



Native American Heritage Month Film Series

By Jeremiah Harrington

The Native American Student Association (NASA) hosted a series of three films as part of Native American Heritage Month. The films were in addition to the First Nations Food Taster and guest speakers, Rev. Kevin Annett and Dr. Jessica Rickert.

Following each film was a discussion. These considerations were an excellent way for the community to reflect and critique the films in a group setting. Here are brief descriptions of the films and some points of discussion.

Reel Injun: On the Trail of the Hollywood Indian. This documentary depicts Hollywood's portrayal of Native Americans in film. It starts all the way back from the start of film with the silent era, up to modern times.

You learn that some of the very first film ever shot was of Native Americans. Personally, I found *Reel Injun* to be very informative and enlightening. It was packed full of hundreds of movie clips and had interviews with many directors, actors, and writers. There was a focus on the stereotypes and misunderstandings that many films have perpetuated. In the discussion following the film there were a lot of positive comments about the message that it delivered. I did notice that there was very little to show of women and their influence in the movies, though.

The Only Good Indian. Set in Kansas in the early 1900s, this fictional movie introduces actor Winter Fox Frank as a boarding school runaway who gets tracked down by a bounty hunter, who also happens to be Indian and played by well known actor Wes Studi. After a series of twists and turns the runaway and the bounty hunter end up becoming hunted. They slowly build a friendship and come to learn a lot from each other.

Despite being a fiction piece it does accurately portray the harsh reality of the boarding schools and the negative impacts it had upon all of American society. In our post-film discussion there was a general consensus that this was a very entertaining and informative movie.

(Film Series continued on page 3)



Mark Your Calendar

March is Women's History Month at NMU!

Activist, artist, and author Lois Beardslee

7 p.m. on March 22, Jamrich Hall 102

Made possible by the King*Chavez*Parks Visiting Professor Initiative.

Author Linda Hogan

4th annual Indigenous Earth Issues Summit

1 p.m. on March 25, Whitman Hall commons

Made possible by the Keweenaw Bay Indian Community, the NMU Center for Native American Studies, the NMU College for Arts and Sciences, the NMU English Department, and the NMU Geography Department.

Reading by Ojibwe author Linda LaGarde Grover

7 p.m. on March 28, Whitman Hall commons

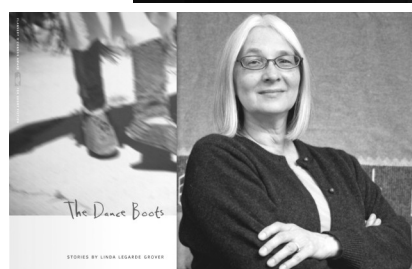
Sponsored by PAGE, a KOP Initiative of the state of Michigan, PA 203 of 2010-11.

Presentation with Dr. Tina Cooper

Named Dynamic Chickasaw woman for 2008

7 p.m. on March 31, Mead Auditorium, West Science Bldg.

Made possible by the Wildcat Innovation Fund and the College of Arts and Sciences



For more information about these activities, call 906-227-1397 or visit www.nmu.edu/nativeamericans.

For more information on all Women's History Month activities at NMU, call 906-227-1554.

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Nish News returns After Hiatus

After almost a year-long hiatus, the *Anishinaabe News* has returned. I am sincerely grateful for those NASA members who gave of their time and energy to *Nish News* over this past year: Charlene Brissette, Ashle Helman, Nikke Spicer, Vanessa Chavez, and Jeremiah Harrington. Hopefully I didn't forget anyone. Please forgive me if I did.

As a result of all this hard work over the past year, this issue contains some highlights from the past year. While we know some of this might be considered "old news" I hope you, as readers, will enjoy the many stories and photos we have to share. If you are interested in contributing anything to *Nish News* for future issues (i.e. photographs, essays, articles, poems), please e-mail NASA@nmu.edu and put in the subject line "Nish News Submission."

-- April Lindala, NASA Adviser

Anishinaabe News

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Letters to the Editor and guest editorials do not necessarily reflect the opinion of *Anishinaabe News*, the Native American Student Association or Northern Michigan University.

When submitting a letter, it must be signed with a return address.

We will consider requests for anonymity.



The Circle of Life

By Jeremiah Harrington

(Visit to the MTU powwow October 2010)

Conceptualizing the powwow experience into words is like trying to explain the most vivid and fleeting of dreams. I can only sum it up as a mesmerizing state of enhanced sensory awareness and perception, in which the mind and body are tantalized with gorgeous color, spiritual sounds, calming aromas, hearty foods, and plenty of smiling faces. Unlike what you experience in your deep sleep, a powwow is more like a lucid dream of the semi-conscious mind that you are able to move about in at will.

For those who do not know, a powwow is a gathering of Native American peoples. The event is full of singing, dancing and friendship. On a deeper level the powwow is rich cultural display honoring Native American heritage. Weeks, and even months worth of planning go into every powwow.

The central focus of the powwow is a dance arena and the drums. A powwow will start with the grand entry — when all of the dancers enter the arena. Dancers dance clockwise in this region. After the grand entry there is a dedication song to the veterans of the armed services of our country. Most of the dancers wear regalia, which are handmade outfits. There are many types of regalia. Dance styles, regalia design, and other themes will vary depending on tribe and geographic location.

