

TAKING BACK EMPIRE:

POLITICAL ECONOMY, MILITARISM, AND DECOLONIAL MOVEMENTS

WINTER 2023 SYLLABUS

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PROGRAM DESCRIPTION

PROGRAM THEMES: The United States can be understood, as George Washington defined it, as a country “in the scale of Empires.” This program will look at the expansion of U.S. empire, from Manifest Destiny to overseas conquests and present-day resource wars and “global apartheid.” It will examine the political, economic, military, and cultural domination of the U.S. in its sphere of influence, how it has shaped peoples and lands at home and abroad, and how people have in turn resisted, reshaped, and rolled back empire.

We will examine the continuous historical arc of imperial expansion, from the “frontier wars” in Native American nations, to colonialism in the Pacific / Asia, Latin America and Caribbean, to occupations in Middle East “tribal regions.” This expansion comes full circle as immigrants arrive from formerly colonized lands, and militarized “wars at home” are waged against Indigenous nations and other occupied communities within U.S. borders.

The program will aim to interconnect global and local scales, foreign and domestic policies, and past histories and present-day legacies. It will examine the lasting imprints of imperial control on real local places, through political destabilization, military interventions and bases, corporate trade and debt mechanisms, resource and labor extraction, pervasive cultural influence, and enforcement of racial and gender hierarchies. Students will also turn in a biweekly synthesis assignment connecting their readings to other classroom learning. Learning modes will include faculty lectures, guest speakers, films, workshops, seminars, and field trips. While some of the histories of conflict and suffering may be difficult to learn, studying imperial places also offer stories of cooperation and resilience, healing, and hope.

WALKING TOURS PROJECT: Students research local historical and contemporary sites in Olympia that are connected to colonial control, militarization, and global trade, and corporate resource and labor extraction, and how social movements have organized against these injustices. We will develop the research findings into a series of ArcGIS StoryMaps self-guided walking tours, contributing to the “Olympia’s Hidden Histories” project, with tours on 1.) Port of Olympia trade /shipping, 2.) the 2006-07 port blockades against Stryker equipment deployments to Iraq, and 3.) the 2016-17 port blockades against oil fracking equipment to North Dakota. Student teams will use textual narratives, maps, graphics, interviews, and audio-video clips to tell the stories of local connections to empire-building, and community activism to expose these connections. Students will learn StoryMaps techniques with in-program ArcGIS trainings.

SCHEDULE

Monday, Tuesday Reading, writing, preparation, asynchronous film viewing on own.

You can also set up student team discussions anytime in our Friday classroom).

WEDNESDAY	9:30 am-12:20 pm	In-Person meeting	Lecture/Workshop	Sem2 E1105
THURSDAY	9:30 pm-12:20 pm	In-Person meeting	ArcGIS workshop	Library Mac Lab 2610 (E1107 Weeks 1, 9,10)
	1:30 pm-3:50 pm	In-Person meeting	Book seminar	Sem2 E2105
FRIDAY	9:30 pm-12:20 pm	Zoom meeting	Project workshop	
	1:30 pm-3:50 pm	Zoom meeting	Project teamwork	

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.

Olympia's Hidden Histories (StoryMaps walking tours): <https://artforces.org/hiddenhistories>

Vine, David, *The United States of War: A Global History of America's Endless Conflicts* (NCU Press 2020)

Robinson, William, *Global Civil War: Capitalism Post-Pandemic* (PM Press, 2022)

Bacevich, Andrew, *After the Apocalypse: America's Role in a World Transformed* (Metropolitan Books 2021)

LaDuke, Winona, *To Be a Water Protector: The Rise of the Wiindigoo Slayers* (Fernwood Pub., 2020)

Aguon, Julian, *No Country for Eight-Spot Butterflies: A Lyric Essay* (Penguin Random House, 2022)

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 - Political Economy of Global Capitalism

2 - ArcGIS Training: StoryMaps

2 - Indigenous Geographies: Decolonization Strategies

2 - Military Studies: Countering Militarism at Home and Abroad

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.

