula; and
- (4) Providing resources for the hiring and training of effective teachers and administrators.

Sec. 4. Study. In carrying out this order, the Secretaries of Education and the Interior shall study and collect information on the education of AI/AN students.

Sec. 5. General Provisions.

(a) NACIE shall serve as the Initiative's advisory committee.

(b) Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.), may apply to the Initiative, any functions of the President under that Act, except for those of reporting to the Congress, shall be performed by the Secretary of Education, in consultation with the Secretary of the Interior, in accordance with the guidelines issued by the Administrator of General Services.

(c) This order revokes Executive Order 13270 of July 3, 2002, Executive Order 13336 of April 30, 2004, and section 1(n) of Executive Order 13585 of September 30, 2011.

(d) The heads of agencies shall assist and provide such information to the Initiative as may be necessary to carry out its functions, consistent with applicable law.

(e) Nothing in this order shall be construed to impair or otherwise affect:

- (1) authority granted by law to an executive department, agency, or the head thereof; or
- (2) functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

BARACK OBAMA

THE WHITE HOUSE

December 2, 2011.

\*\*\*\*\*

### **NIEA SUMMARY OF EXECUTIVE ORDER 13592**

On December 2, 2011, President Obama signed Executive Order 13592, titled *Improving American Indian and Alaska Native Education Opportunities and Strengthening Tribal Colleges and Universities*, which establishes a White House Initiative on American Indian and Alaska Native Education (Initiative). The Executive Order (copy attached) calls for the coordination and collaboration of efforts among federal agencies as well as with Indian tribes and tribal education agencies to improve education outcomes and expand the education opportunities for American Indian and Alaska Native (AI/AN) students from the early learning years through the post-secondary level.

The Initiative will be co-chaired by the Secretaries of Education and Interior. The Executive Director of the Initiative will be a high level Department of Education (DOE) official and will provide staff support to the National Advisory Council on Indian Education (NACIE) which is to serve as the Initiative's advisory committee.

**The Initiative's mission includes:** expanding educational opportunities and improve educational outcomes for all AI/AN students, "including opportunities to learn their Native languages, cultures and histories and receive complete and competitive educations that prepare them for college..." through a variety of means such as coordinating educational programs administered by the DOE as well as other agencies, by building capacity of tribal education agencies and tribal colleges and universities (TCUs), focus efforts on objectives that include increase access to science and technology education; reduce the student dropout rate; encourage those who have dropped out of education and training program to re-enter such programs; increase college access and completion; and meet the unique cultural, educational and language needs of AI/AN students

The Initiative requires that the Executive Director work with the Director of the Bureau of Indian Education to facilitate a DOE/DOI memorandum of understanding on the collaboration between the two agencies to carry out the stated policy of the Executive Order; and an Interagency Working Group on AI/AN education and TCUs to be established, with each member agency charged to develop and implement a two-part, four-year action plan to fulfill the Executive Order.

On December 9, Secretary Duncan announced that William Mendoza (Oglala-Sicangu Lakota) has been appointed to the position of Executive Director of the Initiative. Mr. Mendoza most recently served as Deputy Director of the White House Initiative on Tribal Colleges and Universities at the DOE.

Executive Order 13592 also revokes certain prior Executive Orders, including the 2002 EO on TCUs and the 2011 Order that continued several advisory committees including the President's Board of Advisors on Tribal Colleges and Universities.

\*\*\*\*\*

### **Veterans' Advocate to Congress: Reconstruct Missing War Records**

**Peter Sleeth, News Report:** "The leader of a national veterans' advocacy group urged a congressional subcommittee to force the Department of Defense to immediately reconstruct — if possible — missing military field records from the wars in Iraq and Afghanistan. The records have multiple uses after they leave the battlefield. Military and civilian historians regard them as vital for their work. They can provide critical evidence in criminal investigations arising from military operations and are used to train upcoming commanders in lessons learned."

**READ | DISCUSS | SHARE**

About 134,000 results (0.21 seconds)

[\*Reader Supported News\*](#)

[\*readersupportednews.org/\*](http://readersupportednews.org/)

*Reader Supported News: A news service supported by the Readers. Supporting the Occupy Movement with news for the 99%.*

\*\*\*\*\*

### **Exploring Clean Water and a Trip to Remember**

By MONICA LOPEZ MAGEE

- service learning Keep Austin Beautiful has developed and implemented a comprehensive youth environmental education program to serve schools, and after-school and informal youth groups.
- Students from Keep Austin Beautiful's Green Teens afterschool environmental clubs at Travis, LBJ, and Akins High Schools met up for two nights and three days of camping. As we suspected the trip was filled with exploring, learning, service, and adventure. What we hadn't bargained for was the sheer excitement of being a part of so many first

time experiences from the first time a student travelled outside of Austin to the first time a high school student visited the beach or camped in a tent to the first time kayaking or making a friend outside of their own school. The experience for educators and youth alike was phenomenal.

