

CONCEPTUALIZING PLACE: PACIFIC NORTHWEST NATIVE ART AND GEOGRAPHIES FALL 2020 SYLLABUS

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PROGRAM DESCRIPTION

In this program, we will explore historical and contemporary relationships of Pacific Northwest Native peoples to place, using art and geography in a cross-cultural comparative analysis, and as “common ground” for strengthening intercultural communication. The unique status of Indigenous nations can be better understood by highlighting the centrality of territory in Native identity, and the strong Indigenous connections to place. These connections can be seen in numerous fields: art and material culture, Native national sovereignty, attachment to aboriginal and treaty-ceded lands, the focus on traditional land use and protection of sacred sites, environmental protection, climate justice, dams and dam removal, sustainable planning, Indigenous migration and symbolic mobility (through community practices such as powwows and canoe journeys), particularly in coastal Washington and British Columbia.

All of these connections have been expressed artistically and geographically through traditional Indigenous cartographies, artistic “mapping” of ideas using contemporary art practices, digital graphic design, and modern mapmaking techniques. Examination of cross-cultural and cross-disciplinary ideas about land, place, environment, and relationship to human cultures offers the opportunity to develop new conceptualizations for the meaning of place, self, and community.

We will examine how conceptions of land are disseminated through art and objects of material culture, informing our examination with geographic studies and investigation into the sociopolitical uses of mapping. Students will discover differences and potential meeting points between Native and Western cultural systems, identify differences within and among diverse Tribes and First Nations, and develop an understanding of Indigenous peoples' ability to define and set their own social, cultural, and spatial boundaries and interpretations. Students will develop greater awareness of Indigenous cultures, but also of aspects of culture that may be determined and protected by Native peoples themselves.

Fall quarter will introduce students to historical geographies and worldviews of Pacific Northwest Indigenous nations, basic visual literacy skills in art, literacy in graphic representational systems for geographic data, and design and production of artwork or maps in Adobe Illustrator. In general, program activities will involve guest lectures, images, and videos, workshops, readings and class discussions, map quizzes, ethnographic interview skills, short writing assignments, and presentations. Students are expected to use critical thinking skills in interpreting the readings, images, videos, and lectures.

SCHEDULE

Monday	Reading, Writing, Preparation, and film viewing on own. <i>You can also set up student discussions on your personal zoom.us account.</i>	
Tuesday	10:00-12:50	Lecture/Film/Workshop
Tuesday	2:00-3:50	Digital Workshop / Film / Discussion
Wednesday	10:00-12:50	Workshop/Film/Lecture/Reading
Thursday	10:00-12:50	Book Seminar / Workshop / Film / Lecture
Thursday	2:00-3:50	Digital Workshop / Film / Discussion
Friday	Reading, Writing, and Preparation	

BOOKMARK CANVAS: <https://canvas.evergreen.edu/courses/3747/modules>

Please have a personal account on <http://canvas.evergreen.edu>, including a close-up photo of your face (so we can all recognize each other). You can also access our Canvas page via <http://my.evergreen.edu>. All communication will be sent only to your evergreen.edu address, so if you use another address you must forward your Evergreen emails to it. **Students must check their email accounts regularly, at least once every weekday!** Please use only your Evergreen address to communicate with faculty.

REQUIRED TEXTS

We will be reading specific chapter excerpts from most of these books (see assigned readings in the Schedule). Other discussion readings may be available on the Canvas website, such as in Weeks 4-5.

Wilkinson, Charles. *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (University of Washington Press, 2006). ISBN 9780295985930.

King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America* (University of Minnesota Press, 2018). ISBN 9781517904463.

Gilio-Whitaker, Dina. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock* (Beacon Press, 2020). ISBN 9780807028360.

Wright, Robin K. & Kathryn **Bunn-Marcuse**, eds. *In the Spirit of the Ancestors: Contemporary Northwest Coast Art at the Burke Museum* (University of Washington Press, 2015). ISBN 9780295995212.

