

Tribal Education **NEWS**

at The Evergreen State College

• • • Spring 2008

Evergreen Reservation-Based Program Opens in Tulalip



(Left to right) Tulalip students and instructor: Jenna, Shelly, Renee, and Michelle

In January 2008 Evergreen began offering an upper division program leading to a Bachelor of Arts degree at Tulalip. At its December 2007 meeting the Tulalip Tribal Council invited Evergreen to bring its upper division program to Tulalip. One month later winter quarter opened with three students enrolling: Shelly Baggarley, Michelle Myles, and Jenna Losik-Gonzales.

The Evergreen faculty instructor at Tulalip is Renee Swan-Waite who also teaches for Northwest Indian College. Renee said she is pleased with the new opportunity for students at Tulalip to earn a bachelor's degree. The site is expected to grow rapidly and enroll many students who complete their associate's degree with Northwest Indian College or Everett Community College. University Center Executive Director Christine Kerlin said that the Evergreen program is especially appropriate for students who first complete the associate's degree in Tribal Enterprise Management at Everett.

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MPA Tribal Governance

UPDATE

Bruce Davies - The third cohort in the MPA Tribal Concentration is in the second year of study and is rapidly approaching graduation. Approximately 17 members have survived the grueling pace and are on track for graduation in June 2008. Some other students, due to work and family obligations, are expected to graduate in 2009. This is the largest class so far. The increase in the number of expected graduates indicates that the program is growing towards its goals.

During the past two years, members of the cohort served as guinea pigs for several distance learning and other computer-based experiments, including the use of internet chat sessions, the use of internet-based class management software, and the use of streamed mp3 recordings of lectures. The students adjusted to the challenges of the new technology and have come to be very adept in the use of computer technology, an important technical skill for their future careers.

Some of the students have embraced technology and are working on Capstone projects that utilize video and other related tools. Jean Dennison, guest instructor for two tribal concentration classes, has extensive experience with video production and will work with these students.

We have been fortunate to have a number of respected leaders and thinkers lecture to the class including, Carol Goldberg, Sam Deloria, Robert Whitener, David Bonga, Leonard Forsman, Ray Lorton and Hank Adams.

A number of the students have commented that the past two years seem like a whirlwind and they are surprised their studies are almost over.



ANNOUNCEMENTS

A Tribal Natural And Cultural Resources Project Is Underway through the Master of Environmental Studies Program that adds tribal science, culture and policy to the graduate curriculum, including the Tribal Governance Program. The courses are also open to students, and community professionals who have completed their B.A. or B.S. degrees. Credit can later be transferred to most graduate degree programs. A meeting of tribal natural resource leaders and students is planned at Evergreen April 26 from 10 a.m. to 2 p.m. for anyone who would like to provide input on the new initiative. If interested, please contact Linda Moon Stumpff (stumpffl@evergreen.edu) for more information. *Linda Moon Stumpff*

Super Saturday Native Art Fair Vendor Application

Longhouse - If you would like to be a vendor at the Longhouse Super Saturday Native Arts Fair on June 14, 2008 from 10:00 a.m. to 6:00 p.m., please submit your vendor application by May 15, 2008. Due to limited space and high demand, the Longhouse is now doing a juried selection process. After the vendors are selected, each vendor will be asked to submit a non-refundable \$40.00 booth fee to secure their space.

The application is online at: www.evergreen.edu/longhouse under "Current Newsletter" or call 360-867-6413.

Alan Parker received a Leadership Award in March at the National Congress of American Indians (NCAI) Executive Council Meeting in Washington, D.C.. Although he was unable to attend in person, Alan sent a recorded acceptance speech via DVD, which is available for viewing through the Northwest Indian Applied Research Institute, or visit www.nwindian.com to view it online.