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).
- Paper posted on Canvas (copy and paste text; do *NOT* attach papers).
- Check post on Canvas and edit if necessary.
- Draft of paper brought to Thursday afternoon seminar; posted on Modules by Friday midnight.
- Respond to at least one other student by Monday at midnight.

For team projects

- Team and date / draft; filename should also start with Team name
- Text in 12-point, double-spaced text
- 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).
- IMPORTANT: *Always insert page numbers* (necessary for discussion).
- All graphics have both captions and credits.
- Sites and routes are clearly identified with walking directions.
- Bibliography is included in APA format and alphabetical order and updated.
- Attach in Canvas Discussion as .doc or docx, ONLY (NOT .pages, .pdf or any other program)

WEEKLY SCHEDULE

WEEK ONE: JAN. 11, 12, 13 (Introduction)

Reading: Vine, *The United States of War* (Part V: pp. 257-330); Olympia's Hidden Histories walking tours

Asynchronous film: *The Oil War* (David Schissgall, 2020, 84 min.)

Wednesday 9:30-12:20 First program meeting: Shape of the program quarter, themes; Introduction to syllabus and Canvas website, faculty introductions
DUE: Student Introduction Survey (new students email to both faculty)

Thursday 9:30-12:20 Program Agreement, Seminar Grounding
Sem2 E1107 Directed reading: bell hooks, "Understanding Patriarchy"
Seminar on Vine, *The United States of War* (Part V: pp. 257-330) and *The Oil War*

Thursday 1:30-3:50 Campus walking tour field trip: "House of Welcome" Longhouse (meet there by 1:30), Indigenous Arts Campus (Laura VerMuelen), Evergreen Gallery "First Peoples" Indigenous art exhibit, Social Justice Center (Cholee Gladney), student intros

Friday 9:30-12:20 Lecture: Global Capitalism Part I (S)
Lecture: Iraq History (Z)
DUE: Get Washington State Library card: <https://www.sos.wa.gov/library/card.aspx>

Friday 1:30-3:50 Film: StoryMaps tutorial
Discussion, Introduction to walking tours project; Project team selection
Routes of walking tours, project logs, dividing research tasks
Syllabus check
DUE: Draft of Academic Statement or short biography (for new students)

WEEK TWO: JAN. 18, 19, 20 (Empire at Home and Abroad)

Selected readings on Canvas: *Baghdad Burning* blogs (Riverbend, 2000s), "Nationalism and Masculinity" (Cynthia Enloe, 2014), "Sexual Coercion, Prisons, and Feminist Responses" (Angela Davis interview, 2005).

Asynchronous film: *Control Room* (Jehane Noujaim, 2004, 84 min.)

Wednesday 9:30-12:20 Guest: Therese Saliba (faculty in international feminism & Middle East Studies)
Feminist Critiques of War (S); Film clips: *Edward Said on Orientalism*
Geographies of Deployment and Dissent at Fort Lewis, 2006-08 (Z)
Film clips: *A Call to Action* (2009)

Thursday 9:30-12:20 ArcGIS workshop: Introduction to StoryMaps. Guest: Mike Ruth
Library Mac Lab 2610

Thursday 1:30-3:50 Film discussion
Sem2 E2105 Seminar on feminist critiques of war readings and *Sex, Lies, and the Global Economy*
Syllabus check

Friday 10:00-3:50 **Field trip to downtown Olympia** *Can take bus from Loop, arrive at bus terminal*
Meet at Olympia Center (222 Columbia St NW, room 100 on 2nd floor)
Guest panel presentation and discussion: Helen Wheatley (Thurston Conservation District Commissioner & former Port Commissioner candidate), Amory Ballantine (Evergreen MES grad & port protester in 2007 women's action)
Bring warm clothes and shoes, hat, raingear, notebook, pen, water, and bag lunch.

