

# DECOLONIZING PLACE NAMES

## SPRING 2024 SYLLABUS

### ZOLTÁN GROSSMAN

Geography / Native American and Indigenous Studies

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### PROGRAM DESCRIPTION

The power to name geographical places is elemental to how human beings make and remake places, and maintain or sever relationships to places and their stories. Changing place names is an integral part of the colonial process, to erase the presence of the original nations, and replace their stories and knowledge with colonial names. Reclaiming the power to name places is therefore an integral part of the decolonial process, and efforts to reindigenize the landscape.

The independence of the European imperial colonies and the disintegration of the Soviet Union included the wholesale reclaiming of place names, from Azerbaijan to Zimbabwe. Indigenous cultural revitalization has driven a more recent round of changes, particularly in settler colonies in the Pacific and North America, where (according to Keith Basso) the Native “place-maker’s main objective is to speak the past into being, to summon it with words and give it dramatic form, to produce experience by forging ancestral worlds...” We will study how cartography (mapping) has shaped the processes of both colonization and decolonization, and how Indigenous nations are using “countermapping” to delineate and reindigenize their lands.

Students will examine case studies of how Native nations have secured place name changes to reassert their presence within their original territories, eliminate derogatory names, and reverse (as Winona LaDuke observes) the naming of “large mountains after small men.” Pacific Northwest case studies include Haida Gwaii, the Salish Sea, Olympia’s Squaxin Park, Evergreen’s Bushoowah-ahlee Point, and current tribal efforts to rename “Mount Rainier.”

In the United States, the authority to approve the names of natural features rests with the U.S. Board on Geographic Names (USBGN) and its constituent state committees. Students will research the USBGN administrative names policy, and complete sections of a mock application to change a Washington place name [Mount Rainier], and potentially help make a mark on official maps of our region. Readings, workshops, guest speakers, field trips, map interpretation, films, and plays will help inform the learning process.

**Fields of Study:** Cultural Studies, Geography, International Studies, Native & Indigenous Studies  
Preparatory for studies and careers in Native American and Indigenous Studies, Geography, Mapping, Global Studies, Tribal Relations, Cultural Education, Community Planning, Public Policy

### SCHEDULE

<b>MONDAY</b>		Reading, writing, project work	
<b>TUESDAY</b>	9:30 am – 12:00 pm 1:00 – 3:00 pm	Faculty lecture, film Guest lecture	Longhouse 1007A Longhouse 1007A
<b>WEDNESDAY</b>	9:30 am – 12:00 pm 12:00 – 12:30	Seminar Office hours	Longhouse 1007A Longhouse 1007A
<b>THURSDAY</b>	9:30 am – 12:00 pm 1:00 – 3:00 pm	Project teamwork or field trip Project teamwork or field trip	Longhouse 1007A Longhouse 1007A
<b>FRIDAY</b>		Reading, writing, project work	

**BOOKMARK CANVAS MODULES:** <https://canvas.evergreen.edu/courses/6385/modules>

Bookmark this Canvas Modules page for all documents and assignments. The Syllabus at the top of Modules will be the dated as the current version, so will trump the Week 1 printed version.

## REQUIRED TEXTS

These assigned books are roughly in the order we'll be reading them. The [Greener Bookstore](#) and independent bookstores [Orca Books](#), [Last Word Books](#), and [Browsers Bookstore](#) have on-line ordering.

Coll Thrush, *Native Seattle: Histories from the Crossing-Over Place* (University of Washington Press, 2007). ISBN 9780295741352

Keith H. Basso, *Wisdom Sits in Places: Landscape and Language Among the Western Apache* (University of New Mexico Press, 1996). ISBN 9780826327055

Renee Pualani Louis, *Kanaka Hawai'i Cartography: Hula, Navigation, and Oratory* (Oregon State University Press, 2017) ISBN 9780870718892

Squaxin Island Tribe, *A People's History of the Seven Inlets* (handed out in class).

