

RESOURCE REBELS: ENVIRONMENTAL JUSTICE MOVEMENTS BUILDING HOPE FALL 2015 SYLLABUS

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Welcome to Resource Rebels! This packet contains many important elements that are critical for your success in the program. Please keep it on hand, consult it regularly, and also check the Canvas site to find updates, assignments, readings, handouts and so on. You will also post much of your work on Canvas; go through my.evergreen.edu or bookmark <https://canvas.evergreen.edu/courses/674/modules>.

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ROOMS

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Prep Day</i>	9:30-12:30 <i>All Group</i> Sem 2 B1107	9:30-12:30 All <i>Group Workshop;</i> Longhouse 1007B <i>(except Lecture</i> <i>Series in COM</i> <i>107; 124</i>	<i>Project Work Day</i>	9:30-11:30 <i>Seminars Sem 2</i> D2107 (K); D2109 (Z)
	<i>Break</i>	<i>Break</i>		<i>Break</i>
	1:30-3:30 <i>Seminars Lib 2205</i> (K); Lib 2207 (Z)	<i>Campus</i> <i>governance</i>		12:30-3:00 All <i>Group Integration</i> Sem 2 D1105

PROGRAM DESCRIPTION

“The only way to build hope is through the Earth.” – Vandana Shiva

This program is situated at the intersection of climate and environmental justice and social justice, including inequalities between racial and ethnic groups, social classes, genders, and “North” and “South” world regions widened by capitalist industrialization and Western colonization. Since the 1970s, environmental justice has provided a framework for growing movements of ecologically minded citizens, Indigenous nations, and other land-based peoples (which Al Gedicks calls “resource rebels”) in North America and around the world.

In **fall quarter**, this program will review environmental problems and policies, and focus on what organized local communities are doing to respond to these problems. Our inquiry will examine movements in North America and around the world through the lenses of geography, anthropology, social theory, sustainability studies, and Native studies, and immerse students in the work of these movements through lectures, readings, films, guest speakers, field trips, and sited research projects.

In **winter quarter**, we will examine resilience strategies at the local and regional scale and develop grassroots social movement skills. These skills include devising public relations and media strategies; presenting information through popular education; using effective and accessible language and imagery; writing press releases, testimony, and grant proposals; facilitating meetings; cross-cultural training; using social media and multimedia; organizing rallies and funding events; and building alliances among communities and coalitions between organizations. The final project will involve developing collaborative relationships with community-based organizations, conducting ethnographic research, and using the research and social movement skills set to make an impact on a particular environmental justice issue.

REQUIRED BOOKS

Wilkinson, Charles. *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (University of Washington Press, 2006).

Gedicks, Al, *Resource Rebels: Native Challenges to Mining and Oil Corporations* (South End Press, 2003). [out of print; PDFs will be available]

Bullard, Robert, ed., *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*; (Sierra Club Books, 2005).

Boyd, Andrew, and Dave Aswald Mitchell, *Beautiful Trouble: A Toolbox for Revolution* (OR Books, 2012).

LaDuke, Winona, *Recovering the Sacred: The Power of Naming and Claiming* (South End Press, 2005). [out of print; PDFs will be available]

Grossman, Zoltán, and Alan Parker, *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Crisis* (Oregon State University Press, 2012)

Shiva, Vandana, *Making Peace with the Earth* (Pluto Press, 2013).

WEEKLY SCHEDULE

WEEK ONE: SEPTEMBER 29, 30, OCTOBER 2 (Introduction)

Reading: Wilkinson, *Messages from Frank's Landing*.

- Tuesday 9:30-12:30 Introduction to Environmental Justice, syllabus, Media Watch project; Faculty introduction; Canvas site; Fill/sign Seminar Introduction Forum
- Tuesday 1:30-3:30 Seminar introductions, Covenant
Workshop: Academic Statement (*bring 3 stapled copies*) / Interview
- Wednesday 9:30-12:45 Media Watch project;
Lecture: Introduction to Anthropology (K)
Anthropocene Series (in COM 107 or 124): Geology (Abir Biswas)
Information on Series: <https://sites.evergreen.edu/anthropocene>
- Thursday Audio Proficiency workshops (**required**) at either 10:00-12:00 or 1:00-3:00, in Multimedia Lab (Library 1404). To schedule a different time, contact Melanie Valera at valeram@evergreen.edu or (360) 867-5455.
- Friday 9:30-11:30 Guidelines for Visiting Native Communities;
Seminar on Wilkinson, *Messages from Frank's Landing*
(Always bring response paper to seminar *and* post on Canvas.)
- Friday 12:30-3:00 Lecture: Native Environmental Justice and Geography (Z)
Film: *Homeland*
- Fri. (5-10), Sat. (12-5) Arts Walk in downtown Olympia

WEEK TWO: OCTOBER 6, 7, 9 (Fossil Fuels)

Reading: Gedicks, *Resource Rebels*

- Tuesday 9:30-12:30 Lecture: Fossil Fuel Shipping, short videos (Z)
Lecture: Big Human History (K)
DUE: Student interview due at 9:30.
- Tuesday 1:30-3:30 Select Project Topic Groups and Subtopics.
Logistics for two field trips.
Seminar on Gedicks, Introduction, Ch. 1-2
- Wednesday 9:30-12:30 Lecture: Northwest Treaties (Z) with clips of *As Long as the Rivers Run*
Guest: Millie Piazza
- Wednesday, 1:15-3:00 Forum on racism and police violence, in Library
- Thursday, 5:00-9:00 Aberdeen rally (5 pm) and hearings (1:30-4:30, 6-9 pm, D & R Theater, 205 South I St.) on Grays Harbor oil terminals
- Friday **NISQUALLY WATERSHED FIELD TRIP**
(Leave Lot C at 9:30 am; return by 4:00 pm;
Pack a lunch; bring walking shoes and raingear.

