Niigon Sinclair:

"The perception that Indigenous cultures are exclusively ‘oral’ is a myth."

Niigon is one who stays busy with many projects on the go – both now and in the future. In addition to his new role as a professor with the Department of Native Studies, Niigon is working with Warren Cariou on an anthology entitled *Manitowapow: Aboriginal Writings from the Land of Water* – a collection of writing by Manitoba Aboriginal peoples over the past three hundred years. In his view, the perception that Indigenous cultures were exclusively “oral” is a myth and a stereotype, mostly perpetuated by academics and cultural evolutionary theorists. Indigenous traditions have always utilized writing as a primary means of expression, alongside what is often called the “oral tradition.” The treatment of these “texts” offers a rich perspective into politics, history, and subjectivity – the lifeblood of Indigenous expression. He is also in the process of preparing his dissertation project on Anishinaabeg Narrative Tradition and Theory, which he expects will be submitted for publication sometime in the near future, as well as another collection of academic essays and stories entitled *Centering Anishinaabeg Studies: Understanding the World Through Stories,* under review with Michigan State University Press and co-edited with two colleagues Jill Doerfler (U of Minnesota – Duluth) and Heidi Kiiwetinepinesiik Stark (U of Victoria).

Tasha Hubbard:

"Plains Indigenous peoples have a complex and interconnected kinship relationship with the buffalo."

Tasha comes to the department as an accomplished filmmaker, who was born and raised in the prairie land of central Saskatchewan. She, too, is an aspiring creative writer with research interests that examine the relationship between the Plains Indigenous peoples and the buffalo. She believes that Plains Indigenous peoples have a complex and interconnected kinship relationship with the Buffalo. Oral tradition says the Buffalo chose to leave the prairies because of the destruction brought by colonization, but would someday return. Just as the number of Buffalo has increased in recent years, so has Indigenous peoples’ creative expression grown across North America. Her project explores representations of the Buffalo in the words and work of Plains Indigenous writers, artists, and filmmakers. Using several known buffalo glyphstones and effigies as a thematic framework, Tasha’s dissertation looks at the work of James Welch, Neal McLeod, Marilyn Dumont, Dana Claxton, Jaune Quick-to-see-Smith, Adrian Stimson and others to explore themes of abundance, appropriation, loss, confinement, renewal and return.

Greetings from the Department Head:

Thinking back on the past academic year, and forward to the new one, there are many newsworthy events all around: last year we began our Ph.D. program with six students; two more students will be joining us this fall. Our MA program is going strong as well, and continues to grow each year. I am not only looking forward to meeting new students, but also want to extend a warm welcome to our two new faculty members, Tasha Hubbard and Niigon Sinclair. It is unfortunate that our office assistant, Debbie Hepples, left us – but this is also an opportunity to welcome (back) Kimberley Wilde who took her place. Several projects, such as the search for a new Dean of Arts, the University’s bid for a National Research Centre on Residential Schools, and the Human Rights discussions across campus have all been significant topics of discussion within our department. I welcome Tricia Logan, a doctoral student at Royal Holloway University in the UK and employed at the Canadian Museum for Human Rights, as a professional affiliate to our department. To conclude, I want to thank Leo Baskatawag for putting this newsletter together. It would have never happened without him! To all readers, my best wishes for a safe, productive and enjoyable new academic year.

- Renate Eigenbrod

Inside This Issue:

- 2011-12 Faculty Members
- Visiting Scholars
- Department Graduate Students
- Tomson Highway
- Q&A with Tasha and Niigon
- Aboriginal Focus Program
- Fall Courses
- Aboriginal Student Centre
The 2011-12 Department Faculty:

Dr. Renate Eigenbrod’s past academic year was very much shaped by her new role as Department Head; however, she was also teaching and continuing with her own writing and research. Her term as Head started in July 2010 while she was co-teaching an interdisciplinary Summer Institute on *Education, Human Rights and Social Justice in a Multicultural Society*. For the remainder of the academic year she taught small seminar classes in the area of her specialization, Aboriginal literature – from a historical and thematic overview to environmental themes to international perspectives. In the fall term, guest speakers of hers included: Nuu-chah-nulth scholar Richard Atleo, Cree author Tomson Highway, and Writer-In-Residence at the Centre for Creative Writing and Oral Culture, Ignatius Mabasa from Zimbabwe. Beyond her teaching, Dr. Eigenbrod gave a presentation on residential school literature for the *Critical Conversations on Residential Schools, Truth and Reconciliation* seminar series, and on Joseph Boyden’s novel *Three Day Road* for the Brown Bag Lecture Series organized by the Mauro Centre for Peace and Justice. Dr. Eigenbrod has also recently presented at national and international conferences – one of which was a conference on emergent literatures at the Fo Guang University in Taiwan last December. Besides her publications of scholarly articles on various aspects of Aboriginal literature, Dr. Eigenbrod focuses her research on the new generation of Aboriginal writers. With a team from all across Canada, she is in the process of (re-)applying for a SSHRC grant that will explore the question of the legacy of residential schools – impacts of told and untold stories - on “the eighth generation.” Dr. Eigenbrod can be reached at 204E Isbister, 474-7026, and by email at: eigenbro@cc.umanitoba.ca

Since joining the department, Dr. Sherry Farrell-Racette has continued work on her research on traditional clothing. This past February, she visited museum and archive collections in England including the British Museum, Pitt Rivers Museum (Oxford), the Royal Society and the Victoria and Albert Museum (London). She presented this research at the Great Lakes Research Alliance for the study of Art and Culture on Manitoulin Island in June. Dr. Farrell Racette also presented at the Native American/Indigenous Studies Association annual conference in Sacramento, CA. She recently received a SSHRC grant with collaborator Cathy Mattes (Brandon U) to create an archive of contemporary Aboriginal art. Her recent artistic activities include new work for *Soul Sister: Reimaging Kateri Tekakwitha*, a group exhibition at the Museum of Contemporary Native Arts in Santa Fe, New Mexico, completing illustrations for a children’s book, and curating *Resilience/Resistance: Métis Art, 1880-2011* at the Batoche National Historic Site, which opened on Aboriginal Day. Dr. Farrell-Racette can be reached at 204C Isbister, 474-6720, and by email at farrellr@cc.umanitoba.ca

In fall, 2010, Dr. Peter Kulchyski presented a keynote address at the First Nations Friendship Centre in Kingston, at the anti-poverty rant-in, on 'the racial reconfiguration and redistribution of wealth'. He also presented papers at the International Inuit Studies Conference in Val D’or Quebec; at a religion and politics conference in New York; and at the American Anthropology Association in New Orleans. In the winter and spring, he made presentations at the European Consortium for political research in Switzerland; attended the “Defenders of the Land” board meeting in Ottawa, and the Hemispheric Institute for performance and politics board meeting in Costa Rica; and presented a paper on 'Aboriginal Rights and Historical Materialism' at the Historical Materialism conference in New York. Over the winter he also drafted a number of essays for publication, including 'Aboriginal Rights are Not Human Rights' for *Prairie Forum*, and a popular version for *Briarpatch* magazine (he presented this paper in the Native Studies graduate colloquium as well). Dr. Kulchyski applied unsuccessfully for a major partnership collaborative grant from SSHRC. This past summer he lead the Pangnirtung Bush School on Baffin Island in July, and is traveling with Begade Shuhtagotine into the Mackenzie mountains in August. Dr. Kulchyski can be reached at 443 University College, 474-6333, and by email at: kulchysk@cc.umanitoba.ca
Dr. Emma LaRocque’s distinguished career includes over 60 publications, including the influential work *Defeathering the Indian* (1975). Her most recent publication, *When the Other is Me*, (2010) has won the esteemed Alexander Kennedy Isbister award for best non-fiction. Her primary research interest is in the area of colonization, and how it impacts the relationship between Aboriginal and non-Aboriginal people. Dr. LaRocque is specifically interested in cultural production and representation. Her work examines colonial interference and representation, as well as Aboriginal resistance strategies in the area of literature, historiography, identity, gender roles, and industrial encroachment on Aboriginal land and resources. She has recently given a keynote address to students of the University of Alberta, in which she talked about “Re-thinking the Past for the Future”, as well as another for the students at University of Saskatchewan entitled, “From Defeathering to When the Other is Me: A Personal and Intellectual Inventory of Education, Culture, and Social Change”. Also, Dr. LaRocque recently gave a lecture that discussed “Métis Nation Peoples and the Significance of Place” for the International Trier conference at U of M. In May, she read some of her poetry to those in attendance for the Cree Performance and Story Night at Aqua Books in Winnipeg. Dr. LaRocque can be reached at 539 Fletcher Argue, 474-9572, and by email at: emma_larocque@cc.umanitoba.ca