Grossman, Zoltán & Alan **Parker**, eds., *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Crisis* (Oregon State University Press, 2012). ISBN 9780870716638.

Armstrong, Jeannette, *Whispering in Shadows* (Theytus Books, 2000). ISBN 9780919441996.

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 Program Agreement). **Please note: attending means not only being present, 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. 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.

Some lecture notes and PowerPoints will be made available ahead of class, so you can print them off (using the Handouts- 3 pages print-out selection in PowerPoint) and take notes on additional information from the lecture. You can always refer back to the PowerPoint or handouts for information you may have missed.

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.

WEEKLY SCHEDULE

WEEK ONE: SEPT. 29, 30, OCT. 1 (Introduction)

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

- Tuesday 10:00-12:50 First program meeting: Shape of the program and year, themes; Syllabus review, Faculty introductions; Survey
Film: *Return to the Swing*
Introduction to Canvas website and Zoom
DUE: Student Introduction Survey
- Tuesday 2:00-3:50 Read Program Agreement; Student introductions:
Asterisk* on Survey, Where You're From, sharing Academic Statement
DUE: Draft of Academic Statement
- Wednesday 10:00-12:50 Workshop: Cultural appropriation (A/Z),
Guidelines for Visiting Native Communities
Videos: *White Shamans and Plastic Medicine Men*,
Guest: Tina Kuckkahn-Miller (VP for Indigenous Arts and Education)
- Thursday 10:00-12:50 Film: *As Long As the Rivers Run* (Carol Burns, 1971) online (60 min.)
Lecture: Northwest Treaty Rights (Z) video on Canvas (60 min.)
Watch film & lecture on own (links in Modules), or in class;
join discussion at 12:10
- Thursday 2:00-3:50 Seminar: Wilkinson, *Messages from Frank's Landing* (entire book)
Syllabus check (for upcoming weeks)
DUE: Week 1 synthesis paper
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WEEK TWO: OCT. 6, 7, 8 (Early Native History)

Reading: King, *The Inconvenient Indian*

- Tuesday 10:00-12:50 Lecture: Early Encounters (Z) (60 min.)
Watch lecture on own (link in Modules), or in class; join discussion at 11:10.
Lecture: Pre-Colonial Northwest World (A)
Films: Clips on Potlatch
- Tuesday 2:00-3:50 Faculty check-ins on case study projects
(sign up in Canvas Collaborations for 10-minute slot)
DUE: Sentence on case study (after check-in)
- Wednesday 10:00-12:50 Film: *Usual and Accustomed Places* (on Makah) (47 min.)
View online (link in Modules) or in class, join discussion at 11:00.
Pacific Northwest Interactions (A)
MAP QUIZ I: Western Washington Reservations
- Thursday 10:00-12:50 Lecture: Early 19th-c. Removals and Assimilation (Z) (52 min.)
Watch lecture on own (link in Modules), or in class; join discussion at 11:00.
Seminar: King, *The Inconvenient Indian* (pp. 1-20, 53-126, 159-266)
Film: *Awakening Memory* (Sonny Assu)
Syllabus check
- Thursday 2:00-3:50 Workshop: Basics of Illustrator I all-program (Media Services)
DUE: Week 2 Synthesis paper

WEEK THREE: OCT. 13, 14, 15 (Native Places)

Reading: Gilio-Whitaker, *As Long As Grass Grows*, Introduction, chapters 1, 2, 3, 5, 8

Mon., Oct. 12, 2-4 pm Longhouse "People of Culture" online celebration of Indigenous People's Day

Tuesday 10:00-12:50 Lectures: Late 19th/ 20th c. Resistance to Termination (Z) (80 min.)
Watch lecture on own (link in Modules), or in class; join discussion at 11:30.