Quinault senior student Larry Ralston (left) and James Jaime, Executive Director of the Quileute Tribe

Native Case Studies Project Grows

The Evergreen project to develop case studies that can be used in the classroom continues to grow with 25 original cases produced over the past two years. The topics for the cases were originally identified by a Native Advisory Board. The cases cover a broad range of topics including health, Makah whaling, substance abuse, tribal forestry policy, Indian gaming, economic development, Indian identity, and cultural preservation. Northwest Indian College, Salish Kootenai College and Grays Harbor College are partners in this project. The cases have been used extensively in both face-to-face and online courses. They are the focus of a class in the Reservation-Based Program called “Battlegrounds in Indian Country.” A four-day Summer Institute led by Linda Moon Stumpff provides the opportunity for faculty to learn how to write and teach with cases. The next summer workshop will be at the Little Creek Hotel June 23-26.

One of the most significant new things this year, said Native Case Project co-director Barbara Leigh Smith, is the development of student cases. Students in Evergreen’s Reservation-Based Program wrote case studies winter quarter on ethical issues. The first student case came from Larry Ralston (Quinault), according to Smith. “He wrote a case called ‘Is Your Tribal Land Secure,’ about a land dispute between the Quileute Tribe and the Olympic National Park. We did this case with our students in February.”

Tulalip student Jenna Losik-Gonzales spoke for most of the students when she said that “seeing Larry do his case was really powerful. It created unity and empowered us to work together to help them. Doing cases is a whole new experience for me in my education. Seeing how others prepare and share them has been terrific. The topics have been so close to our hearts.”

For further information on the Native Cases Project (and to view the cases) go to www.evergreen.edu/tribal/cases.

Chehalis Tribal History and Culture Curriculum Development Project

Magda Costantino – The Chehalis Tribal History and Culture Curriculum Development Project, partially funded by GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs, 2004-2007) was intended to improve the relationship between the Confederated Tribes of the Chehalis and the local school district. Through unprecedented collaboration between the Evergreen Center for Educational Improvement at The Evergreen State College and the Confederated Tribes of the Chehalis, an original, transformative community-based curriculum was born. The Confederated Tribes of the Chehalis, through their community’s participation, were able to use their own voices to describe their history and their culture from their own perspective. An innovative and original process was developed to connect the oral narration by the Chehalis elders with primary and secondary historical documents in order to achieve historical and academic integrity. In order to give everyone a chance to tell their story, a decision was made to develop inquiry-based lesson plans. This would give the students and the Tribe many opportunities to hear and incorporate every perspective, to collect and preserve all the rich historical and cultural details and create “a living document,” as the Tribe desired.

During this process the curriculum development team was in constant contact with the Tribe through tribally appointed liaisons. Thus, the materials being developed were continuously being reviewed for accuracy and acceptability by the tribal representatives.

The Chehalis Tribal History and Culture Curriculum will be integrated into the U.S. History as well as the Washington State History courses presently taught in the school districts adjoining the Chehalis Reservation. Materials were developed for high school, middle school and elementary school learners. The curriculum was aligned with the Washington State Standards. All six hundred plus Chehalis Tribal members received a draft copy of the curriculum. A lively community debate has started.

For more detailed information contact: Magda Costantino at magdacos@evergreen.edu

Reservation-Based Program Receives Lumina Foundation Grant

Barbara Smith - The Lumina Foundation for Education has awarded Evergreen a new grant of \$195,000 to continue and expand its reservation-based work. The new project will focus on building close relationships between Evergreen, Northwest Indian College, Muckleshoot Tribal College, Antioch-Seattle and Grays Harbor College, at the sites where they offer complementary programs. A major focus will be on the programs at Tulalip and Muckleshoot.

Project co-director Michelle Aguilar-Wells said “We want to build seamless pathways between our programs and learn from one another to create the strongest possible educational opportunities for Indian students.” She said, “We each bring different strengths to the partnership. Antioch, for example, offers two programs: at Muckleshoot they offer the only Native Teacher Education Program in the state and they have a very strong Native Early College High School program at Tulalip and 10 other sites in Washington state. Northwest Indian College offers a culturally relevant Associate’s degree and Evergreen has an upper division Bachelor degree program. By working together we can create strong programs that build on one another. Collaboration is the future.”