Dr. Fred Shore is currently working on the definitive Métis History, a work which has been in the "works" for a while now. He is also heavily involved with the Canadian Partnership Against Cancer as part of their national Aboriginal Task Force - Advisory Group. He is also the Métis Advisor to the Executive Director of the Canadian Cancer Society Manitoba Division and the Chair of the First Nations Inuit and Métis Aboriginal Advisory Committee of CancerCare Manitoba. He will be going on half time next year and will remain involved with teaching and committee work. Dr. Shore can be reached at 250 Aboriginal House, 474-6084 or at fred_shore@cc.umanitoba.ca. He is also working on a collection of documents, articles and papers on the Métis which will eventually form part of a collection that will be available at Dafoe Library.

Dr. Chris Trott has been with the department since 1998. He has been actively engaged in the Pangnirtung Program held on Baffin Island since 2001, serving as the program’s director up until last year. Dr. Trott’s original research which focused on kinship and social organization, led him to Arctic Bay from 1979-1981, where he learned to speak Inuktitut. He has also conducted extensive research on the history of Christian missions with Inuit on Baffin Island. Dr. Trott’s most recent research project has been a collaborative effort with Peter Kulchyski, Ian Mauro and Inuit filmmaker Zach Kunuk. They have been examining Inuit Elders’ observations on climate change and recently produced a film called *Qapirangajuq: Inuit Knowledge and Climate Change*. Out of this work, he gave a paper, entitled “The Sila Monologues: Inuit Knowledge and Climate Change”, which was presented at the University of Manitoba/Trier University Partnership Conference in Winnipeg from May 4-7, 2011. Most recently, Dr. Trott has been appointed as the Warden and Vice-Chancellor of St. John’s College. Dr. Trott can be reached at 227 St. John’s College, 474-8101, and by email at: trottcg@cc.umanitoba.ca

Dr. Wanda Wuttunee’s research interest is currently focused on the Poverty Action Research Project. This project, which received a $2.5 million research grant over 5 years from the Canadian Institutes for Health Research, is a joint effort with the Assembly of First Nations. The purpose of the project is to work with 5 Aboriginal communities, each of which is located in a different region throughout the country - and address community identified issues, such as health, that impede successful, sustainable economic development. Each community participating in the project will be allocated an advisory committee; Dr. Wuttunee, who will be on the Prairies research team, will be working closely with the Misipawistik Cree Nation in Grand Rapids, Manitoba, providing academic strength and leadership as the community begins to implement their economic strategic plan. Dr. Wuttunee can be reached at 352 Drake, 474-6405, and by email at: wwuttun@cc.umanitoba.ca
The Native Studies Department Welcomes its Visiting Scholars: Radha D’Souza and Sylvie Vranckx

