

AMERICAN FRONTIERS: HOMELANDS AND BORDERLANDS

WINTER 2022 SYLLABUS (16 CREDITS)

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PROGRAM DESCRIPTION

Students will explore the juxtaposed themes of Borderland and Homeland, and the Indigenous and Immigrant experience. We will use historical analysis (changes in time) and geographic analysis (changes in place) to critique these themes, and will turn toward cultural analysis for a deeper understanding of race, nation, class and gender. We will take as our starting point a critique of Frederick Jackson Turner's "Frontier Thesis" that the frontier is "the meeting point between savagery and civilization" as a racist rationale for settler colonialism.

We will study how place and connection are nurtured, re-imagined and interpreted, particularly in Indigenous and immigrant communities. We will connect between the ongoing process of "Manifest Destiny" in North America and subsequent overseas imperial expansion into Latin America and the Asia-Pacific region. The colonial control of domestic homelands and imperial control of foreign homelands are both highlighted in recent patterns of recent immigration. These patterns involve many "immigrants" who are indigenous to the Americas, and immigrants from countries once conquered by the U.S. military.

In fall quarter, we tracked the historical progression of the frontier across North America and the territorial and cultural clashes of settler and colonized peoples, using case studies that show the imprint of the past in the present, and how 21st-century communities are still wrestling with conflicts over nationhood, cultural identity, and migration. In particular, we examined the overlapping experiences of Native Americans, Latinx, and recent immigrants, and Indigenous territories and migrations that transgress or straddle the international border.

In winter quarter, we will explore the local place-based history of Indigenous and immigrant displacement and revitalization in downtown Olympia. We will focus on the Deschutes River Estuary, the site of displaced Coast Salish villages, Chinatowns, and a community removed for the damming of Capitol Lake. The program will collaborate with the Art Forces organization in a project to develop digital walking tours of downtown Olympia that tell the stories of this creation of a settler colonial landscape. Workshops will train students in the use of the web-based StoryMaps ArcGIS platform to produce these walking tours for mobile phones.

Students engage with the material through seminars, lectures, guest speakers, films, workshops, written assignments, and presentations. Students will develop skills in writing, research, synthesizing information, and public speaking. The program's full-time 16-credit option combines the lectures, seminar, ArcGIS workshop, and a project module. The program's half-time 8-credit option includes the lectures, seminar, and ArcGIS workshop but not project.

SCHEDULE

Monday, Tuesday Reading, Writing, Preparation, and film viewing on own.

You can also set up student discussions on your personal zoom.us account.

All students (8 or 16 credits):

WEDNESDAY	9:30 am-12:00 pm	Zoom class meeting	Lecture/Film	
THURSDAY	9:30 am-11:30 am	In-Person meeting	Book seminar	Longhouse
	12:30 pm-3:30 pm	In-Person meeting	ArcGIS workshop	CAL Lab 2 1223

Students registered for 16 credits only:

FRIDAY	9:30 pm-12:00 pm	In-Person meeting	Project module	Longhouse
	1:00 pm-4:00 pm	In-Person meeting	Project module	Longhouse, CAL

BOOKMARK WINTER CANVAS: <https://canvas.evergreen.edu/courses/4453/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, in order of the assignments (see assigned readings in the Schedule). Other discussion readings may be available on the Canvas website.

Wilkinson, Charles. *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (University of Washington Press, 2000).

Conceptualizing Place students. *Removing Barriers: Restoring Salmon Watersheds through Tribal Alliances* (The Evergreen State College, 2021) PDF: <https://sites.evergreen.edu/removingbarriers>

Jacob, Michelle. *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (University of Arizona Press, 2013).

Lee, Erika. *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943* (University of North Carolina Press, 2003).

Basso, Keith H. *Wisdom Sits in Places: Landscape and Language Among the Western Apache* (University of New Mexico Press, 1996).

Álvarez, Noé. *Spirit Run: A 6,000-Mile Marathon through America's Stolen Lands* (Catapult, 2020).