Students in Allen Standingbear’s class, Exploring the Social Sciences, take a field trip to the Mud Bay archaeological site with SPSCC instructor Dale Croes.

Thinking of College? . . . Our Advice is *Go for it!*

*By Debbie Martin, Angeline Cheney, Bobbie Jo Jones,
and Melissa Capoeman*

Many of us thought that online learning would be a convenient and easy way to go back to school. After all, we work, have a family, and many community obligations. We all wanted to pursue a college degree but we didn’t have time to commute to a college many miles from home. Taholah is a long way from any college campus. Some of us had previous college experience and it wasn’t a happy memory. But this sounded like it could be very different. Online learning at home looked great. We could do it from home, any time of the day or night. The curriculum had been redesigned to be culturally relevant. The instructors were recruited because of their special interest in working with Native students. The pieces were all falling in place with the opening of the new Grays Harbor Reservation-Based program. And their recruiter, Mark Ramon, a trusted member of our community, made it all sound easy and interesting.

We were wrong about some things, though. It’s a myth to think that online learning is easy. We all quickly found out that the Grays Harbor Reservation-Based program is a very challenging program, and it’s well worth the effort. We had other misconceptions, too. Many people think that online learning is lonely and isolating. While that might be true of some forms of online learning, it wasn’t true of this program. On the contrary, there was lots of online discussion. This is also a hybrid program which means that some of the classes meet face-to-face. Once a week we had a class with a study leader at Quinault. Gloria Francis and Melissa Capoeman Underwood were our study leaders. They were both terrific at providing support and keeping us on task. We also had a face-to-face class at the Evergreen Longhouse once a month.

Well, it’s been three years since those first discussions with the Grays Harbor Outreach Coordinator, Mark Ramon. We’ve accomplished a lot. Who would have thought that all of us would complete the program and now be in the upper division Evergreen Program. The Bridge program set the foundation and provided us an excellent opportunity to develop writing, research, and critical thinking skills to prepare for upper division work. Thinking of college? Our advice is to go for it! You can do it!

For further information on the Grays Harbor College Program contact Mark Ramon at mramon@ghc.edu; phone 360-538-4090 or www.ghc.edu/distance/reservation



Indigenous Nations Treaty Addresses Climate Change

On August 1, 2007, indigenous nations from within the U.S., Canada, Australia and Aotearoa (New Zealand) signed a treaty at the Lummi Nation to found the United League of Indigenous Nations. The Treaty offers a historic opportunity for sovereign indigenous governments to build intertribal cooperation, outside the framework of the colonial settler states.

The treaty process has involved indigenous political alliances such as the National Congress of American Indians, the Assembly of First Nations in Canada, and 44 Maori iwi (tribes) in Aotearoa (New Zealand). The Treaty identifies four main areas of cooperation: increasing trade among indigenous nations, protecting cultural properties, easing border crossings, and responding to the urgent threat of climate change.

Alan Parker, Director of the Northwest Indian Applied Research Institute (NIARI), says that “We can see that climate change is going to devastate

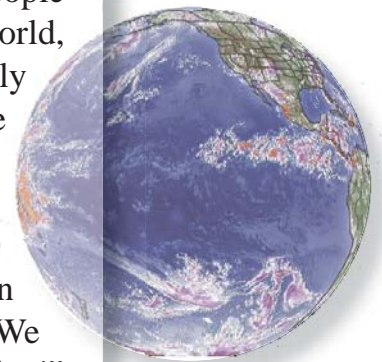
us if we are not prepared, so we have to go out and meet it. The people of the world, and especially our Native communities, no longer have 5 to 10 years to begin planning. We must begin today!”

On one hand, indigenous peoples are on the frontline of climate change, the first to feel its effects, with subsistence economies and cultures that are the most vulnerable to climate catastrophes. As Tulalip Tribes Natural Resources Director Terry Williams observes, “Climate change is a potential Culture Killer.”

