

**RESOURCE REBELS:  
ENVIRONMENTAL JUSTICE MOVEMENTS BUILDING HOPE  
WINTER 2016 WEEKLY SCHEDULE**

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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 <http://my.evergreen.edu> or bookmark <https://canvas.evergreen.edu/courses/674/modules>

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## ROOMS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Prep Day	<b>9:30-12:30</b> <b>COM 308</b>	<b>9:30-12:30</b> <b>Longhouse 1007B</b>	Project Work Day	<b>9:30-12:30</b> <b>Seminars</b> <b>Sem2</b> <b>C2105 (Gaul),</b> <b>C2107 (Grossman)</b>
	Break	Break		Break
	<b>1:30-3:30</b> <b>Seminars COM</b> <b>308B (Gaul),</b> <b>308E (Grossman)</b>	Campus governance		<b>Yoga: 12:30-1:45</b> <b>CRC 314</b> <b>WebGroup 12:30-</b> <b>1:45 Sem2 C1105</b> <b>2:00-3:30</b> <b>Integration C1105</b>

## PROGRAM DESCRIPTION

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

This Fall 2015 and Winter 2016 program is situated at the intersection of 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 **winter quarter**, we will examine resilience strategies at the local and regional scale and develop grassroots social movement skills. Each student will submit a webpage entry on a specific topic dealing with fossil fuel shipping in the Pacific Northwest (based on research conducted in the fall). Each student will also work on a final project involving collaborative relationships with local tribal nations or community-based organizations, conducting ethnographic research, and using the research to make an impact on a particular environmental justice issue. We will have teams working with the Quinault or Nisqually tribes, or conducting individual project work. Students will be organized in project groups and will be responsible to one another for weekly check-ins, peer review of work, planning and consulting regularly with faculty.

## WINTER READINGS

Klein, Naomi. *This Changes Everything: Capitalism vs. The Climate* (Simon & Schuster, 2015)

Rose, Fred. *Coalitions Across the Class Divide* (Cornell Univ. Pr., 2000). [PDF on Canvas]

Gedicks, Al, "Transnational Mining Corporations, the Environment, & Indigenous Communities" (*Brown Journal of World Affairs*, Fall/Winter 2015) [PDF on Canvas]

Holmes, Seth. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the U.S.* (UC Press, 2013).

Clifford, James. *Returns: Becoming Indigenous in the 21st Century* (Harvard Univ. Pr., 2013). [PDF on Canvas]

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

LaDuke, Winona, *Recovering the Sacred: The Power of Naming and Claiming* (South End Press, 2005). [out of print; PDF on Canvas]

Dietrich, William. *The Final Forest: Big Trees, Forks, and the Pacific Northwest* (UW Press, 2010)

**PREREQUISITES for new students** include reading the book *Messages from Frank's Landing* (Wilkinson), and chapters 1 and 9 from *The Quest for Environmental Justice* (Bullard). Also view the Fossil Fuel Connections panel video from the Indigenous Climate Justice Symposium at <http://academic.evergreen.edu/g/grossmaz/climate.html> (in Canvas Winter Week 1).

## DUE DATES

- Week 2** Monday: Post Week 1 Project Report  
Tuesday: Seminar Response on Klein, Chs 4, 6, 13  
Friday: Seminar Response on Klein, Chs 9-12, Conclusion  
Friday 2pm: Winter Project Abstract & Timeline; Work Plan for Week 3
- Week 3** Monday: Post Week 2 Project Report
- Week 4** Monday: Post Week 3 Project Report  
Tuesday: Seminar Response on Rose, *Coalitions Across the Class Divide*  
Friday: Webpage First Draft
- Week 5** Monday: Post Week 4 Project Report  
Tuesday: Seminar Response on Gedicks, "Transnational Mining Corporations...."  
Friday 2 pm, Final Project Proposal due; Work Plan for Week 6
- Week 6** Monday: Post Week 5 Project Report
- Week 7** Monday: Post Week 6 Project Report  
Tuesday: Seminar Response on Seth Holmes, *Fresh Fruit*, Chs 1-4  
Friday: Final Webpage entry  
Friday: Seminar Response on Seth Holmes, *Fresh Fruit*, Chs 5-7
- Week 8** Monday: Post Week 7 Project Report  
Tuesday: Seminar Response on Shiva *Making Peace with the Earth*, Chs 5, 7  
Friday: Seminar Response on LaDuke, part 3
- Week 9** Monday: Post Week 8 Project Report  
Tuesday: Seminar Response on Dietrich, group presentation section  
Friday: Final Project Paper; Complete Portfolios Due
- Week 10** Final Presentations