CREDIT AND EVALUATION

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

- Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than four absences will mean reduced credit; three occasions of tardiness will equal one absence). Please note: attending means not only being present, but offering full attention to the work at hand.
- Completing all assignments by the date due (or making arrangements with faculty in the case of extenuating circumstances)
- If you do the above you will earn full credit for the quarter.
- The maximum credit equivalencies for the program are:
 - 4 - Cultural Studies: Indigenous and Immigrant Placemaking**
 - 4 - ArcGIS Training: StoryMaps**
 - 2 - Human Geography: Cultural and Political Boundaries**
 - 6 - Digital Walking Tours Project: Team**
- The quality of the work you accomplish will be described in a narrative evaluation. 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 on intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.

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: JAN. 5, 6, 7 (Introduction)

Reading: Wilkinson, *Messages from Frank's Landing* [entire]

- Wednesday 9:30-12:00 First program meeting: Shape of the program quarter, themes; Introduction to syllabus and Canvas website
Student names, pronouns, hometowns, quirky fact
Guest: Squaxin Island Tribe Council Chair Kristopher Peters
DUE: Student Introduction Survey (email to both faculty)
- Thursday 9:30-11:30 Clips of *As Long as the Rivers Run* (Carol Burns on Nisqually treaty rights, 1971)
Seminar on Wilkinson, *Messages from Frank's Landing*
DUE: Seminar Ticket
- Thursday 12:30-3:30 Guest: Laura VerMuelen, Longhouse Acting Director
Film: Longhouse 25th anniversary documentary (Sky Bear Media, 2021)
Field trip: "Across the Waters" Indigenous exhibit in Evergreen Gallery
- Friday 9:30-12:00 Introduction to walking tours project; Project team selection
Guests: Bethany McKinley & Liza Rognas (Library) on research & archival skills
DUE: Washington State Library card: <https://www.sos.wa.gov/library/card.aspx>
- Friday 1:00-4:00 Drawing routes of walking tours, project logs, dividing research tasks
Syllabus check
DUE: Response to another student's post (seminar ticket or synthesis paper)
every week by the following Monday
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WEEK TWO: JAN. 12, 13, 14 (Environmental Justice and Restoration)

Reading: Conceptualizing Place students, *Removing Barriers* (Introduction & chapters 1-5 in Part I, and Deschutes chapter 8 in Part II): <https://sites.evergreen.edu/removingbarriers>

- Asynchronous film: *Return of the River* (John Gussman & Jessica Plumbon on Elwha Dams removal, 2016, 71 min.); Optional for 8-credit students
- Wednesday 9:30-12:00 Film discussion
Nisqually Watershed Restoration and JBLM (Z)
Nisqually Watershed Podcasts: JBLM, Muck Creek, Estuary, Wilcox Farms
Introduction to Ethnographic Methods (K)
- Thursday 9:30-11:30 Seminar on *Removing Barriers* (Part 1 chapters & Deschutes chapter)
- Thursday 12:30-3:30 ArcGIS workshop: Introduction to StoryMaps (M), in CAL: Lab 2 1223
- Friday 10:00-12:00 **Field trip to downtown Olympia;** meet no later than 10:00 at Olympia-Rafah Solidarity Mural at Capitol Way and State Ave.
Bring warm clothes and shoes, hat and raingear, bag lunch or money for lunch.
TEAMS DUE: Project Sources (at least 10 in APA bibliography)
- Friday 1:00-4:00 Guests: Ali Johnson, Salmon Defense / Deschutes Estuary Restoration Team (DERT), Jeremiah Johnson & Charlene Krise (Squaxin Island Tribe)
Syllabus check
DUE: Synthesis paper (on weeks 1-2)
DUE: Weeks 1-2 Project Log (next Monday)
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WEEK THREE: JAN. 19, 20, 21 (Indigenous Resilience)

Reading: Jacob, *Yakama Rising* [entire]

Asynchronous film: *Homeland: Four Portraits of Native Action* (Roberta Grossman on Native environmental justice, 2005; watch first 66 min.); Optional for 8-credit students

Wednesday 9:30-12:00 Film discussion
Holistic worldviews (K)
Native fossil fuel resistance and climate resilience (Z)

Thursday 9:30-11:30 Seminar on Jacob, *Yakama Rising* [entire]
DUE: Seminar Ticket

Thursday 12:30-3:30 ArcGIS workshop: StoryMaps layout basics [remote] (M)

Friday 9:30-12:00 Reading: "Tideland Tales: Drama and Death on Oyster Bay"
(Evergreen emeritus professor Llyn De Danaan, *Columbia*, fall 2007)
Team check-ins; Project team work on frame layout

Friday 1:00-4:00 Present layout to class
TEAMS DUE: Layout frame (in StoryMaps)
Syllabus check
DUE: Week 3 Project Log (next Monday)

WEEK FOUR: JAN. 26, 27, 28 (Boundaries to Immigration)

Reading: Lee, *At America's Gates*, Introduction, introductions to the four parts, Chapter 7, and the Epilogue/Afterword (pp. 1-22, 75-76, 147-150, 221-255).

