New funds dedicated to advance Indigenous achievement at U of M

Shekon Ontiatenro'shón:a!

On behalf of the Office of Indigenous Achievement, I would like to welcome students, faculty and staff to the 2016-2017 regular session. I expect the coming year to be exciting and fruitful for the Indigenous community at the U of M and for those working in the areas of Indigenous studies.

There are a number of developments that have given our office cause for optimism. Many academic units have recently reported that the number of Indigenous students in their areas has increased. Several new as well as existing funding opportunities will support the studies of Indigenous students. Numerous faculties across the University have made commitments toward Indigenous studies and the success of Indigenous students. Our University continues to make efforts toward improving opportunities for the academic success for Indigenous peoples.

There are two developments at our University that merit mention. Firstly, an Indigenous Scholars Fund has been established to recruit new scholars to the U of M. This fund, for which proposals are invited from all academic units, will support the hiring of scholars such as tenure-track professors and instructors. The second development is an Indigenous Initiatives Fund. This fund will support scholarly projects, events and other initiatives designed to advance Indigenous achievement and issues. Please visit the Indigenous Connect portion of the U of M's website for more information.

In the brief time that I’ve served the Office of Indigenous Achievement, I’ve become proud of how our University continues to be a place where all students, staff and faculty can share with one another in order to build a community that is respectful of Indigenous perspectives. I hope everyone has a great year!

Frank Deer
Acting Executive Lead, Indigenous Achievement
Director of Indigenous Initiatives, Faculty of Education
What is Neechiwaken?
The Neechiwaken Indigenous Peer Mentor Program matches new Indigenous U of M students with experienced Indigenous students who can provide them with academic and social support, ongoing advice, and training that allows all program members to succeed at university.

What does Neechiwaken mean?
Neechiwaken is a Cree word, which means friend.

How does the program work?
The Neechiwaken Indigenous Peer Mentor Program pairs a Lead Neechiwaken with a Neechiwaken.

As a Lead Neechiwaken you are committed to attending monthly meetings, be interested in campus and community volunteering events, and you must be willing to communicate regularly with your students. You will share your knowledge, skills and expertise to facilitate a new student’s transition into university life and build on their leadership skills.

As a Neechiwaken you must also be willing to attending monthly meetings, and be willing to communicate regularly with your peer mentor. If you are only interested in the social aspects of the program, please indicate so in the “interests” section of your application.

How do I apply?
The application deadline to become a Neechiwaken is September 11, 2016 through UMCommunityLINK.

For more information please contact:
Carla Loewen, Indigenous Student Advisor
carla.loewen@umanitoba.ca
204.291.5257

Get involved in the Neechiwaken program

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My advice for first year students would be to ASK FOR HELP! This takes courage and it means being aware that in one way or another, your needs are not being met. So much support that I have received might never have come to me if I hadn’t asked for help. Have courage! Be aware! Find your voice!

– Charlene Hallett, Family Social Sciences

My key points for first year students:
1. Believe in yourself.
2. Figure out what makes you happy.
3. Don’t be afraid to fail.
5. Don’t miss class.
6. Meet with your support systems.
7. Give back to your community.
These key points will ensure success!
– Tyler Kossin, University 1, Pharmacy focus

As a Neechiwaken you can come as a bit of a culture shock. I urge you to get involved and push those boundaries and comfort zones. Your past does not define your future and you deserve to be here as much as the next person. This university is on Treaty One Territory. Be proud of who you are.

– Kristin Flattery, Fine Arts Studio (Honours)

When life or school seems overwhelming, break it all down into reasonable steps, then keep your head down and focus on taking one step at a time. y’know?
– Kieran Dublin, Arts (General), Native Studies

Ask questions, no matter how small they seem. When times are hard, just remember that your capacity will grow.
– Nicole Stonyk, B. Mus., Education focus

My advice for first year students:
1. Figure out what makes you happy.
2. Work hard.
3. Don’t miss class.
4. Meet with your support systems.

These key points will ensure success!
– Lindsay Bristow, Science (Psychology Honours), Veterinary Medicine focus

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Neechiwaken mentors offer advice for new students

Hundreds of new Indigenous students are joining our University community this year. We know that the U of M can be a bit overwhelming at times, so we asked some of the Neechiwaken mentors to share some advice with those coming to campus for the first time.

Submitted by Carla Loewen, Indigenous Student Advisor

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– Kieran Dublin, Arts (General), Native Studies

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The power of mentoring: A tale of two sisters

Submitted by Carla Loewen, Indigenous Student Advisor

In 2005, an 11-year-old Indigenous girl committed suicide by hanging herself from a tree in her neighbourhood. This heartbreaking event sparked the passion of a woman named Michelle Boivin who took it upon herself to do something for Indigenous girls in our city. She asked for Indigenous women to come forward and mentor Indigenous girls, providing encouragement and role modeling for anyone who signed up. I went to Michelle’s first meeting held at Thunderbird House and signed on to be involved. Michelle’s determination to create change turned into a partnership with Big Brothers Big Sisters of Winnipeg (BBBS) and a program called Empowering Our Little Sisters was formed. Through this program I was matched with Chelsey who had just turned eight when we met. She was signed up to have someone take her out regularly due to her mom’s chronic illness. Chelsey recently graduated from Grade 12, we are still matched through BBBS, and she is about to start at the University of Manitoba!

After all these years of being a part of Chelsey’s life, I can honestly say that Michelle’s call out to the community changed my life. Not only have I had the pleasure of watching Chelsey grow up, we have also been welcomed into each other’s families. Most importantly, the power of mentoring took root in my life and I have carried it into each other’s families. Most importantly, the power of mentoring took root in my life and I have carried it into each other’s families.

As you can see, Chelsey and I have a lot of fun together and we plan to take that into our new roles of staff and student. Our mentor relationship will also never end even after she ages out from BBBS in October. We are friends for life. We are sisters for life!

Affectionately known as, Big C and lil c.

Carla: What is your first memory of me?
Chelsey: When we had our first meeting at the agency you were asking me what kind of things I liked to do and you were quite loud! (Aside: I knew she was going to say that. I was nervous and for some reason I talked at her like she was hard of hearing!)