Overwhelming feelings of wonder and excitement arose within me the moment I heard the drums. I stood awestruck as if I'd witnessed an eagle swooping down upon a flowing river to seize a meal for its young. I looked over to my new girlfriend, Nancy, and told her how happy I was that she

chose to come along with me. She responded in kind by telling me that having an opportunity to spend almost the entire day with me made it completely worthwhile. She is part American Indian and this was the first time either of us attended a powwow.

After taking in the atmosphere a bit, I remembered that I had brought my camera. I took countless photos. I felt I wanted to clone myself just to get all the desired snapshots. One must keep in mind that there are certain moments during a powwow in which photography may be prohibited. It is very important to pay attention and listen closely to the MC for the purpose of remaining within your bounds.

I had the pleasure of trying my first piece of fry bread. We had to wait a little while though. I guess the first batch sold very quickly because when



I went to put in our order I was told that we'd have to wait. The attendant's facial expression and voice tone told me that I must have been the twentieth person to ask her about fry bread in the last ten minutes. I made small talk with her and got the attendant to laugh and smile a bit to help lighten up her day somewhat. Nancy and I positioned ourselves closer to the food stand at that time, because we knew that there was going to be a mad dash once the fry bread arrived. An Indian taco is a

Summer Courses Offered by the NMU Center for Native American Studies

WEB: NAS 204 - Native American Experience

Session I: Begins May 16/Session II: Begins June 27

A study of the development of Native American history, culture, attitudes and issues from the prehistoric era to the contemporary scene, focusing on native culture in the Great Lakes region. Shared native world view, contact experience and native peoples' contributions to world culture are an important part of the course. Instructor: Grace Chaillier

NAS 207c - Seasonal Exploration: Anishinaabe Language

Session I: May 16—June 25/Mondays and Wednesdays: 5:30—9:20 pm

Anishinaabe Language instructor Kenn Pitawanakwat uses the outdoors as a language lab. Students will go on hikes, gather around the center's fire site and use all five senses, bringing language learning to a new level.

NAS 295 - Special Topics: Warrior Games

Session I: May 24-June 21/Tuesdays 6-9 pm

Traditional skills were essential for the survival of the people in the face of adversity from other tribes and foreign nations. Warrior games of American Indian tribes were played for life's sake. This course focuses on warrior games in contemporary American Indian communities as a component of the current revitalization movement. Be prepared to have fun outside!

NAS 340 - Kinomaage: Earth Shows Us the Way

Session II: June 27 - July 9/see course notes for dates. Every day from 12:30 -6:30 p.m.

Are you interested in...traditional Anishinaabe environmental values? A more self-sufficient, sustainable lifestyle? The Upper Peninsula wilderness? Plants of the Northwoods? Course features a day-long field trip to Waswagoning on the Lac du Flambeau reservation in Wisconsin on July 7 (transportation provided). Instructor: Aimee Cree Dunn.

WEB: NAS 484 - Native American Inclusion in the Classroom

Session I: Begins May 16. Meets online every other Monday from 6 - 8 p.m.

This course will challenge perceptions of what Native American inclusion means. Learn about methods and materials that will help meet state standards while effectively including Native American cultural concepts across the curriculum. Strong emphasis on the State of Michigan standards and Anishinaabe language and cultural concepts. Instructor: Dr. Marty Reinhardt.

For more information call the Center at 906-227-1397 or visit the Center's website at www.nmu.edu/nativeamericans. Visit the NMU Summer College website at www.nmu.edu/summer.

Have you ever thought about a minor in Native American Studies?

Registration for fall semester opens on Friday, March 18.

NAS 101: Anishinaabe Language, Culture and Community	[Meets Div V]
NAS 204: Native American Experience	[Meets Div II & WC]
NAS 207a: Fall Season Anishinaabe Exploration	
*NAS 212: Mich./Wis.: Tribes, Treaties, and Current Issues	[Meets Div IV & WC]
NAS 310: Tribal Law and Government	[Meets Div IV]
NAS 315: History of Indian Boarding School Education	[Meets Div II]
NAS 320: American Indians: Identity and Media Images	[Meets Div III]
**NAS 485: WEB American Indian Education	
NAS 495: Special Topics: American Indian Humor	[pre-req of NAS 204]

*Meets the Wisconsin Public Act 31 requirement for teachers.

**Meets online Wednesdays 6-9 pm during all odd numbered weeks (1, 3, 5...)

For more information call the Center for Native American Studies at 906-227-1397.

Powwow Listing for Spring 2011

March 19 & 20: Forest County Potawatomi Winter's End. Wabeno HS Gymnasium Hwy 32. Wabeno, Wis.
[Host drum - Northern Cree]

March 19 & 20: 39th annual "Dance for Mother Earth" University of Michigan Powwow. Saline, Mich.

March 19: Northland College 37th Spring powwow. Ashland, Wis.

March 19: Augsburg Indigenous Student Association. Minneapolis, Minn.

April 2 & 3: 22nd annual Central Michigan University powwow. Mt. Pleasant, Mich.

April 9 & 10: 35th annual LaCrosse Three Rivers Traditional powwow. LaCrosse, Wis.

April 9 & 10: 37th annual Duluth Anishinaabe Traditional powwow. Duluth, Minn.

April 16: Honoring Education contest powwow. Eau Claire, Wis.

April 23: MATC Strong in Spirit, Rich in Tradition traditional powwow. Madison, Wis.

May 20 & 21: Seven Teachings Powwow. Elk Rapids, Mich.

May 27 & 28: 7th annual Seven Clans Casino powwow. Thief River Falls, Minn.