WEEK THREE: OCTOBER 13, 14, 16 (Indigenous Sustainability)

Reading: LaDuke, *Recovering the Sacred*

Monday, 4:00-8:00 Olympia's 1st Indigenous Peoples' Day (Sylvester Park downtown)

Tuesday 9:30-12:30 Lecture: Ethnographic Methods I (K)
Lecture: Revitalizing Native Traditions (Z)
DUE: Field Trip Reflection (1 page)

Tuesday 1:30-3:30 Seminar on LaDuke, 33-63, 213-225
Media Watch Report

Wednesday – Friday **QUILEUTE / LOWER ELWHA KLALLAM FIELD TRIP**
(Field trip Itinerary will be provided)

Saturday, Oct. 17 Longhouse 20th anniversary celebration

WEEK FOUR: OCTOBER 20, 21, 23 (Alliance-building)

Reading: Boyd & Mitchell, *Beautiful Trouble*

Tuesday 9:30-12:30 Lecture: Unlikely Alliances (Z)
Lecture: How to write a press release
DUE: Field Trip Reflections (2 pages)

Tuesday 1:30-3:30 Workshop: Writing a press release
Seminar on *Beautiful Trouble*, Principles

Wednesday 9:30-12:30 Lecture: What is Sustainability? (K)
Lecture: Social Movements (Z), Yes Men, Idle No More videos

Friday 9:30-11:30 Seminar on *Beautiful Trouble*, Tactics
Workshop: Event Publicity

Friday 12:30-3:00 Lecture: The Culture Concept (K)
Workshop: Observing Culture, Integration Session

WEEK FIVE: OCTOBER 27, 28, 30 (Climate Mitigation & Adaptation)

Reading: Grossman & Parker, *Asserting Native Resilience*

Tuesday 9:30-12:30 **DUE: Team Press Release due at 9:30**
Lecture: Asserting Native Resilience (Z)
Workshop I: Legislative Testimony / Public Speaking
DUE: Mid-Quarter Checklist

Tuesday 1:30-3:30 Seminar on Grossman & Parker, 10-85, 102-108, 145-154, 175-192

Wednesday 9:30-12:45 Anthropocene Series: Oceans (Geraldo Chin-Leo)
Lecture: Corporate & Community Responses to Climate Crisis (Z)
Video: *The Carbon Connection*

Friday 9:30-11:30 **DUE: Legislative Testimony on Environmental Justice legislation**
(delivered to seminar)

Friday 12:30-3:00 Lecture: Place-based learning and Traditional Ecological Knowledge (K)
Video: *Rising Waters*

WEEK SIX: NOVEMBER 3, 4, 5, 6 (Indigenous Climate Change Responses)

Reading: LaDuke, *Recovering the Sacred*; and Shiva, *Making Peace with the Earth*

Tuesday 9:30-12:30 Ethnographic Workshop II: Transcription and Analysis (K)
Lecture: 20th & 21st-century Native history (Z)

Tuesday 1:30-3:30 Seminar: LaDuke, 237-253, Shiva, Ch. 4 (paper on Shiva)
Media Watch Report

Wednesday 9:30-12:30 Lecture: Resilience Doctrine (Z)
Guest: Shangrila Joshi Wynn (Graduate Program on the Environment)

Thursday, 9:30-4:00 (**required**) **Indigenous Climate Justice Symposium** Research Day, in Longhouse
Thursday, 7:00-9:30 (**required**) **Indigenous Climate Justice Symposium** Keynote, in Longhouse

Friday 9:30-12:30 **Indigenous Climate Justice Symposium** Panel, in Longhouse

Friday 12:30-5:00 **Indigenous Climate Justice Symposium** Workshops, in Longhouse

Saturday, 11 am Seattle Climate Justice march & rally at Beacon Food Forest

WEEK SEVEN: NOVEMBER 10, 13 (Environmental Justice at Home and Abroad)

Reading: Bullard, *The Quest for Environmental Justice*

Tuesday 9:30-12:30 Symposium Discussion
Lecture: Maori Opposition to Fossil Fuel Extraction in New Zealand (Z)
DUE: Symposium Reflection (2 pages)

Tuesday 1:30-3:30 Seminar: *The Quest for Environmental Justice*, Ch. 1, 3, 7

Wednesday **VETERAN'S DAY; NO CLASS, NO ANTHROPOCENE LECTURE**

Friday 9:30-11:30 Integration Session
Seminar: *The Quest for Environmental Justice*, Ch. 9, 13, 14

Friday 12:30-3:00 Film: *The Rocket*
Creative Community Responses: Art and Performance (K)

Saturday Nov. 14, 1:30 Charles Wilkinson speaks on Boldt to Reservation-based program, Longhouse

WEEK EIGHT: NOVEMBER 17, 18, 20 (Water)

Reading: Shiva, *Making Peace with the Earth*

Tuesday 9:30-12:30 Lecture: Water Privatization (Z) , Film: *Thirst*

Tuesday 1:30-3:30 Shiva, *Making Peace with the Earth*, Ch. 1-3
Media Watch Report

Wednesday 9:30-12:30 Workshop: Water bottling roleplay
Lecture: Innovative water technologies (K)

Friday 9:30-11:30 Workshop: Winter Project Proposals and Media Watch
Integration Session; handout on travel
DUE: Completed Interview Transcript

Friday 12:30-3:00 Film: *Vanishing Shorelines*
Workshop: Power of images and posters (Z)

***** FALL BREAK OFF: NOVEMBER 23-27, NO CLASS *****

WEEK NINE: DECEMBER 1, 2, 4 (Dams)

