

# ART & PLACE: NATIVE WEAVING AND MAPPING IN THE PACIFIC NW Tribal Internships (16 Credits), Spring 2026

## ZOLTÁN GROSSMAN, FACULTY

Geography and Native American & Indigenous Studies

*Email:* grossmaz@evergreen.edu

*Website:* <https://sites.evergreen.edu/zoltan>

The program “weaves together” Native art and place, based on the geographies and worldviews of Pacific Northwest Native nations, and directly engages students with tribal communities, and reciprocates student learning with service. This program is open to students doing internships and community-based volunteer projects with tribal nations or organizations. Priority will be given to students registering for In-Program Internships, particularly if they form groups around particular issues or projects. Students will fill out the In-Program Internship Learning Contract, which has more internal support from faculty and fellow students than an internship in which a student is entirely on their own, but need a field supervisor from the tribe or organization. Some self-driven students can also be independent volunteers or researchers, using the Individual Learning Contract, without a field supervisor or formal connection to a tribe or organization.

Using art and geography as “common ground”, this program will incorporate cross-cultural learning to explore relationships of Pacific Northwest Native peoples to place, particularly in Coast Salish territory along the Salish Sea in Washington and British Columbia. The unique status of Native nations is based on strong connections to place and territory. In fall and winter quarters, these connections were expressed artistically and geographically through Native wool weaving and cartography (mapmaking); continuing students may extend this work into spring.

**In spring quarter**, students will work with one faculty on community-based projects in collaboration with local tribes. Students can be in-program interns, volunteers, or researchers for tribal programs such as Nisqually Tribe canoe journey preparation, Salish Roots Farm (Squaxin Island Tribe community gardens), Puyallup Tribe hosting of World Cup events, Nisqually River Education Project, Coast Salish Wool Weaving Center, as well as work around urban Native projects, school curriculum, etc.

Students will be required to meet on Wednesdays in Weeks 1, 3, 5, 7, 9, and 10 with student engagement via the Canvas spring website. All students participate in orientations to the issue background and working respectfully with communities and organizations. Participation in this program means practicing accountability to other communities, interacting as a respectful guest with other cultures, and engaging in constant communication with your own learning community of faculty and fellow students.

Students will be meeting every two weeks, with student engagement via the Canvas website. All students participate in orientations to internship background and working respectfully with communities and organizations. Participation in this program means practicing accountability to other communities, interacting as a respectful guest with other cultures, and engaging in constant communication with your own learning community of faculty, staff, and fellow students.

**Learning Contracts.** On <https://my.evergreen.edu>, students can propose internships with tribes or tribal organizations by filling out an In-Program Internship Learning Contract (identifying a field supervisor), or propose an independent volunteer or research project (that does not require a field supervisor) by filling out an Individual Learning Contract, with detailed learning objectives and work timeline. (For In-Program Internships, make sure you click “Yes, I am or will be registered in an academic program,” and click on 16 *Total Credits* and 8 *Internship Credits*. Students can receive faculty feedback by clicking Submit on the draft contract.)

Each student will do their community-based internship or community-based volunteer or research project corresponding to an average of 20 hours a week (for 8 credits) documented by a project hours log and Canvas biweekly reports in odd-numbered weeks. Students will participate in Wednesday check-in classes in Weeks 1, 2, 3, 5, 7, and 9 (for two credits). As the academic component, students will submit biweekly essays on four project-related readings in even-numbered weeks (for 4 credits). Finally, students will submit a 10-15 page Project Cumulative Synthesis Report in Week 9 (combining the project reports and readings), and a class powerpoint presentation (based on the paper) in Week 10 (worth 1 credit each).

**First step for contract.** Spring admission is by faculty signature, to approve spring projects that follow this numbered form. Email a draft to Zoltán Grossman at [grossmaz@evergreen.edu](mailto:grossmaz@evergreen.edu) with the Student Introduction Survey attached.

1. Full name of student and Evergreen email
2. Title of proposed project, with tribe or organization included in the name.
3. Name of Tribe or Native community organization
4. Description (paragraph on the project, including a sentence defining the tribe / organization). If an organization, include its short mission statement.
5. [For internship]: Contact information on possible field supervisor.
6. Learning objective from the internship or volunteer work (what you hope to learn from the work).
7. "Activities that will help me to attain this objective" for the project learning objective (what you'll do in the project work). Faculty sponsor will evaluate the four biweekly project reports submitted in odd-numbered weeks.
8. Learning objectives from the academic component (what you hope to learn from readings).
9. "Activities that will help me to attain this objective" for the academic learning objective. Identify the four readings (which can be of different articles, booklets, reports, or chapters from one or two books, or a documentary film), preferably identified in consultation with the field supervisor. Faculty sponsor can help with identifying readings, and will evaluate the four biweekly reading reports submitted in even-numbered weeks.
10. Learning objective from participation in the learning community (what you hope to learn from each other as students).
11. "Activities that will help me to attain this objective," including student engagement in the learning community. Faculty sponsor will evaluate attendance at all check-in classes, the final peer-reviewed Project Cumulative Synthesis Report in Week 9, and the project powerpoint presentation to the class in Week 10.
12. Faculty Support: "Faculty will support the student project through reviewing the biweekly project logs and reports, offering guidance in biweekly check-in classes, and evaluating the Project Cumulative Synthesis Report and presentation."
13. Evaluation of work: "Narrative evaluations will be written by the field supervisor emailed to faculty (a short paragraph), by faculty of the student, and by the student of the faculty."
14. Related experience: Any previous similar work with tribes or Native communities, previous related coursework at Evergreen or other colleges, and any personal skill sets or life experience that will assist the work.
15. Annotated list of five websites or articles, such as the website for the tribe or Native organization, and article links on topics related to the project, from the past decade. This is NOT simply a list of URLs, but include the names of the websites, and titles / publications / dates of the articles, and a sentence on what they each discuss. The annotated list will show that you have initiated targeted research on the *specific* topic, to "do your homework" so the field supervisor does not have to start from scratch in orienting you to the project.