## WEEKLY SCHEDULE

### WEEK ONE: JANUARY 5, 6, 8 (Introduction)

Readings: Klein, *This Changes Everything*

- Tuesday 9:30-12:30 Regroup: Syllabus; Canvas, Proposal writing; Class website; Yoga; Winter Projects (Nisqually, Quinault, Independent); Guidelines on Working with Native Communities; Covenant
- Tuesday 1:30-3:30 Film: *Canoe Way*  
Workshop: Squarespace training  
Carpool can leave at 3:30 for Tesoro oil terminal rally/hearing, Ridgefield
- Wednesday 9:30-12:45 Faculty introductions; Mary K. Johnson's video  
Introduction to Capitalism and Social Structures;  
**Read to prep:** Klein, *This Changes Everything*, Introduction  
Anthropocene Series: Frederica Bowcutt (COM Recital Hall)
- Friday **Project Day: Nisqually & Quinault field trips**  
**(Leave Lot C at 9:30 sharp; return by 5:00),**  
**Independent project students meet in Sem2 C1105, 12:30-3:30 pm**

### WEEK TWO: JANUARY 12, 13, 15 (Energy & Military)

Readings: Klein, *This Changes Everything*

- Monday **DUE:** Week 1 Project Report
- Tuesday 9:30-12:30 Lecture: Militarism: Environmental Effects & Reclaiming Military Land (Z)  
Workshop: Ethnographic Interviewing I
- Tuesday 1:30-3:30 Seminar introductions  
Klein, *This Changes Everything*, Introduction, Ch. 4, 6, 13  
Project teams discuss Week 3  
Carpool can leave at 3:30 for Tesoro oil terminal rally/hearing, Ridgefield
- Wednesday 10:00-2:00 Evergreen Climate Conference in Longhouse  
Recommended also 2:30-5:00 in COM Recital Hall  
<http://www.evergreen.edu/sustainability/climatejan2016>
- Thursday 10:00-12:00 Audio Proficiency workshops (required for anyone conducting interviews who does not already have proficiency). Sem2 B2109.
- Friday 9:30-11:30 Seminar: Klein, *This Changes Everything*, Ch. 9-12, Conclusion  
Workshop: Field Notes
- Friday 12:30-1:45 Yoga or WebGroup
- Friday 2:00-3:30 Workshop: Proposal Writing and Writing / Grammar I  
**DUE:** Winter Project Abstract and Timeline; detailed plan for Week 3.

### WEEK THREE: JANUARY 19, 20, 22 (Project Week I) *Read Rose and Clifford this week*

- Monday **DUE:** Week 2 Project Report
- Tuesday-Wednesday Nisqually and Quinault project students' field trip
- Friday 12:30-1:45 Yoga or WebGroup (if not in the field)
- Friday 2:00-3:30 Independent project students meet with faculty

**WEEK FOUR: JANUARY 26, 27, 29 (Class & Economic Transition)**

Reading: Rose, *Coalitions Across the Class Divide*; Clifford, *Returns: Becoming Indigenous in the Twenty-First Century*

- Monday **DUE:** Week 3 Project Report
- Tuesday 9:30-12:30 Class and Positionality  
Report back from Week 3
- Tuesday 1:30-3:30 Seminar: Rose, *Coalitions Across the Class Divide*, Ch. 2, 4  
Project time
- Wednesday 9:30-12:30 Workshop: Ethnographic Interviewing II  
Guest: John C. Hughes (chief oral historian for WA Secretary of State)
- Friday 9:30-11:30 Workshop: Interpretative writing  
Project time
- Friday 12:30-1:45 Yoga or WebGroup
- Friday 2:00-3:30 Workshop: Theory to Practice  
**Read to prep:** Clifford, *Returns* [PDF on Canvas]  
**DUE:** Webpage Draft 1
- Sunday, Jan 31, 1-4 pm Film: Naomi Klein's *This Changes Everything*, North Thurston High School Auditorium, 600 Sleater Kinney Rd NE, followed by discussion.