Reading: Boyd & Mitchell, *Beautiful Trouble*

- Tuesday 9:30-12:30 Lecture: Dam effects (K)
Film: *Drowned Out*
DUE: Interview with community organizer
- Tuesday 1:30-3:30 Seminar on *Beautiful Trouble*, Case Studies
Workshop: Power mapping / Campaign Planning & Research
- Wednesday 9:30-12:45 Film: *Treaty Talks* or *A River Between Us*
Anthropocene Series: Ocean Acidification (Pauline Yu)
- Friday 9:30-11:30 Workshop: Carbon Travel Calculations
Film: Videos on Paris UNFCCC conference
Presentation preparations
- Friday 12:30-3:00 Lecture: Dam resistance success stories (K), videos
Lecture: Social movements in the Philippines (Z)
Workshop: Evaluations, Portfolio, PowerPoint tips
DUE: Media Watch / Project Proposal
DUE: Portfolios (Final Checklist on top) by 4:00 pm outside faculty door

WEEK TEN: DECEMBER 8, 9, 11 (Media Watch Roundup)

- Tuesday 9:30-12:30 Media/Project Presentations
- Tuesday 1:30-3:30 Media/Project Presentations in **Sem2 D4107**
- Wednesday 9:30-12:30 Media/Project Presentations
- Friday 9:30-11:30 Media/Project Presentations in **Sem2 C1107**
- Friday 12:30-3:00 Potluck (*bring a dish to pass*), closing reflections, looking ahead

WEEK ELEVEN (Evaluations)

You will meet with your faculty seminar leader for an evaluation conference, and discuss the student evaluation and self-evaluation, and faculty evaluation. Please do not make vacation departure plans before consulting with faculty. *Note:* Karen's seminar students may have a different schedule.

BIG QUESTIONS OF THE PROGRAM

1. What are the ways social justice and environmental sustainability are related? What are the advantages of integrating our work on these issues?
2. What complexities or contradictions arise when the two concepts and movements are brought together, and how can they be more harmonized?
3. How can systems thinking inform climate interventions and social action?

4. Given that the people who have contributed the least to climate instability (such as Indigenous peoples and the poor) are the most affected by the climate crisis, how can they amplify their voices and powers to the local, national, and global audiences? What critical analyses of environmental systems, climate responses, and systems of oppression do indigenous perspectives offer?

5. How have Native peoples been able to use their sovereign status and cultural revitalization as tools to protect their lands from environmental and climate threats, and form alliances with non-Native peoples?

6. How can we become effective change agents? Once we know about an environmental or climate threat, what can we do about it? How can taking action fend off our own cynicism, hopelessness, or despair? What skills do we need to do this work?

7. How can we envision a more sustainable and just future? What is the interplay between environmental opposition to harmful projects and plans for a more sustainable future? How do we integrate the choices in our own lives with our broader social, environmental and political commitments?

8. How do we scale up and scale down? What are the most significant leverage points? How can environmental justice concerns move beyond small circles into a more general following, particularly among mainstream Americans? What strategies and tactics have worked and not worked in different contexts? What skills are needed to enhance approaches that do work?

STUDENT WORK

Student evaluations will be based on quality completion of all elements of the program: attendance and participation, and completion of a series of assignments of various scales. These assignments are listed out in some detail below; the more lengthy and detailed assignments are written as separate handouts. Students are expected to attend and participate in all class sessions (see Covenant). Attending means not only being present in the room, but offering full attention to the work at hand.

All students must be prepared and ready to contribute to seminar, starting by *bringing the reading to every seminar*. You *must* bring your book to seminar, or a print out of any PDF that is available. A digital version does not have the page numbers necessary for discussion. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. Expect to hear faculty and students read aloud passages (and if you feel comfortable, be prepared to read aloud as well). Reading out loud underscores significant ideas of the text and increases student comprehension. Students will work with the text in small and large groups. Students are evaluated on their skills in seminar, and will receive a rubric the first day that outlines how faculty will assess seminar skills.

ASSIGNMENTS

1.) Academic Statement/Biography: All Evergreen students are required to write an Academic Statement about their college education and perspective. This Academic Statement is iterative, which means that you will work on it throughout your time at Evergreen. You will submit it yearly and a final version must be submitted when you graduate. Bring two (2) copies of your Academic Statement with you to the first Tuesday seminar, along with your Seminar Introduction Form. You will be using it for Peer Interviews that afternoon. Post the Academic Statement after class on Canvas. **Due Tuesday, Sept. 29**

2.) Peer Interviews: In our first seminar (September 29), you will partner with one other person for an interview that you will write up: each of you will take a turn interviewing the other. Before you begin, you will take a bit of time to “set up” the interview. This involves swapping copies of your Academic Statement as preparation for the interview; take a few minutes to read them. An interview is not the same as a conversation, although it can feel similar. In an interview setting, rather than a meandering conversation, you want to obtain particular information, and you will navigate the interview accordingly.

- *Develop your inquiry.* First, pause to consider: what would you like to know about this person? What is your research question: Why did they join this program? What experiences

might they have with the program themes? Are you interested in their tastes in music? Their travel sense? What drew them to college and what they want to study? Note: some of their true passions might be revealed in the course of the interview itself. Maybe it's soccer, not music that they love—consider how you will adjust your interview based on what you hear.