**Credit Summary** (16 credits only).

\* **2 credits** will be fulfilled by participation in required biweekly check-ins.

\* **4 credits** will be fulfilled by an academic component (four biweekly papers on assigned readings in Weeks 2, 4, 6, and 8);

\* **8 credits** will be fulfilled with a community-based internship or community-based volunteer project (documented through required biweekly updates and work logs on Canvas), and the internship Field Supervisor's evaluation due by June 3. *Verbal reports about accomplished work do not qualify; if the work is not documented, it never happened.*

\* **2 credits** will be fulfilled with an internship or project Cumulative Synthesis Report due Tuesday, May 26 and symposium presentation on Wednesday, June 3.

Faculty will be working together with Evergreen's Tribal Liaison Lyn Dennis to identify possible tribal project partners, and verify student proposals for projects. Center for Community-Based Learning and Action (CCBLA) Director Ellen Shortt-Sanchez ([shorttse@evergreen.edu](mailto:shorttse@evergreen.edu)) can help connect you with partners, and Assistant Director of Internships in Academic Advising Luis Apolaya Torres can help in contract process ([luis.apolaya\\_torres@evergreen.edu](mailto:luis.apolaya_torres@evergreen.edu))

**First check-in class:** Wednesday, April 1, 10:00 am-1:00 pm, Longhouse 1007B

# NEW STUDENT INTRODUCTION FORM

\*: For student verbal introduction

1. Full name\*
2. Preferred first name\* (if different from first name above)
3. Standing\*: First-Year, Sophomore, Junior, or Senior
4. Are you new to Evergreen this quarter? Yes No

If transfer, from which other college?\*

5. Your pronouns?\* \_\_\_\_\_
6. Evergreen email \_\_\_\_\_@evergreen.edu
7. Any other preferred email \_\_\_\_\_@\_\_\_\_\_.

8. Cell / Text Phone number (\_\_\_\_) \_\_\_\_-\_\_\_\_\_

9. Hometown/State\* (or country). Where are you from?

10. Related programs I have taken at Evergreen (if any).

11. Reasons I took this program.\*

12. Previous experience with art or Native art, if any?\*

13. Previous experience with geography or cartography (mapmaking), if any?\*

14. Previous experience with Native / Indigenous communities, if any?\*

15. A “quirky fact” about myself (for others to remember me by)\*.

16. What are a few of the skills and assets you might bring to this program?

17. What skills are you most interested in improving (e.g. writing, reading, speaking up in seminar, time management, critical thinking, etc.)?

18. Any learning access accommodations that your faculty seminar-leader should know about? If you have an official accommodation through the college Access Services office please describe it here. *[Please also make sure that the office is sending us your Accommodation Letter, and follow up with your seminar faculty via email to check in about your accommodation needs as well.]* If you do not have an official accommodation through the college but do have specific access needs related to your learning in the program, please describe them here.

19. I have used Canvas (put answer in Bold or circle). Not at all Once or twice Periodically Extensively

20. I have used Adobe Illustrator (put answer in Bold or circle). Not at all Once or twice Periodically Extensively

21. I consent to my name or image being visible on class photos or recordings.(put answer in Bold or circle) Yes No

22. I have a valid driver's license. (put answer in Bold or circle) Yes No

23. I have received van driver training from Evergreen. (put answer in Bold or circle) Yes No

24. Do you have sports, work, or other scheduled commitments in addition to classwork this quarter? (put answer in Bold or circle) Yes No (if Yes, please provide a schedule).

25. I have used Reaper, iMovie, Adobe Premiere Pro, or another audio or video development application (put answer in Bold or circle). Not at all Once or twice Periodically Extensively

26. I would be interested in internships or volunteer work with (circle or bold any):

Tribal Canoe Journey preparation (Nisqually)

Salish Roots Farm (Squaxin Island)

World Cup Powwow (Puyallup)

Salmon Habitat Restoration Education (Nisqually)

Possible other project with tribe or tribal organization (be specific): \_\_\_\_\_.

27. Any questions for faculty?

28. PLEASE PASTE A DRAFT OF YOUR ACADEMIC STATEMENT OR A SHORT (200-250 word) BIOGRAPHICAL ESSAY to help introduce yourself (including your educational journey and goals).

**Please send this Survey (as an attachment) to [grossmaz@evergreen.edu](mailto:grossmaz@evergreen.edu)**

I hereby recognize that the Program Agreement (in syllabus and any addendum) expresses the ground rules governing the program and agree to abide by it by the act of continuing in the program and by signing and dating this page and returning it to my faculty

\_\_\_\_\_  
Full student name (printed)

\_\_\_\_\_  
Signature

\_\_\_\_/\_\_\_\_/26  
Date