On the other hand, indigenous peoples have certain strengths in responding to the challenges of climate change, such as traditional ecological knowledge, political sovereignty, and a continuing sense of community, compared to non-Native neighbors or local governments

NIARI’s Climate Change and Pacific Rim Indigenous Nations Project has described the effects of climate change on the Pacific Rim region in its 81-page report *Climate Change and Pacific Rim Indigenous Nations*. It recently published a 16-page Community Organizing Booklet entitled *Native Peoples: The “Miner’s Canary” of Climate Change*. To download these reports, go to the Project website at <http://academic.evergreen.edu/g/grossmaz/climate.html>

“ . . . The people of the world, and especially our Native communities, no longer have 5 to 10 years to begin planning. We must begin today!”



FOR MORE INFORMATION, go to the Northwest Indian Applied Research Institute at <http://nwindian.evergreen.edu> and the United League of Indigenous Nations at <http://www.indigenoustreatytreaty.org>

Melissa Bob Lummi

STUDENT PROFILE

MPA - TRIBAL GOVERNANCE



Melissa Bob first came to Evergreen from Occidental College in Los Angeles, California as an undergraduate with an interest in printmaking.

Before leaving Occidental, Melissa submitted a print from her first printmaking class to a juried art exhibit at the Whatcom Museum in Bellingham, Washington.

Evergreen visual arts faculty

member Joe Feddersen was on the jury for the art exhibit. Melissa's print was juried into the exhibit and she met Joe Feddersen at the opening a few months before starting at Evergreen. That fall, she enrolled in Joe Feddersen's Native art history and printmaking course, which directed her toward a focus in indigenous art history and printmaking. Before receiving her B.A. in 2005, Melissa participated in an internship at the Smithsonian's National Museum of the American Indian in Washington, D.C. and traveled to Mexico to study indigenous art history.

After graduation Melissa returned home to Ferndale and worked in the Lummi Tribal Court, while continuing her

interest in printmaking. She decided from her experiences at the Tribal Court that she needed a formal education in tribal governance to make more direct change in the future. Melissa applied to the program in late May 2006 and was accepted in the graduate program in fall 2006.

During summer of 2007, Melissa was chosen as one of 11 students throughout the country to return to Washington, D.C. and participate in the Morris K. Udall Native American Congressional Internship Program. She worked in Senator Maria Cantwell's office and "learned how to more effectively communicate with Congressional offices and committees as a Native person and future tribal representative."

She completed a graduate internship with the Evergreen Longhouse staff, continues there as a program assistant, and will work full-time as a grants manger after her graduation in June. Her graduate Capstone project is to see if it is possible to formally institutionalize the teaching of the Lushootseed language in Evergreen programs. Melissa said through the MPA program she has learned about the larger policies that affect tribal governance and their contexts. She also thinks the program has given her a better understanding of tribal governance, which she will eventually use to connect Native languages, art and other cultural practices to tribal governance systems.

MPA - TRIBAL APRIL 04, 2008



Above: Chuck Wagner, Lucy Yanez, Erin Moran and Lorrie Frost discussing survey questionnaires

Left: Heather Leonard, Mardee Rodrigues, Lorrie Frost, Jerald Harris, Francene Ambrose

Kim Heller Squaxin Island

STUDENT PROFILE RESERVATION-BASED COMMUNITY DETERMINED PROGRAM (RBCDP)

Nora Trahant Port Gamble Site



Hello, my name is Kim Heller and I am from the Squaxin Island Tribe which is located near Shelton, Washington. I am a student in the Reservation-Based Program through the Grays Harbor College and The Evergreen State College. I work full time as the court clerk for the Squaxin Island Tribe. Working full time and being a student doesn't leave

me much free time but in those precious few moments, I enjoy gardening and home improvement projects. I live with my husband, my son who is currently attending Saint Martin's University as a freshman, my daughter who is a kindergarten teacher, her boyfriend, their cat, their turtle and our dog. I love having both of my children living with me and wish it would last forever; however, I know it is only a temporary situation so I treasure every moment with them.