Chelsey: What has made you continue to be my mentor?
Carla: That’s easy. Not only are you fun to hang out with, you keep me young at heart.

Carla: What is our funniest moment together?
Chelsey: At our first outing we went to McDonald’s and there were no napkins so you looked left and right, stuck out your hand and sprinkled the crumbs on your hands onto the floor. (Aside: I know she was going to say that too! I have never done that before or since and have yet to live it down. I was still nervous, ok?)

Chelsey: What is the best thing we’ve done together?
Carla: I love the scrapbook we made during our first four years together that depicted all of our outings through a drawing or story. Looking back at it now brings back the warm and fuzzy feelings. (Aside: That’s because I love ice cream!)

Chelsey: I’m not sure what to say. What would you like people to know about me?
Carla: You’re too good to be true! You’ve never said “whatever”, “I don’t care”, or “Why are we here?” I couldn’t have been matched with a better little sister because you are always open to anything, are incredibly polite and well-mannered and make my role easy. I’m glad to be part of your life!

Carla: Quick! Let’s say all of our “things”!
Joint Response: The muen! The sign game! Accents! Titter Titter! Shhhh Chelsey’s Fake Laugh, HA HA HA! The Forks! Make up sessions at Sephora! DQ! Drives through St. Vital Park! Carla getting lost going to BBBS events! Carla being late!

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Carla: How has having a mentor impacted your life?
Chelsey: I definitely got to go out more. I got to have a friend who was not in my age range and you’ve always helped me with school and other things. I also really enjoyed when we made a jingle dress together even though I grew out of it before I could use it.

Carla: I’m a private person. What would you like people to know about me?
Chelsey: You have a good British accent. You like to joke around a lot and it doesn’t take much to start laughing with you. Oh, and you’re very generous with treats, especially ice cream! (Aside: That’s because I love ice cream!)

Carla: What is your first memory of me?
Chelsey: I remember the first time I met you. You were so excited and you were quite loud!

Chelsey: What is your first memory of me?
Carla: I know she was going to say that too! I have never done that before or since and have yet to live it down. I was still nervous, ok?}

Carla: What is your favorite food?
Chelsey: Ice cream! (Aside: That’s because I love ice cream!)

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Indigenous student takes part in human rights summit at the UN

If Míhsikakwan James Harper is asked to write an essay on what he did on his summer vacation, he’ll have no trouble coming up with stories to share. Harper recently returned from Youth for Human Rights International’s annual summit at the United Nations Headquarters in New York. When he’s not attending international conferences, Harper is studying mechanical engineering at the U of M, as part of the Engineering Access Program and is also a new member of the Indigenous Circle of Empowerment (ICE).

Where are you from?
I’m from Sturgeon Lake Cree Nation (Alberta). I was born in Edmonton and I moved to Winnipeg when I was 12.

When did you start at U of M?
2012

Why did you pick U of M?
Winnipeg is a place I consider home, so it’s very familiar to me. I also got a full scholarship to the U of M, which made the choice easy.

Why did you decide to focus on mechanical engineering?
Basically I love problem solving in technical details. I found myself really good at, and really liking math and science. I’m very interested in concepts like that and applying them to solutions that could better our world. I feel like that’s what engineering encompasses.

What are your post-graduation goals?
Right now I have a lot of options. My ultimate goal is to develop sustainable transportation particularly public transportation. One of the factors might be that my mom doesn’t know how to drive so I grew up on the bus my entire life; transit has been my only way of knowing how to get around. And I feel like a way to decolonize is to transition to a low carbon future and one of those key aspects to getting there is through sustainable transportation.

How do you link that to decolonization?
Decolonization is in making sure we are moving away from the colonial approaches to using the land for a finite period of time and how the western views view resources as we don’t need to worry about them in the future. We need to transition more to more renewable and sustainable options.

What or who was the most important resource or person that helped you become the leader you are today?
My mom — Tanya Kappo. She deserves all of the credit for all of everything. I talk about the youth stuff that I do, the fundamentals of education, talking about of human rights, and in the dream world I would love to see that human rights be taught to our youth. Bare minimum. Because that serves as a basis to all of the other bodies of knowledge around rights around what you are entitled to in being a fulfilled and happy person in society. But I feel like in the ideal world I would want teach youth about the important lessons about our history and about things like Treaties and critical analyses of contemporary issues, politics – let’s talk about what JT is up to, and why we should be stopping this pipeline and things like that.

I find that youth don’t necessarily have those avenues to have discussions, whereas the dinner table was the perfect place for my mom to talk about these issues. I just feel so privileged to have had that realm.

INDIGENOUS STUDENT SUCCESS

Míhsikakwan James Harper is in his final year of Engineering at the U of M.

How did you end up attending the International Human Rights Summit at the UN this summer?
The opportunity was shared on Facebook by a couple of peers, so I applied because it looked like an exciting opportunity. I had no funding arranged or even knew if I had the time, but I thought I might as well apply and then I could make the choice if it was presented to me, which it was. Then it was all a matter of just finding the resources to go.

“James’ trip was partially sponsored by the Indigenous Circle of Empowerment Leadership Travel Grant.”

Why is it important for you to get involved in human rights issues?
I’m very passionate about youth. I’ve been volunteering with youth forever, particularly with indigenous youth. I feel like I’ve been very privileged, almost too privileged, where it’s like I’ve come so far and I’ve had so many opportunities and it’s so sad to see that many of our youth don’t even have high schools on their reserves and they have to deal with culture shock when they come to the city and be exposed to various risks or things of that nature. I don’t know if our youth really get a chance where they feel like they’re believed in. We need to work on these issues to make sure we have equal opportunities for all.

What is your biggest takeaway from the summit?
This might sound trivial, but youth or children in general aren’t aware of their own human rights, especially in areas where they’re subject to abuse or to these “bad things” for lack of better words. That’s all they know so they think it’s okay. And I say it’s a trivial answer because where would kids get an opportunity to be taught human rights to be read the Declaration of Human Rights?

For me to go to that conference and hear example after example of different issues regarding youth being in the trafficking industry or being subjected to abuse or things like that, it really nailed in that idea that there is a problem that our youth and children aren’t even aware of their rights. Once they become aware of their rights there is a really big probability that they can act do something about it. That they now know there are options out there for how to deal with it.