TEAMS DUE: Project Sources (integrated bibliographies) as hard copy & posted as attachment in Discussion

DUE: Synthesis paper (on weeks 1-2; post in both Assignments & Discussion)

WEEK THREE: JAN. 25, 26, 27 (Global Capitalism)

Reading: Robinson, *Global Civil War* (pp. 1-26, 33-54, 98-124); Optional on Canvas: Sadowski, "Scuds and Butter: The Political Economy of Arms Control in the Arab World," *Middle East Report*, 1992.

Asynchronous film: *Life and Debt* (Stephanie Black, 2001, 86 min.)

Monday **DUE: Weeks 1-2 Project Log** (including field trip reflections)
DUE: Response to at least one synthesis paper in Discussion

Wednesday 9:30-12:20 Lecture: Global Capitalism Part II:
Lecture: U.S. Military Bases Expansion (Z)

Thursday 9:30-12:20 ArcGIS workshop: StoryMaps planning table. Guest: Mike Ruth
Library Mac Lab 2610 Work with Project Guidebook; bring to class

Thursday 1:30-3:50 Seminar on Robinson, *Global Civil War* (pp. 1-26, 33-54, 98-124)

Friday 9:30-12:20 Workshop and Film Discussion: Trade, Finance and *Life & Debt* (S)
Team check-ins; Project team work on planning table

Friday 1:30-3:50 Planning table; integrating text
TEAMS DUE: Planning table outline (structure of StoryMap with headings, subheadings, preliminary text tying chronological timeline to geographic sites)
Syllabus check

WEEK FOUR: FEB. 1, 2, 3 (Climate Imperialism and Indigenous Resilience)

Reading: LaDuke, *To Be a Water Protector*, Intro & Part 1 (pp. 1-23), & Part 3 (pp. 76-130); Ghosh, Chakraborty & Das, "Climate Imperialism in the 20th Century," *Monthly Review*, 2022 (on Canvas)

Asynchronous film: *Awake: A Dream from Standing Rock*
(Josh Fox / James Spione / Myron Dewey, 2017, 89 min.)

Monday **DUE: Quiz on concepts in weeks 2-3 & Middle East / North Africa map**

Wednesday 9:30-12:20 Monopoly Capitalism and Climate Imperialism (S)
Native fossil fuel resistance and climate resilience (Z)

Thursday 9:30-12:20 ArcGIS workshop: Structuring StoryMaps. Guest: Mike Ruth.
Library Mac Lab 2610

Thursday 1:30-3:50 Film discussion
Seminar on LaDuke, Introduction & Part 1 (pp. 1-23), & Part 3 (pp. 76-130)
Film clip: Kandi Mossett at Indigenous Climate Justice Symposium, 2015

Friday 9:30-12:20 Workshop: Photography (Guest: Lindsey Dalthorp)
TEAMS DUE: Graphic choices (dropped into Planning Table 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 1:30-3:50 Workshop: Writing clarity and citations
Project team work
Syllabus check
DUE: Synthesis paper (weeks 3-4; post in Assignments & Discussion)

WEEK FIVE: FEB. 8, 9, 10 (Resistance to Global Capitalism)

Reading: Robinson, *Global Civil War* (pp. 55-97, 134-148);

Arundhati Roy, "The Reincarnation of Rumplestiltskin," in *Power Politics* (2002).

Asynchronous film: *This is What Democracy Looks Like* (Jill Friedberg / Rick Rowley, 2000, 72 min.)