NEW FACULTY Renee Swan-Waite

Renee Swan-Waite, new faculty site director at Tulalip. Renee is a member of the Lummi Tribe. She has worked in the field of Indian education for over 20 years holding a variety of positions which have provided a challenging and rewarding career. When she is not holding her new grandson, she is a political junkie surfing the cable news shows, listening to Air America, planning, researching and strategizing on how to get Native people more fully involved in the democratic process.

Yahteeh (Hello), I am Nora Trahant, a proud member of the Navajo Nation (Diné) from northeastern Arizona. I am of the Red Forehead Clan and born for the Bitter Water Clan. I have two wonderful boys, Marvin (15) and Elias (12). I am married to Mark N. Trahant, who is the editor of the Editorial Page for the Seattle Post Intelligencer. I, too, have a background and experience in journalism. I began my writing career with the Navajo Times shortly after I received my Associates of Arts degree from Yavapi College in Prescott, Arizona. In addition to working as a reporter, I've worked as a Public Information Officer for my tribe and for the National Indian Health Board. In 1994, I published my first children's book, "The Success of the Navajo Arts and Crafts Enterprise" (Walker Publishing Company: New York) When I enrolled with Evergreen's Reservation Program a year ago, I decided that it was time to finish what I had started years ago: to obtain my bachelor's degree. I am on my way to completing and am enjoying every bit of it. I will be graduating this spring and hoping to continue on to graduate school. The people I have met within the program have been tremendously gracious, helpful, respectful, and understanding. I am learning something everyday. It is never too difficult if you put your mind to it. At the moment, I am working with more 60 native students at Bainbridge Island School District as the Indian Education Coordinator. It is a joy to work with children and to see them grow.



"In The Spirit"

In Flight
Lillian Pitt

Northwest
Native
Arts Market & Festival

June 28 & 29, 2008
10 - 5 PM & 11 - 5 PM

For more information

Call: (360) 867-6718 or email
longhouse@evergreen.edu

- Juried Art Exhibition
- Native Arts Market
- Dancing
- Storytelling

<http://www.evergreen.edu/longhouse/nativefestival/home.htm>



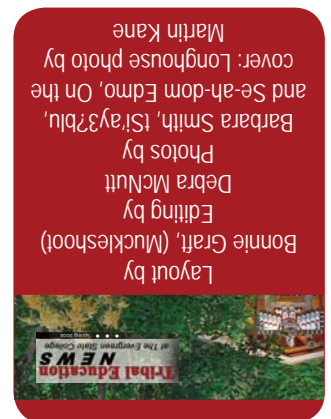
NEW FACULTY

Mark Ferguson

The Evergreen State College Reservation-Based Community Determined Program at Muckleshoot has hired Mark A. Ferguson as the new site faculty. Mark was an employee at the Muckleshoot Tribal College 1999-2001, working as the first instructor in the tribe's Muckleshoot Occupational Skills Training (MOST) Program. During that time he designed and taught computer and business education classes.

An enrolled member of the Delaware/Lenape Indian Tribe, Mark graduated from Evergreen's Reservation-Based Program in 2001. He has taught in the Tacoma Public Schools since 2002, and completed his master's degree in educational leadership from Western Washington University in 2004.

"In 1999 I was a displaced employee of a major public utility after a company merger. I used that time to go back to school. I had heard many positive things about Evergreen's Reservation-Based Community Determined Program. I entered the program in 1998 and took to it immediately, graduating in 2001 with a B.A. degree. I liked the community based learning style and the intriguing and engaging curriculum. I went on to get my master of education degree and now have the honor of being hired as Evergreen faculty at the Muckleshoot Site. I feel very welcome. It's like returning home and being able to give back to a community that has been very good to me, and that I have close ties with."



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