Asynchronous film: *Precious Knowledge* (Ari Palos on Arizona ethnic studies, 2011, 69 min.)
Optional for 8-credit students

Wednesday 9:30-12:00 Layers of Empire on Angel Island (Z)
Asian-American Pacific Northwest I (K)

Thursday 9:30-11:30 Film discussion
Seminar on Lee, *At America's Gates* (pp. 1-22, 75-76, 147-150, 221-255).

Thursday 12:30-3:30 ArcGIS workshop: Structuring StoryMaps (M)

Friday 9:30-12:00 Guest: Ed Echtle (Olympia historian)
TEAMS DUE: Graphic choices (dropped into StoryMaps with sources and preliminary captions), save as PDF and post as attachment in Canvas. Include sketched proposals for new graphic production (including map bases or sources).

Friday 1:00-4:00 Workshop: Writing clarity and citations
Project team work
Syllabus check
DUE: Synthesis paper (weeks 3-4)
DUE: Week 4 Project Log (next Monday)

WEEK FIVE: FEB. 2, 3, 4 (Indigenous Geographies)

Reading: Basso, *Wisdom Sits in Places* (Preface, chapters 1, 2, 4, Epilogue)

Asynchronous film: *The Border Crossed Us* (Rachel Nez on Tohono O'odham in Arizona, 24 min.)
Optional for 8-credit students

Wednesday 9:30-12:00 Film discussion
Indigenous Mapping (Z)
Indigenous Placemaking (K)
DUE: Mid-Quarter Checklist

Thursday 9:30-11:30 Seminar on Basso (Preface, chapters 1, 2, 4, Epilogue)
DUE: Seminar Ticket

Thursday 12:30-3:30 ArcGIS workshop: Integrating Existing Content (M)

Friday 9:30-12:00 Indigenous Countermapping and Place Names (Z)
TEAMS DUE: First draft main body text, caption text, & sources
(in StoryMaps layout, and copied and pasted into Word as double-spaced copy)

Friday 1:00-4:00 Workshop: Photography
Project team work
Syllabus check
DUE: Week 5 Project Log due (next Monday)

WEEK SIX: FEB. 9, 10, 11 (Asian Immigration)

Reading: Lee, *At America's Gates*, selected chapters

Asynchronous film: *Honor Thy Mother* (Lucy Ostrander on Bainbridge Island Indopinos; 31 min.)
Optional for 8-credit students

Wednesday 9:30-12:00 Japanese Internment / Incarceration (Z) Film discussion
Asian-American Pacific Northwest II (K)
Chapter groups meet on Lee chapters

Thursday 9:30-11:30 Workshop: Lee chapters 1-6 reporting in small groups

Thursday 12:30-3:30 ArcGIS workshop: Facilitating Team StoryMaps (M)

Friday 9:30-12:00 Directed reading: Smith, Linda Tuhiwai, "25 Projects," *Indigenous Methodologies*.

Friday 1:00-4:00 Project team work
Syllabus check
DUE: Synthesis paper (weeks 5-6)
DUE: Week 6 Project Log (next Monday)

Friday 6:00-8:00 pm Chinese Lunar New Year Concert:
Optional event
Student-created, international, collaborative performances and artwork,
hosted by the Silk Roads program with faculty Hirsh Diamant & Thuy Vu.