I think about me when I was a kid and I didn’t know anything about human rights, but in my privileged lifestyle I was given these rights anyway. They were honoured. But for a lot of our youth in northern and isolated communities that is not the case. That’s why I feel like that was the biggest takeaway.

How do you plan on applying everything that you learned at the summit to your day-to-day life?
Very directly engage in the discussion. That’s the first step. Engaging with youth and saying, “Did you know that you have these rights listed in the Declaration of Human Rights?” And extend that education to the United Nations Declaration on the Rights of Indigenous Peoples. The biggest thing that I’m an advocate for is education is facilitating that learning process to say, “You are entitled to know this. If I don’t do this personally, I’ll make sure that you get taught this somehow.”

Continued on next page...
The Spirit of Red River on display in Elizabeth Dafoe Library

If you’re interested in learning more about Louis Riel, the Indigenous people of Manitoba, or the growth of early Winnipeg make sure you visit the U of M Archives & Special Collections before October 7, 2016. That’s where you’ll find an exhibit of new collections called The Spirit of Red River.

The display includes maps, letters, postcards, documents and photographs, including five photographs of Riel, three letters by him, and one promissory note of his father, Louis Riel, Sr. Other items of interest include photographs and documents from the recently purchased from Barber and Barber architectural firm collection. Their company built the first Winnipeg City Hall (known as the “Gingerbread” City Hall). There are also “carte de visite” photographs related to the Resistance of 1885 which originated in an Australia auction mixed with a group of material related to the American Civil War; Hall & Lowe’s studio on Main Street contributed five photographs of Indigenous people from the 1880s; and exam papers of 1888 that represent the University of Manitoba.

The goal is to showcase the many interesting collections the Archives has purchased or had donated over the past few years, which have not been viewed before by students, staff or the public. The exhibit gives the viewer a greater sense of the growth of the city in this period and the impact this had on Indigenous people. The wrenching and often tragic transition that Mètis and other Indigenous people went through in this period is shown in their faces in the powerful photographs on display. Many of these have been digitized but there is nothing like seeing the actual photograph or document. It is hoped this will prompt further research into these collections, most of which are shown only in part. We encourage everyone to look into additional archival resources which are held by the University Archives, a facility which is and open to all.

The display also includes a full-sized photograph of the “travelling copy” of Treaty 8 (northern BC, Alberta, Saskatchewan and the area south of Great Slave Lake), which had conservation treatment in on our vault this year and is now with the First Nations University in Regina, and a red dress from artist Jaime Black’s REDress project. The general public is welcome as well as students, faculty and staff of the University. The Archives is on the 3rd Floor of the Elizabeth Dafoe Library.

You can explore more Indigenous Peoples Collections in the University of Manitoba Archives & Special Collections.

Must watch

Dr. Lynn Lavallée (Anishinaabe Mètis), chair of the Research Ethics Board at Ryerson, was at the U of M this summer as a Visiting Scholar. During her time at the U of M, Dr. Lavallée presented on the ethical requirements of research with Indigenous peoples of Canada. Her presentation focused on doing research with Indigenous people, specifically the importance of building relationships with Indigenous peoples and the federal guidelines for research being in this period and the impact this had on Indigenous people. The exhibit gives the viewer a greater sense of the growth of the city in this period and the impact this had on Indigenous people. The wrenching and often tragic transition that Mètis and other Indigenous people went through in this period is shown in their faces in the powerful photographs on display. Many of these have been digitized but there is nothing like seeing the actual photograph or document. It is hoped this will prompt further research into these collections, most of which are shown only in part. We encourage everyone to look into additional archival resources which are held by the University Archives, a facility which is and open to all.

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Recommended reading

Mythologizing Norval Morrisseau, published by University of Manitoba Press, examines the complex identities assigned to Anishinaabe artist Norval Morrisseau. Was he an uneducated artist plagued by alcoholism and homelessness? Was Morrisseau a shaman artist who tapped a deep spiritual force? Or was he simply one of Canada’s most significant artists? Carmen L. Robertson charts both the identities directed at Morrisseau and other Indigenous artists in Canada’s national press. Robertson also examines Morrisseau’s own shaping of his image.

Carman L. Robertson is a Lakota/Sioux professor of art history at the University of Regina. Her book launch will take place in the Atrium of McNally Robinson Booksellers (in Grant Park Shopping Centre) on Saturday, September 24 at 7 p.m.

What advice do you have for new Indigenous students coming to the U of M?

Don’t fear to get out there and make your voice heard. Just be prepared that there’s going to be a lot of work. You have to be brave and you have to be courageous. Don’t underestimate yourself. Because a lot of the times you have so much potential and I’ve seen that in a lot of youth I’ve worked with and where they started they didn’t see themselves where they are now. I think that’s the most valuable advice.

A feature of our quarterly newsletter is a profile of one of the more than 2,000 Indigenous students who attend the U of M. To recommend a student for this section please email: ruth.shead@umanitoba.ca
Indigenous staff members win Awards of Excellence

Every year the University recognizes outstanding members of its support staff with Awards of Excellence. This year, two members of our Indigenous community on campus were honoured for their dedication and contributions to the U of M. Carl Stone is a student advisor with the Indigenous Student Centre. Carl has worked in this role for 18 years, where he makes sure that all students have access to culturally-based supports and education. He is passionate about sharing traditional knowledge and takes the time to teach others about protocols and culturally respectful practices and policies. Carl received a Leadership Award at this year’s Awards of Excellence. Congratulations Carl!

Debra Diubaldo is the inaugural recipient of the Diversity & Inclusion Award. Through her work as an Aboriginal Academic Advisor/Counsellor with the Inner City Social Work Program, Debra shares cultural awareness with all students. As a graduate of the program herself, Debra understands the challenges students may face. She is passionate about helping students, faculty and staff succeed, and in turn she ensures the program finds success in its mission to support the community. Congratulations Debra!

Elder-in-residence honoured for work in community

Ka Ni Kanichihk, a local organization that provides programs and services that focus on wholeness and wellness, held its 15th annual Keeping the Fires Burning event this past June. Every year, Ka Ni Kanichihk honours grandmothers and grandfathers from Manitoba’s diverse and dynamic Indigenous cultures. The theme of this year’s event - Working together for Reconciliation and Mino Bimaadiziiwin: The Good Life - was chosen to reflect the work that has been, and is being done to rebuild communities and to reclaim traditional knowledge and practices.