Monday **DUE: Weeks 3-4 Project Log**
DUE: Response to at least one synthesis paper in Discussion

Wednesday 9:30-12:20 Militarized Accumulation and the Neoliberal Social Order (S)
The Global War on Tribes (Z)
DUE: Mid-Quarter Checklist

Thursday 9:30-12:20 ArcGIS project work in **Library Mac Lab 2610**

Thursday 1:30-3:50 Film discussion
Seminar on Robinson, *Global Civil War* (pp. 55-97, 134-148)

Friday 9:30-12:20 Guest: Elaine Vradenburgh (Window Seat Media) on oral history interviews
TEAMS DUE: First draft main body text, caption text, & sources
(as double-spaced copy in Word)
Project team work and check-in meetings with faculty

Friday 1:30-3:50 Project team work and check-in meetings with faculty
Syllabus check

WEEK SIX: FEB. 15, 16, 17 (Bringing the Wars Home)

Reading: Bacevich, *After the Apocalypse*: Intro, Ch. 1, 2, 4, 5, 7, 8 (pp. 1-51, 69-103, 131-159). *Rest optional.*

Asynchronous film: *The Square* (Jehane Noujaim, 2013, 108 min.)

Monday **DUE: Quiz on concepts in weeks 4-5 & Sub-Saharan Africa map**

Wednesday 9:30-12:20 Workshop: Wars Abroad and the War at Home
Workshop: Costs of War: Empire Abroad and Evictions at Home

Thursday 9:30-12:20 ArcGIS work in **Library Mac Lab 2610**

Thursday 1:30-3:50 Film discussion
Seminar on Bacevich, *After the Apocalypse* (Intro, Ch. 1, 2, 4, 5, 7, 8)

Friday 9:30-12:20 Activism and Organizing Strategies (Z)
Ports as Nodes of Global Economy (S) Film clip: *We Blocked the Boat*
Project team work

Friday 1:30-3:50 Project team work
Syllabus check
DUE: Synthesis paper (weeks 5-6; post in Assignments & Discussion)

WEEK SEVEN: FEB. 22, 23, 24 (Resisting Fossil Fuels Wars and Myths)

Reading: LaDuke, *To Be a Water Protector* (assigned parts for group presentations)

Asynchronous film: *Homeland: Four Portraits of Native Action* (Roberta Grossman, 2005, 89 min.)

Tuesday **DUE: Weeks 5-6 Project Log**
DUE: Response to at least one synthesis paper in Discussion

Wednesday 9:30-12:20 Unlikely Alliances (Z), Petrostates and Social Democracies (S)

Thursday 9:30-12:20 ArcGIS workshop; Project team work in **Library Mac Lab 2610**
Preparation for afternoon group presentations on LaDuke

Thursday 1:30-3:50	Film discussion Seminar on LaDuke, <i>To Be a Water Protector</i> : assigned group presentations, either Part 2 (pp. 1-23), Part 4a (pp. 132-179), Part 4b (pp.180-228), or Part 5 (pp. 230-278)
Friday 9:30-12:20	"Humanitarian" Imperialism (Z) (Somalia, Yugoslavia, Haiti, Afghanistan, Iran, Ukraine) Project team work TEAMS DUE: Second draft main body text and caption text (in StoryMaps layout with graphics, copied / pasted into Word double-spaced copy)
Friday 1:30-3:50	Project teamwork Syllabus check

WEEK EIGHT: MAR. 1, 2, 3 (Deimperialized Indigenous Futures)

Reading: Aguon, *No Country for Eight-Spot Butterflies* (entire book)

Asynchronous film: *When Two Worlds Collide* (Heidi Brandenburg / Mathew Orzel, 2016, 103 min.)

Monday **DUE: Quiz on concepts in weeks 6-7 & Central Europe map**

Wednesday 9:30-12:20 Field trip to Squaxin Island Tribe (*vans leaving from Parking Lot C by 9:30 am sharp*)
TEAMS DUE: Proof of graphics permissions (where applicable, emailed to faculty)

Thursday 9:30-12:20 ArcGIS workshop: Project team work in **Library Mac Lab 2610**

Thursday 1:30-3:50 Film discussion
Seminar on Aguon, *No Country for Eight-Spot Butterflies* (entire book)

Friday 9:30-12:20 **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; post in Assignments & Discussion)

WEEK NINE: MAR. 8, 9, 10 (Project Wrap-up)