- Here We Go!
- 40 miles outside of Austin and 9 months later the effects of the Bastrop wildfires could still be seen as we looked out the window. The landscape triggered a sense of pride as students remembered creating seedballs to reseed burned areas. The sighting was the first of many opportunities the trip would provide to reflect on what we had learned throughout the year. 10 miles later we crossed the Colorado River. This was the third of 6 times we would cross the river as we followed its path southeast to where it empties into Matagorda Bay. Providing drinking water, hydroelectricity, and a haven for wildlife, river crossings were great moments for students to step back and see how choices made in our Austin watersheds affect the environment hundreds of miles away.
- While the exciting moment came when we pulled up to the beach, our trip down to Matagorda Bay had already been eventful before even leaving Austin. Tents and sleeping pads were picked up from REI on Tuesday for the students to practice setting up camp. The office filled with sleeping bags that would add comfort to the trip from Austin Youth River Watch, life jackets from Austin Watershed Protection Department to keep us safe from the strong riptide, and head lamps from Whole Earth Provisions which would prove to be the life of a light show party each night. It took a game of tetris to load up the supplies, student bags, and all the students in two vans but at last we settled into the vans for a yummy and healthy sandwich and salad dinner from Noodles and Company. It was just what we needed to get us started on our healthy eating weekend and keep us energized for the much awaited trip.

....continued    read article online

\*\*\*\*\*

## **HUNAP: CONFERENCE OPPORTUNITIES**

### **Call for Presenters**

Title: Indigenous Women's Symposium

Conference dates: February 8-10, 2013

Location: Trent University at Peterborough, Ontario

This year's symposium welcomes all women and allies to present on topics related to the overall theme of "Dancing on our Turtle's Back." We are particularly interested in the creative ways women and men are using these original teachings and women's knowledge (however they are perceived in various Indigenous cultural contexts) in their work in communities, organizations, elementary, secondary, and post secondary education, environmental organizations and many other societal contexts in Canada and elsewhere.

Contact: Ph: 705-784-1011 E: [indigenoussymposium2012@gmail.com](mailto:indigenoussymposium2012@gmail.com)  
Website: <http://www.trentu.ca/academic/nativestudies/womenssymposium.htm>

\*\*\*\*\*

**Title: Ninth Annual Southeast Indian Studies Conference**      Date: April 11 & 12, 2013

**Location:** University of North Carolina at Pembroke      Deadline: February 1, 2013

Proposals are invited for papers and panels addressing the study of American Indians in the Southeast cultural area. Topics may include academic or creative works on: archaeology, education, history, socio-cultural issues, religion, literature, oral traditions, art, identity, sovereignty, health and other matters. Creative works may include any written, visual, musical, video, digital or other creative production that connects to Southeast Indian peoples' experiences, histories or concerns. Proposals are welcome from all persons working in the field. Only complete proposals will receive full consideration. Individuals may submit only one proposal.

**Submission of Proposal:** Proposals are to be submitted electronically or by mail by February 1, 2013. Proposals may not be accepted after this date. Send to [alesia.cummings@uncp.edu](mailto:alesia.cummings@uncp.edu) or Alesia Cummings at American Indian Studies PO Box 1510 Pembroke, NC 28372-1510.

**Contact:**

Dr. Mary Ann Jacobs , Department of American Indian Studies

The University of North Carolina at Pembroke

E: [mary.jacobs@uncp.edu](mailto:mary.jacobs@uncp.edu) Ph: 910-521-6266.

Website: <http://www.uncp.edu/ais/news/>

\*\*\*\*\*

**Title: 14TH Annual American Indian Studies Association Conference**

Dates: February 7 - 8, 2013

Location: Tempe, AZ

The past, present, and future experiences of American Indian nations, communities and organizations are grounded in the concepts of sovereignty, self-determination, self-sufficiency and the rights of Indigenous peoples. Indigenous sustainability continues to be a challenge as American Indian and Native American study programs partner with others to use disparate worldviews and intellectualism to strengthen Native nations by seeking solutions to 21st century issues.

The theme of the conference is to examine the innovative approaches that tribal governments, communities, and various organizations and institutions have undertaken to best meet the needs of growing Indigenous populations. What are the issues and what types of programs and approaches are being implemented to protect and sustain tribal land and culture and the well-being of Native people?

**Contact:** PH: 480-965-3634 F: 480-965-2216 E: [AIS@asu.edu](mailto:AIS@asu.edu)

**Website:** <http://americanindian.clas.asu.edu/>

\*\*\*\*\*

**Title: Critical Race Theory: From the Academy to the Community Conference**

Date: February 8-9, 2013

Location: Yale Law School, 127 Wall Street, New Haven, CT 06511

The conference will convene scholars, legal practitioners, and community leaders to examine the ways in which critical race theory can be applied to scholarly work, legal practice, social justice advocacy and community-based movements. Confirmed speakers include Devon Carbado, Kimberlé Crenshaw, Lani Guinier, Cheryl Harris, Tanya Hernandez, Charles Lawrence, Gary Peller, and Gerald Torres. In 2009, Yale Law School hosted a highly successful 2009 conference that explored the insights of critical race theory, as applied to immigration law. We look forward to continuing these conversations and exploring the role of CRT in other contexts at this February's conference.