June 10 & 11: Jerry Fairbanks Scholarship Powwow. Sawyer, Minn.

June 17-19: Lake Vermillion Traditional powwow. Tower, Minn.

June 17-19: Riverback Traditional powwow. Lansing, Mich.

These listings are collected from various sources. Always double check with the powwow committee about specific information.



Photo left: Jingle dress dancers in line at the recent Lac Vieux Desert mid-winter powwow on February 19.



piece of fry bread covered with lettuce, meat, salsa, sour cream, and other similar garnishments. I quickly understood how this could become a tasty treat of choice for nearly everyone.

Some of my photos were not coming out quite as I had planned, but moving our spot was a great idea as the lighting seemed to be better after that. The presence of children was everywhere and added to the joy and energy of the event. I've heard that it is very important for Indian children to be exposed to powwows at young age. Some of the photos I took captured the kid's fast motion as a literal blur across the frame, while the elders looked nearly frozen in time with their slow, graceful, and deliberate steps. Not only was I amazed at the liveliness of the young ones, but also the stamina and vigor of some of the other dancers who seemed to go on for hours. I can proclaim the following without hesitation: You have not truly lived until going to a powwow. I am currently taking a Native American Experience course. In my learning and research I have come to the conclusion that public education in the United States is greatly lacking in the volume and accuracy of its teachings of the Native American culture and history. I've become so interested in this area myself that I recently decided to add Native American Studies as a second minor to my degree here at NMU.



Photo left opposite page: The back of a male traditional eagle feather bustle.

Photo above: Two women traditional dancers.

NASEI Events

On Friday, February 11, the Native American Student Empowerment Initiative hosted a rawhide rattle workshop. The workshop was attended by over 20 students and staff. Because so many expressed an interest, we extended the class to the following Wednesday to accommodate those who were unable to attend.

Above right: Nish News Editor Vanessa Chavez works on her rattle. **Right:** A student carefully sews rawhide to the rattle frame.



The Native American Student Empowerment Initiative is presented by the NMU Center for Native American Studies and made possible by a grant from the Keweenaw Bay Indian Community.

More NASEI events are featured throughout this issue.

Film Series: Continued from page 1

UNREPENTANT: Kevin Annett and Canada's Genocide. This documentary was tightly focused on the genocide of the Native American people in Canada's church-run boarding schools. The film exposes the deliberate attempt to exterminate the Native population and steal their land, all under the mask of religion through the Canadian government. Some very deplorable truths are brought to the table and I recommend that every person in the world watch it.

We were graced with Rev. Annett's presence, and he answered questions following the viewing. The feedback from the audience ranged from complete shock and bewilderment, all the way to an affirmation of the film's message through a personal account of a local boarding school survivor.

Words cannot do this film or Rev. Annett's character justice. Please visit: www.hiddenfromhistory.org

This film was presented by the Native American Student Association, the NAS 488 Native American Service Learning Project course, and the NMU Center for Native American Studies and was made possible with funding from the NMU Student Activity Fee, the NMU History Department, and the NMU Ethnic and Cultural Diversity Committee.

Seeking Summer Employment? Chaperones Needed!

The Full Circle Project youth program planning team is seeking NMU students to be chaperones for two annual summer programs.

The Science, Technology, Engineering, and Math Program
June 20-July 1 (Camp Nesbit and NMU)

National Indian Youth Leadership Program and Onji-akiing
July 25-31 (Camp Nesbit)

If you are interested in working for one or both of the summer programs, submit a letter of interest, a resume, and letters from two work references to April Lindala (CNAS - 112 Whitman Hall) by March 31. These Native American Summer Youth Programs are hosted by the Center for Native American Studies, Great Lakes Indian Fish and Wildlife Commission and the Hannahville Indian School.

4th annual Indigenous Earth Issues Summit

By Aimee Cree Dunn

The fourth annual NMU Indigenous Earth Issues Summit will be held from 9 a.m. to 9 p.m. on Friday, March 25 in the NMU Whitman Hall commons. The summit is a call to action on environmental issues impacting Indigenous communities.

The goal of the summit is to inform, inspire, and offer participants skills they can take out into the world to effect positive change for Mother Earth.

Highlights this year include award-winning Chickasaw author and international speaker, Linda Hogan, as the summit's keynote presenter. A novelist, poet and essayist, Hogan (photo below) writes prolifically on Indigenous environmental philosophies and various threats posed to Indigenous nations by the culture of industrialism. Her books include *Solar Storms*, *Dwellings: A Spiritual History of the Living World*, and *Mean Spirit* (a finalist for the Pulitzer Prize) among many others. Hogan was also chosen as this year's keynote as part of NMU's celebration of Women's History Month

An exciting array of workshops and

presentations will also be part of the Summit, offering information on regional mining threats, practical skills for living more gently on the Earth,



and lessons in activism.

Anishinaabe musician and NAMMY Award winner, Bobby Bullet, (photo above) is a guitarist who has played with Loretta Lynn. Bullet will present a "music in activism" workshop.



Nick Hockings (above) of Lac du Flambeau, is a well respected teacher of traditional Anishinaabe ecological knowledge. Hockings will facilitate workshops on traditional firemaking skills.

Red Cliff elder, Tony DePerry, will offer his view of Anishinaabe environmental philosophy as part of a presentation on the mining threats facing the tribes in the U.P. and northern Wisconsin.