I am a visiting Fellow at the Department of Native Studies under the Association of Commonwealth (Titular) Fellowship. I am interested in understanding the world-views of Indigenous peoples and Aboriginal thought more generally from comparative philosophy/theory perspectives. During my stay here I hope to learn about the Native Studies programme and explore possibilities for offering comparable programmes in India. The main focus of my research is social justice in the Third World, in particular South Asia. My research interests include global and social justice, social movements, law and development, colonialism and imperialism, social theory, socio-legal studies, law and technology, and water conflicts. At present I am working on a smaller project on struggles over land of Indigenous peoples in India, state violence against them and problems of resettlement and rehabilitation. I am also working on a larger project on indigenous water systems in South Asia. I teach Law and Development and Public International Law. Previously I have taught sociology of colonialism, sociology of contemporary Asia, environmental geography and Law and Societies. I have taught in New Zealand before moving to the UK. Before joining the academia I practiced as barrister for social movements in the High Court of Mumbai specialising in constitutional law and public interested litigation. I am a social justice campaigner in India and internationally. First Nations people in India are going through a serious economic, political and cultural crisis at present. If there are people out there who would like to know more about the issues and struggles of the Adivasis, or First Nations of India, I am happy to speak or contribute to a wider discussion on the subject.

Originally from Brussels, I completed my undergraduate studies in Germanic Languages and Literatures (English and Dutch) at the Université Libre de Bruxelles (ULB), and I also have a Master of Arts in English from the University of British Columbia. I am currently an Fonds de la Recherche Scientifique-FNRS Research Fellow at ULB, where I am working on a dissertation entitled “Colonization Is Such a Personal Process: Historical Trauma, Aboriginal Resilience, and Community Empowerment in Native Canadian Literatures, 1985-2010” under the supervision of Dr. Marc Maufort. I mainly focus on the representation of trauma and resilience in fictional works by six Aboriginal Canadian authors (Joseph Boyden, Beth Brant, Tomson Highway, Lee Maracle, Beatrice Mosionier, and Richard Van Camp). I have given talks in five different countries since my "conference debut" at the Canadian Association for Commonwealth Literature and Language Studies in 2007. I have published articles in English and French in journals such as Zeitschrift für Kanada-Studien and Canadian Studies as well as in Savoirs de genre: quel genre de savoir? (Sophia, 2010). I wrote a book chapter for Monique Jucquois-Delpierre’s Female Figures and Art and Media (2010). I also recently contributed to editing Dorothy Figueira and Marc Maufort's Theatres in the Round: Multi-ethnic, Indigenous, and Intertextual Dialogues in Drama (2011). I am a member of the board of the Fonds de la Recherche Scientifique-FNRS Contact Group "Le genre: des théories aux stratégies de recherche."
Max Aulinger is a second-generation settler of German ancestry, who was born and raised in the unceded Musqueam territory now known as Vancouver. He attained his undergraduate degree through First Nations House, at the University of Toronto. By way of personal circumstance, Max’s M.A. research has provided him with the opportunity to work alongside members of Skownan Anishinaabek First Nation. In Skownan, there is an identified need to develop and implement culturally relevant initiatives for self-determination through the avenue of local (land based) food production. Max’s thesis specifically considers if a theoretical analysis of the concept of food sovereignty pertains to the discourse of current community centered strategies, and if so - how. Some aspects of his research include the following considerations: how regional food production is a network of practices that asserts inherent Indigenous rights; the epistemological systems strengthened through intergenerational partnership between Elders and youth; and the capability of local food systems to subvert food importation economies that marginalize segments of a community based on gender/age/education.