WEEK SEVEN: FEB. 16, 17, 18 (Transgressing Borders)

Reading: Álvarez, *Spirit Run*, Outline, Prologue, chapters 1-16 (pp. xiii- 117)

Asynchronous film: *Paper & Glue* (J.R. on international photomural projects, 94 min.)
Optional for 8-credit students

Wednesday 10:00-12:00 **Farmworker Justice Day**, with guests on Washington farmworkers & climate Action: Edgar Franks (Familias Unidas Por La Justicia political director), Lucy Lopez & Esther Perez (Community to Community, Promotoras). *See Zoom link.*

Thursday 9:30-11:30 Seminar on Álvarez, *Spirit Run* Outline, Prologue, chapters 1-16 (pp. xiii- 117).
Briefing on Peace and Dignity Journeys (Z)
DUE: Seminar Ticket

Thursday 12:30-3:30 ArcGIS workshop; Project team work

Friday 9:30-12:00 Workshop: Indigenous Research Ethics (Indigenous Peoples Specialty Group)
TEAMS DUE: Second draft main body text and caption text
(in StoryMaps layout, and copied and pasted into Word as double-spaced copy)

Friday 1:00-4:00 Syllabus check
DUE: Week 7 Project Log (next Monday)

WEEK EIGHT: FEB. 23, 24, 25 (Alliance building)

Reading: Álvarez, *Spirit Run*, chapters 17-40 (pp. 118-216)

Wednesday 9:30-12:00 Narratives and Resilience (K)
Unlikely Alliances (Z)
TEAMS DUE: Proof of graphics permissions (where applicable)

Thursday 9:30-11:30 Seminar on Álvarez, *Spirit Run*, chapters 17-40 (pp. 118-216)

Thursday 12:30-3:30 ArcGIS workshop: Project team work

Friday 9:30-12:00 **TEAMS DUE: Third draft main body and caption text with graphics**
(in StoryMaps layout, and copied and pasted into Word as double-spaced copy)

Friday 1:00-3:20 Project team work
Syllabus check; Cumulative project log discussion
DUE: Synthesis paper (weeks 7-8)
DUE: Week 8 Project Log (next Monday)

WEEK NINE: MAR. 2, 3, 4 (Project Wrap-up)

Wednesday 9:30-12:00 Workshop: Self-evaluations and faculty evals
Workshop: Team panels meet to plan presentations
Project team work

Thursday 9:30-11:30 Project team work

Thursday 12:30-3:30 ArcGIS workshop: Project team work

Friday 9:30-12:00 Project team work

Friday 1:00-3:20 **TEAMS DUE: Final draft of all text & graphics** (StoryMaps layout).
Download Cumulative Project Log which is due Thursday Week 10
(including Week 9 work)

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

Wednesday 9:30-12:00 Team presentations remote:
Steh-Chass and Tidelands (55 min. each)
ALL STUDENTS ATTEND ALL PRESENTATIONS this week.

Thursday 9:30-11:30 Team presentations in-person:
Chinatown and Dam (55 min. each)

Thursday 12:30-3:30 Team presentations in-person: 8-credit students
Summative discussion (think of ah-ha moments)
DUE: Final Checklist, Self-Evaluation, Cumulative Project Log

WEEK 11: EVALUATIONS

Required evaluation meeting will be scheduled early this week; sign up for slot in Modules. Do not make break travel plans without first signing up for a meeting. *Bring your papers to the online eval meeting.*

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

ASSIGNMENTS

1.) ATTENDANCE: We have planned for our program to be hybrid, with Wednesday remote, and Thursday and Friday in-person. Given the uncertainty of the pandemic, we have planned the program so all days can quickly shift to online learning, if necessary. But whether we are online or in-person through winter quarter, regular attendance will be far more important than in fall quarter. Thursday technical instruction in ArcGIS will be done in stages, so attending the early stages will be essential to understanding the later stages. The Friday project work will be done in teams, so team members will rely on each other to share tasks and make decisions together. When we are in-person, lectures and workshops will no longer be recorded, just like back in the olden days of the 2010s. So please inform your families and friends that your attendance will be vital to your success this quarter, and not to make plans that would take you away from class. 90% of life is showing up.

2.) SYNTHESIS PAPERS (due Friday morning weeks 2, 4, 6 and 8). We will have a single biweekly paper (every two weeks) of at least 2-4 full pages (double-spaced), 500-1,000 words, that draws from and synthesizes readings from *both the previous and present weeks*, summarizes their themes (what the author was trying to say), and relates them to other material in class in those two weeks (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 two-week period to provide evidence for your analysis.

The purpose of synthesis papers is to provide verification that you have done the reading, to prepare you for seminar discussion, and to help you improve your critical thinking. Faculty will review papers and give feedback based on the rubric below. Feedback will be given within a week when the paper is submitted on Canvas on the due date.