No readings or asynchronous film

Monday **DUE: Weeks 7-8 Project Log**
DUE: Response to at least one synthesis paper in Discussion

Wednesday 9:30-12:20 Invited guest: Krystal Two Bulls (Oglala Lakota/ Northern Cheyenne Water Protector, About Face/Iraq Veterans Against the War, co-executive director of Honor the Earth).
Project team work

Thursday 9:30-12:20 Workshop: Self-evaluations and faculty evals
Sem2 E1107 Workshop: Team panels meet to plan presentations
Project team work

Thursday 1:30-3:50 Project team work in Sem2 E2105

Friday 9:30-12:20 Project team work

Friday 1:00-3:20 **TEAMS DUE: Final draft of all text & graphics** (in StoryMaps).
Post PDF on Canvas, and deliver all text and graphics files to OneDrive folders.
Download Cumulative Project Log which is due Thursday Week 10
(including Week 9 work)

WEEK TEN: MAR. 15, 16 (Presentations & Summative Discussion)

Wednesday 9:30-12:20 Team presentations

ALL STUDENTS ATTEND ALL PRESENTATIONS this week.

Thursday 9:30-12:20

Sem2 E1107

Team presentations

Summative discussion (think of ah-ha moments)

Potluck – please bring a dish to pass

Thursday 1:30-3:50

Sem2 E2105

International Solidarity: Rachel Corrie 20 years later

DUE: 1.) Final Checklist, 2.) Self-Evaluation draft, 3.) Cumulative Project Log
(hard copy and submit all three documents in Assignments)

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.

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 and Thursday in-person, and Friday remote. Thursday technical instruction in ArcGIS will be done in stages, so attending the early stages will be essential to understanding the later stages. (*It will be extremely important to always be on time for the technical trainings, as joining even 5 minutes late will cause you to miss critical foundational information, and draw others away from their learning in order to fill you in.*) 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.) ACADEMIC STATEMENT or Biography: Incoming students to Evergreen are required to write an Academic Statement about their college education and perspective. If you don't have such an Academic Statement, please prepare a short biography for yourself. New students need to bring a hard copy and post on Canvas assignments as an attachment.

Due Friday, January 13 (for new students)

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

Papers are due on Friday by midnight pasted on Canvas in BOTH the synthesis paper Assignment (for faculty feedback) and Discussion (for student feedback). Do NOT post it as an attachment. You should bring a draft to your Thursday afternoon seminar, so you can discuss it, and you can make and changes or additions and post it on Canvas by Friday. For credit, papers must include **ALL of the following:**

1. A quote, fact, concept, or argument from *the previous week's* reading(s) in last week's seminar.
 2. A quote, fact, or concept from *this week's* reading(s) in this week's seminar.
 3. **IMPORTANT:** *Another connected aspect of the class in the same two weeks, such as lecture, film, guest, field trip, 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.

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).
- Draft of reading brought to Thursday seminar;
- Paper posted on Canvas Assignments and Discussion (copy and paste text; do *NOT attach* papers). by Friday midnight. Check post on Canvas and edit if necessary.
- Respond to at least one other assigned student by Monday

4.) SEMINAR PAPER RESPONSES (Due Mondays in Weeks 3, 5, 7, and 9). *You need to respond to at least one other student on Canvas Discussion 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 a learning community, and should be taken as seriously as your own paper, and are due on Monday by midnight.*** 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.

5.) CONCEPT AND MAP QUIZZES (due Mondays in Weeks 4, 6, and 8). For the weeks for which students do not hand in a synthesis paper, students will complete a quiz addressing concepts of the previous two weeks, and map matching skills locating some of the nations discussed in the program. A Map Study Guide is at the top of Canvas. The three map quizzes will merely involve matching letters to the locations—no spelling is involved. *(Quizzes were due online on Friday in fall quarter, but will be due Monday in winter quarter).*

Monday, Jan. 30: Concepts in weeks 2-3 & Middle East / North Africa map

Monday, Feb. 13: Concepts in weeks 4-5 & Sub-Saharan Africa map

Monday, Feb. 27: Concepts in weeks 6-7 & Central Europe map

6.) 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 can work with the text in small groups after the faculty have presented information for students to consider.