One of the grandfathers recognized at this year’s event was Norman Meade, who is an Elder-in-Residence at the U of M’s Indigenous Student Centre. Norman was nominated by the Aboriginal Council of Winnipeg. Congratulations Norman and Marsi, kinanaskomin and misiwech for all that you do!

Movers and shakers

Desiree Morrisseau has been appointed the U of M’s new Lead Indigenous Recruitment Officer. Desiree is Anishinaabe born and raised in Winnipeg, with family ties from Crane River, Manitoba and Grassy Narrows First Nation in Ontario. She received her BA from the U of M in 2012 majoring in Native Studies. Desiree loves spending time with youth helping them to figure out their dreams and their post-secondary goals. Congratulations Desiree!

Amanda McLeod will be joining the U of M as an Indigenous Recruitment Officer. Amanda has worked as Student Ambassador Guiding Education (SAGE) and Wapapihtiw tutor/role model and Student and Special Events Advisor with the Aboriginal Student Services Centre at the University of Alberta. She also served as an Outreach Assistant with the Continuing Education Department, School of Business with Grant MacEwan University. She has a BA in History of Art and Native Studies; and a BA (Honours) in Conservation Studies through City and Guilds of London Art School in London England. Welcome to the U of M Amanda!

Aimée Craft, Director of Research at the National Centre for Truth and Reconciliation and an assistant professor in the Robson Hall Faculty of Law has been named one of the Top 25 Most Influential by Canadian Lawyer Magazine, which recognized Aimée’s extensive work with Indigenous communities. Congratulations Aimée!

Camille Callison, U of M’s Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work, is the co-editor of a new book that explores the differences between Indigenous and Western definitions of copyright and ownership, as well as respectful protection of Indigenous knowledges while preserving it for future generations. Callison collaborated with Loriene Roy and Gretchen Alice LeCemignant on Indigenous Notions of Ownership and Libraries, Archives and Museums. Each of the 22 chapters come from Indigenous peoples located in eight countries from around the world. We asked Callison to tell us more about this new publication.

What inspired you to edit this book?
I have long been concerned with the unauthorized use of Indigenous knowledges and cultural expressions including but not limited to oral traditions, songs, dance, storytelling, anecdotes, place names, and hereditary names. These and other forms of Indigenous knowledges may be found in libraries, archives, or museums, often in formats and interpretations written down by anthropologists or historians. In many cases, when results of research and writing are published the author holds the “legal” copyright to that knowledge or cultural expression. This is contrary to Indigenous notions of copyright which as parallel to Western culture, Indigenous peoples regard unauthorized use of their cultural expressions as theft. Indigenous peoples regard proper cultural context as when traditional knowledges and cultural practices are passed down to the next generation in the same manner, context and traditional manner as they have been passed on to the future generations for millennia in Indigenous communities. Elders and Knowledge Keepers hold knowledge and cultural customs in trust for future generations and they then pass the knowledge down to the next generation in a variety of mediums (song, stories, dances, feasts, etc.) that are traditional to their people only after the recipient of that knowledge has satisfied cultural requirements. Depending on the Indigenous peoples, the cultural or traditional requirements can range from being a member of a specific clan, family or society that owns that knowledge; being passed a name by your parent, family member or clan who owns the rights to that name; passing through puberty rites; or within the Sweat Lodge; the Sundance; the feast; or the potlatch systems to name only a limited few methods of cultural transmission.

What do you mean by proper cultural context?
Proper cultural context is when traditional knowledges and cultural practices are passed down to the next generation in the same manner, context and traditional manner as they have been passed on to the future generations for millennia in Indigenous communities. Elders and Knowledge Keepers hold knowledge and cultural customs in trust for future generations and they then pass the knowledge down to the next generation in a variety of mediums (song, stories, dances, feasts, etc.) that are traditional to their people only after the recipient of that knowledge has satisfied cultural requirements. Depending on the Indigenous peoples, the cultural or traditional requirements can range from being a member of a specific clan, family or society that owns that knowledge; being passed a name by your parent, family member or clan who owns the rights to that name; passing through puberty rites; or within the Sweat Lodge; the Sundance; the feast; or the potlatch systems to name only a limited few methods of cultural transmission.

What was the inspiration for this book?
I have long been concerned with the unauthorized use of Indigenous knowledges and cultural expressions including but not limited to oral traditions, songs, dance, storytelling, anecdotes, place names, and hereditary names. These and other forms of Indigenous knowledges may be found in libraries, archives, or museums, often in formats and interpretations written down by anthropologists or historians. In many cases, when results of research and writing are published the author holds the “legal” copyright to that knowledge or cultural expression. This is contrary to Indigenous notions of copyright which as parallel to Western culture, Indigenous peoples regard unauthorized use of their cultural expressions as theft. Indigenous peoples regard proper cultural context as when traditional knowledges and cultural practices are passed down to the next generation in the same manner, context and traditional manner as they have been passed on to the future generations for millennia in Indigenous communities. Elders and Knowledge Keepers hold knowledge and cultural customs in trust for future generations and they then pass the knowledge down to the next generation in a variety of mediums (song, stories, dances, feasts, etc.) that are traditional to their people only after the recipient of that knowledge has satisfied cultural requirements. Depending on the Indigenous peoples, the cultural or traditional requirements can range from being a member of a specific clan, family or society that owns that knowledge; being passed a name by your parent, family member or clan who owns the rights to that name; passing through puberty rites; or within the Sweat Lodge; the Sundance; the feast; or the potlatch systems to name only a limited few methods of cultural transmission.
Students explore health careers and experience university life at summer camp

Submitted by: Dani Boily, writer/summer student, Extended Education and Paddy McGee, writer/editor, Extended Education

It was a hot, humid July day when 15 Indigenous students from northern Manitoba filed into the Helen Glass building at the U of M to hear a presentation on nursing. Unlike most Manitoba teenagers who spent their summer days with their friends, hanging out at home or at the beach, these students ventured from home to pursue their futures at the Health Career Quest Summer Camp. While the heat was fatiguing, the humidity couldn’t dampen the enthusiasm of these young students, who were getting a preview of university life.