Proficient: Student has focused well on specific excerpts or concepts from the book(s) that are representative of a substantive (larger) issue. Student begins an informative and intriguing analysis that speaks to both breadth and depth, and is well supported by examples from the book. Student makes connections to other readings, lectures, etc. All this is done in a very concise way. Student demonstrates superior facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors. Response is not less than 400 or more than 750 words.

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

Beginning – Not Yet: Student chooses an excerpt that is representative of only a narrow issue of the book(s) and/or raises questions that are factual (yes/no) rather than substantive and thus do not lend themselves to larger discussions. Student relies on opinion and doesn't bring up specific examples in books. Student either has too few words (less than 500) or too many (more than 1,000). There are deficiencies in language and sentence structure that result in a lack of clarity and interfere with meaning.

All papers are due on Friday morning pasted on our Canvas site in the biweekly synthesis paper discussion. You can make and changes or additions and post it on Canvas *by the end of Friday at midnight*. To receive credit, the papers must include (and faculty will consider in awarding credit):

1. A quote, fact, or concept from *the previous week's* reading(s) in Thursday morning Seminar.
 2. A quote, fact, or concept from *this week's* reading(s) in Thursday morning Seminar.
 3. Another aspect of the class in the same 2 weeks, such as lecture, film, guest, discussion, etc.
 4. A sense of synthesis (interweaving / 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 feedback.

Skills emphasized: Writing, Reading, and Analysis

3.) SEMINAR TICKETS (due Thursday mornings weeks 1, 3, 5, and 7): On Thursday morning sessions in weeks without a synthesis paper, students will complete a "seminar ticket." In order to prepare for discussion, students will identify one quote from the reading that they find interesting and would like to discuss with the rest of the seminar group. Students will type the quote and include the page number. Students should then compose at least two questions that draws on that week's readings and include that in seminar ticket. You will post seminar tickets to the online discussion (in order to participate in peer learning) and to the assignment for that week.

Skills emphasized: Reading and Analysis

4.) ONLINE RESPONSES (due by Monday of following week). In order to facilitate community-building and peer learning, students will weekly post seminar tickets and synthesis papers, and respond to their classmates' work online on the class Canvas website. **You will respond to at least one other student by the end of Monday of the following week.** The submission of papers online is a crucial way to build a learning community and to engage in peer-based learning. Sharing your own paper and reading what other students have written builds writing, analytical, and critical thinking skills. In the rare circumstance that students need to miss a seminar, they will be required to read and respond to multiple student posts. Students will gain knowledge of the different ways students interpret texts, gain familiarity with different writing styles, and engage in asynchronous communication.

Skills emphasized: Participate collaboratively and responsibly; respond creatively and effectively.

5.) SEMINAR PARTICIPATION. All students must be prepared and ready to contribute to the discussion, starting by **making sure you have a copy of the reading with you.** You must have your book, e-book, or a print out of any .pdf that is available on Canvas. 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 groups after the faculty have presented information for students to consider. You will receive a rubric that discusses seminar skills and development.

Skills emphasized: Participate collaboratively and responsibly; respond creatively and effectively; Learning across significant differences

6.) WALKING TOURS PROJECT. In winter quarter our program is partnering with the Art Forces organization in San Francisco to create a series of historic walking tours of downtown Olympia, highlighting how settler colonialism shaped the Deschutes Estuary and attempted to erase the Indigenous and immigrant presences, but encountered resistance and resilience. Students taking 16 credits will be on one of four teams for the different walking tours:

- 1.) **Steh-Chass** (Squaxin Island Tribe band on Budd Inlet), history and contemporary tribal presence.
- 2.) **Tidelands** oyster harvesting, industrialization of waterfront, dredging of tideflat channels for port.
- 3.) **Chinatown** history of displacements and forced removals, and contemporary revitalization.
- 4.) **Dam** on 5th Avenue, displacing Little Hollywood shantytown, creating Capitol Lake, possible removal.

The project uses the ArcGIS StoryMaps application to develop the graphics and narratives into walking tours. To make hidden histories visible and accessible, we would create multimedia self-guided downtown

walking tours, easily accessible on iOS/Android phone apps and websites, that will utilize augmented reality, audio, video, photography, mapping, oral histories / interviews, and data visualization mapping.