Dr. Martin Reinhardt (photo top right corner), a citizen of the Sault

Sainte Marie Tribe and scholar with multi-faceted research interests, will present on ways to de-colonize our diets.

Noted Ojibwe/Lacandon author and birchbark-biting artist, Lois Beardslee, (below) will discuss her art and the issues surrounding the birch tree in Michigan.



Rounding out the day's events will be a music and poetry jam session in the evening with an open mic and a focus on protecting Mother Earth.

In addition, this year the Summit will also offer free children's activities throughout the day so parents can participate in the workshops.

The Indigenous Earth Issues Summit is free and open to all. Registration is required for meals and is recommended for those bringing children.

Deadline for registration is 5 p.m. on March 22. To register or for more information call 906-227-1397 or visit www.nmu.edu/nativeamericans.

The 2011 Indigenous Earth Issues Summit is sponsored by the NMU Center for Native American Studies with support from the Keweenaw Bay Indian Community, the NMU College of Arts and Sciences, the NMU English Department, and the NMU Geography Department.



By April E. Lindala

September is usually a very busy month with several activities in the works. This past September was no different. The annual Upper Peninsula Indian Education Conference was held with two keynote speakers, McClellan "Mac" Hall and Keith Secola.

Mac Hall discussed his long-standing work with the National Indian Youth Leadership Program. He spoke about how this program has assisted with the education of youth through outdoor physical activities such as high ropes, obstacle courses, and wilderness programs.

Anishinaabe musician, Keith Secola, talked about how music can engage young people in all aspects of learning. His high-energy presentation was full of song performances and was very interactive for audience members.

The UP Indian Education conference is designed to assist K-12 school employees with engaging American Indian students in and out of the classroom. This year's U.P. Indian Education Conference was made possible by the Keweenaw Bay Indian Community.

Also in September, the Great Lakes Indian Fish and Wildlife Commission and Lac Vieux Desert Indian Community hosted their annual wild rice workshop. NMU was granted ten slots to attend. Students from the NAS 488



Fall 2010 Events

Native American Service Learning Project and a few other students were able to attend. The weekend workshop included all of the aspects of hand harvesting wild rice. Students made push poles, cedar knockers, parched rice, danced on rice, and even got out in the boat to collect rice.

The planners for this event also included members of the Wild Rice Coalition; Roger LaBine, Barb Barton, and Charlie Fox. We hope many more students can attend next year!



Photo above: Keith Secola performs. Photo way below left: April Lindala learns how to parch rice from Charlie Fox. Photo below left: Charlene Brissette dances on rice. Photo below right: Holly Berkstresser shaves a cedar knocker.



4th annual INDIGENOUS EARTH ISSUES SUMMIT

Friday, March 25
9:00 a.m. - 9:00 p.m.
Whitman Hall Commons
Northern Michigan University
Free and open to all.
Family friendly.
Register by 5 p.m. Tuesday, March 22

- Activism learned from Walt Bresette
- Firemaking with Nick Hockings
- Musical activism with Bobby Bullet
- Panel on mining threats
- Earth music jam & open mic
- Ethnobotany

For more information call 906-227-1397 or visit www.nmu.edu/nativeamericans

Sponsored by the NMU Center for Native American Studies with the generous support of the Keweenaw Bay Indian Community, NMU Multicultural Educational Resource Center, NMU Geography Department, NMU College of Arts and Sciences, and NMU English Department



featuring author
Linda Hogan



Kayndahsawin

By James Van Eck

“Culture is everything. Culture is the way we dress, the way we carry our heads, the way we walk, the way we tie our ties — it is not only the fact of writing books or building houses.” Aime Cesair

It was just another Wednesday in the U.P., just another chilly night in November, but in Gwinn Township, the Title VII Indian Education group met for a different type of gathering.

Gwinn Title VII was host to several NMU students enrolled in the NAS 488—Native American Service Learning Project in the fall 2010 semester taught by April Lindala. One of the group projects was to offer a program entitled The Kayndahsawin Academy.

The academy was designed to focus on education, and enrichment.

Gwinn’s Title VII Director, Peg Derwin, was eager to host such an event for her students.

Each NMU student facilitated their own workshop. Younger and older students bustled from workshop to workshop, absorbing large amounts of information in a small time frame. From Anishinaabe language lessons to identifying children’s literature for stereotypes to information on how to prepare for college, 19 Gwinn students got a crash course in not only higher learning, but Indigenous learning.



The goal of the event was to inspire another generation into learning more about a culture that doesn’t have a lot of recognition, a lot of awareness, or a lot of acceptance. Every corner of the gym housed something different. Although time was limited, there was a spark of determination and self-discovery. This was Kayndahsawin.

Photo top: NMU student Kasi Gilbert works with fifth-grader Brittany Rzanca and sixth-grader Cory Turner, both students at K.I. Sawyer Elementary School in Gwinn. (Mining Journal photo by Claire Abent). Photo just above: NMU student James Van Eck works with a group of students on Anishinaabe language during the Kayndahsawin Academy. (Mining Journal photo by Claire Abent).



On Wednesday, February 16, the Native American Student Endowment Initiative hosted a peyote stitch beading workshop. Participants made tiny earrings, using a Q-tip as a mold, or key rings on leather.

Charlene Brissette, former NASA president, was the workshop facilitator. There were 20 NMU students and a couple of NMU alumni who attended the event.

If you are interested in projects like this, call the Center at 227-1397. The next beading workshop will be Wednesday, April 13. April Lindala will teach participants (limit of 15) how to make rosette earrings.