7.) OLYMPIA'S HIDDEN HISTORIES PROJECT. Background: Olympia's Hidden Histories is a series of self-guided walking tours that seek to make visible the natural and social histories of Olympia, revealing important connections to the rest of the world. While the rich cultural history of Olympia's diverse communities and natural ecology is often erased from the dominant narrative of the city, many stories are still detectable in the landscape. Each tour focuses on a particular aspect of Olympia's history, exploring the importance of certain locations throughout time.

The stories revealed by these tours describe the interconnectedness of local natural and human communities, as well as connections to other parts of the country and world. Using the ArcGIS StoryMaps platform, the tours combine narrative text with historical and contemporary imagery including maps, audio, video, and data visualization, bringing Olympia's history to the palm of your hand (accessible on any mobile device connected to the internet, without downloading an app). Users can follow the tours in chronological order, or select particular topics to learn about at different times.

The Olympia's Hidden Histories project is a collaboration of Evergreen students and faculty with the Walls Tell Stories project of Art Forces and the Rachel Corrie Foundation for Peace and Justice (including their joint Olympia-Rafah Solidarity Mural Project), and community research partners that assist in tour development. **The Olympia's Hidden Histories tours collection is at <https://artforces.org/hiddenhistories>**

In winter 2022, student teams in the Evergreen program "American Frontiers: Homelands and Borderlands" developed four StoryMaps walking tours about the Deschutes River Estuary. The tours focused on 1.) the site of a removed village of the Steh-Chass band of the Squaxin Island Tribe, 2.) the Tidelands oyster industry and industrial waterfront, 3.) the growth and decline of a series of Chinatowns, and 4.) a shantytown community and salmon runs displaced by the 5th Avenue Dam that formed Capitol Lake. We are reading these walking tours before Week 1, to understand the form and techniques of the StoryMaps.

Together, the tours reveal how the landscape of Olympia as we know it today was created: through forced removal of the Indigenous inhabitants, settler-colonial and white supremacist practices, destructive industrial development, the displacement of immigrant and working-class communities, and altering of the natural ecology (including oysters and salmon). Yet equally as prevalent in this history is the resilience of these natural and social communities, and the power of contemporary efforts for their revitalization.

Winter 2023 Team Project: Students in “Taking Back Empire” will be contributing three more walking tours, centered on the Port of Olympia, including 1.) Port and Shipping, 2.) Port and Militarism, and 3.) Port and Fossil Fuels. The Port and Shipping team will document how the Port played a role in the settler-colonial development of our region, and connects our region to networks of trade and finance in the context of global capitalism. The Port and Militarism team will document the controversial shipments of Stryker armored vehicles between Fort Lewis and Iraq, resulting in 2006-07 blockades. The Port of Fossil Fuels team will document historical coal and oil use around the Port, the threat of sea-level rise inundating the Port and downtown, and the controversial shipments of fracking proppants (or “frack sands”) to North Dakota, resulting in blockades of trains from the Port in 2016-17.

The project work will be connected to program inquiries into how our local port is connected to the global economy through trade, finance, supply chains, patterns of consumption, and the “oil wars” in the Middle East and Native America. Research done by fall 2022 students will be available for editing and inclusion into the walking tours, but new original research and graphics acquisition remains to be done in winter 2023. Students within the teams can specialize in writing and editing, graphics acquisition or creation, mapping, recorded interviews, and technical development, and are accountable to each other for carrying out their individual tasks, and to faculty for reporting on their individual tasks in biweekly project logs.

Evergreen GIS faculty Mike Ruth is a technical trainer and guide for the project, and will give three sequential trainings. On Fridays, 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. \

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.

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 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 and paginated (page numbers inserted) copy into Word for faculty edit.