- *Frame interview questions.* What questions would you ask in order to learn about the issue you are interested in? Write down 3-5 questions. Is there a good logical flow in the order of the questions? Both of you can write down your questions at the same time.
- *Interview.* One person can begin interviewing. As you listen to the replies, take careful notes. Feel free to ask the interviewee to repeat something so you capture it accurately. This first interview will go on for 10-15 minutes. Do not rush the process. It is fine if you end up discussing some things that were beyond the range of your basic inquiry.
- *Prompts.* Feel free to offer open ended prompts to someone: "Do you want to say more about that?" "Can you give me an example?"
- *Switch.* Now let the other person interview. Again, take careful notes. Conduct interview for 10-15 minutes.
- *Write up.* It is a great idea to take time to write down more details from your interview right away, as you remember it. Then look over your notes. How well did you get responses to your questions? What story or theme emerges? Think about how you will frame your write-up. Write around a clear theme. Consider whether there are some good quotes from your interview that you would like to include. (Careful, these need to be verbatim; you cannot fill in or make up the quote if you do not fully have it in your notes).
- *Turn in.* You will turn in a 300-400 word summary of your interview in class no later than **Tuesday, October 6 at 1:30 pm in seminar.** Always use 12 point, double-spaced stapled; use 1" margins (and both sides of the paper, if possible). Give your paper a title, and be sure to add your name, and your seminar leader's name. *Consider adding a line or two about what you learned about the interview process.*

3.) Seminar Response Papers: Students will engage in close readings of the program texts. You will write a short paper weekly about (1.) why you think the author(s) wrote this particular work, and (2.) one passage in the seminar's book assignment. You will pick a short excerpt from the book (with chapter and page number) and write at least one paragraph offering your analysis or reflection about it. Paper should be between 500-700 words. You will post the text on Canvas by 9:00 am on the seminar day, bring a copy for yourself to afternoon seminar, share your reading of it with your seminar group, and turn in the hard copy to your faculty. The purpose of this assignment is to provide verification that you have done the reading, to prepare you for seminar discussion, and to initiate online discussion among students in your seminar. Faculty will review papers and give feedback based on the rubric below:

Check plus: Student has focused well on a specific excerpt from the book that is representative of a substantive (larger) issue. Student begins an informative and intriguing analysis that speaks to both breadth and depth, and is well supported by examples from the book. Student makes connections to other readings, lectures, etc. All this is done in a very concise way. Student demonstrates superior facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors. Response is not less than 500 or more than 700 words.

Check: Student focuses on an excerpt that speaks to a larger issue in the book and/or is related to class themes. Student begins an analysis with limited focus or specificity, and/or raises extraneous (not essential to topic) points. It is apparent that the issues the author raises are new to student, and that the student is building the knowledge necessary to then move toward analysis. In the response the student relies on a summary of the text, with less significant reflection or analysis. Student generally demonstrates control of the conventions of standard written English, but may have some errors.

Check minus: Student chooses an excerpt that is representative of only a narrow issue of the book and/or raises questions that are factual (yes/no) rather than substantive and thus do not lend themselves to larger discussions. Student relies on opinion and doesn't bring up specific examples in books. Student either has too few words (less than 500) or too many (more than 700). There are deficiencies in language and sentence structure that result in a lack of clarity and interfere with meaning.

4.) Reflections: Our field outings are meant to be opportunities for keen observation, learning and documentation. You will keep careful field notes for each trip, and detailed notes from the Indigenous Climate Change Day, and you will write a reflection and synthesis paper for each. Consider identifying a theme or question that you see connecting various aspects of the trip or meeting sessions. Practice writing around integration.

* Nisqually Field Trip reflection: 1-page reflection due **Tues., Oct. 13 at 9:30am**

* Olympic Peninsula Field Trip: 2-page reflection, due **Tues., Oct. 20 9:30 am** on Canvas and in seminar.

* Indigenous Climate Change Symposium: 2-page reflection, due **Tues, Nov 10 at 9:30 am**.

* Other possible writing exercises within morning class or seminar, on selected readings or topics.

5) Ethnographic Interview. After some careful training and prep work, students will conduct an interview with a community organizers or resource activist of their choice, approved by your seminar leader. The description and guidelines for this assignment and criteria for evaluation are in a handout.

* Completed Transcripts due on **Tues., Nov. 17 at 9:30 am (Week 8)**

* Final ethnographic write-up due on **Tues., Dec. 1 at 9:30 am (Week 9)**

6) Legislative Testimony. Submitted on Canvas and also in hard copy (with name) in class. This will be the final text of your Legislative Testimony that deliver in our seminar workshop on **Fri, Oct 30 at 9:30 in seminar**. Refer to the handout on Legislative Testimony, and Tight Public Speaking guidelines in class.

7) Press Release. Due Tues, Oct. 27 at 1:30 pm submitted on Canvas and also in hard copy (with student names) in seminar. This assignment comes from our press release writing workshop in seminar. This group assignment will be done in groups of three students. Refer to the handout on Writing Press Releases for details. One student will take responsibility for posting the press release text on Canvas, and printing out hard copy to hand in to the seminar leader, with all three student names as contacts for the press release.

8.) Media Watch / Project Outline: This ongoing project work will help all of us to connect the issues and material of the program with events in the world around us. Students will work in groups of four or five on a particular issue. The work involves tracking media coverage of issues of resource extraction, transportation, use, accidents, and community consequences in the Pacific Northwest. Groups will investigate those communities and activists working toward sustainability and/or justice in the region. See separate handout. Final Media Project papers are due **Friday, Dec. 4 at 9:30 am (Week 9)**; project presentation days are in Week 10.

9.) Portfolio: Students must maintain a portfolio of their work over the course of the program. These portfolios are a documentation of your growth and development as a scholar, and are an important aspect of encouraging reflective, self-directed learning. Students should keep copies of written work in the portfolio, as well as your notebook. Your notebook will be submitted as part of your final Portfolio, so take care with your note-taking. Studies show that information is retained in our memory if we write it down. Some lecture notes and PowerPoints will be made available ahead of class, so you can print them off (using the "Handouts (3 slides per page)" print-out selection in PowerPoint) and take notes on additional info from the lecture.

Tuesday, Nov. 3, 9:30 am: Mid-quarter checklist of all written assignments due. Students will note which assignments have been submitted, submitted late, or not submitted.

Friday, Dec. 11 by 4:00 pm: Portfolios due (including final checklist of all written assignments) to box outside faculty office door. Portfolios must be submitted by 4pm. (*Please note:* Karen will be going to Cuba during Eval Week and will work out evaluation conferences before and/or after her trip).