The Native American Student Empowerment Initiative is presented by the NMU Center for Native American Studies and made possible by a grant from the Keweenaw Bay Indian Community.

Photo above: Amanda Weinert works on her project while NMU alum Trystan McKeel, looks on.

Photo below: Charlene Brissette (center) works with two participants at the recent beading workshop.



Indigenous Earth Issues Aimee Cree Dunn

(NN) What is the purpose or message of the event?

As a call to action, the goal of the Summit is to inform, inspire, and offer participants skills they can take out into the world to effect positive change for Mother Earth.

(NN) Would you consider past years summits successful?

Very much so. And each year we learn what works best and try to further encourage those things.

(NN) How long has the Indigenous Earth Issues Summit been taking place?

Since 2008.

(NN) If the event has changed over the years, how so?

Each year is different in the sense that the presenters and workshop facilitators change - the dynamics produced at the Summit are in large part due to what issues and topics are discussed at the Summit. This year, for example, has a heavy emphasis on the Northwoods. Over the years, the Summits have included presenters from areas as far apart as Aboriginal Australia and the Arctic Circle.

(NN) What lies ahead in the future for this program?

Hopefully many more to come. My personal hope is that the Summit will grow in strength and effectiveness and become an event people attend in order to become informed, inspired, and ready to roll up their sleeves and help protect Mother Earth whether it be through activism or learning respectful ways to live on the land.

-Interview by
Jeremiah Harrington

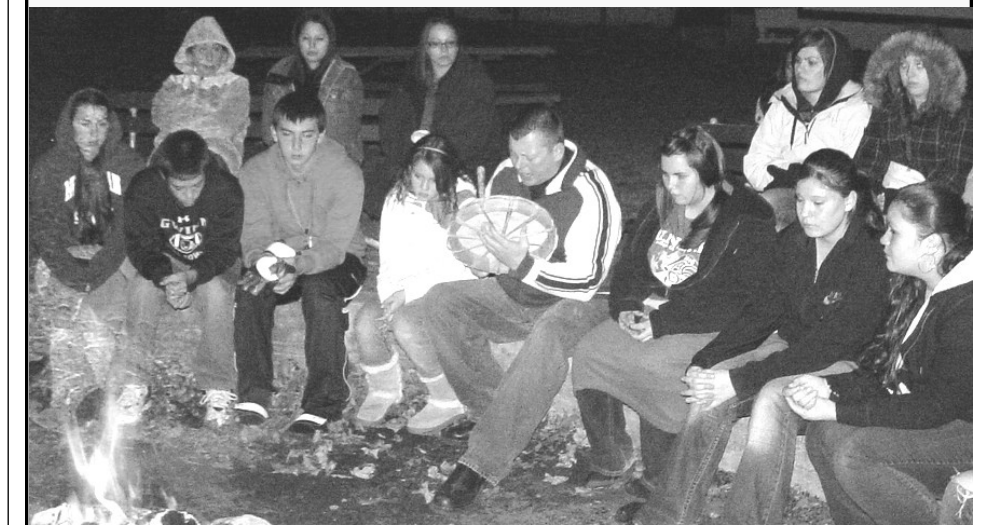
College Prep Medicine Wheel Academy March 31-April 2, 2011

Volunteers are needed Thursday, March 31 through Saturday, April 2 when the NMU Center for Native American Studies will once again host the College Prep Medicine Wheel Academy (MWA).

This program is designed for Native American students in grades 10-12 to experience opportunities in the health and science professions. We need your help!



Volunteer forms are now available for those interested in being chaperones. Lodging and meals at Bay Cliff Health Camp are included.



Call the Center for Native American Studies at 227-1397 to learn how you can be a part of this experience. The College Prep Medicine Wheel Academy is made possible by the NMU College of Arts and Sciences and the NMU Wildcat Innovation Fund.

Consider Business

By Andy Chosa

I was back on the Rez for a few weeks before my summer class started between my freshman and sophomore years at U of M.

I noticed a few small businesses had closed during the eight months or so that I was away.

"Nobody knows what the hell they're doing," was the general consensus answer when I asked relatives about the boarded up buildings.

I had been wondering what path my studies should take, knowing that I eventually wanted to return to the Rez to contribute to the struggling community. I had my answer. When I got back to school, I told my adviser that I wanted to get into the business school. There are three reasons why Native American students should consider business as a course of study and a career.

First, it's in your blood. Native people have been assigning value to trade goods and taking part in various economies for thousands of years. I was reluctant to tell some of my relatives what path I had chosen. My fear was that they would see this as assimilation, but they were proud and saw business as a natural choice.

Second, you have a competitive advantage on the Rez. Native entrepreneurs can leverage things like tribal Native preference in contracting, low cost loans from the Feds, and access to a large unemployed workforce to compete effectively.

Not to mention that the old moccasin telegraph is faster than any ad campaign.

Third, we need you! Business people are essential for job creation and efficiency in operations in any community. Skills you will learn in business school and by gaining experience in the business world are essential to all parts of tribal government and services. Our future leaders will need these skills in order to guide their tribe through an increasingly difficult economic environment.

I know many of you are thinking that business is so structured that it stifles creativity. In the corporate environment, that may still be true. However, in successful small businesses and increasingly in progressive corporations, new ideas are valued and seen as yet another asset.

You will have the chance to try;

succeed or fail, you'll gain from the experience. You might also be thinking that it's your goal to serve your people, and businesses only serve themselves.