Donna Beyer is from Toronto, Ontario. In 2007, she completed her B.A. in Philosophy and Social-Cultural Anthropology at the University of Toronto. Her subsequent work experience at the Museum of Inuit Art in Toronto spurred her to pursue a graduate degree, and in 2010, she moved to Winnipeg to join the Department of Native Studies. Donna’s M.A. research is based on her own encounters and experiences as a Native person with Native-authored literature and stories. She considers whether these stories can contribute, and be a powerful force in the process of decolonization for Native peoples. Her plan is to create a Native literature newsletter for her home community, Peguis First Nation. The newsletter, entitled “Iheardyouweretalkingaboutmeh”, will include quotes and summaries of fiction and non-fiction from Native authors, along with Donna’s own thoughts and interpretations of each passage. Donna’s research aims to respectfully record and offer community perspectives on Native literature – whether they view such work as important or meaningful, and if so - how. She will also engage some members of her community to read an entire work by a Native author and have them share their thoughts and interpretations of the text. This process will include sharing her own view on how Native literature might have contributed to their knowledge and possibly shaped a new or enlightened perspective based on decolonization theories.

Helen is one of the department’s first Ph.D. students. She first obtained her Bachelor’s degree in Human Ecology from the University of Manitoba, and then followed it up with a Master’s in Public Administration. Growing up, Helen always had a fond interest in the oral narratives that her mother shared with her and her sisters. This interest prevailed throughout adulthood, leading Helen to convert these traditionally oral stories, into written text. The product was a published manuscript, entitled Following Nimishoomic: The Trout Lake History of Dedibaayaanimook Sarah Keesick Olsen (Thetsyas Publications, 2008). In writing her book, Helen recognized that there is a need for the narratives of the Namegosibii Anishinaabek to be documented in a more formalized way. Her research then, as a Ph.D. candidate, is the gathering and analyzing of traditional oral narratives, which are collected through conducting interviews and recording conversations with community elders in Red Lake, ON. These discussions are most often in the Anishinaabek language, that are subsequently translated and transcribed into English by Helen.
Tomson Highway and the Cree Summer Institute

This past summer, the celebrated playwright and novelist, Tomson Highway was at U of M as a guest instructor for the Summer Institute on Cree Language and Narrative program. Highway, whose acclaimed works include the award winning plays The Rez Sisters and Dry Lips Oughta Move to Kapuskasing and the novel, Kiss of the Fur Queen, was on hand for an interview in which he shared his thoughts on his role within the Cree Summer Institute, and some of his future plans.

Regarding the Cree Summer Institute, Highway acknowledged that the week-long course was a challenge to provide substantial depth into the works and writers of Cree literature for his students. His approach was to focus on three Cree writers in particular: himself, and selected poems by Louise Bernice Halfe (from Saskatchewan) and Duncan Mecredi (from Grand Rapids, MB). Highway taught “from the perspective of the Cree language”, with the mindset that “you can’t really understand Cree literature, unless you crawl into the skin of the language”. His method to accomplish this understanding was to teach his Rez Sisters play entirely in the Cree language. By discussing selected passages from the script, students would “learn what they’re about, what they mean – [by] analyzing the text”, with an objective of gaining “a better grasp of what the Cree sensibility is”. As far as present projects go, Highway mentioned that he has a new play, The Post Mistress, on the circuit which had a production in Thunder Bay, Ontario this past winter. He expects that another production of the play will be held this summer at the Ship’s Company Theatre in Parrsboro, Nova Scotia between August 3rd through to the 28th. He hopes that the “play will find its way out west as well”. There’s no release date yet, but Highway has also started work on a new novel, with a working title, The Church. The novel “starts off with a forest fire in northern Manitoba, in which part of town burns down, including the church”. If The Church has any of the literary flair that Kiss of the Fur Queen boasts, readers will be in for a delightful treat. Stay tuned!
Q & A with Tasha and Niigon

Q: What made you decide to want to work at University of Manitoba?

Niigon: The U of M is a cutting edge center for activist and community-centered research, a place where development and divergence is celebrated and recognized. It’s simply the most appropriate and specialized space for my work in Indigenous and Anishinaabe Studies. I’m originally from St. Peter’s Indian Settlement (Little Peguis) near Selkirk, Manitoba, so this is definitely the place for me.