Evergreen GIS faculty [Mike Ruth](#) is a technical trainer and guide for the project for all 8- and 16-credit students; Kristina and Zoltán are still responsible for all evaluations. The 8-credit students will collaborate in creating a “homepage” guide for the walking tours project, and can also collaborate with the teams on other specific tasks. On Fridays, 16-credit students will have a “project day” to developing the tours, which will involve project teams working together at Evergreen, but the teams could also do outdoor fieldwork at their downtown project sites (using COVID protocols) or in libraries or interview sites. They have access to CAL computers on Fridays, 2-4 pm.

The project is an extension of Art Forces’ “Walls Tell Stories” project, which links the art images on the [Olympia-Rafah Solidarity Mural](#) to contemporary local landscapes and movements. Art Forces is represented by director [Susan Greene](#), a professional muralist who designed that mural, and student intern and photographer [Lindsey Dalthorp](#). The walking tours project is partially funded by a Thurston County Heritage Grant, recommended by the Thurston County Historic Commission and awarded by the Thurston County Board of Commissioners. We have met with representatives of the Squaxin Island Tribe about the project, to establish protocol in researching and reviewing the project.

Students will work in teams of four or five, and will be responsible to each other, and evaluate and help edit each other’s work. Teams will locate accurate sources, photos, and graphics (or create their own), conduct any audio or video interviews, write and revise body and caption text, create interactive maps, and collaborate with partners to review and approve their findings. The class will together make decisions about common layout, organization, styles, etc.

Teams will decide on how to clearly delineate responsibilities and tasks, to be accountable to each other and allow faculty to clearly evaluate your individual contributions to the project. There will be separate handouts on different aspects of the project, and they will be gathered on Canvas Modules as Project Resources.

The stages of project work will involve topic source research, framing (layout), graphic choices (or new graphic production), and text. Main body text, caption text, and sources will be written in four stages. Text will be submitted in StoryMaps, but also copied and pasted as double-spaced copy into Word for faculty edit. Teams will then make required revisions based on the faculty edit. *All text assignments are both submitted as (double-spaced) hard copy for faculty edit, and posted on Canvas Assignments.*

Teams can select public-use graphics, or graphics produced by others if they secure permission (using a provided form). Students may also propose to faculty to produce their own original artwork or maps, and submit them for faculty edit, and make necessary revisions.

The Week 10 presentation involves presenting your pages from the StoryMaps, with a focus on Indigenous and immigrant communities, and emphasizing program themes such as settler colonialism, historic community displacement and cultural erasure, treaty rights, environmental restoration, and contemporary cultural revitalization. All students are required to attend all presentations.

Weekly Project Log due on Mondays

Each student will individually post a Weekly Project Log by Monday, on Canvas Assignments, listing project tasks completed since the previous Monday. The Log is an essential part of delineating specific tasks and individual responsibilities within the project team (research, graphics, text, mapping, editing, interview, technical or organizational responsibilities, etc.) so each student can take credit for their own work within the StoryMaps team page. Be detailed and specific, so faculty can list your specific accomplishments in your evaluation. (*What* did you specifically research? *Which* section did you write? *What* graphic or photo did you find or make?) It is not necessary to write prose paragraphs; listing your work is enough. It is also not necessary to list project preparation that all students do together in Thursday afternoon ArcGIS trainings or Friday project days, but do include any individual work or team collaborations on those days.

Weekly Project Logs are due on Mondays (by 12:00 midnight) in Weeks 3-9 (a good chance to write online responses to other students’ papers). On **Thursday, March 10, your Cumulative Project Log** will summarize details from the student’s individual weekly logs, for purposes of faculty evaluation.

Team Project Due Dates

Week 2 (Fri. Jan. 14): Project sources (at least ten, as APA bibliography)

Week 3 (Fri., Jan. 21): Layout frame (in StoryMaps), layout presented to class

Week 4 (Fri. Jan. 28): Graphic choices (dropped into StoryMaps with sources and preliminary captions), save as PDF and post as attachment in Canvas. This can also involve sketched proposals for new artwork or map production (including any bases or sources).