Teams will then make required corrections and revisions based on the faculty edit. These revisions are not suggestions, but required changes to streamline the stories, to match existing formats and avoid overlap or inconsistencies between narratives. Faculty suggestions for sources for research, graphics, or interviews are intended to make your work easier and quicker in our short quarters, so please pursue them rather than make your work harder and longer. *All team assignments are posted on Canvas Discussion.*

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, and connecting them to program themes. All students are required to attend all presentations.

Team Project Due Dates

Week 1 (Fri. Jan. 13) Review Olympia’s Hidden Histories walking tours from winter 2022.

Week 2 (Fri. Jan. 20): Project sources (as APA bibliography, integrating existing fall research paper bibliographies, in alphabetical order, and adding any relevant new sources from new research and Project Resources provided by faculty. Include all possible sources, even if not used as in-text citations, since bibliographies provide guidance for further research. *Bring hard copy to field trip and post attachment in Discussion.*

Week 3 (Fri., Jan. 27): Layout frame (in Planning Table), layout outline presented to class. Include *chronological* timeline of key historic years/decades, and how they might relate to the *geographic* sites along the route. Use headings and subheadings to identify themes.

Week 4 (Fri. Feb. 3): Graphic choices (with credits and captions), save as Word and post as attachment in Canvas Discussion. This can also involve sketched proposals for new artwork or map production (including any map bases or sources).

Week 5 (Fri.. Feb. 10): First draft main body text, caption text, & sources
(in Word as double-spaced, paginated copy)

Week 7 (Fri., Feb. 24): Second draft main body text and caption text
(in StoryMaps layout, and copied and pasted into Word as double-spaced copy)

Week 8 (Wed. Mar. 1): Proof of graphics permissions (where applicable; email to faculty)

Week 8 (Fri. Mar. 3): 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. 10): Final draft of all text & graphics (StoryMaps layout; attach final PDF in Canvas, and deliver all text files graphics files to OneDrive folders).

Week 10 (Wed., Mar. 15 - Thurs. Mar. 16): Team presentations of StoryMaps. All students attend all presentations.

8.) BIWEEKLY PROJECT LOG due every other Monday (weeks 3, 5, 7, and 9): Each student will individually post a Biweekly Project Log by Monday, on Canvas Assignments, listing project tasks completed since the previous Project Log. Biweekly Project Logs are due on Mondays (by 12:00 midnight) in Weeks 3, 5, 7, and 9 (*on the same Mondays as write online responses to other students' synthesis papers*). 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? *Who* did you interview and about what?) 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 ArcGIS trainings or Friday project days, but do include any individual work or team collaborations on those days.

A Cumulative Project Log is due on Thursday, March 16, in hard copy and on Assignments. Students will summarize details from your individual logs, for purposes of faculty evaluation. *Without this Cumulative Project Log, faculty will not be able to evaluate your individual contribution to the project, so take credit for your work!*

9.) 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. 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.

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

Wednesday, Feb. 8: Mid-quarter Checklist of all written assignments due. Students will note which assignments have been submitted, submitted late, or not submitted

Thursday, March 16: Final Checklist, Self-Evaluation draft, Cumulative Project Log, and Evaluation of 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.*

LAND ACKNOWLEDGEMENT

The Evergreen State College acknowledges the Coast Salish Indigenous peoples on whose ancestral lands our campuses reside and from whom this land was forcibly removed by federal accession through the Medicine Creek Treaty of 1854. We acknowledge the tribes and bands of the Medicine Creek Treaty, including the Squaxin Island [on Olympia campus], Nisqually, and Puyallup tribes who are the traditional custodians of this land. We pay respect to the elders, past and present.

We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal nation partners and all Indigenous students, families, faculty, and staff in our community.

What #SacredLand do you stand on? #HonorNativeLand by learning about the people and history of where you live. Commit to respectfully acknowledging ancestral lands and learn more at <https://hubs.ly/H0BvZf70>