There will also be article and chapter readings available as a Program Reader, which will be made available in print, and each section will also be posted on our Canvas site in its week. Examples of reading excerpts:

Winona LaDuke	<i>The Winona LaDuke Chronicles</i>
N. Scott Momaday	<i>The Man Made of Words</i>
Mark Monmonier	.... <i>How Maps Name, Claim, and Inflamm</i>
Jeff Antonelis-Lapp	<i>Tahoma and its People: A Natural History of Mount Rainier</i>
Ilan Pappé	<i>The Ethnic Cleansing of Palestine</i>
Leslie Marmon Silko	<i>Yellow Woman and a Beauty of the Spirit</i>
Esther G. Belin	<i>Of Cartography: Poems</i>
Thomas F. Thornton	<i>Being and Place Among the Tlingit</i>
William C. Meadows	<i>Kiowa Ethnogeography</i>
Articles by scholars	Mishuana Goeman, Patrick Wolfe, Natchee Blu Barnd, Julie Cruikshank, Reuben Rose-Redwood, Lawrence Berg
Agency guidelines	WA Committee on Geographic Names, U.S. Board on Geographic Names (USBGN)

## WEB RESOURCES

Decolonial Atlas	<a href="https://decolonialatlas.wordpress.com/">https://decolonialatlas.wordpress.com/</a>
Indigenous Mapping Collective	<a href="https://www.indigenousmaps.com">https://www.indigenousmaps.com</a>
Aboriginal Mapping Network	<a href="http://nativemaps.org">http://nativemaps.org</a>
Words Are Monuments	<a href="https://wordsaremonuments.org">https://wordsaremonuments.org</a>
Washington Committee on Geographic Names	<a href="https://www.dnr.wa.gov/about/boards-and-councils/board-natural-resources/committee-geographic-names">https://www.dnr.wa.gov/about/boards-and-councils/board-natural-resources/committee-geographic-names</a>
U.S. Board on Geographic Names (USBGN)	<a href="https://www.usgs.gov/us-board-on-geographic-names">https://www.usgs.gov/us-board-on-geographic-names</a>
American Indian Maps	<a href="http://www.americanindian.net/links7.html">http://www.americanindian.net/links7.html</a>
Geographic Names Information System (GNIS)	<a href="https://edits.nationalmap.gov/apps/gaz-domestic/public/search/names">https://edits.nationalmap.gov/apps/gaz-domestic/public/search/names</a>

## 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 three absences will mean reduced credit. 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 – Native American & Indigenous Studies: Mapping Indigenous Lands**
  - 5 – Geography: Place Naming**
  - 3 – Place Name Case Study: [Your Case Study]**
  - 4 – Name Change Project: [Your 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.

## WEEKLY SCHEDULE

### WEEK ONE: APRIL 2, 3, 4 (Introduction)

READER: 1a.) LaDuke, Winona, "In the Time of Sacred Places," *The Winona LaDuke Chronicles* (Spotted Horse Press, 2016), 64-75;

1b.) Momaday, N. Scott, "American Land Ethic," "Sacred Places," *The Man Made of Words* (St. Martin's Press, 1997), 42-49, 113-117.

1c.) McGill, Bonnie et al, "Words are monuments: Patterns in U.S. national park place names perpetuate settler colonial mythologies including white supremacy," *People & Nature*, 2022.

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| Tuesday 9:30-12:00   | Film: <i>Sayéik</i> , on Tlingit place names in Alaska (Luke Holton, 2019)<br>Guest: Laura VerMuelen, Director of s'g'wigwi?altxw: / House of Welcome Cultural Arts Center (Longhouse)<br>Lecture: Introduction to Decolonizing Place Names and faculty, Land acknowledgement; Syllabus assignments   |
| Tuesday 1:00-3:00    | Video: <i>What's in a Name?</i> , with Puyallup Tribe (Deeply Rooted, 2022)<br>Project discussion<br>Guest: Hweqwidi Hanford McCloud (Government Liaison for Nisqually Tribal Council)  |
| Wednesday 9:30-12:00 | Video: <i>The Importance of Names</i> (Jim Enote on PBS, 2018)<br>Lecture: Indigenous Cartographies<br>Workshop: Mental maps of Olympia<br>Workshop: Guidelines for Visiting Native Communities ( <b>bring your copy</b> )<br><b>DUE: Student Introduction Survey</b> , Including Academic Statement draft or short bio (email to <a href="mailto:grossmaz@evergreen.edu">grossmaz@evergreen.edu</a> ). |
| Thursday 9:30-12:00  | Student introductions ( <b>bring Survey with Academic Statement draft</b> )<br>Workshop: Program Agreement ( <b>bring your copy</b> )<br>Divide case studies<br>Project discussion; selection of teams<br>Syllabus check  |
| Thursday 1:00-3:00   | Seminar guidelines; Sign up for facilitation<br>Seminar: LaDuke, Momaday, and McGill<br>Project teamwork  |
| Friday               | Week 1 check-ins (make Zoom appointment for 10-min. slot on Canvas)<br><b>DUE: Short paragraph on case study</b> , with at least five sources (due by midnight in Canvas Assignments)   |