CREDITS

Full credit can be earned by doing all of the following:

- Reading assigned texts in advance of class
- Participating in class activities (participation is defined as active listening, speaking, and thinking)
- Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will mean reduced credit; three occasions of tardiness will equal one absence)
- Completing all assignments by the date due
- Writing a narrative self-evaluation for your transcript
- Attending an evaluation conference when you leave the program
- If you do all the above at a passing level, you will earn sixteen credits for the quarter. The quality of the work you accomplish will be described in a narrative evaluation.

EVALUATIONS

Your evaluation will consist of your seminar leader's written evaluation of your work, your self-evaluation, and the evaluation conference. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on your intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions (See program covenant).

CHECKLIST FOR WRITTEN WORK

- Your name at top.
- Date of assignment.
- Assignment (or short title of reading).
- Title of your paper.
- Text in 12-point, double-spaced text (quotations over three lines long: single-spaced & indented).
- Paper stapled (to avoid getting pages misplaced; buy a small stapler).
- Quotations or concepts from the reading cited with page number(s) (use APA format; see <https://owl.english.purdue.edu/> for guidelines).
- Page numbers inserted (necessary for discussion and evaluation).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Paper posted on Canvas (copy and paste text; do NOT attach papers unless requested!).
- Check post on Canvas and edit if necessary.
- Reading brought to seminar (or class if requested in syllabus).
- Hard copy of paper brought to seminar for discussion.
- Hard copy handed in to your faculty.

SIX EXPECTATIONS OF AN EVERGREEN GRADUATE

- * Articulate and assume responsibility for your own work.
- * Participate collaboratively and responsibly in our diverse society.
- * Communicate creatively and effectively.
- * Demonstrate integrative, independent, critical thinking.
- * Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- * As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

ACCOMMODATIONS

Please let your faculty know at the beginning of the quarter if there are any accommodations that you will need that will be coordinated through the Evergreen's Access Services. Students with documented disabilities have a right to reasonable accommodations to facilitate their learning. These accommodations must be coordinated in advance through Access Services (<http://www.evergreen.edu/access/>).

GUIDELINES FOR VISITING NATIVE COMMUNITIES

These Guidelines were developed for the Spring 2012 Student-Originated Studies (SOS)-Revitalizing Community program's group internships with the Squaxin Island Tribe to prepare for the Tribal Canoe Journey arrival in Olympia. They are taken from faculty, staff and student experiences, cultural respect educational materials, tribal canoe journey codes of conduct, and internship guidelines from the Center for Community-Based Learning and Action (CCBLA) at Evergreen. Please read thoroughly and consult often.

Keep a good heart and good mind with you. Be kind and considerate, and keep a humble and positive attitude. Express thanks and show appreciation, courtesy and respect. Act as a "team player"—being thoughtful and working together makes a better experience for everyone, including yourself. If you see that someone needs help, take the initiative to help out before being asked to.

Behave as a guest in a Native community at all times, and listen more than you speak. Allies are in the outer circle as observers, and do not intrude on the community's decision-making process. This class is not a time or place to offer unsolicited advice, ask overly personal questions about an individual or family, and get involved in gossip or internal tribal matters. It is a time and place to listen respectfully, reflect, and get to know who you are, and why you are acting as an ally (Native or non-Native). You are representing not only yourself, but The Evergreen State College, and your behavior will either help or hurt future students. Faculty will be making decisions with an eye to building lasting relationships with our host communities.

Realize that being in Native communities is being in another nation that just happens to be close to home. Mentally stamp your "passport" to understand that you are entering the territory of another culture. Leave any personal troubles or conflicts behind, until you return back home. Harassment, unconstructive personal criticism, abusive or disrespectful behavior toward others in the program or in the host community will not be tolerated.

Elders are highly respected and looked up to, and are listened to without being interrupted or imposing a time limit. They are always first in line for food, or should be served a plate separately. Even when you are not asked to, help make sure that elders (as well as small children and special-needs people) are always cared for with food and drink, kept warm, helped in walking and getting a place to sit and see, etc. Do not talk, eat (if others are not eating), or disrespectfully crinkle bags while an elder is speaking. In Western society, elders are often marginalized, but they are at the center of Indigenous societies as the bearers of knowledge and experience, and we should always be very attentive and respectful to them.

No alcohol, nonprescription drugs, or weapons will be permitted in any form or under any circumstances. Possession could be grounds for immediate dismissal from the program—no kidding. This rule is not only for legal reasons. Substance abuse and violence brought by colonialism have ravaged Indigenous communities, and tribes are putting tremendous efforts into eradicating them. Do not dramatize or dwell on these historic traumas facing Native communities, but stress the positive measures that tribes are taking. Never make any inquiries about alcohol use by individuals or families, or assume that people who oppose alcohol abuse do not drink in moderation. If absolutely necessary, tobacco should be used at a distance; it is also frowned upon for health reasons. Do not wear clothing with violent, offensive or gang-related words or images.

Native cultures are legally and morally the "intellectual property" of tribal members themselves. It is not our role as temporary visitors to interpret cultural values, events or rituals for a public audience or readership. Any reporting on this class is to be kept internal within our program. It is against the rules of this class to publish, blog, or post videos or photographs of any events that are not specifically defined as public by the tribe. For example, do not photograph dancers at a community event without permission.

Bring food to share and pass at a community event (even if you're not able to cook a dish), and eat food if it is offered (even if you're not hungry). In Native communities, food is not just a material commodity, but

carries strong cultural and social meanings. It is important that we accept and show gratitude for food, and only (nicely) turn it down if we have specific health, dietary or religious restrictions—not just personal tastes or preferences. A meal is not a place to criticize or express distaste for certain foods, whether traditional or conventional foods.