**Registration:** <http://yalecrt.eventbrite.com/>

**Contact:** [crt.conference@yale.edu](mailto:crt.conference@yale.edu)

**Website:** <http://www.law.yale.edu/news/crt2013.htm>

\*\*\*\*\*

**Title: 31st Annual Protecting our Children: National American Indian Conference on Child Abuse & Neglect** Dates: April 7-10, 2013

Location: Tulsa, Oklahoma Contact: Debra Clayton E: [debra@nicwa.org](mailto:debra@nicwa.org) PH: (503) 222-4044 ext. 137

Website: <http://www.nicwa.org/conference/>

\*\*\*\*\*

**Title: 41st annual We Are All Ethnic Studies: Building Communities, Challenging Racism, Sexism & Heteronormativities in the 21st Century**

Date: April 12-13, 2013

Location: Fort Collins, Colorado

The field of Ethnic Studies is at a pivotal time for institutional growth and proliferation in urban and rural settings. The barriers we face are many including the banning of curricula in Arizona, text book revisions in Texas, and impeding issues of academic/intellectual freedom and self-determination to develop the fields of knowledge. In direct response we move to mobilize under the umbrella theme for the 2013 NAES conference to grow our disciplines from research one and college settings, to k-12 schools and community settings.

**Contact:** PH: 970-491-3927 E: [NAES@EthnicStudies.org](mailto:NAES@EthnicStudies.org)

**Website:** [ethnicstudies.org](http://ethnicstudies.org)

\*\*\*\*\*

### **Mayan apocalypse: panic spreads as December 21 nears**

Fears that the end of the world is nigh have spread across the world with only days until the end of the Mayan calendar, with doomsday-mongers predicting a cataclysmic end to the history of Earth.

By [Nick Allen](#), Los Angeles, Malcolm Moore in Beijing and Tom Parfitt in Moscow 07 Dec 2012

[1676 Comments](#)

Ahead of December 21, which marks the conclusion of the 5,125-year "Long Count" Mayan calendar, panic buying of candles and essentials has been reported in China and Russia, along with an explosion in sales of survival shelters in America. In France believers were preparing to converge on a mountain where they believe aliens will rescue them.

Read entire article: [http://energy.einnews.com/article/127202400/qPYKtK6Rt1pUvtnh?afid=777&utm\\_source=MailingList&utm\\_medium=email&utm\\_campaign=Breaking+News%3A+world229-monday](http://energy.einnews.com/article/127202400/qPYKtK6Rt1pUvtnh?afid=777&utm_source=MailingList&utm_medium=email&utm_campaign=Breaking+News%3A+world229-monday)

Mayans themselves reject any notion that the world will end. Pedro Celestino Yac Noj, a Mayan sage, burned seeds and fruits to mark the end of the old calendar at a ceremony in Cuba. He said: **"The 21st is for giving thanks and gratitude and the 22nd welcomes the new cycle, a new dawn."**

\*\*\*\*\*

### **Professional Development Grants (Nevada Arts Council)**

Created to support the continuing education of Nevada's cultural workforce, PDG;s are non-competitive grants available on a first-come, first-served basis. Grants provide up to \$650 to attend regional or national events, up to \$500 for in-state activities and up to \$350 for NAC-sponsored activities. Don't delay in getting your request in queue. Apply online at GO Questions? Please contact at 775.687.6680.

\*\*\*\*\*

### **Traditional Master Arts**

Meet the state's master folk and traditional artists in NAC's online video series, *Nevada Stories*. These artists are Nevada's tradition bearers - people who transmit what they believe, know, do and create with others who share a common heritage, language, religion, occupation or region. Their expressions are deeply rooted in and reflective of a community's shared standards of beauty, values, or life experiences. Featured are master artists Bill Maloy, saddle maker, Doug Groves, rawhide braider, and **Mike Williams, Tule duck maker**, as well as the traditional dances of Thailand and Mexico, traditional Balaika music and Taiko drumming; **traditions of the Washoe, Northern Paiute and Western Shoshone tribes**, and many more. *Nevada Stories*, at [nac.nevadaculture.org](http://nac.nevadaculture.org), is a project of the Folklife Program, and supported with funding from the National Endowment for the Arts.

\*\*\*\*\*

### **ANIMATING NEVADA WITH ARTIST RESIDENCIES**

The new Artist Residency Express Grant is designed for community and educational sponsors to host a short-term artist residency (three day limit) using an artist on one of the NAC artist rosters. Participatory activities designed collaboratively with professional artists offer rich and engaging experiences and often lead to the implementation of dynamic local cultural programs. The Residency Express Grants are up to \$1,200 (\$400/day for one to three days) and are available throughout the year to eligible applicants. No cash match is required. [Learn more.](#)