**WEEK FIVE: FEBRUARY 2, 3, 5 (Mining)**

Reading: Gedicks, "Transnational Mining Corporations, the Environment, & Indigenous Communities" (*Brown Journal of World Affairs*)

- Monday **DUE:** Week 4 Project Report
- Tuesday 9:30-12:30 Lecture: Mining conflicts; Videos; BC, Peru, Guatemala, etc.  
Indigeneity discussion
- Tuesday 1:30-3:30 Seminar: Gedicks [PDF on Canvas], Clifford  
Project time; teams plan Week 6
- Wednesday 9:30-12:45 Guest: Josh Elliot (on mining in El Salvador)  
Anthropocene: Panel
- Friday 9:30-11:30 Panel with environmental justice activists, C1105, 9:00-12:00
- Friday 12:30-1:45 Yoga or WebGroup
- Friday 2:00-3:30 Workshop: Writing/Grammar II for webpages  
**DUE:** Complete project proposal due, including detailed Week 6 plan.  
Integration session

**WEEK SIX: FEBRUARY 9, 10, 12 (Project Week II) *Read Holmes this week***

- Monday **DUE:** Week 5 Project Report
- Tuesday-Wednesday Nisqually and Quinault project students' field trip
- Friday 12:30-1:45 Yoga or WebGroup (if not in the field)
- Friday 2:00-3:30 Independent project students meet with faculty

**WEEK SEVEN: FEBRUARY 16, 17, 19 (Corporate Food Systems)**Reading: Holmes, *Fresh Fruit, Broken Bodies*

- Monday **DUE:** Week 6 Project Report
- Tuesday 9:30-12:30 Report back from Week 6  
Film: *Food, Inc.*  
**Read to prep:** José Gómez essay
- Tuesday 1:30-3:30 Seminar: Holmes, *Fresh Fruit*, Ch. 1-4
- Wednesday 9:30-12:30 José Gómez Farmworker Justice Day (meet first at Longhouse)  
Recommended: afternoon workshops
- Friday 9:30-11:30 Seminar: Holmes, *Fresh Fruit*, Ch. 5-7
- Friday 12:30-1:45 Yoga or WebGroup
- Friday 2:00-3:30 Film: *Strong Roots, Fragile Farms*  
Integration session  
**DUE:** Webpage Final Draft

**WEEK EIGHT: FEBRUARY 23, 24, 26 (Food Alternatives & Forest)**Readings: LaDuke, *Recovering the Sacred*; Shiva, *Making Peace with the Earth*

- Monday **DUE:** Week 7 Project Report
- Tuesday 9:30-12:30 Lecture: Native Food Movement (Z)  
Videos: Indigenous agricultural projects
- Tuesday 1:30-3:30 Shiva, *Making Peace with the Earth*, Ch. 5, 7
- Wednesday 9:30-12:30 Film: *The Garden*  
Workshop: Working with the Media
- Friday 9:30-3:00 Cancelled due to power outage;  
LaDuke part 3 response on Canvas; turn in hard copy Tuesday