Gifts and gifting follow a much different protocol in Indigenous societies than in Western society. One's wealth in Northwest tribal communities has always been based not on how much one acquires, but how much one shares—the principle of reciprocity in the potlatch or giveaway. If you give something, you are eventually given something back (such as a t-shirt for volunteer work), and if you are given something, you should give something back. When you stay in a community, or even visit, it may be appropriate to bring small gifts, particularly if they're handmade. If you compliment a Native person's possession, they may give it to you, and you may be expected to reciprocate. Similarly, you might reciprocate by giving something back (such as work) to the community that has hosted us that serves its interests and goals.

Relax and be flexible, not in your work ethic, but in your interactions with others. Tasks may change quickly, and communication may not always work as planned. Always be on time yourself, but understand that the clock is a Western import. Things may not happen on a tight schedule; they will happen when they happen, so leave enough time in your schedule. What you may think of as menial “grunt work” may end up being an opportunity to meet people. Keep an (appropriate) sense of humor, and don't be worried if you are tested—and welcomed—through a little teasing.

Bring a book if you have to wait, rather than using technology; this is a chance to unplug from electronics and get to know people. Consider the socio-economic or cultural messages that are sent by your stuff, such as jewelry and electronic devices, and think about when it is and isn't appropriate to use a device like a cell phone or iPad.

Learn culturally proper terms: canoe not boat, regalia not costume, spiritual leader not shaman. People may prefer different terms for “Native Americans,” but agree that tribal nation designations are just as important to learn. Remember that race and racism are not the only issues in Indian Country. Native nations were here long before their lands were colonized and racism was constructed and imposed on them. Their goal is not to assimilate into the dominant North American society, but to remain culturally and politically distinct. Although tribes cooperate in pan-tribal events (such as powwows), diverse Native cultures should not always be lumped together into a singular racialized American Indian identity. Native peoples have very distinct nations, languages, and traditions—learn about them.

We come from a highly racialized society, and should always be aware of the lenses we use. Do not assume a person's cultural identity from their skin color, or from their appearance, dress or behavior. Indigenous peoples have needed to exercise caution, and in some cases hostility, in order to be able to have the power to determine their own lives. Do not get defensive, but learn from the words you hear. Remember that racism is an institutional system based on the power of the dominant community. Indigenous peoples may express individual prejudice, but do not have the power to impose a racist system on the majority.

Avoid romanticized views of Native peoples that glorify “exotic” or “cool” peoples who are always “close to nature,” and often omit the history and present realities of oppression. An outsider should leave preconceptions and judgments behind, and learn about the people's own views of their culture, without adopting or trying to become part of the culture. Non-Native people have their own rich cultures and traditions to study and learn. We will not act as “wannabes” trying to learn guarded traditional knowledge, or appropriating Native art forms for our own personal curiosity or commercial use.

Avoid overly secular views of Native peoples that criticize “superstitious” peoples who have irrational or “crazy” religious values. Do not equate the deeply held beliefs of Indigenous peoples with imported ideas of religious fundamentalism, which have different roots and carry an attitude of superiority. Respect any expressions of spirituality even (or especially) if you do not understand them. Do not handle any sacred

items or intrude on sacred space, or participate in a dance or drumming, without being specifically allowed by the host community, on its own terms.

Dress appropriately. Clothing should be neat and modest. You are a guest in someone else's home, not spending a day at the beach. Displaying one's body (for men or women), flirting, or expressing attraction is frowned upon, and can unknowingly disrupt personal relationships within the community. The College has rules about establishing sexual relationships with local people while involved in an academic program. We are not visiting another community to "hook up" with members of that community, but to learn without attracting attention to ourselves.

Native nations have many of the same problems as non-Native communities, including crime, drugs, poverty, pollution, prejudice, corruption, internal political conflicts, etc. Traditional cultures do not make Indigenous peoples immune from these problems; it offers them different tools to respond to these challenges. Do not hold Native communities to a higher standard because of images of what is culturally "authentic." Avoid stereotypes of "rich tribes," and learn why and how tribes are able to use casinos for economic development. Native nations have living, evolving cultures, not ones frozen in the past. Traditional values may keep their substance while taking on different forms and appearances, so avoid talking about Native people in the genocidal "past tense."

Part of interacting with another culture is finding balance. Be self-aware and cautious, but don't be fearful or walk on eggshells. Sometimes it is respectful to be quiet and formal, and sometimes it is respectful to talk and be informal. It is important to be attentive both to differences and to similarities with people at the same time. In an Indigenous community, use your "indoor voice" indoors, and also outside. Smile, laugh and have a good time without being rowdy, or drawing undue attention to your group. Absences or tardiness can be interpreted as profound discourtesy to your hosts. In interacting with cultures that are not our own, flexibility and humility is of supreme importance; impatience is not a virtue.

Take to heart these guidelines from a tribal canoe journey code of conduct, and think of your work as a journey we complete together: *"The gift of each enriches all....We all pull and support each other....The journey is what we enjoy."*

RESOURCE REBELS PROGRAM COVENANT

One of the Hallmarks of an Evergreen education is the formation of a learning community. Far from being competitive, the learning and growth of individuals is dependent on the learning and growth of the whole community. As members of the Resource Rebels program, we will support the intellectual growth of all our members. This covenant is intended to help us ensure a supportive, conducive environment where effective learning can take place. Interdisciplinary studies and seminars are uniquely social modes of learning. The process of shared learning requires each of us to thoughtfully and rigorously engage with the ideas, information, and analytical perspectives of our program. This Covenant is a set of mutual expectations, elaborated over years of teaching and learning at Evergreen, designed to create an environment where we can collaborate to enhance each other's learning, challenge each other intellectually, and trust each other enough to honestly voice opinions in a respectful and civil manner, as required by the Social Contract.