The Health Career Quest Summer Camp is offered to Grade 11 students from northern Manitoba through a unique partnership, which includes Extended Education’s Access Programs, Manitoba’s Office of Rural and Northern Health, Frontier School Division, U of M’s St. John’s College, Heathbridge Capital Management, Ltd., and U of M’s Rady Faculty of Health Sciences. Students gain conditional acceptance to the U of M’s Health Careers Access Program after successfully completing the camp.

Instead of staying in tents or cabins, the students lived in residence at Fort Garry Campus’s St. John’s College. Each day they spent time at the Biomedical Youth Camp at Bannatyne Campus, participating in hands-on activities, presentations, lectures, demonstrations and tours. During their free time, the students took on the big city for recreational and cultural activities. With endless things to do like baseball games, theatrical shows, shopping and go-karting, they got a good taste of Winnipeg life. A camp like no other, students didn’t end their days around the campfire. Instead, many nights ended by desk light, as these dedicated campers completed their homework assignments.

The weeklong camp also offered activities aimed at helping the students improve their life skills. They took part in workshops focused on practical and personal development, goal setting and empowerment, which developed their interpersonal, communication and leadership skills.

Camp counselors, who are current university students in the Rady Faculty of Health Sciences, acted as mentors and role models. It’s recognized that the students live in remote communities with limited health care services, or role models to encourage a career in health or even a university education. Who better than students enrolled in pre-professional studies or health professional schools to guide these curious minds through the week?

Whether they pursue a career in Medicine, Dentistry, Pharmacy, Medical Rehabilitation, Nursing, or Dental Hygiene, these young people have a bright future ahead of them. Seeing their determination and enthusiasm as they walked into the Helen Glass building on that hot July day, we know that no barrier is big enough to stop them. The University is more than happy to provide Access to a better future for these students – a future big enough to stop them. The University is more than happy to provide Access to a better future for these students – a future big enough to stop them.

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Whether they pursue a career in Medicine, Dentistry, Pharmacy, Medical Rehabilitation, Nursing, or Dental Hygiene, these young people have a bright future ahead of them. Seeing their determination and enthusiasm as they walked into the Helen Glass building on that hot July day, we know that no barrier is big enough to stop them. The University is more than happy to provide Access to a better future for these students – a future of helping and healing others.

Currently a student in Extended Education’s Professional Health Program, Carly McLellan has experienced first-hand the positive impact of the Health Career Quest Summer Camp.

My name is Carly McLellan, I am from Thompson, MB and I am beginning my studies at the College of Medicine this fall. From 2011 to now I have been involved in the Health Career Quest Summer Camp in a number of ways.

In 2011 I attended as a Grade 11 student. The camp was a life-changing experience for me, it opened countless opportunities for my future and provided me with the support I needed to later succeed in university. Through the hands-on learning about various health professions, the opportunity to experience university life, and most importantly, the mentorship from current Indigenous health professional students, I decided to pursue a career in medicine. When I became a U of M student, I utilized the supports offered to me through the Health Career Access Program as I completed my first degree and prepared for the application/interview process to the College of Medicine.

I feel very grateful that I am now in a position to work for the Health Career Quest Summer Camp and mentor the youth as I was once mentored. In 2015 I returned to the camp as a Counsellor and in 2016 I became the Camp Coordinator. Every year I am impressed by the incredible growth I see the students go through from the first day of camp compared to the last day. We only spend one week together but the activities we participate in together allow us to form long-lasting relationships.

I see immense potential in the students who have participated in the Health Career Quest Summer Camp. They are already high-achieving high school students and by the end of camp many have an idea of what they want to pursue as a career. It’s only been a few weeks since the 2016 camp ended and a participant has already phoned me to ask for the phone number for Year 1 Admission to U of M!

I know first-hand how the Health Career Quest Summer Camp can impact a participant’s future. It’s been five short years since I attended Health Quest, and now I am a first-year medical student. I am so excited for the participants to become fellow U of M students and achieve their own academic and career goals. I’m glad they know they will always have someone rooting for them no matter which path they choose to follow.
**SUPPORTING STUDENTS**

**New program launched at Indigenous Student Centre**

The Indigenous Student Centre (ISC) is pleased to announce that a new program called Bridge to Success is now being offered. The goal of this program is to facilitate the transition of new Indigenous (First Nation, Inuit, Métis) students into post-secondary education at the U of M by providing learning opportunities, social events and peer-mentoring that will enhance their first-year experience. Carla Loewen, who is developing this program on an ongoing basis, recently completed her MEd on first-year Indigenous student success and found that a key component to successful transition from first year and beyond is for students to feel a sense of belonging on campus and a connection to other students. Bridge to Success is aiming to do just that! This program will be officially launched in November.

Current opportunities for students are:

- **Indigenous student lab section of ARTS 1110**
  In an effort to create a community of Indigenous learners, a seminar/lab has been reserved for Indigenous students. Students interested in this section must have room in their schedule for section A02 on Monday (M) from 2:30 p.m. – 3:45 p.m. and get special permission for lab B07 on Tuesday (T) from Carla Loewen and course registration will be taken care of for students by their faculties.

- **Indigenous Student Centre Orientation Event for New Students**
  Thursday, September 8, 2016 from 5:00 p.m. – 9:00 p.m.: Bridge to Success invites new students to the Graduate Student Family BBQ where they can meet Indigenous Graduate students during dinner and then take part in orientation activities facilitated by the ISC. Students are eligible to attend this event if they are new for Fall 2016 or have completed less than 18 credit hours. To RSVP, students can email carla.loewen@umanitoba.ca and include their name and student number.

**Neechwenaken Indigenous Peer Mentor Program**

New Indigenous students have the opportunity to be matched with experienced Indigenous students who can provide them with academic and social support, ongoing advice, and be provided with learning opportunities so that all members can be successful in achieving their goals. The deadline to apply is September 11, 2016.

**Other plans for the year are a weekend getaway to culture camp, activities at the Active Learning Centre, financial literacy programming and more!**

For all program details visit our website or contact Carla Loewen at Carla.Loewen@umanitoba.ca or 204-291-5257.