Curio Art (A)

Tuesday 2:00-3:50 Basics of Illustrator II all-program (Media Services)

Wednesday 10:00-12:50 Film: *Homeland: Four Portraits of Native Action* (Roberta Grossman, 2005)
Watch on own or in class to 66 min., join discussion at 11:15
Resilience of Northwest Native Artists (A)

Thursday 10:00-12:50 Workshop: Dams and Indigenous Peoples (Z)
Seminar: Gilio-Whitaker, *As Long As Grass Grows*, Introduction, ch. 1, 2, 3, 5, 8
Syllabus check

Thursday 2:00-3:50 Basics of Illustrator III all-program (Media Services)
DUE: Week 3 Synthesis paper (Friday noon)

WEEK FOUR: OCT. 20, 21, 22 (Cross-Cultural Identities)

Reading: Native arts PDFs (on Canvas).

Tuesday 10:00-12:50 Film: *In the Light of Reverence* (Christopher McLeod / Malinda Maynor, 2001)
(73 min.) Watch on own or in class; join discussion at 11:20.
Lecture: Introduction to Formline (A)

Tuesday 2:00-3:50 Digital workshops (A art / Z maps)

Wednesday 10:00-12:50 Lecture: Cross-Cultural Connections (A)
Lecture: Sacred Sites (Z)
MAP QUIZ II: Coast Salish Languages

Thursday 10:00-12:50 Workshop: Writing Reflections & Case Study Proposal (Mid-Quarter Reflections)
Seminar: Native arts PDFs
Syllabus check

Thursday 2:00-3:50 Digital workshops (A art / Z maps)
DUE: Week 4 Synthesis paper (Friday noon)

WEEK FIVE: OCT. 27, 28, 29 (Mapping the Land)

Reading: Aberley, *Boundaries of Home* (PDFs on Canvas)

Tuesday 10:00-12:50 Lectures: Indigenous Mapping (Z), Aesthetic Sovereignty (A)

Tuesday 2:00-3:50 Digital workshops (A art / Z maps)
DUE: Digital graphic assignment 1

Wednesday 10:00-12:50 Lectures: Geography and Mapping (Z),
Indigenous Mapping Portfolio (A)
DUE: Mid-Quarter Writing Reflections & Case Study Proposal
(emailed to faculty)

- Thursday 10:00-12:50 Workshop: Mental Maps (Z)
Seminar: Aberley, *Boundaries of Home*
Syllabus check
DUE: Mid-Quarter Checklist (before check-in)
- Thursday 2:00-3:50 Check-ins with faculty (sign up in Canvas Collaborations for 10-minute slot)
DUE: Week 5 Synthesis paper (Friday noon)
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WEEK SIX: NOV. 3, 4, 5 (Traditions and Innovation)

Reading: Wright & Bunn-Marcuse, eds. *In the Spirit of the Ancestors: Contemporary Northwest Coast Art at the Burke Museum*

- Tuesday 10:00-12:50 Lectures: Revitalizing Native Traditions (Z) (35 min.);
View lecture on own or in class; join discussion at **10:45 (NOTE NEW TIME)**
Northwest Coast Tradition and Innovation (A);
Video clips: *A Tribe Called Red*, *Rory Wakemup*, *James Luna*
- Tuesday 2:00-3:50 Digital workshops (A art / Z maps)
- Wednesday 10:00-12:50 Lecture: Native Countermapping (Z)
Guest: Joe Seymour (Squaxin Island / Acoma Pueblo artist)
- Thursday 10:00-12:50 Videos: *Unceded Territories* (Lawrence Paul Yuxweluptun),
Unreserved: The Work of Louie Gong (Louie Gong)
Seminar: Wright & Bunn-Marcuse, *In the Spirit of the Ancestors* (pp. 1-31, 51-67, 77-85). Also review images in unread chapters and Portfolio (pp. 88-137), to choose two to discuss in seminar.
MAP QUIZ III: Other Northwest Languages
Syllabus check
- Thursday 2:00-3:50 Digital workshops (A art / Z maps)
DUE: Week 6 Synthesis paper (Friday noon)
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WEEK SEVEN: NOV. 10, 11, 12 (Climate Resilience)

Reading: Grossman & Parker, eds., *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Crisis*; Kyle Whyte "Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene" (8 page article)