**WEEK NINE: MARCH 1, 2, 4 (Forestry)**Reading: Dietrich, *The Final Forest*; Shiva, *Making Peace with the Earth*

- Monday **DUE:** Week 8 Project Report
- Tuesday 9:30-12:30 All Day at Longhouse: Cooking, project peer review, portfolio guidelines;  
Group meeting on Dietrich sections;
- Tuesday 1:30-3:30 Seminar: Dietrich, *The Final Forest*, All read Preface, Introduction  
Group presentations on Chs. 1-6, 7-12, 13-18, plus Afterword updates
- Wednesday 9:30-12:30 Forestry: India, Cuba, Native America, New Zealand; Project time  
Anthropocene: Andrew Culp, Politics in Age of Enviro. Thinking
- Friday 9:30-11:30 Workshop: Evaluations, Academic Statement,  
Lessons from Project Process; Integration Process  
Guest: Stan Chernicoff
- Friday 12:30-1:45 Yoga or WebGroup
- Friday 2:00-3:30 Presentation prep  
**DUE:** Final Project, Portfolio (due by 4 pm outside faculty door).

## **WEEK TEN: MARCH 8, 9, 11 (Project Presentations)**

Tuesday 9:30-12:30	Guest: Kahlil Apuzen-Ito (on Indigenous food systems in the Philippines) Nisqually Project Presentations
Tuesday 1:30-3:30	Nisqually Project Presentations
Wednesday 9:30-12:30	Quinault Project Presentations
Friday, 9:30-11:30 12:30-3:30	Nisqually & Independent Project presentations; SEM2 D1107 Independent Project presentations; Wrap-up SEM2 C1105

## **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. The descriptions for all assignments are outlined in detail below. Students are expected to attend and participate in all class sessions (see Covenant). Attending means arriving on time and not only being present in the room, but offering full attention to the work at hand.

Student work consists of **1) seminar** attendance and Seminar Responses; **2) A webpage** submission based on previous research. **3) Project** work that will include a weekly project report, a proposal, a final product, and an oral presentation (project work will also involve field work for many);

## SEMINAR

All students must be prepared and ready to contribute to seminar, starting by *bringing the reading to every seminar*, in print or digital form. 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.

**Seminar Responses:** Students will engage in close readings of the program texts. You are to write a short response weekly (with your name, date, and reading) including 1) a passage from the book that particularly strikes you, or that you have questions about (you must cite the page number for this passage); 2) Why you chose this passage; and 3) a question for discussion. Discussion questions should be carefully crafted and demonstrate some understanding of the reading. They should not be a “yes” or “no” kind of question, neither too narrowly focused on a fact, nor so broad as to take us far from the text. Developing good discussion questions is a skill you will work on. Responses should be about 500 words or less.

You will post the text on Canvas by 9:00 am on the seminar day, bring a copy to work from in seminar and turn in the hard copy to your faculty at the end of seminar. 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. When faculty give students feedback on writing, we expect to not see the same mistakes repeated in Seminar Responses. Please demonstrate a responsiveness to feedback, *especially in correctly quoting and citing sources*. 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 raises an informative and intriguing question that is anchored clearly in the reading material. 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) and uses APA effectively. Response is around 500 words.

*Check:* Student focuses on an excerpt that speaks to a larger issue in the book and/or is related to class themes. Student poses a question with limited focus or specificity, and/or raises extraneous (not essential to topic) points. Student generally demonstrates control of the conventions of standard written English, but may have some errors or be very short.

*Check minus:* Student chooses an excerpt that is representative of only a narrow issue of the material 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 or too many. There are deficiencies in language and sentence structure that result in a lack of clarity and interfere with meaning.

## YOGA LABS

A yoga element in the program will provide an opportunity to integrate our learning through various modes of inquiry. *No previous experience is necessary*. The labs will consist of an investigation of some key principles the *Yoga Sutra* that are critically linked to sustainability. We will also engage with practicing some basic *asana* (postures), breathing exercises, and meditation. We will focus on developing skills in self-observation, which can help us to process the sometimes weighty material of the program. Successful participation in the two (2) credit yoga unit will consist of attendance, participation and demonstrated understanding of key concepts. Please bring your own yoga mat (you can check them out at the equipment desk in the CRC); wear comfortable clothing (no jeans) and bring water in a covered container. You will also need a pen and notebook. Be set up and ready to start at 12:30. Students can sign in to the 2-credit yoga option. Once signed in, you are expected to stay with this unit. Those not participating in Yoga will earn 2 credits through helping to build the class website.