This is actually something that I struggled with when choosing the course of my graduate studies. I worked in a non-profit organization for five years and I loved the feeling of helping people every day. However, as I thought about what people really need, I realized that I could do the most good for the most people over the longest term by working to provide them with steady employment, benefits and opportunities to better themselves. Even if you do decide to pursue a career in the public service or non-profit sector, the skills you will learn as a business student will be useful to you and to your organization.

The world is getting smaller, and we, as a people, need to recognize that. In order to be a part of the global community, our tribes need to be able to speak in a language that is understood globally. That language is taught in business school.

Andy Chosa was selected as one of the first MBA graduate assistants in the new MBA program at Northern Michigan University. He works on the MBA website and social networking sites. He also provides research support to faculty and assists in the pursuit of grant opportunities.



The Center for Native American Studies hopes to begin selling Native specific items to help generate revenue for programming for the campus and surrounding community. We are seeking student support. If you are a business major and would like an internship, this would be a great experience in setting up a small, non-profit business or ideas for such a venture. Please contact April Lindala at the Center. Our e-mail is cnas@nmu.edu. We appreciate any ideas for how to make this small business something special. Here's one item to think about, a smart alternative to plastic shopping bags. On sale now at the CNAS - 112 Whitman Hall for \$12.



NASA Student Spotlight

NASA's Out-going President:

Charlene Brissette

By Vanessa Chavez

(NN) Where are you from?
Sault Ste. Marie, Michigan.

(NN) What is your tribal affiliation?
Sault Tribe of Chippewa Indians

(NN) What are you majoring in at NMU? Management of Health and Fitness

(NN) When do you graduate?
April 30, 2011

(NN) Why did you choose NMU?
Honestly...I was following my boyfriend at the time. And it wasn't too far from home.

(NN) How long have you been involved in NASA?
Off and on since I've been here; so 4 years.

(NN) What have been/are some of your favorite classes and why?
My favorite classes were my fitness leadership classes because we gained experience in instructing exercise to different populations and we played games for our final exams. I also enjoyed my Native Studies classes because it's always interesting to see the different perspective from people with different backgrounds. And of course the Health Promotion classes are always the best.

(NN) What are your plans for the summer?
Depends. I applied for an internship in Washington D.C. so I may be there for 10 weeks. Otherwise I wait to see which graduate schools accepted me and start looking for jobs in that area.

start looking for jobs in that area. Of course I'll be taking as much time as possible to enjoy friends and family and the great outdoors.

(NN) What other organizations are you involved in?
My loyalty lies in NASA.

(NN) What is your favorite movie, music, book?
That's a difficult question. Favorite movie might be the "Lord of the Rings" series. Favorite books might be the *Harry Potter* series, and favorite music is anything that can make me move.

(NN) If there was one thing you could change about the world, what would it be?
My first instinct would be nothing, because I believe nature and Mother Earth has a way of taking care of herself. But on second thought I would say that everyone should at least



try yoga and traveling to a third-world country. Maybe then people would gain a larger perspective on all things in this world and realize it's not limited to only the things we can see. Not saying I have traveled to a third world country, or out of this country for that matter, but I would sure like to.

Charlene's Response to Obama's Visit

I was extremely happy to be selected to attend President Barack Obama's speech. I knew it was a high honor and I may never get an opportunity like this again. The atmosphere in the building was one I haven't felt before. You could tell that something extremely important was about to happen. It was very entertaining, and he is a mesmerizing speaker. I'll never forget that experience.

-Charlene Brissette



NASA Student Spotlight

NASA's Incoming President

Betsy Trudeau

By Vanessa Chavez

(NN) Where are you from?

I'm from a full blooded Potawatomi-Ojibwe-Odawa family in Hannahville, Michigan... which is here in the U.P., about an hour and a half south of Marquette.

(NN) What is your tribal affiliation?

Hannahville Potawatomi is where I am enrolled, which is my Mom's tribe. My Dad's family comes from Wiky, Ontario.

(NN) What are you majoring in at NMU?

I'm Pre-Med... In a really long time, I'll be a pediatric cardiologist.

(NN) When do you graduate?

2014

(NN) Why did you choose NMU?

I chose NMU because it is relatively close to home, it's the perfect size school, and Marquette is a pretty sweet city.

(NN) How long have you been involved in NASA?

I joined NASA at the beginning of the fall semester, and now I'm the president.

(NN) What have been/are some of your favorite classes and why?

Right now my favorite class is 'Anishinaabe Language and Winter Exploration' with Kenn Pitawanakwat because I love my culture, and earning credits for learning more about it.

What are your plans for the summer?

I'm going back home to work for the summer, stack up some cash for the school year. Go to some powwows, visit some family in Canada. Have fun!

(NN) What other organizations are you involved in?

Also at the beginning of the fall semester I joined Alpha Gamma Delta, another excellent decision of mine. It's great, I love it.

(NN) What is your favorite movie, music, book?

This is the hardest question ever. I love *Goodfellas*, *The Devil Wears Prada*, *Pineapple Express*, and *Dance Me Outside*. I also love Beyonce, Eminem, Bear Creek, Midnite Express, and Weezy. My favorite book is Facebook. Just kidding, but I haven't read leisurely in a long time, I'm usually trying to read biology and psychology. Other than that I enjoy reading *The Lone Ranger and Tonto Fistfight in Heaven*, by Sherman Alexie.