- Tuesday 10:00-12:50 Lecture: Climate Resilience & Indigenous Peoples (Z);
Film: *The Rising* (Quinault Nation; 25 min.). Watch film & lecture in on own, or
In class on separate webinar link; join discussion in webinar at 11:10.
Guest: Dr. Kyle Whyte (Citizen Potawatomi; U. Michigan Prof.);
joined by Climate Academy and other classes and outside guests.
- Tuesday 2:00-3:50 Digital workshops (A art / Z maps)
DUE: Digital graphic assignment 2
- Wednesday 10:00-12:50 **NO CLASS: Veterans' Day**
- Thursday 10:00-12:50 Lecture: Environmental Justice and Northwest Native Fossil Fuel Wars (Z)
Seminar: Grossman & Parker, *Asserting Native Resilience*,
pp. 209-224, 10-85, 102-108, 145-153, 175-192
DUE: Case Study Abstract
- Thursday 2:00-3:50 Film: *March Point* (Swinomish youth and oil refinery; 54 min.)
Watch on own or in class, join discussion at 3:00.
Workshop: Powerpoint development and delivery
Syllabus check: **Note new Zoom morning room starting Week 8**
DUE: Week 7 Synthesis paper (Friday noon)

WEEK EIGHT: NOV. 17, 18, 19 (Art and Healing)

Reading: Gilio-Whitaker, *As Long As Grass Grows*, chapters 4, 6, 7

Tuesday 10:00-12:50 **SEE NEW ZOOM LINK FOR MORNING CLASS** (*original one expired*)
Film: *Canoe Way: The Sacred Journey* (32 min.);
watch online or in class, and join discussion at 10:40.
Guest: Corwin "Corky" Clairmont (Salish-Kootenai artist)

Tuesday 2:00-3:50 Digital workshops (A art / Z maps)

Wednesday 10:00-12:50 Film: *Honor Totem* (Seattle community response to John T. Williams shooting; 56 min.) Watch on own or in class, join discussion at 11:10.
Lecture: Healing Through the Arts (A)
Videos: Tribal Canoe Journey Protocol

Thursday 10:00-12:50 Lecture: Unlikely Alliances (Z); view on own from Canvas link or in class; join discussion at 11:20.
Seminar: Gilio-Whitaker, chapters 4, 6, 7
Syllabus check

Thursday 2:00-3:50 Digital workshops (A art / Z maps)
DUE: Week 8 Synthesis Paper (Friday noon)

WEEK NINE: DEC. 1, 2, 3 (Food Sovereignty)

Reading: None this week

Tuesday 10:00-12:50 Film: Traditional Foods Support Community Resilience (Valerie Segrest, Muckleshoot, 58 min.); Watch on own or in class, join discussion at 11:10.
Lecture: Native Food Movements (Z)

Tuesday 2:00-3:50 **SEE NEW ZOOM LINK FOR AFTERNOON CLASS** (*original one expired*)
Digital workshops (A art / Z maps)
DUE: Digital graphic assignment 3

Wednesday 10:00-12:50 Film: Why Indigenous Foods Matter: Health and Healing During a Time of Uncertainty (Charlotte Coté, Nuuchah-nulth, 47 min.),
Watch on own or in class, join discussion at 11:00
Lecture: Revitalization of Makah Whaling (A)

Thursday 10:00-12:50 Workshop: Self-evaluations.
Workshop: Presentation panels

Thursday 2:00-3:50 Individual Work
DUE: Case Study Presentation final draft

WEEK TEN: DEC. 8, 9, 10 (Presentations & Summative Discussion)

Post presentations on Canvas by 6 pm night before your presentation. Attendance required.

Tuesday 10:00-12:50 Student Presentations

Tuesday 2:00-3:50 Student Presentations

Wednesday 10:00-12:50 Student Presentations

Thursday 10:00-12:50 Summative Discussion,
Procedures for evaluation

DUE: Final Digital assignment
DUE by 4 pm: Final Checklist (fill out on Canvas), **Self-Evaluation draft** (Submit on Canvas), and **Evaluation of your Seminar Faculty** (optional to Submit on Canvas before meeting).