## CLASS WEBSITE ON FOSSIL FUEL CONNECTIONS

This class will produce a website on the shipping of coal and oil from the three interior basins of North America (Alberta Tar Sands, Bakken oil shale basin, and Powder River coal basin) to port terminals on the Pacific Northwest coast. (See the map and links for background.) We hope our collective website serves as a “one-stop shop” for students and community members on fossil fuel shipping issues, that provides a basic briefing to readers starting research. The class website will be developed online, using Squarespace and its tools, which we will learn together. No applications will need to be acquired, and you could do the work on any computer. **The first draft will be due Friday of Week 4, and the final draft will be due on Friday of Week 7.**

**Fall students** will write up your fall subtopic connected to oil and coal shipping, by using (or revising) your interview paper, subtopic outline, annotated bibliography, and your presentation notes and powerpoints. The narrative text would consist of at least 5 pages, double-spaced, and more if you'd like to expand. **New students** will take some of the research conducted by fall quarter students who did not continue, and turn it into a webpage. Some students will form a WebGroup as a 2-credit option on Fridays, to help edit and illustrate these webpages. All students be submitting webpages, and working together in Topic Groups from fall:

**RESOURCES / EXPORT:** Coal, Shale Oil, Bitumen, Oil tanker spills, Export economics, Asian energy

**BASINS:** Alberta Tar Sands, Bakken oil shale basin, Powder River Coal Basin, Boom & bust economics, Boomtown social effects, Effects on rural cultures, Post-extraction clean-up

**SHIPPING:** KinderMorgan Pipeline, Oil trains issues, Oil train explosions, Coal trains, Ship and barge traffic in Salish Sea, Megaload heavy haul, Keystone XL pipeline

**PORTS / TERMINALS:** Tsawwassen coal terminal BC, Burnaby oil terminals BC, Longview oil terminal WA, Vancouver oil terminal WA, Hoquiam oil terminals WA, Anacortes oil refineries WA, Ferndale/Cherry Point oil & coal WA, Defeated oil & coal terminals WA, & OR

**CONSTITUENCIES:** Fishers (commercial & sport), Labor Unions, Tribal & local governments, Environmentalists, Health workers, Women, Low-income

**TRIBES / FIRST NATIONS:** Lummi & coal, Crow & coal, Northern Cheyenne & coal, Quinault & oil, Swinomish & Tseil-Waututh & oil, Fort Berthold & Fort Peck oil fracking, Cree & oil in Alberta

**Introduction:** Your webpage should open with a single-paragraph introduction that gives the basic reasons that your subtopic is important, and how it fits into the larger picture of fossil fuel shipping. You do not need to rehash the “Big Picture” of fossil fuel shipping, which will be discussed on the homepage. Although we appreciate comments on your own research journey, this essay is more about the facts and analysis.

**Subheadings:** Use bold subheadings to separate different aspects of your subtopic, and make the “chunks” easier to identify and read. For example, an essay on Asian economics could have subheadings such as “Air Pollution in Chinese cities,” “China’s downturn in coal use,” and “China’s turn toward renewable energy.”

**Cross-references:** If you want to refer readers to another related subtopic, use cross-references. For example, if you are writing about Cherry Point and want to refer to the position of the Lummi Tribe, place parentheses at the end of the sentence: (*see Lummi*). We will place a direct link to the other page. (We may end up combining essays on similar topics as co-authored pieces.)

**Citations and bibliography:** Your facts should be cited within the text with citations, so if you have a sentence, end it just with (Name of Author), and the reader could look at the end to the bibliography to get the full citation. Please quote from your interview, and use (Name of Interviewee) as the source. Your bibliography (with the heading “For More Information”) could be at the end, with author first, then article, publication, date, and URL. It should also links to essential websites (organizations, government agencies, tribes, videos, etc.) that readers need to know. You should include the interviewee name, position, and date of interview. See APA bibliography citation style at <https://owl.english.purdue.edu/owl/resource/560/08>

**Graphics:** Contribute at least three graphics (more are okay); if you had great ones in your powerpoint you don’t have to search for any more. Think of the images or graphs that are the most useful or essential for understanding the facts and/or emotions around the subtopic, or

matching one graphic for each subheading. Write very short captions for each graphic, and provide the URL for the source. It's great to refer to the graphics in your text, as in: "The map below shows how hydroelectric dams separated the Reservation into five chunks."

