Anishinaabe News  
c/o Native American Student Association  
Northern Michigan University  
Box 73 - University Center  
Marquette, Michigan 49855  

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 PACE, a KCP 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 N.M.U.,  
call 906-227-1554.

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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)
Anishinaabe News

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 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 forces of our country. Most of the dances 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 that 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

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 I & 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 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.
Powwow Listing for Spring 2011

March 19 & 20: Forest County Potawatomi Winter’s End. Wabeno, Wis. [Host drum - Northern Cree]

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


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.


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.


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 - H12 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.

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.

Film Series: Continued from page 1

UNREPRESENTANT: 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.
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 note as part of NMU’s celebration of Indigenous Environmental History. Her books provide a window into the world of Indigenous environmental philosophy as part of a summit on the mining threats facing the tribes in the U.P. and northern Wisconsin.

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.

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.

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 for students to attend. Students from the NAS 488 Native American Service Learning Project and a few other students were able to attend.

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.

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

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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 Cre 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’s Out-going President: Charlene Brissette

By Vanessa Chavez


(NN) What is your tribal affiliation? Sault Tribe of Chipewa 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.

NASA Student Spotlight

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

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 Wily, Ontario.

(NN) What are you majoring in at 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) Why did you choose NMU?
I’m Pre-Med… In a really long time, I’ll be a pediatric cardiologist.

(NN) When do you graduate?
2014

(NN) Describe your academic history.
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.

(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!

(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, Mintnite 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.

Nasa’s Incoming President

Betsy Trudeau

By Vanessa Chavez

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!

What is your favorite class and why? My favorite classes have been Native American issues and American Indian Health. 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 1990. As soon as I got out, I enrolled in Kalamazoo Valley Community College and began taking pre-med 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 Anishinaabenowin language course with Howard Webkamieg 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 Anishinaabenowin 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. I received the Joseph K. Lumsdien 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 pro-
gram 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 Program office
as a graduate research assistant. In
1995 I was appointed the interim di-
rector of CMU Native American Pro-
grams, 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 docu-
mented 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 pro-
gram 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 Ameri-
can Indian Leadership Program fellow,
and studied American Indian educa-
tion leadership issues under the tute-
lage of Dr. John Tippeconic, III. I de-
cided to focus my doctoral disserta-
tion on the relationship between trea-
ties and contemporary American In-
dian 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 LSUS as
a program coordinator for the Seventh
Generation Stewardship Program, and
taught as an adjunct instructor in soci-
ology and Native American studies. In
2000, I worked as a regional coordina-
tor with the Michigan Rural Systemic
Initiative. I was thrilled that I was
selected as the director of North-
ern Michigan University’s Center for
Native American Studies in the sum-
mer 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 west in
2005. I served as the vice
president for diversity and research
for one year, and then accepted a posi-
tion 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 Learn-
ing 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) 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.

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 Indige-
nous peoples in our traditional home-
lands.

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 commit-
ted to continuing to learn more
Anishinaabemowin, and hope one
day to be conversationally fluent.
One of my greatest interests is late is learn-
ing about the relationship between
Indigenous peoples and their foods in
a contemporary society.

The Native American Experience, NAS
212 Michigan and Wisconsin: Tribes,
Treaties and Current Issues, and NAS
310 Tribal Law and Government. This
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