Week 5 (Fri.. Feb. 4): First draft main body text, caption text, & sources
(in StoryMaps layout, and copied and pasted into Word as double-spaced copy)

Week 7 (Fri., Feb. 18): Second draft main body text and caption text
(in StoryMaps layout, and copied and pasted into Word as double-spaced copy)

Week 8 (Wed. Feb. 23): Proof of graphics permissions (where applicable)

Week 8 (Fri. Feb. 25): Third draft main body and caption text with graphics
(in StoryMaps layout, and copied and pasted into Word as double-spaced copy)

Week 9 (Fri. Mar. 4): Final draft of all text & graphics (StoryMaps layout; attach final PDF in Canvas)

Week 10 (Wed., Mar. 9 - Thurs. Mar. 10): Team presentations of StoryMaps. All students attend all presentations.

7.) NOTETAKING. 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. Many 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.

8.) CHECKLISTS AND EVALUATIONS. Students will be reporting the progress of their work with Mid-Quarter and Final Checklists, and writing a self-evaluation and two separate faculty evaluations (of both seminar faculty) at the end of the program, to be posted on <https://my.evergreen.edu>.

Wednesday, Feb. 2: Mid-quarter Checklist of all written assignments due. Students will note which assignments have been submitted, submitted late, or not submitted

Thursday, March 10: Final Checklist, Self-Evaluation draft, Cumulative Project Log, and Evaluation of both your faculty (optional to share faculty eval before meeting). *Both the Self-Evaluation and Faculty Evals of each faculty are due on my.evergreen.edu after your Week 11 eval meeting.*

IN-PERSON HEALTH AND WELL-BEING

Health and well-being are central to student success, and at Evergreen we are committed to creating and maintaining a learning and working environment that is healthy, accessible, and equitable. Evergreen has adopted a vaccination requirement and a masking requirement to ensure maximum opportunities are available on campus as conditions allow.

Vaccine Requirement: All students, faculty, and staff who come to campus are required to be vaccinated (or have an approved medical or religious exemption on file). Students and employees with an approved exemption and accommodation must always follow the guidelines of that accommodation. Go to <https://my.evergreen.edu> and click on "Vaccine Forms and Upload."

Mask Requirement: Students, faculty and staff are currently required to wear masks in all buildings regardless of vaccination status. This includes all public and common areas, such as lobbies, hallways, stairways, restrooms, elevators, and in shared vehicles. If you do not have a mask, dispensers are available at building entrances. For the purposes of this policy, a face covering must:

- Fit snugly against the sides of the face

- Completely cover the nose and mouth
- Be secured with ties, ear loops, elastic bands, or other equally effective methods
- Include at least two layers of material
- Allow for breathing without restriction
- Be a disposable medical mask, N95 or KN95 mask, or capable of being laundered and machine-dried without damage or change to shape (if made with fabric)
- Be free of holes, tears or valves that have the potential to release respiratory droplets.

Students are required to follow this policy at all times when onsite or when participating in in-person activity, including following any posted requirements in specific buildings and spaces. If a student refuses to comply with the policy, the student will be asked to leave the space and a report will be submitted to the Evergreen COVID-19 health and safety team, which will work with Evergreen's compliance team. The compliance team has the authority to take immediate action to reduce risk to others on campus. Students are not to return to class until they have successfully engaged with the compliance team and are permitted to return.

Safety Training. All faculty, staff, and students are required to complete Evergreen's safety training. It may be found at <https://my.evergreen.edu>. Any program/class member who feels ill with headache, excessive fatigue, fever, coughing, congestion, or other symptoms should stay home, notify the faculty, and submit a Health Verification Form (in <https://my.evergreen.edu>). Faculty will provide you with guidance on continuing your academic work and the College's COVID team will provide direction on managing your health risks. If you have questions or concerns please contact your faculty. If you wish to report a covid safety issue contact covid@evergreen.edu.

CHECKLIST FOR WRITTEN WORK

For synthesis papers:

- Week number (or short title of week's reading).
- Title of your paper (your synthesis theme).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Hand in hard copy, double-spaced and stapled.
- Paper posted on Canvas Assignments (copy and paste text) by Friday morning
- Respond to at least one other student by Monday.
- Paper can be revised by Monday.

For StoryMaps text:

- Text pasted in Word as 12-point, *double-spaced* text (for faculty edit)
- Quotations over three lines long are single-spaced & indented.
- Quotations or concepts cited with page number(s)
(use APA format; see <https://owl.english.purdue.edu/> for guidelines).
- Sources in an alphabetized bibliography in APA format.
- Page numbers inserted in Word (necessary for discussion).
- BOTH hand in (stapled) hard copy *AND* post in Canvas Assignments.