**Examples:** See these pages from the "Water is Life" website as a guide for your essay: Water Wars and International Conflicts - <http://academic.evergreen.edu/g/grossmaz/oforiaa/>  
Lack of Freshwater throughout the World - <http://academic.evergreen.edu/g/grossmaz/larsenst/>  
Bottled Water Conflicts - <http://academic.evergreen.edu/g/grossmaz/SCHWARMJ/>

## **PROJECT: COMMUNITY-BASED WORK & INDIVIDUAL RESEARCH**

Each of you will undertake independent project work for the quarter. You have several options:

**Option 1: Nisqually:** Working with the Nisqually Tribe on preparations for the Tribal Canoe Journey, and other tasks. This will include going to the Nisqually Culture Center each week to help with one of the following sub-groups: developing training materials for volunteers; hospitality organizing such as an inventory of local hotels, B & Bs, and other accommodations; making a map for the Guide Book; developing curriculum materials for the youth camp; and making gifts for the give-away.

**Option 2: Quinault:** Working with the Quinault Nation on interviewing Grays Harbor residents on economic alternatives to a crude oil terminal in Aberdeen/Hoquiam, which would include researching other communities and their choices for alternative economic structures, identifying and speaking to many different stakeholders, and investigating relevant policies at the local level.

**Option 3: Independent work:** Independent projects are designed by students on topics related to the program such as environmental, political-economic and/or cultural movements in one or more countries, or local or global activism on related issues. You may choose to interview people on your webpage subtopic, or a topic of your choice, or produce a video. All projects would mean developing research skills, learning to do a careful literature review, and working on a final paper.

For all options, the first step is to develop your research proposal, a description of the project you intend to do. It will state the question you want to explore and why it is important, or (in the case of tribal projects) how your individual work will fit into a larger project. It will discuss the concepts you will use to analyze the issues raised by your question (your theoretical approach); what you will do to explore the question (your research methods); and it will present a preliminary outline of the major areas you think your final paper will need to cover in order to do the job. It will end with a brief annotated bibliography of some of the relevant sources you have found that you plan to use on the project.

The goal of the research proposal is to show that (a) it is possible for you to do this project, (b) that your theory and methods are relevant to your topic/question, and (c) that you can do the research in the time available to you (i.e., by week nine of the quarter). Preparing the proposal thoughtfully will get you going on the work itself and is critical to the success of your project.

Regardless of the topic area, each of you will develop 1) an abstract and timeline for your project, 2.) a 3-page full proposal for your project, modeled on a grant proposal, including your own personal syllabus and timetable for the work; 3.) weekly Canvas check-ins and meetings with your team, and 4.) a final product.

### **STEP 1: PROPOSAL ABSTRACT AND TIMELINE (For all project options):**

***DUE Friday Week 2***

**The abstract** is a long paragraph of no more than 250 words. It will include:

- \* TOPIC: indicate what you plan to study. *In one sentence*, state the general topic or issue you will explore, including the contexts (geographical, cultural, time period) that will focus your topic.
- \* QUESTION AND ITS SIGNIFICANCE (thematic and theoretical section): State your central question as succinctly as you can. The question should not be answerable simply with facts and historical material, but rather should frame an inquiry involving interpretation and analysis. Why is your question important? (Answer the "So What?" question.) Try to suggest the ways your

question relates to one or more of the program's guiding questions, concepts, or themes. Remember that the question sets the agenda for your entire project; it guides you into your subject, so the wording of the question should embrace the range of issues you want to explore. \* YOUR ACTIVITIES: What will you be doing to answer this question? What will be your primary activities, and in what stages? Will you be doing them alone or in collaboration with a group, and how? What do you see as benchmarks for your work, which could incorporate into your timeline?