Evergreen's Social Contract: The Social Contract includes provisions on freedom, civility, rights, prohibition against discrimination, intellectual honesty, and other topics. If you are not familiar with the social contract, find it on line at <http://www.evergreen.edu/about/social.htm> The Social Contract governs all members of the Evergreen community.

Learning in the midst of difference and conflict: As we work through the program we expect to encounter differences, and if conflict arises, we agree to proceed with respect. If we critique an idea or position, we agree to offer constructive criticism, including the posing of possible alternatives. It is

important that we speak openly about our needs and concerns and that we respect the needs and concerns of others.

Learning about cultural difference and social inequality: Our program's inquiry requires an open-mindedness towards ideas and values which might be different from our own and a willingness to learn about serious issues such as the history of racism, ethnocentrism, cultural prejudice, sexism, classism and other forms of oppression. These and other structures of inequality shape the experiences of all people living in the historical and contemporary world, including all of us, as the experiences we bring to the classroom. Our program work involves academic study and promotion of a cooperative and supportive atmosphere for all program members to work on these issues. We will respect and value differences of belief, ethnicity, race, religion, gender, sexual orientation, class background, age, and experience. We will not generalize about all individuals in social groups, or assume that they represent unchanging and monolithic blocs. We will follow the Guidelines for Visiting Native Communities.

Engagement: Evergreen programs are not simply a collection of classes, but a deeper effort to form a learning community. We learn from each other, and are therefore responsible to each other to participate in the learning community. Participation is defined as active listening, speaking, and thinking. Communication and attendance are vital to build relationships among students, and between students and faculty. In the interest of fairness, we want all students to have equal access to all information, and to have their attendance count. The program e-mail lists are a critical part of staying informed about any changes to the syllabus, and any current events that relate to the program. If you do not use your @evergreen.edu address, you are required to forward e-mails to your preferred address. You should check your e-mail every weekday for any updates, and you are encouraged to pass along interesting news items that relate to the program on our Canvas site. Faculty uses the Canvas site to send emails, which ONLY go to your evergreen address. E-mails or material sent to faculty should also be sent from your @evergreen.edu address to avoid email interface problems, and to identify yourself. Also, you will be more informed about events and issues if you set Greener Commons to the "Daily Digest" setting.

Attendance, Punctuality & Disruptions: Attending seminars and all-program activities is the other critical aspect of participating in the learning community. Regular attendance and punctuality are vital for all program activities. One credit will be deducted for every 4 absences (counted by class session, not by day). These absences include sick days or illness (please do not come to class if you may be contagious), medical appointments, court dates, observance of religious holidays, personal or family emergencies, obligations to college athletic competitions, alarm clock or transportation fiascos, etc. Please note that excessive tardiness will count as absence. You should let your seminar leader know in advance (preferably by e-mail) if you expect to be absent. Being ill is different from "feeling bad"; faculty are expected to teach even if they have a headache, stomach ache, or the blues, just as students are expected to attend. Try to persevere rather than miss class.

Exception: Students with four or more days of medically justified absences need to consult with faculty concerning their status in the program. ABSENCES WILL ONLY BE EXCUSED UNDER EXTENUATING CIRCUMSTANCES (documented in an e-mail or phone message, preferably in advance) and there is a limit to how many absences can be excused before there will be a loss of credit. When you miss class you miss material, discussion, and group dynamics that cannot be "made up." A pattern of late arrival to class can also lead to reduced credit, as can handing in work after it is due, since both are unfair to the students and faculty who are keeping the program running on schedule. Many students make great efforts to coordinate their transportation, jobs and family in order to attend class. In fairness to students who attend, there will be a sign-in sheet at all-program lectures, films, workshops, etc. for students to initial. Since attendance is a precondition of participation, absences will diminish your ability to earn full credit. BE ON TIME FOR THIS CLASS; it is in your own interest to be on time since key class instructions are usually at the beginning. **Always keep in communication with your seminar's faculty member.**

Seminar Attendance: Significant parts of the program are organized as a seminar. Consistent attendance and informed discussion is not only encouraged and desired but also expected. The subject matter is complex; the program, however, is structured in such a manner that the foundations for each class are established in the preceding classes. The seminar is essentially a Book and Text seminar

(movies are part of the texts); therefore each student should bring the day's reading material to the class. It is your responsibility to purchase the readings ahead of time. It is important that the seminar discussion stay on topic with the text as the main source of the discussion. Seminar attendance, preparation, and participation is also considered very important to your individual success, as well as to the collective success of the group. The faculty anticipate lively and respectful discussion. The seminar will be a collaborative, exploratory undertaking and is the place where most of the insights will be made. We are looking forward to engaged and vital seminar groups.

Note-taking is strongly encouraged to retain information for discussion and assignments. Some powerpoints and other lectures can be downloaded and printed from links to aid in note-taking (using the "Handouts (3 slides per page)" print-out selection in powerpoint). You should identify a friend who can take detailed notes in case of your excused absence, and ask the friend (not faculty) what you missed. Take detailed notes in your notebook and lecture print-outs; *your notes will be a part of your portfolio used for evaluation purposes.*

Cooperative efforts. All-program work (and seminars) require collaborative and cooperative efforts from both faculty and students. Students should familiarize themselves with the Program Covenant, the Evergreen Social Contract and the Student Conduct Code regarding issues such as plagiarism and disruptive behavior. Normal adult behavior, of course, is expected, and disruptive or disrespectful behavior will be grounds for being asked to leave the program.