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**The Decolonizing Lens**

**The Decolonizing Lens** is a monthly series that features the work and words of Indigenous filmmakers from Winnipeg and beyond. The Decolonizing Lens is supported by the National Centre for Truth and Reconciliation and the U of M’s Women’s and Gender Studies program. All screenings are free and open to everyone. Filmmakers will take part in a Q & A following the screening.

**Date:** Monday, September 12, 2016
**Time:** 7 PM - 9:30 PM
**Location:** Cinematheque (Main Floor – 100 Arthur Street in the Artspace Building)

This month’s films are:

- **ASSINI (Gail Maurice)**
  Assini is a rambunctious 7-year-old girl who doesn’t realize she’s an Indian. This is her story of self-discovery and self-acceptance.

- **REEL INJUN (Neil Diamond)**
  Cree filmmaker Neil Diamond takes an entertaining and insightful look at the portrayal of North American Indigenous people throughout a century of cinema. Featuring hundreds of clips from old classics as well as recent releases, the film traces the evolution of the “Hollywood Indian.” Diamond guides the audience on a journey across America to some of cinema’s most iconic landscapes and conducts candid interviews with celebrities like Clint Eastwood, Robbie Robertson and Jim Jarmusch. The film is a loving look at cinema through the eyes of the people who appeared in its very first flickering images and have survived to tell their stories in their own way.

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**McNally Robinson Community Classroom presents...**

**“What Reconciliation Looks Like”**

We live in an age of Truth and Reconciliation, a time when bodies like the 1986 Hawthorne Report, the 1996 Royal Commission on Aboriginal Peoples, and the 2015 Truth and Reconciliation Commission (TRC) are asking Canadians to address Canada’s 150-year dysfunctional relationship with Indigenous peoples. We may have Truth, but Reconciliation is still hard work. What Reconciliation looks like, feels like, and how this is embodied in policy and law may be confusing, controversial and challenging. This event will help tackle these issues.

**November 9, 16, 23, 30 (40 classes)**
7:00 – 9:00 p.m.
McNally Robinson Classroom
Instructor: Ngaan James Sinclair

Everyone welcome! For more information visit: http://www.mcnallyrobinson.com/community-classroom
National Aboriginal Day celebrated in variety of ways

On June 20, 2016 a teepee raising and blessing ceremony were held in the Medicine Garden of Indigenous Learning at Bannatyne Campus. There were also health program displays, cultural performances, and a feast. Indigenous lawyer Paul Chartrand, was the featured speaker during the CEO Grand Rounds in Indigenous Health. He presented on The Indigenous People of Canada: Introduction to the Terminology.

A sunrise ceremony was held outside of the National Centre for Truth and Reconciliation on June 21. Programming continued in the Duckworth Quadrangle over the lunch hour. Métis fiddler Ryan Gaudry kicked things off with some foot-stomping music, followed by poetry by Katherena Vermette, a presentation by U of M assistant professor Chantal Fiola, who recently won two Manitoba Book Awards for her book Rekindling the Sacred Fire, and remarks from Métis artist Jaime Black whose REDress project was on display. Student advisor Carl Stone led a teepee raising and provided teachings. The afternoon was capped off with a tour of The Spirit of Red River in the Archives.

For those unable to join the events in person, an online contest Do you know your Indigenous U of M? challenged participants to identify places, spaces and art around campus that reflect First Nations, Métis and Inuit peoples. Chrysta Lee Wood, who recently graduated from the U of M’s Inner City Social Work Program, won the grand prize, which included Manitobah Mukluks, a framed picture of Migizii Agamik, a number of books by Indigenous authors, and more.

And finally, speaking of books, Indigenous students, staff and faculty members recommended their favourite books by Indigenous authors. Read the complete list here.

Do you know your Indigenous U of M? Learn more about this new artwork by Dakotan/Ojibwa artist Linus Woods, which hangs in the Moot Courtroom in Robson Hall.

Indigenous student advisor Carl Stone (far left) leads a teepee raising in the Duckworth Quadrangle.

Indigenous Orientation Week: September 12-16

| MONDAY       | Ask an Advisor | Student advisors will be in the Foyer of Migizii Agamik - Bald Eagle Lodge from 8:30 a.m. - 4:30 p.m. Stop by to introduce yourself, ask questions, or set up an appointment.
|--------------|----------------| There will also be three presentations from the advisors on: What I wish I knew when I started university. These will take place at 10:30 a.m., 12:30 p.m., and 2:30 p.m. in the Circle Room of Migizii Agamik.
| TUESDAY      | Teepee Teachings | Take part in a teepee raising and learn from traditional knowledge holders some of the teachings about teepees. Meet in front of Migizii Agamik between 11 a.m. - 1 p.m.
| WEDNESDAY    | Celebration Stations | Back by popular demand! Visit the Indigenous Celebration Stations set up around Fort Garry Campus on September 14th. Play traditional Indigenous games, learn Métis jigging steps, and test your knowledge of Indigenous pop culture! At each station you will earn an eating utensil (bowl, spoon, cup), which you will need to enjoy lunch at the finish line.
|              | #declareindigenous | Stations will be open from 11:00 a.m. - 2 p.m. Lunch will be served from Noon – 2 p.m. in Migizii Agamik. While you eat, throat singer Nikki Komaksiutiksak will share her incredible talents!
| THURSDAY     | Indigenous Star Stories | Most people can point out the Big Dipper or Orion, but have you ever looked at starry skies through an Indigenous lens? Wilfred Buck will share Cree Star Stories during four sessions held at 11 a.m., Noon, and 1:00 p.m. on the front lawn of Migizii Agamik.
|              | Exploring Métis Identity | For their project 100 Métis, Winnipeg filmmakers Janelle and Jérémie Wookey asked Métis people to share their stories on what it means to be Métis. We will host two screenings of this project followed by a discussion at 11:30 a.m. and 1 p.m in the Circle Room of Migizii Agamik.
|              |                      | Also, visit our information area in the Foyer of Migizii Agamik to find out how to apply for a Métis card and/or get involved in our Métis community on campus.
| FRIDAY       | Ceremony Awareness | Do you have questions about smudging? Are you unsure about offering tobacco? Are you interested in learning more about the sweatlodge? Join us for a day of ceremony awareness. Teachings will take place in the Circle Room of Migizii Agamik from 10:30 a.m. - 11:30 a.m. and 11:30 a.m. - 12:30 p.m. A sweat will be held at 3 p.m. Please contact isc@umanitoba.ca for more information.