Tasha: I was excited about the opportunity to work with the great scholars who are already at the University of Manitoba. As a filmmaker, I was attracted to Winnipeg’s cultural scene. And because I am from the prairies, I wanted to be close to home, which is Treaty 6 territory in central Saskatchewan.

Q: What expertise do you bring to the department of Native Studies?

Niigon: As a former high school teacher and workshop leader, I bring a wealth of experience to the department. I’ve been fortunate to be mentored by a handful of the brightest writers and thinkers in Native Studies. I’m experienced with a multitude of approaches that span the entire field, which is one of the most interesting venues for learning and thinking any university has to offer. I’ve also edited a number of books and written several articles about Indigenous literature and literary criticism.

Tasha: In addition to my scholarship, I am a practicing filmmaker, having worked as an independent filmmaker for 10 years before I pursued my Ph.D. I am also a burgeoning creative writer, working on non-fiction pieces and dramatic scripts.

Q: What is your most recent research?

Niigon: I’m in the midst of compiling (with my colleague Warren Cariou) an anthology entitled *Manitowapow: Aboriginal Writings from the Land of Water* - a collection of writing by Manitoba Aboriginal peoples over the past three hundred years. It’s an ambitious research project supported by the Centre for Creative Writing and Oral Culture, to be published by Portage and Main Press in early 2012. I have long-standing interests in Indigenous and non-Indigenous forms of theory-making, poetics, graphic novels, and apocalyptic fiction. In this vein, I’m the editor of a new, yet-to-be-named Indigenous Voices series with Portage and Main Press, beginning in 2012. We’re looking for manuscripts.

Tasha: I am currently working on my dissertation research, which explores the relationship between Plains Indigenous peoples and the buffalo, and how that relationship is expressed through creative means: stories, art, literature, and film. I also continue to research areas of interest for my films and projects, which includes Indigenous womanhood and feminism, Treaties and Cree history, and, of course, the buffalo.

Q: What should Native Studies students know about you?

Niigon: I’m focused and dedicated to our field. I demand a lot, but also give a lot to those interested in building and expanding our field in interdisciplinary and complex ways. I’m most interested in students who desire this kind of vision in their work and career goals. I’m fun, flexible, and like nothing more than a good debate over coffee.

Tasha: They should know that I highly value creative expression, and seek to foster it whenever possible. I am approachable, and I have a history of student organizing.

Q: Is there anything else you’d like to share about yourself?

Niigon: I’m constantly writing. Everything I do - from ceremonies, to school, to life tasks, to taking care of my daughter, involves some aspect of writing. I advocate a complete sense of our narrative traditions in order to have an understanding of the crucial roles expression has played in Indigenous life.

Tasha: I am a parent of a young boy, who is my best teacher. We need to be aware of the knowledge that comes from our own lived experiences, and not just the academic knowledge that we are all here to seek.
A Message from AFP:

Aboriginal Focus Programs (AFP) offers post-secondary education that respects both Indigenous and Western knowledge traditions. We offer a variety of high quality, university level certificate, diplomas and degree credit programs for Aboriginal adult learners. AFP collaborates with Aboriginal organizations, communities and University faculties to provide these learning opportunities.

Aboriginal Community Wellness Diploma
This diploma is suited to Aboriginal people who wish to expand their knowledge and skills in mental health and community wellness services. The program is comprised of 60 degree credit courses of core (33 credit hours) and elective (27 credit hours) courses. Funding is available through the Manitoba Community Wellness Working Group for students from participating First Nation communities.
Contact: Monique Lambert (204)272-1690 or email at lambertm@ms.umanitoba.ca

Aboriginal Counselling Skills Certificate Program
Students will gain a deeper understanding of the dynamics of counselling and the skills needed to work with Aboriginal families. The program is comprised of 11 courses (346 hours).
Contact: Marnie Jonatschick (204)272-1696 or email at jonatsc0@cc.umanitoba.ca

