

Announcement:

- American Indian Language Development Institute. June 4, - July 2, 2008. Call: 520.621.1068

This issue is devoted to AIS Ph.D. Graduates

Ray Austin	2
Sharon Milholland	2
Rob Innes	2
Leah Carpenter	3
Amy Fatzinger	3
Julie Hailer	3
Sheilah Nicholas	4
Billy J Stratton	4



Sharon Milholland & Billy J. Stratton, AIS 2008 Ph.D. graduates

Congratulations !

2008 Award Recipients

Outstanding Service to AIS

-Edward Keith Welch

Lifetime Achievement Award

-Professor Tom Holm

A Tribute to Emory Sekaquaptewa, Hopi Elder and anthropologist

1927/28—2007

For thirty-seven years, Emory Sekaquaptewa was a familiar face around the UA campus. During lunch hour he could be seen walking briskly along University Avenue; or sitting on the benches among the trees, flowers, and stone monoliths in the Women's Plaza, a spot he seemed to favor. A gentle and humble man, at a glance, one wouldn't know this Hopi elder was on a mission. True to Hopi form, in his unpretentious attire of a simple button-down shirt and jeans there was nothing about him that said, "Look at me, I'm a scholar." Recognized many times over for his unrelenting efforts to preserve the Hopi language, everyone who knew him, knew the work was not about recognition, research, or degrees—it was language preservation in a pure form. Perhaps a glimpse into the mind of Sekaquaptewa through his own words is the best evidence of his passion and plan for carrying out this critical mission.

Upon accepting the prestigious Cummings Award, Sekaquaptewa said "My entire life has been devoted to the preservation of Hopi culture through preservation of the Hopi language." On September 14,

2007, he wrote a piece titled "The Hopi Language Should Be Taught in Schools." The passage reads. "The Hopi language today is still a living language. Its role has a major effect on all things Hopi people do in their contemporary life and in their traditional practices. Its use in all their customary practices such as baby naming, marriage ceremonies, initiations, ritual and ceremony, and their art forms, to name a few, are prominent to all, including children as participants. All of these create a speech and cultural environment that offers ideal conditions in which Hopi language learning can take place." He goes on to say, "Our Hopi children spend most of their time in school today and the school hours are the times of day children are most alert to learning. Thus, schools are the logical places to catch the attention of children for learning, such as learning the Hopi language. It is easy to say that Hopi children should learn Hopi at home. But it is not easy to say why, or to know why they are not learning as we hope they would. We can blame the overwhelming influence of television, radio and other modern distractions in the home that take away quality cultural interactions between parents and children, but we are at a loss as to what to do about that. We can only

do what we are able to do; and that is, we can get the attention of children in school so that we can teach them the basics of Hopi language speech consistently through the grades. This is what the Hopi teachers can do today and should be acknowledged for this special skill."

Emory laid the foundation for Hopi literacy programs in schools on the Hopi reservation and had recently begun work on a Hopi Children's Word Book. His legacy includes: a Hopi Dictionary project that spanned ten years and 899 pages; dozens of friends and students who learned to appreciate Hopi culture; and most importantly, Hopi teachers who are taking up the mission to infuse Hopi language into their curriculum and lessons.

The highest compliment one can pay to a Hopi man is to say "He's a good farmer." American Indian Studies honors Emory Sekaquaptewa, a true Hopi, and good farmer who sowed seeds (Hopi words) that with undeniable Hopi faith will sprout in time. Askwali!

Quote courtesy Mary Sekaquaptewa

Newsletter

Raymond D. Austin, Class of 2007



Raymond D. Austin

Many students come to AIS as accomplished individuals; one excellent example is Raymond D. Austin (Navajo), 2007 graduate with a concentration in Law and Policy. Ray went on to serve with the faculty of the Indigenous Peoples' Law and Policy Program in the UA College of Law where he teaches Federal Indian Law II—"Tribal Courts and Tribal Law," and also co-teaches a law clinic class "Indigenous Peoples' Law Clinic," a year-long course. In addition to teaching, Austin does legal consulting work with Indian

tribes on tribal government and court development. Additionally, Ray has been writing a book on Navajo courts and customary law that is expected to be published in Fall 2008. His comment on the AIS program: "My AIS Ph.D. complements my law degree very well. They enhance my professional work and I would encourage upcoming students to consider these two areas."

The Ph.D. is an addition to a long list of accomplishments Austin has been accruing throughout his ca-

reer; he is a former Justice of the Navajo Nation Supreme Court; is a member of the Navajo Nation Bar Association, and the state bars of Arizona and Utah. He has taught extensively as a visiting professor, and lecturer at various law schools and as a guest speaker to a number of legal associations. Ray has enjoyed affiliations with the National Indian Justice Center, National American Indian Court Judges Association, and the Advisory Council on Indian Legal Programs at ASU College of Law. Ray Austin sets a high standard.