(NN) If there was one thing you could change about the world, what would it be?

I would make higher education a lot cheaper. Along with airline flights, and hotel rooms, and gas... So we could all powwow more!

Betsy's Response to Obama's Visit to NMU

When I heard that President Barack Obama was going to be at Northern, I was thrilled. He spoke to a crowd of about 1,400 which were mostly students. Obama praised and promoted WiMax, (our high-speed wireless Internet) throughout the Marquette area.

He said one-third of Americans are still without high-speed Internet and that's a large amount of people. The president spoke about more than our area wireless advancements, he explained how we are the young nation teaching the world to march forward, and it was inspiring.

Being the president of the Native American Student Association, a NMU student leader, I was one of the few invited. It was a once-in-a-lifetime experience and even though I didn't shake his hand, or get to say anything to him, I am still so grateful to have been there. It was an awesome experience, and I'm never going to forget it.

-Betsy Trudeau

Photo opposite page bottom - from left to right: April Lindala, NASA Advisor, Charlene Brissette, NASA President (out-going), Betsy Trudeau, NASA President (in-coming) and Amanda Weinert, NASA member.

CNAS Spotlight - New NAS Faculty Member

Martin Reinhardt, Ph.D.

Assistant Professor of Native American Studies

Interview by Vanessa R. Chavez

(NN) Where are you from?

Baweting Ndonjibaa. I am from the Sault Ste. Marie area. I have family on both sides of the international US/Canadian border. I spent a great deal of time on Sugar Island growing up and have some property on the Island still.

(NN) What is your tribal affiliation?

Anishinaabe Ojibway Ndaaw. I am an Anishinaabe Ojibway citizen of the Sault Ste. Marie Tribe of Chippewa Indians. I am a descendant of the Kitigaanzibing (Garden River) First Nation of Ojibway.

(NN) Tell us about your family.

Ajijaak ndodem. I am Crane Clan. My mother is mixed ancestry Ojibway, and my biological father is Irish American, that makes me Ojib-irish. My adoptive father was German American. I grew up primarily with my mother's family. I am also a descendant of White Crane. My wife, Tina, is full-blood Anishinaabe Ojibway.

She is Turtle Clan, Mackinaw Band, also a citizen of the Sault Tribe. We have two daughters, Nimiinangos and Biidaaban, and a nimoosh named Bo. My adoptive father, Dad, passed on last summer, so we have been missing him a lot.

(NN) Describe your academic history.

I quit school when I was fifteen years old, and joined the U.S. Army on my seventeenth birthday. While serving in the military in the U.S. and over in Korea during the Gulf War era, I began taking college courses. I knocked out a few of my general education courses and picked up some skills as a wheeled vehicle mechanic before I got out of the Army in 1990. As soon as I got out, I enrolled in Kalamazoo Valley Community College and began taking pre-med courses. I was certain that I wanted to study medicine at that time. I also took an Anishinaabemowin language course with Howard Webkamigad at Michigan State University. Then I was recalled during the Gulf War, although I didn't see any combat.

When I got out again, I enrolled at Lansing Community College where my uncle, Tom Biron, worked and began taking more pre-med courses. I also participated in the Native American Leadership Program, and began taking community education courses on Anishinaabemowin at the Lansing Indian Center with Helen Roy. I graduated with an associate's degree in 1992. It was during this period that I also began learning about traditional Ojibway medicine. One of the most influential people I met was Dr. Dan Pine, a mashkikinini from Garden River. Although I only knew him for a few years before he passed on, I learned some valuable things from him about myself as an Anishinaabe person that continue to provide me with a great deal of direction today.

It was at this point that I decided to transfer to Lake Superior State University to continue my studies. I switched my major to Environmental Science but still intended to go to med school after I graduated with my bachelor's. I received the Joseph K. Lumsden Memorial Scholarship from my Tribe, and began taking courses in Native American studies. That is when I met my wife, Tina. We saw a lot of each other at Native American Student Organization meetings and in our Native American studies classes. I also worked as a tutor at the Native American Center with Bea Peters.

One of my favorite topics was American Indian education. I recall that Bob Van Alstine came to our Contemporary Indian issues class and presented on the work he did as the Michigan Indian education officer for the Bureau of Indian Affairs. It was during my final year in environmental science that I decided to switch my major once again, this time to sociology. I really got interested in knowing more about American Indian community health from a sociological perspective. I did my senior thesis on the impact of alcoholism in Native American communities. I graduated in the spring of 1994 with a bachelor's degree in sociology and a minor in Native American studies. I did an internship with Bob Van Alstine at the BIA after I graduated. It was at this point that I decided to stick with sociology and focus on American Indian education for my graduate studies.



I was accepted into a master's program in sociology at Central Michigan University in the fall of 1994. It was not long after beginning my graduate program that I got a position in the CMU Native American Programs office as a graduate research assistant. In 1995 I was appointed the interim director of CMU Native American Programs, just in time to deal with the Michigan Indian Tuition Waiver crisis caused by former Michigan Governor John Engler. That was when I decided to focus my master's thesis on the history of the Michigan Indian Tuition Waiver, as it had not been well documented up to that point. I was hired as the permanent director in 1996, and completed my master's degree in sociology in 1998.

After long discussions and prayers, I decided to apply for a doctoral program in educational leadership at Penn State University. I was accepted and began my program in the fall of 1998. I was also selected as an American Indian Leadership Program fellow, and studied American Indian education leadership issues under the tutelage of Dr. John Tippeconnic, III. I decided to focus my doctoral dissertation on the relationship between treaties and contemporary American Indian education laws.