The U of M has recently renewed its self-declaration process for Indigenous students. Stop by our information booth in Migizii Agamik to learn about the benefits of self-declaring and how to opt-in to our brand new Indigenous Student Newsletter.

And finally, speaking of books, Indigenous students, staff and faculty members recommended their favourite books by Indigenous authors. Read the complete list here.

Do you know your Indigenous U of M? Learn more about this new artwork by Dakotan/Ojibwa artist Linus Woods, which hangs in the Moot Courtroom in Robson Hall.
Department of Native Studies Fall Colloquium

The Department of Native Studies Fall Colloquium 2016 is focusing on New Intellectual Traditions and Landscapes. All sessions will take place in Room 307 Tier Building from 12:30 PM - 1:30 PM unless otherwise indicated.

Wednesday, September 14
11:30 - 1:30
Migizii Agamik Indigenous Homecoming
Beatrice Mosionier
Beatrice Mosionier’s novel April Raintree tells the story of two sisters, separated from their family and one another. Despite that, the bond between them grows, as they navigate a society that is, at times, indifferent, hostile, and violent. This work reflects the all-too-hard reality facing Indigenous people – as well as a message of hope, healing, and reclamation. The first edition of April Raintree, published in 1984, has touched generations of readers, becoming a literary classic. Join us as Beatrice reflects on the past three decades of the book, unveils a new edition, and answers questions on her life and career.

Wednesday, September 28
12:30 - 1:30
Two Spirit Communities
Dr. Evelyn Peters
Dr. Evelyn Peters is a Professor of Urban and Regional Planning and the founding editor of the CANDO Journal of Aboriginal Economic Development. His research focuses on the way in which Aboriginal traditional thought and western thought are coming together and creating modern Aboriginal societies.

Thursday, October 5
12:30 - 1:30
Dr. Lorraine Weir
Dr. Lorraine Weir is a Professor of English and Faculty Associate of the Institute for Critical Indigenous Studies at the University of British Columbia. She is a Killam Teaching Prize winner and studied the landmark title case T Island Ltd v British Columbia which resulted in the first declaration of Aboriginal title in Canadian history. She has been invited by Chief Roger Williams (Ken’Gwi in) to collaborate on a book-length oral history of this historic Aboriginal title case and is currently at work on that.

Thursday, October 12
12:30 - 1:30
Winnipeg’s Rooster Town: Myths and Realities
Dr. Evelyn Peters
Winnipeg’s Grant Park area wasn’t always a mecca of shopping and condos. It was once home to one of Manitoba’s largest Indigenous communities. For most of the 1900s the space between Grant Avenue and Taylor Avenue (from Wilton Street to Lindsay Street) was illegally taken and the residents forcibly removed for “progress” and new immigrant homes.

Tuesday, October 19
12:30 - 1:30
Two Spirit Communities and Reconciliation
Vanessa Tait
Born and raised in northern Manitoba, Vanessa Tait is proud of her roots as a Cree woman from O-pipow na-piwin Cree Nation, also known as South Indian Lake. Vanessa is obtaining her Master’s in Development Practice: Indigenous Development degree at the University of Winnipeg. She holds a Bachelor of Commerce (Honours) Degree majoring in Aboriginal Business Studies from the University of Manitoba (2012) and has also completed the Indigenous Women in Community Leadership program at the Coady International Institute at St. Francis Xavier University in Antigonish, Nova Scotia (2011). In 2014, Vanessa achieved the designation of Certified Technica Aboriginal Economic Developer (TAEDE).

Wednesday, October 26
12:30 - 1:30
Dr. David Newhouse
David Newhouse is Onondaga from the Six Nations of the Grand River in Ontario. He was the first Principal of the Peter Gazowski College at Trent University and is currently Chair of the Department of Indigenous Studies. He’s an Associate Professor in the Business Administration Program, Co-Chair of the Trent Aboriginal Education Council, and served as founding editor of the CANDO Journal of Aboriginal Economic Development. His research focuses on the way in which Aboriginal traditional thought and western thought are coming together and creating modern Aboriginal societies.

Thursday, November 3
12:30 - 1:30
Futures in Winnipeg’s North End
Kyle Mason
The son of an Ojibway father and Métis mother, Kyle Mason grew up in the North End of Winnipeg in a single parent family that struggled with poverty and secure housing. Thanks to finding a sense of belonging and community in a local church youth group, Kyle avoided many unhealthy life options and stayed in school. After graduating from college with a theological degree, Kyle’s career has taken him to leadership positions in food banks and homeless shelters in many cities until co-founding the North End Family Support Centre in October 2009. Currently finishing his Masters of Business Administration in Non-Profit Management, Kyle has received the Queen Elizabeth II Diamond Jubilee Medal and was named one of CBC Manitoba’s Future 40 leaders.

For more information contact: Dr. Niigaan Sinclair, UMNATV Colloquium coordinator: niigaan.sinclair@umanitoba.ca
Get updates from the Department of Native Studies on Facebook: www.facebook.com/UnivOfManitobaNativeStudiesDept

Wednesday, November 2
12:30 - 1:30
Indigenous Writers: Educating Indigenous Issues in Canada
Chelsea Vowel
In her new book Indigenous Writers, writer, lawyer, and intellectual Chelsea Vowel opens an important dialogue about the beliefs and truths associated with the relationship between Indigenous peoples and Canada. In this talk, Chelsea will explore the Indigenous experience through five categories – Terminology of Relationships; Culture and Identity; Myth-Busting; State Violence; and Land, Learning, Law, and Treaties. She answers the questions that many people have on these topics to spark further conversations at home, in the classroom, and in the larger community. Chelsea is Métis from the Plains Cree speaking community of Lac Ste. Anne, Alberta. She currently lives in Montreal, Quebec.