**Timeline for all projects** (*you need to tailor it for your own project*):

*Week 1:* Determine which area you will work; submit a brief one-paragraph proposal and rationale. Students doing community based work with tribes will go on initial field visit to determine scope of work.

*Week 2:* Project abstract and timeline due, including detailed plan for Week 3 work.

*Week 3:* Project week and field research intensive. Meet with your faculty supervisor and project team at least once during this week.

*Week 4:* Report back from week 3; Develop ideas around theoretical frameworks for your work.

*Week 5:* Submit work logs for mid-quarter check-in. Plan detailed work schedule for week 6.

**Submit your full project proposal!**

*Week 6:* Project week and field research intensive. Meet with your faculty supervisor and project team at least once during this week. Have a good, detailed outline of your paper plus three good peer-reviewed sources by the end of this week.

*Week 7:* Report back from week 6;

*Week 8:* Have a complete draft of your paper for peer review in your team.

*Week 9:* Final papers due along with work logs; finished materials you produced (brochures, films, reports, recommendations, field guides, etc.); and all other documentation of your project due in portfolio.

*Week 10:* Final presentations in class. (Invite those from your field projects.)

## **STEP 2: FULL PROJECT PROPOSAL (For all project options)**

### ***DUE Friday Week 5***

The Project Proposal is modeled on a fundraising grant proposal. You have already completed the abstract and timeline, which would be required in a grant proposal. Now you will answer a series of questions, to receive approval from the grantee (in this case, the faculty). Your Project Proposal should be about 3 pages (double-spaced) made up of answers to these questions:

**1. What is your research strategy or approach?** What are your methods for conducting the research? What will it take to get your work done? Here you should identify the major steps you think you will need to undertake to complete your research. What kinds of information or data will you need (e.g., library data, statistics, interviews). Do you foresee any ethical challenges in the project, and how would you address them? What are back-up plans if your initial plans fail?

**2. Theoretical framework.** Articulate a clear theoretical framework for your project that extracts broader lessons that could be applied to other situations and circumstances. What other researchers or thinkers inform your analysis? It would be good to try to make explicit here any preliminary hypotheses, assumptions, or guesses that may be hiding in the back of your mind.

**3. What is the Outline of your project paper?** This section should be a list or map of the major sections and subtopics that you think, at this point, will be necessary to answer your question. The outline should tell the reader what points you will try to explore to answer your question. If you are conducting interviews, you would list what questions you ask the interview subjects.

**4. What are your major sources (Bibliography)?** List all of the sources you have targeted for your paper so far. For each source give a 1-2 sentence summary of its contents indicating its relevance to your question. Please use the APA citation format as your referencing system. If you have questions about citation, style, or grammar, consult the library web page "Citation and Style Guide" at <http://www.evergreen.edu/library/catalog/librarycatalog.htm>.

### **STEP 3: DURING THE PROJECT (For all project options)**

**Teams.** Each of you will be part of a team of students working in areas of common interests, including those doing independent projects. Teams will meet weekly to design work plans, set goals and deadlines, work on writing, and check in with one another and a faculty supervisor. Each individual, in coordination with the team, will need to *build a syllabus*—a detailed plan of work—for week 3 and week 6, which will be times to focus exclusively on the projects. These teams will serve as presentation panels in Week 10.

**Weekly Check-ins.** Each of you should document your work in a weekly work report, writing detailed descriptions of what you have done, what you have read, what you are learning, and what connections you are making to other elements of the program and to one another's work. You will make substantial weekly reports on Canvas about your project work process, experiences, and research findings and analysis. These work logs will help build the basis for your final papers. You will post your work report each Monday, reflecting on the previous week's work. Treat these reports not as busy work, but as building blocks for your final paper, so you can write sections of it gradually over the quarter instead of all at once at the end. Take the opportunity not to just report on what you've done for the week, but what you've learned, and analyze how your experiences and research findings fit into the larger themes of our program.