Sharon Milholland, Class of 2008



Sharon Milholland

Sharon Milholland wrote a dissertation that will have a practical and possibly long term impact for the Navajo Nation Government, "*Native Voices and Native Values in Sacred Landscape Management: Bridging the Indigenous Values Gap on Public Lands Through Co-Management Policy.*" Milholland will be presenting the results in the form of a management summary to various offices of the

Navajo Nation Government, and to the Leupp and Chinle Chapters. According to Sharon, the Chinle Community is considering the advantages and disadvantages of entering into a co-management regime with the National Park Service at Canyon De Chelly National Monument. Her short-term plan is to assist Navajo with this effort for as long as they wish. In the long term, she plans to con-

tinue researching, writing, and teaching on the general topic of Indigenous cultural property management in the context of Federal Indian law and policy, critical theory, and nation building. During her time with AIS, Sharon developed and taught a unique undergraduate course, Native and Western Scientific Knowledge Systems which presents two perspectives on the universe.

Robert Alexander Innes, Class of 2007



Robert "Rob" Innes

Robert came to AIS from Canada, a Plains Cree member of Cowessess First Nation; he earned an M.A. from the University of Saskatchewan in Native Studies, and a B.A. from the University of Toronto. His dissertation is titled, "*The Importance of Kinship Ties to Members of Cowessess First Nation.*"

In January of 2007, Innes was appointed to the position of Assis-

tant Professor in the Department of Native Studies at the University of Saskatchewan where he now teaches. He is also, currently, the editor of the *Native Studies Review*, a multidisciplinary academic journal that publishes articles dealing with a Canadian and international focus. Prior to his appointment as Assistant Professor, "Rob" was a Pre-Doctoral Fellow in the American Indian Studies Program at

Michigan State University. Innes and a colleague, Terrance Ross Pelletier, co-wrote an article "Cowessess First Nation: Self-Government, Nation-Building, and Treaty Land Entitlement" that was just published in *Aboriginal Self-Government in Canada: Current Trends and Issues, 3rd Edition*. Visit Rob's webpage at: usask.ca/nativestudies/about/innes_r.php

Leah J. Carpenter, Class of 2008

Leah J. Carpenter is currently the President of Leech Lake Tribal College (LLTC) located in Cass Lake, MN where she has been employed since 2001. The LLTC is a higher education institution that has worked to infuse college programs with Ojibwe culture. Leah, an enrolled member of the Minnesota Chippewa Tribe-White Earth Band entered the AIS program in 1998 bringing with her a J.D. degree from the University of Wisconsin, Madison, Law School and a B.A. degree in Political Science and American Indian Studies

from Bemidji State University. Following the completion of her law degree, Carpenter practiced law, working for legal services and tribal courts. Her dissertation *“Tracking the Land: Ojibwe Land Tenure and Acquisition at Grand Portage and Leech Lake,”* presents a land tenure history of those reservations since their establishment and examines the amount of land under Ojibwe ownership over time. Leah’s dissertation makes a strong and substantive contribution to the literature on land tenure generally, and certainly to the

distinctive histories and experiences of the Grand Portage and Leech Lake communities. According to Carpenter, the AIS program provided a unique opportunity to learn the pedagogy of American Indian Studies and how to utilize a theoretical approach to address issues within tribal communities.

A couple of highlights; under President Carpenter’s leadership LLTC was granted a five year NCA accreditation; and the college now boasts three new state-of-the-art facilities.



Leah Carpenter

Amy S. Fatzinger, Class of 2008

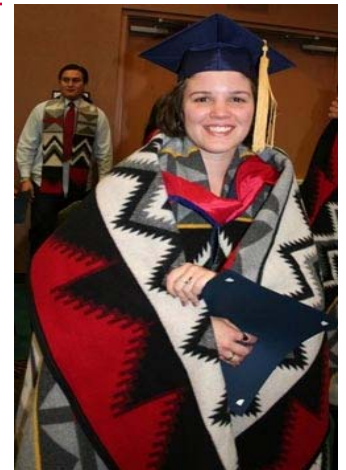
Amy S. Fatzinger is immediately putting her Ph.D. to work as a Program Facilitator for American Indian Studies. She joined the AIS staff as of May 19, 2008 and will work on publications and outreach while she searches for a faculty position in American Indian Studies, Multicultural Literature, Women’s Studies, or a related field.

Amy’s dissertation is titled

“Indians in the House’: Revisiting the Indians in Laura Ingalls Wilder’s Little House Books.” According to Fatzinger, the dissertation evaluates and contextualizes the representation of American Indians in Wilder’s popular children’s literature, and raises questions about the “right” way to include American Indians and frontier issues in literature.