Evaluation of student performance: Students should cultivate the practice of documenting your learning every day. Note-taking, seminar responses, assignments, projects, and all student work should be carefully documented and kept in a portfolio: an *organized* folder or binder. At the end of each quarter submit a complete portfolio of academic work, including a typed self-evaluation. Failure to submit a complete portfolio will result in the loss of credit. *No portfolio = no credit.* Refrain from making plans for vacation without first signing up for an evaluation conference. Evaluation week exists for that purpose; please do not ask for an early conference to accommodate travel plans. Each student will have an evaluation conference with his/her seminar leader at the end of the quarter to discuss the student's self-evaluation, the faculty evaluation of the student, and the student evaluation of the faculty; all are turned in at my.evergreen.edu to make them official. Your typed self-eval should be included in your portfolio. Your evaluation of your faculty seminar leader can be included in your portfolio, brought to the meeting, or turned in at my.evergreen.edu after your evaluation conference.

Earning Credit: Credit is not the same as positive evaluation. Students earn credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend regularly yet receive no or reduced credit because of unsatisfactory performance. Starting early on readings and projects, and even staying somewhat ahead of the program schedule, can help prevent last-minute crisis completions of projects, and enhance your participation in seminar discussions. A paper handed in late may not be accepted for credit if the faculty member does not accept your circumstances as extenuating.

Please Note: A minimum amount of work is required in order to earn any credits in this program. If you do not complete at least half of the program sessions and assigned work, you have not demonstrated comprehension of a significant amount of foundational program materials, and you will receive a "no credit" for the program.

Grievance Procedures: If you encounter a conflict or disagreement with another student or with a faculty member, it is important to act on grievances in a timely fashion. The most direct way is to pursue the matter through these steps:

1. Take up the concern with the parties involved in the grievance.
2. If not resolved, meet with seminar leader.
3. If still not resolved, meet with the faculty team.
4. If still not resolved, meet with the academic dean.

However, in some situations and particularly in difficult situations students may feel uncomfortable with face to face encounters. In such cases, the college offers a range of support services. Among these are the Grievance Office (x6891), Access Services (x6348, TTY 360-867-6834), Counseling Center (x6800),

First People's Advising (x6467), Housing (x6132), and Sexual Assault Prevention Office (x5221). The Grievance Office can refer you to additional support services.

Students may be asked to leave the program. If a student repeatedly disrupts the attempts of others to learn, faculty team members will warn the student that continuation of this behavior will result in his or her dismissal from the program. If the behavior continues, the faculty team will confer and will ask the person to leave the program at once.

Academic Honesty: In an academic community we learn from each other, from texts, films, faculty and visitors. It is important that you acknowledge other people for their ideas, and never pass off someone else's ideas as your own. In written work, always use proper citations. You must not simply copy information without citation, or even rely on cited web data without using library or other media sources. See the Social Contract for more information about plagiarism. Copying and pasting text from a website, or lazily passing off anyone else's writing as your own constitutes **PLAGIARISM** and will be dealt with by giving zero credit for the project and/or the program.

Alcohol/Drugs/Tobacco. Any use of alcohol, or drugs without prescriptions (including marijuana/THC) at program events will be grounds for immediate dismissal from the program. Any use of tobacco or e-cigarettes on field trips should be done at distance from others, and never when a guest is speaking. On campus, smoking and e-cigarettes are restricted to designated areas; be aware that these areas have been moved to the perimeter of campus, so look for the new sites.

Cell phones, MP3 Players & Laptops: In all program activities, please make sure your cell phones are turned off, and you do not make it difficult for students or faculty to listen or concentrate. **Laptops or cell phones are not to be used at all during this program**, in order that students participate in listening and discussing. (It is no problem to use them during breaks.) Please remember to keep your cell phones turned off during class, or otherwise silenced in your pack unless there is an emergency. Leave MP3 players and other headsets or music in backpacks or at home during class time. Leave computers in backpacks unless instructed to use them during class or workshops, or unless faculty give permission. Notes should be handwritten unless you've made arrangements with the faculty to use a laptop.

Air Quality: In order to protect the health and well being of students, staff, and faculty, the college prohibits the wearing of scents in campus buildings. Smoking is also restricted to designated areas. Please realize that some people are very sensitive to scents and cigarette smoke, and respect these policies.

Accommodations: Please let your faculty know at the beginning of the quarter if there are any reasonable accommodations that you will need that will be coordinated through the Evergreen's Access Services. Students with documented disabilities have a right to reasonable accommodations to facilitate their learning. These accommodations must be coordinated in advance through Access Services (<http://www.evergreen.edu/access/>).

The faculty members have agreed to this covenant by the act of writing it and continuing in the program. Each student recognizes that this covenant expresses the ground rules governing the program and agrees to abide by it by the act of continuing in the program and by signing and dating the Seminar Introduction Form and returning it to their seminar leader.

Faculty: Karen Gaul, Ph.D., Zoltán Grossman, Ph.D.

SEMINAR INTRODUCTION FORM

* Full name (*please print*): _____

* Preferred nickname (if different from your first name): _____

* Pronouns used: _____ Are you 25 or older? YES NO

* Standing (circle): Frosh Soph Junior Senior (Transfer from: _____)

Evergreen email: _____@evergreen.edu (**must check every weekday!**)

Other preferred e-mail: _____

Cell/Text phone: (_____) _____ Land line: (_____) _____

* Hometown / State: _____

* Reason(s) that you chose this program: _____

* Describe any community-based work, or interactions with other communities other than your own:

Travel experience outside U.S. or Canada: _____

Sustainability/Environmental, Social Justice, Ethnic/Racial Studies programs/courses you have taken:

* A "quirky fact" about yourself (for others to remember you by) _____

Do you have experience in food preparation and/or cooking for large groups?	YES	NO
Do you have a valid driver's license?	YES	NO
Have you taken Evergreen's van certification training?	YES	NO
Do you agree to have your name in our class project publications / articles?	YES	NO
Do you have web development skills?	YES	NO

Any special needs that you want your seminar leader to know about: _____

I hereby recognize that the Covenant expresses the ground rules governing the *Resource Rebels* program and agree to abide by it by the act of continuing signing / dating this form.

Student name (printed)

Signature

Date