Be sure to put the post in the folder for *your* research group. Put a title in the "Subject" line that gets at something significant about the week's research experience, divided into two sections:

- 1.) **What you did:** Activities, who you met, logistics.
- 2.) **What you learned:** Reflections, analysis, experiences, readings. Use this section to gradually write parts of your final paper.

### **STEP 4: FINAL PRODUCT**

#### ***DUE Friday Week 9 in Portfolio***

Your project may take a variety of forms, with some link to environmental justice, environmental racism, climate justice and/or environmental and economic sustainability. Your methods might include ethnographic interviews, including ideas on environmentally sustainable jobs or family oral history; research to support tribal education initiatives or emergency preparedness; or research on your own issues of concern pertaining to our program themes.

**Project Credits.** Project work, whether independent and/or community based, will comprise eight (8) credits in Resource Rebels in winter quarter (every four credits is the equivalent of 10 hours of work, so your project should occupy some 20 hours a week of work).

**Final Product.** What you develop and turn in will depend on the kind of project you are developing. But each of you will have a writing component, including your research process, experiences, and research findings and analysis. All project work, including community-based work, oral history, and research work will result in a final paper and possibly additional product such as a film, brochure, Canoe Journey handbook, and so on. If you are only writing a paper, the paper should be 8-10 pages in length; those producing a creative product (such as a video or report) will also write a shorter contextualizing paper (4-5 pages in length). Each project paper should include a complete bibliography of sources (including at least 3 peer-reviewed articles).

**Bibliography:** All project work, including tribal-based projects, ethnography or oral history, creative or media work, and research projects should include a complete bibliography of sources (including at least 3 peer-reviewed articles). During week 10, you will give a presentation of your research to the program.

**Theory and Practice:** Each of you is to think critically about theoretical frameworks that shape your project work, and how your projects might also help shape your theoretical analysis. In other words, how does theory inform practice, and how does practice inform theory? You are to include a theoretical framework in your final papers.

**Support Resources:** We urge you to take advantage of all the resources available to help you with your project: you can make appointments with writing tutors at any and all points in the

process; there are reference librarians on duty every hour the library is open and they love to answer your questions; your faculty seminar leader has office hours for you to stop by and consult (and you can make appointments). So don't be afraid to ask for help along the way. Enjoy your investigations!

#### **Final Paper:**

- Independent research papers and interview projects: 8-10 pages in length;
- Community-based papers or independent media projects: 4-5 pages in length
- 12 point, double-spaced, with a one-inch margin
- Title, although not on a separate sheet
- No plastic covers
- Interview text, if more than three lines long, should be single-spaced in blocks.
- Cite any sources you use (use APA format). <https://owl.english.purdue.edu/>
- Make decisions about use of pseudonyms.

### **PORTFOLIO**

Students must maintain an organized portfolio of their work over the course of the program, organized or clustered into different categories of assignments with dividers. 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.

Checklist of all written assignments due. Students will note which assignments have been submitted, submitted late, or not submitted.

Portfolios due (including final checklist of all written assignments) to box outside faculty office door. Portfolios must be submitted by 4pm, Friday of Week 9.

### **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
- Submitting a well-organized portfolio and attending an evaluation conference
- 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 WORKING WITH 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 discourtesies 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](http://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](http://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 are having difficulties or issues, communicate them quickly and clearly to your faculty seminar leader. 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). 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): \_\_\_\_\_

\* Your pronouns: \_\_\_\_\_

\* 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 yours;

\_\_\_\_\_  
\_\_\_\_\_

Sustainability/Environmental, Social Justice, Ethnic/Racial Studies courses you've taken:

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_

- 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
- Do you have experience in ethnographic interviewing and transcribing? YES NO

**Which 2-credit option would you prefer on Fridays? (circle one):** YOGA WEBGROUP

**Which class project would be your first and second preference (circle only one "1" and "2"):**

- Working with Nisqually Tribe on canoe journey preparations and other tasks. 1 2
- Working with Quinault Nation on economic alternatives to Grays Harbor oil terminals. 1 2
- Independent Project (Specify): \_\_\_\_\_ 1 2

\_\_\_\_\_

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