Amy has taught several AIS

courses, including: Many Nations of Native America, Studies in Native American Literature, American Indians in Film, American Indian Women, Contemporary Indian America, Introduction to American Indian Studies, and Tribal Governments. Fatzinger plans to continue research in discovering how (and what) Americans learn about Native people in mainstream education.



Amy S. Fatzinger

Julie A. Hailer, Class of 2008

Julie Hailer was part of the AIS Trad 101 teaching team for six years, good experience for a Ph.D. whose goal is to become a professor in American Indian Studies, or in Criminal Justice—with an American Indian focus. Hailer also co-taught the following courses with AIS Professor Nancy Parezo: History & Philosophy of the Diné People, and the Contemporary Indian American. While in the AIS

Teaching Methods class, Julie developed a “dream” course on Crime and Justice in Indian Country. She hopes to eventually expand the coursework to include the urban Indian experience in the American justice system, and she plans to incorporate her research on American Indian gangs in both the reservation and urban settings. Julie’s background in law enforcement and her interest in American

Indian gang participation and gang formation led to her research and a dissertation *“Exploring American Indian Youth Involvement in Urban Street Gangs: Invisible No More.”* Julie’s research can prove helpful to tribes currently addressing gang issues on reservations. While searching for the right opportunity to teach, Hailer is relying on her law enforcement experience to pay the bills.



Julie Hailer



The University of Arizona
 Harvill Building Room 218
 P O Box 210076
 Tucson, AZ 85721
 Phone: 520.621.7108
 Fax: 520. 621.7952
 E-mail: aisp@email.arizona.edu
 aisp.web.arizona.edu

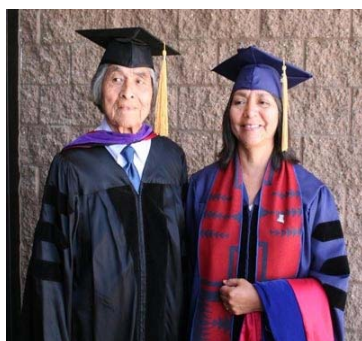


In Remembrance

Emory Sekaquaptewa,
 AIS Director 1987-88
 Teaching the Hopi lan-
 guage.

Photo courtesy
 Mary Sekaquaptewa

Sheilah E. Nicholas, Class of 2008



Emory Sekaquaptewa and Sheilah Nicholas at 2007 Convocation

Sheilah Nicholas, a 2008 graduate, reflects on her experiences in AIS. “The AIS program was an excellent program choice for me. It offered a myriad of opportunities beyond the classroom to grow and develop into a Hopi scholar who will contribute to the fields of American Indian Studies, Indian Education and Indigenous language revitalization.” Currently, Sheilah provides professional develop-

ment services to two Hopi schools through monthly visitations/work sessions, and she is an instructor for the Hopilavayi Summer Institute which provides college credit and bilingual endorsement coursework to Hopi teachers through Continuing Education UA. Nicholas is also continuing the work of her clan uncle and mentor, the late Emory Sekaquaptewa, as Project Coordinator of the

Hopi Children’s Word Book.

Nicholas’ dissertation “*Becoming ‘Fully’ Hopi: The Role of the Hopi Language Shift and Vitality*” studied the Hopi identity formation process and investigated the impact of language shift on this process. As a result of her work, Sheilah was asked to help implement the Hopi Tribe’s language initiatives through designing a Hopi language teaching program for paraprofessionals and teachers.

Billy J. Stratton, Class of 2008



Bill J. Stratton, received the AIS Outstanding Graduate Teaching Assistant Award 2008

Bill is clearly an excellent instructor; he was nominated for, and received the 2008 AIS Outstanding Graduate Teaching Assistant Award. “Billy” is of English, Irish and Cherokee ancestry; raised in Eastern Kentucky. He came to the AIS program seeking a Master of Art degree, and decided to stay—to complete the AIS Ph.D. program. The title of his dissertation is *(Re)Inscribing King Philip’s War: Mary Rowlandson and the Advent of the Indian Captivity Narrative*. In this interdisciplinary research project, he interrogates Native American literary representation in the context of American literary and historical discourse from

the seventeenth to the twenty-first centuries. His other research interests concern Native and Indigenous film studies, Indian Peoplehood and global indigeneity, and examining the intersections of postcolonial and critical race theory and contemporary Native American literary production. Stratton’s scholarship and creative writing have been published in *Wicazo Sa Review* and *Red Ink*, and is currently under review by *SAIL*, *MELUS*, and *Western American Literature*. While at the UA, Bill has taught courses on contemporary American Indian literature, Native and aboriginal film, Native American women writ-

ers, Diné history and philosophy, and American Indian history. Mr. Stratton is currently being considered for a teaching position at several universities throughout the United States. Bill says his future plans include raising his beautiful and intelligent daughter, Sierra, and honoring his family and homeland, while continuing to learn and humbly teach American Indian Literature.

CONGRATULATIONS!
AIS Graduates of 2007-08