Wednesday, November 9
12:30 - 1:30
Sounding Thunder: the Story of Francis Pegahmagabow
Dr. Brian McInnes
Brian D. McInnes is a faculty member in the Department of Education at the University of Minnesota Duluth. He is an advocate for and speaker of Anishinaabeobmewin. A member of the Wasausaking First Nation, Brian is a great-grandson of Francis Pegahmagabow (1889–1952), who enlisted at the onset of the First World War, and became the most decorated Canadian Indigenous soldier for bravery and the most accomplished sniper in North American military history. After the war, Pegahmagabow settled in Wasausaking, Ontario. He served his community as both chief and councillor and belonged to the Brotherhood of Canadian Indians, an early national Indigenous political organization. Francis also recorded many stories describing many parts of his life in a classic Ojibwe narrative. They reveal aspects of Francis’s Anishinaabe life and worldview. Join Brian as he provides valuable cultural, spiritual, linguistic, and historic insights on Francis’s words and world.

Wednesday, November 16
12:30 - 1:30
Richard Van Camp
Richard Van Camp is a proud member of the Dogrib (Tlicho) Nation from Fort Smith, NWT. He is a graduate of the Erinoikwin International School of Writing, the University of Victoria’s Creative Writing BFA Program, and the Master’s Degree in Creative Writing at the University of British Columbia. He is an internationally renowned storyteller and best-selling author. His novel, The Lesser Blessed, is now a movie with First Generation Films. He is the author of three collections of short stories: Angel Wing Splash Pattern, The Moon of Letting Go, and Godless but Loyal to Heaven, as well as two children’s books with Cree artist, George Littlechild. A Man Called Raven and What’s the Most Beautiful Thing You Know About Horses? Richard has several new books out: Three Feathers, a graphic novel on restorative justice with artist Kristel Matteux (Portage and Main); Whistle, a mini-novel exploring mental health (Pearson Canada); a short story collection, Night Moves (Enfield & Wizenty); and a graphic novel, A Blanket of Butterflies (Portage and Main), illustrated by Scott B. Henderson.

Wednesday, November 2
12:30 - 1:30
Building Community and Futures in Winnipeg’s North End
Kyle Mason
Kyle Mason grew up in the North End of Winnipeg in a single parent family that struggled with poverty and secure housing. Thanks to finding a sense of belonging and community in a local church youth group, Kyle avoided many unhealthy life options and stayed in school. After graduating from college with a theological degree, Kyle’s career has taken him to leadership positions in food banks and homeless shelters in many cities until co-founding the North End Family Support Centre in October 2009. Currently finishing his Masters of Business Administration in Non-Profit Management, Kyle has received the Queen Elizabeth II Diamond Jubilee Medal and was named one of CBC Manitoba’s Future 40 leaders.

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Tasha Spillrett is Nehiyaw and Trinadidian and is currently teaching in the Department of Native Studies at the U of M, and in the Faculty of Education at the University of Winnipeg. Tasha has a Master’s degree in Indigenous Land-Based Education through the University of Saskatchewan. In her work as an educator, Tasha calls on Indigenous traditional knowledge as a framework for teaching methodology and pedagogy. In 2016 Tasha began her doctoral studies in International Indigenous Land Based Education.

For more information contact: Dr. Niigaan Sinclair, UMNATV Colloquium coordinator: niigaan.sinclair@umanitoba.ca
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SCIENCE RESEARCH TALKS AT MIGIZII AGAMIK

GET INVOLVED
MONDAYS @ 12:30PM
MIGIZII AGAMIK BALD EAGLE LODGE

Join us to learn about current research opportunities with scientists at the University of Manitoba and about undergraduate research awards.

For more info, please contact Justin Rasmussen: justin.rasmussen@umanitoba.ca | (204) 230-2504

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<th>Schedule</th>
<th>Researcher</th>
<th>Department</th>
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<tr>
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<td>Dr. Kevin Campbell</td>
<td>Biological Sciences</td>
<td>Will an extinct species save your life one day? Therapeutic insights from woolly mammoth DNA.</td>
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<td>September 26</td>
<td>Dr. Chris O'Dea</td>
<td>Physics and Astronomy</td>
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<td>October 3</td>
<td>Taylor Morriseau</td>
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<td>Clean water or all Canadians? A microbiological perspective on access to safe drinking water in First Nations communities.</td>
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<td>October 10 &amp; 17</td>
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<td>October 24</td>
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<td>Antibiotic resistance in drinking water from a First Nation Community in Manitoba.</td>
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<td>Exploration of alternative energy materials at the atomic level.</td>
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<td>November 21</td>
<td>Dr. Richard Sparling</td>
<td>Microbiology</td>
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<td>November 28</td>
<td>Dr. James Hare</td>
<td>Biological Sciences</td>
<td>Found in translation: Learning the language of squirrels.</td>
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Upcoming programs and events

September 19, 2016
Noon - 1:30 PM
John Buhler Atrium, 715 McDermot Avenue
Bannatyne Welcome Feast
All new and returning First Nations, Métis and Inuit Students in the Faculty of Health Science to a Welcome Feast! For catering purposes please RSVP by Friday, September 9, 2016 to bev.getty@umanitoba.ca

September 21, 2016
11:30 AM - 1:30 PM
Migizii Agamik - Bald Eagle Lodge
Indigenous Homecoming
Everyone is welcome to join and celebrate U of M Indigenous alumni and connect with our Indigenous community on campus. Indigenous Homecoming brings community together through sharing stories of success and leadership. A celebration lunch will follow presentations.

October 13, 2016
10:30 AM - 11:30 AM
Indigenous Financial Literacy Project
Students are invited to meet Rob Brown, author of Wealthing Like Rabbits - An Original Introduction to Personal Finance in Migizii Agamik prior to his public lecture, which will be held in the Engineering Atrium at 1 PM.

October 23-25, 2016
Canadian National Indigenous Social Work Conference
Contact: NISWC - Amanda Burton
Email: Amanda.Burton@umanitoba.ca
521 Tier Building - Faculty of Social Work

November 23-24, 2016
4th Annual Indigenous Health Research Symposium: Think Differently, Act Differently: Research to Action Bringing together community and academic researchers, students, youth, Elders, health leaders, and policy makers in Manitoba and the neighbouring region of Nunavut who share the common goal of improving the health of Indigenous communities. Please register by November 1, 2016 at http://umanitoba.ca/centres/cahr/