WEEK 11: EVALUATIONS, DECEMBER 14-16

Required evaluation conferences will be scheduled early this week. Check in with faculty before making winter-break travel plans. *Bring your notebook and all papers to the eval meeting.*

DUE: Both Self-Evaluation and Faculty Eval on my.evergreen.edu after your Week 11 eval meeting.

ASSIGNMENTS

1) ACADEMIC STATEMENT or Biography: Incoming students to Evergreen are required to write an Academic Statement about their college education and perspective, starting with an Orientation Essay. If you don't have such an essay, please prepare a short biography for yourself. We will be working with them in buddy groups of two in our Week 1 Tuesday seminar. Post them after class on Canvas.

Due Tuesday, Sept. 29

2.) SYNTHESIS PAPERS. We will have a single weekly paper of at least 2-4 full pages (double-spaced), 500-1,000 words, that draws from and synthesizes your weekly reading, summarizes its themes (what the author was trying to say), and relates them to other material in class that week (lecture, film, discussion). This assignment is to get you to show your engagement with the readings, but also to practice synthesis (interweaving or integration) of different observations into a coherent whole. You might, for example, identify a theme that cuts across the readings, and extract from all parts of the week to provide evidence for your analysis.

All papers are due on Thursday pasted on our Canvas site in the weekly synthesis paper discussion. You should bring a draft to your Thursday seminar, so you can discuss it, and you can make and changes or additions and post it on Canvas *by the end of Thursday at midnight*. To receive credit, the papers must include **ALL of the following:**

1. A quote, fact, or concept from the weekly reading(s) in your Seminar.
2. Some other aspect of the class, such as a lecture, film, guest, discussion, etc.
3. A sense of synthesis (interweaving or integration) of these observations into a coherent whole. The purpose of seminar assignments is to provide verification that you have done the reading, and to prepare you for seminar discussion. Faculty will review papers and give email feedback.

Synthesis papers tips:

- Include week number (or short title of week's reading).
- Include title of your paper (your synthesis theme).
- 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).
- Check post on Canvas and edit if necessary.
- Draft of reading brought to Thursday seminar; posted on Canvas by Thursday midnight.
- Respond to at least one other student by Monday.

You need to respond to at least one other student on Canvas by the Monday after they post, to comment on their papers (not just compliment or support, but to offer constructive feedback or dialogue). **This dialogue is a critical part of building an online learning community, and should be taken as seriously as your own paper. Even though we're in a pandemic, we can still build our community.**

3.) MAP QUIZZES. There will be three short quizzes based on map skills. They will locate some of the nations and reservations discussed in the program. A Map Study Guide is at the top of Modules. The map quizzes will merely involve matching letters to the locations (no spelling is involved).

Wed., Oct. 7: Western Washington reservations

Wed. Oct. 21: Coast Salish Language Areas

Thurs. Nov. 5: Other Northwest Language Areas

4.) DIGITAL GRAPHIC PROJECT. In Adobe Illustrator, students will produce either digital artwork or a digital map. There will be instruction in Adobe Illustrator basics for all students, and they will then either

work with Alex on digital lineform, or with Zoltán on cartography in Tuesday and Thursday afternoon digital workshops. Each team will have three separate assignments, based on a separate handout or syllabus, but due on the same day. The digital graphic will be used in a class project in winter quarter.

Students need to purchase access to Adobe Creative Cloud, at \$19.99 per month (that's \$60.00 total for one quarter) at <https://www.adobe.com/creativecloud/buy/students.html> In fall quarter you'll need access to Adobe Illustrator for October, November, and December, and will have an option to extend into winter and spring quarters. Adobe Creative Cloud will not operate on a smartphone or Chromebook, so you'll need access to a laptop. Because of the on-going pandemic, we will not have access to the Mac Labs.