I even got to do another internship back in Sault Ste. Marie with the BIA and Lake Superior State University. It was during this period that I served as the chair of the American Indian/Alaska Native Caucus of the American Association for Higher Education.

I moved back to Sault Ste. Marie in 1999 and began working at LSSU as a program coordinator for the Seventh Generation Stewardship Program, and taught as an adjunct instructor in sociology and Native American studies. In 2000, I worked as a regional coordinator with the Michigan Rural Systemic Initiative. I was thrilled to learn that I was selected as the director of Northern Michigan University's Center for

Native American Studies in the summer of 2001. I graduated with my doctoral degree in 2004. I was the CNAS director until January 2005.

I accepted a position with an online education company and moved out west in 2005. I served as the vice president for diversity and research for one year, and then accepted a position at Colorado State University as a research associate for the Interwest Equity Assistance Center. That is when we decided to move back to the Marquette area. We missed being back home in Michigan.

After we moved back to Michigan, I had a hard time finding a job close to home. I worked for a while as an advisor for the Distance Learning Center at the University of Wisconsin Superior, and then worked for one year at Mid-State Technical College as a sociology instructor. I was truly overjoyed when I got selected to work as an assistant professor of Native American studies back at the CNAS.

(NN) I was informed that you are the first Native American Studies tenure-track professor. Please tell me about it and you thoughts about it.

Although many excellent people have worked for the CNAS over the years, this is the first time we have ever had our own full-time, tenure track position. I am humbled and honored that I was entrusted with such an important responsibility. In many ways, tenure is a form of recognition of an individual's professionalism in their field of study. It carries with it both greater privileges and responsibilities. I intend to do my very best to attain tenure and in so doing I hope to pave the way for others to do the same.

With the help of people like April Lindala, Kenn Pitawanakwat, and all of

the other NAS faculty and staff, I feel confident that I will make it up this hill.

(NN) What do you teach?

In the fall of 2010, I taught NAS 204 The Native American Experience, NAS 212 Michigan and Wisconsin: Tribes, Treaties and Current Issues, and NAS 310 Tribal Law and Government. This winter I am teaching NAS 288 Politics of Indian Gaming, NAS 485 American Indian Education, and NAS 488 Native American Service Learning Project.



Marty Reinhardt teaches students a traditional game as part of a NASEI event.

I am happy to report that we just recently had a master's program in educational administration with a focus on American Indian education approved. I will be teaching two courses as part of that program including NAS 485, and NAS 486 American Indian Education Law and Leadership.

(NN) What are some of your goals?

Besides earning tenure, I also intend to earn promotion to full-professor status as soon as I can. I am committed to continuing to learn more Anishinaabemowin, and hope one day to be conversationally fluent. One of my greatest interests of late is learning about the relationship between Indigenous peoples and their foods in a contemporary society.

In many ways, it is bringing my broad interests in health, education, and Native American studies together under one theme.

(NN) Is there any other information that you would like to share?

I hope that my story inspires others to pursue higher education in both western institutions and in their traditional Native knowledge systems. The future of our tribal communities is dependent on what we do today. Let's work together to send the next seven generations the tools they will need to live healthy lives as Indigenous peoples in our traditional homelands.



Daabii Reinhardt visits the NMU Bookstore during a recent College Prep Medicine Wheel Academy Visit.

GLIFWC Teaches Students About Netting

By Joe Masters

The NMU Center for Native American Studies and the Native American Student Empowerment Initiative sponsored by the Keweenaw Bay Indian Community hosted a fishing net sewing demonstration.

On January 28 and 29, two officers from Great Lakes Indian Fish and Wildlife Commission (GLIFWC), Heather Naigus and Dan North, taught NMU students and community members how to tie fishing nets. In addition, GLIFWC officers, talked about why fishing is important in regards to treaty rights in this area.

Over 50 participants managed to tie over 250 feet of commercial grade nets over the two-day event. In addition to fish nets, Dr. Marty Reinhardt (NAS faculty) offered demonstrations on traditional games such as the "moccasin game."



Photo above: GLIFWC Officer Dan North shows NMU student, Craig Meshigaud how to tie netting.



Photo left: Marty Reinhardt teaches students how to play the moccasin game.

Poetry Corner

*By Daabii Reinhardt
This poem is a copy change
from a poem by George Ella Lyon.*

I am from coffee grounds
From Mountain Dew and Pepsi
I am from the brick, wood; large and small houses
Different, the same
I felt confused but it was home
I am from the vegetable gardens of every size
The three sisters
Guarding each other to grow up helping each other
I am from the huge gatherings and waves of hair
From Fred's and Rosemarie
And every "J" name there is
I am from the non-stop talkers and Creative minds
From Hurry up! And Gizaagiin
I'm from the 7 directions, grandfathers, and teachings
The never-ending fire pit
And the twirl of my shawl, rhythm in my feet, always clockwise
From under the bridge in the beginning but always in the north afterwards
Fry bread and sweet corn along the way
From the pictures taken in the full moon's light, my mom crouched for the perfect angle
And off-roading around unknown lands almost breaking the Suburban
Thousands of pictures
Carefully placed between pages
Decorated around the house
And in boxes stuffed in every available and cluttered space
I am from the falls, scrapes, breaks and bruises
Always just another lesson to make me stronger
Always ready to carry on for those that matter.