Transition Year Program
This full time study opportunity leads to a successful experience as an undergraduate student. It helps students develop their strengths in math, science and writing. Students can earn between 21-24 degree credit hours towards a University degree.
Location: Fort Garry Campus
Contact: Diana Hooper 204-272-1694 or hooperdm@ms.umanitoba.ca

News and Announcements from AFP

AFP welcomes Dr. Robert Ouellette, who started as a Program Director with AFP in January 2011. Robert has a Bachelor degree in music from University of Calgary and two Master degrees in education and instrumental pedagogy from Laval University. He completed his Ph.D. in anthropology at Laval University. The title of his dissertation was Evaluating Aboriginal Curricula using a Cree-Métis Perspective with a regard towards Indigenous knowledge. He has experience with the Canadian Forces through 14 years of service in various units from combat, medical and musical organizations. Robert is also a professional musician. He is of Cree-Métis-French-British heritage.

AFP/Access also welcomes Diedre Desmarais as Area Director effective July 1, 2011. Diedre was a lecturer at the University of Regina, in Indigenous Studies, Political Science, and Women and Gender Studies. Her experience includes 20 years of teaching university courses as well as 14 years as a senior university administrator. Diedre’s research interests include Canadian politics, colonialism, Indigenous identity, Indigenous and Métis rights, and the politics of health in relation to Aboriginal peoples.

Congratulations to the following students at the May 2011 Convocation:
Ernest Keeper graduated from the Aboriginal Community Wellness Diploma
Former AFP Graduands Sally Beadry, Nicole Klymochko, Katherine Anderson, and Shelly Guimond completed their degree in Bachelor of Social Work.

The Aboriginal Circle of Educators presented Victoria Elaine McIntosh with an award for her spirituality and culture education. Elaine was awarded the prize for her work as an art educator for the past 15 years. Her teaching focused on Anishinaabe teachings and traditions through visual arts in the school systems for Ontario and Manitoba. Elaine is enrolled in the Aboriginal Community Wellness Diploma.

Tyra Cox, Katherine Shorting and Cindy Oliveira received the Extended Education Endowment Fund awards. The awards are for academic achievement and perseverance, and personal achievement. Congratulations!

Extended Education is offering two $1500 tuition scholarships through Ka Ni Kanichihk Inc. and AFP to be awarded to Aboriginal youth to participate in the 2011-12 Transition Year Program. These scholarships are being established in recognition of the Grandmothers honoured at the Ka Ni Kanichihk’s Keeping the Fires Burning annual celebration.
In addition to our foundational “Native Peoples of Canada” (NATV 1200) course, the Department of Native Studies will be offering the following courses during the Fall 2011 term:

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<th>Course Title and Description</th>
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<td><strong>Introduction to Cree (NATV 1250) and Ojibway (NATV 1270):</strong> These are practical courses intended for students who are not fluent in Cree or Ojibway. Emphasis will be on oral work for the purpose of learning basic sounds and grammatical patterns. Some attention will be given to the structural differences between Cree/Ojibway and English. Regular attendance and active participation are obligatory.</td>
<td>Mondays 5:30 pm.-8:30 pm. (NATV 1250) Tuesdays 7:00 pm.-10:00 pm. (NATV 1270)</td>
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<td><strong>Native Women and the Arts (NATV 2000):</strong> This course is an exploration of the historical and contemporary arts practices of First Nations, Inuit and Métis women. The course includes a field component incorporating Winnipeg events, performances or exhibitions related to Aboriginal women artists.</td>
<td>Mondays Wednesdays 11:30 am.-12:20 pm. Fridays</td>
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<td><strong>Introduction to Aboriginal Community Development (NATV 2000):</strong> Community development is the main strategy available for achieving the level of governance that most Aboriginal communities seek. It involves a plan that captures the spirit of a community and stirs the imagination of the members. Obstacles include lack of time, resources, vision and understanding of what a community plan for development can accomplish. This course will examine community development within an Aboriginal context.</td>
<td>Tuesdays 10:00 am.-11:15 am. Thursdays</td>
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<td><strong>Aboriginal Spirituality (NATV 2100):</strong> This course allows students to work with Aboriginal elders or traditional teachers, exposing them to cultural and spiritual concepts. Emphasis is on Anishinaabek or Cree teachings, though other First Nations approaches may be offered. This course may include a field trip component.</td>
<td>Saturdays 9:30 am.-12:30 pm.</td>
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<td><strong>Intermediate Ojibway (NATV 2270):</strong> Continuation of introductory courses and entry-level course for fluent speakers. Development of conversational fluency. Ojibway orthography, composition and translation, introduction to the linguistic structure of Ojibway.</td>
<td>Thursdays 7:00 pm.-10:00 pm.</td>
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<td><strong>Museums, Public Heritage, and Native Peoples (NATV 3000):</strong> From the controversies over monuments of Métis leader Louis Riel, to the nation-wide protests triggered by The Spirit Sings exhibition during the 1988 Calgary Olympics, Aboriginal people have sought to regain control over their objects and public representation. This course will examine the ethical issues and strategies undertaken to address these complex issues.</td>
<td>Mondays Wednesdays 1:30 pm.-2:20 pm. Fridays</td>
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<td><strong>Residential School Literature (NATV 3150):</strong> This course focuses on the analysis of literary responses to Residential Schools in the form of memoirs, fiction, poetry, and plays; it will also include aesthetic representations of school experiences through other media like film and art.</td>
<td>Tuesdays 11:30 am.-12:45 pm. Thursdays</td>
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<td><strong>Traditional Knowledge and Native Studies Research (NATV 4230):</strong> A study of issues influencing oral histories, case studies, interviews, and other techniques used in research with Aboriginal people. Depending on instructor this course may have a field component.</td>
<td>Fridays 2:30 pm.-5:30 pm.</td>
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<td><strong>Critical Theory and Native Studies (NATV 7310):</strong> This course will assess the relevance of the concepts produced by recent social theory to the situation of Aboriginal peoples and the contribution made by &quot;fourth world&quot; contexts to social theory. Marxism, feminism, post-structuralism, post-colonial theory, and cultural theory will be among the perspectives examined.</td>
<td>Tuesdays 11:30 am.- 2:25 pm.</td>
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Students are also encouraged to attend our annual colloquium (NATV 7280) series events. Dr. Radha D’Souza is the fall term’s first presenter. On September 23, inside Migizii Agamik (Bald Eagle Lodge) AKA: Aboriginal House, at 12:30 pm., she will discuss her topic: “Water, Forests, Land: The struggles of Indigenous people in India and the vanishing imagination of the Law”. These presentations are FREE, and everyone is welcome.
ABORIGINAL STUDENT CENTRE

All University of Manitoba students are welcome to come and join the circle!

We offer:
- Academic Assistance
- Cultural Supports
- Personal Supports
- Recreational Information
- Volunteer Opportunities
- Orientation Course
- Computer Lab
- Lounge/Study Space
- 24/7 Building Access for Members

Aboriginal Student Centre
45 Curry Place
University of Manitoba
Winnipeg, MB R3T 2N2

Memberships are FREE for current University of Manitoba students

3 CREDIT HOUR
ASC / NATIVE STUDIES
ORIENTATION COURSE

Where: Aboriginal House
When: August 15 - September 2
Cost: Approximately $450.00

It is a three credit hour Native Studies course titled: “The Colonizers and the Colonized: Opening the Circle”. This course is unique because it integrates introductory Native Studies content with an orientation to studying at the University. The orientation includes library, writing, and study skills training, guest lecturers, tours, and information about the University of Manitoba’s services and facilities.

Migizii Agamik (Bald Eagle Lodge) is located between the Education Building and the Max Bell Centre. We are open Monday to Friday from 8:30AM to 4:30PM