Tues., Oct. 27: Digital graphics assignment 1

Tues., Nov. 10: Digital graphics assignment 2

Tues., Dec 1: Digital graphics assignment 3

5.) CASE STUDY ABSTRACT AND PRESENTATION. The Case Study Project will expand on your digital graphic to examine a topic closely related to your digital graphic. Your research will result first in an Abstract (a description of 250-300 words), akin to an Artist Statement for your artwork or a Cartographer's Statement for your map. Your research will also generate a PowerPoint presentation that will be shown to the class in Week 10.

For example, if you produce a map of dam removal on the Elwha River, your abstract and presentation would deal with that topic, explaining your map, and locating your map within the topic's larger context. If you produce artwork of salmon migration, your abstract and presentation could touch on salmon and the Culvert Case, which used treaty rights to dismantle harmful obstacles to salmon runs. The abstract and graphics may be incorporated into a winter-quarter class project on dams and other barriers to salmon migration, and successes in the Pacific Northwest in dismantling some dams and restoring salmon runs.

In the Week 10 Presentations, each student will present a PowerPoint or PDF for 8-10 minutes, as part of a thematic panel, with time for questions taken at the end by the group. The presentations will be timed, so each student should rehearse the length or write out their talk. Students are encouraged to tie the specifics to the larger framework and themes of the program—connecting the “tree” to the “forest.” There will be a handout and workshop in Week 7 on PowerPoint development. The final draft of your Case Study Presentation will be due December 3, to give faculty time to review and students to revise it. By 6:00 pm the night before your presentation, you have to load your .ppt, .pptx, or .pdf—no other program—in your Week 10 Canvas panel group. *All students are required to attend all other student presentations.*

Tues., Oct 6: Meet with faculty on case study; develop topic sentence.

Wed., Oct. 28: Case Study Proposal (50 words, plus at least five sources)
emailed to faculty, with Mid-Quarter Reflection

Wed., Nov 11: Case Study Abstract (250-300 words) posted on Canvas

Thurs., Dec 3: Case Study Presentation final draft for faculty review and student revision.

Dec. 14-16: Presentations to class (must load .ppt, .pptx, or .pdf—no other program—
on Canvas 6 pm before your presentation date, and *attend all other student presentations*).

7.) NOTETAKING AND CHECKLISTS. Take care with your notetaking. Studies show that information is retained in our memory if we write it down. You do not have to take notes on everything, but record enough information to jog your memory later. *You will be showing faculty your notebook in mid-quarter meetings and your end-of-quarter evaluation meeting.* Some lecture notes and powerpoints will be made available ahead of class, so you can download them, or print them off if you are able (using Handouts-3 pages print-out selection in powerpoint) and take notes on additional information from the lecture.

Thursday, Oct. 29: Mid-quarter Checklist of all written assignments due (fill out on Canvas),.

Students will note which assignments have been submitted, submitted late, or not submitted

Thursday, Dec. 16: Final Checklist (fill out on Canvas), **Self-Evaluation draft** (Submit on Canvas), and **Evaluation of your Seminar Faculty** (optional to Submit on Canvas before meeting). *Both the Self-Evaluation and Faculty Eval are due on my.evergreen.edu after your Week 11 eval meeting.*

CREDIT AND EVALUATION

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, thinking)
- Attending class (attendance is a precondition of participation)

- Completing all assignments by the date due.
- Writing a narrative self-evaluation for your transcript
- Your evaluation will consist of your seminar leader's written evaluation of your work, your *required* self-evaluation, and the evaluation meeting. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and engagement.
- If you do all the above at a passing level, you will earn sixteen credits for the quarter.
The quality of your work will be described in an evaluation, with Credit Equivalencies:

- 4 - Native Studies: Pacific Northwest Native History and Cultures
- 4 - Art History: Pacific Northwest Indigenous Design
- 4 - Geography: Indigenous Geographies and Environmental Justice
- 4 - Illustrator Graphic Production: Your Graphic / Case Study Topic