### WEEK TWO: APRIL 9, 10, 11 (Place name changes)

READER: 2a.) Monmonier, Mark, "Going Native," and "Epilogue: Naming Rights," *How Maps Name, Claim, and Inflamm* (University of Chicago Press, 2006), 72-89, 145-149;

2b.) Agency guidelines of Washington Committee on Geographic Names, U.S. Board on Geographic Names (USBGN), related to "Mount Rainier."

2c.) Antonelis-Lapp, Jeff, "Terminology," "The People: Footprints of Days Past," *Tahoma and its People: A Natural History of Mount Rainier National Park* (Washington State University Press, 2020), 3-4, 35-56 [read by Thursday].

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| Monday midnight                                    | <b>DUE: Map Quiz A:</b> North American Native Nations and Western Washington reservations; Week 1 concepts  |
| Tuesday 9:30-12:00<br><b>NOTE ROOM: Sem2 E2105</b> | Lecture: Reindigenizing Place Names<br>Guest: Caleb Maki (executive secretary, Washington State Committee on Geographic Names)                            |
| Tuesday 1:00-3:00                                  | Workshop guest: Leah Cover, Library research on sources, including Geographic Names Information System (GNIS) and Zotero<br><b>DUE: Field Trip Waiver</b> |

- Wednesday 9:30-12:00      Video: *The Land of the Puyallup People* (2021)  
Lecture: Intro to Native Homelands & Settler Colonialism  
Workshop: twulshootseed (or Lushootseed) pronunciation  
Seminar: Monmonier and WACGN / USBGN guidelines  
Syllabus check
- Thursday 9:00-5:00      **FIELD TRIP** to Puyallup Tribe; meet 9:00 in Lot C, leave 9:15.  
**NOTE TIME**  
Bring bag lunch, notebook  
Host: Connie McCloud (Heritage Division Manager)  
Guest: Jeff Antonelis-Lapp  
(Evergreen emeritus professor; author of *Tahoma and Its People*)  
Read *Tahoma and Its People* chapter in Reader before talk.  
Go to Puyallup Tribal Museum, Foss Waterway Seaport
- Friday midnight      **DUE: Synthesis Essay Weeks 1-2** (in Canvas Assignments)
- WEEK THREE: APRIL 16, 17, 18 (Colonization of Indigenous places)**  
BOOK: 3a.) Thrush, Coll, *Native Seattle: Histories from the Crossing-Over Place* (University of Washington Press, 2007): Ch. 1, 2, 3, 5, 10, An Atlas of Indigenous Seattle intro (pp. 1-65, 79-104, 184-218).  
BOOKLET: 3b.) Squaxin Island Tribe, *A People's History of the Seven Inlets: Steh-Chass* (Squaxin Island Tribe Museum and Cultural Center, 2018) [read entire by Thursday].
- ASYNCHRONOUS FILM      Film: *As Long as the Rivers Run* (Carol Burns, 1971)  
(watch on own before Tuesday)
- Monday midnight      **DUE: Map Quiz B:** Latin America; Week 2 concepts
- Tuesday 9:30-12:00      Lecture: Pacific Northwest Treaty Rights  
Project teamwork
- Tuesday 1:00-3:00      Guest: Joe Seymour (Squaxin Island / Acoma Pueblo artist)  
Project teamwork
- Wednesday 9:30-12:00      Seminar: Thrush, Coll, *Native Seattle*, Ch. 1, 2, 3, 5, 10, An Atlas of  
**NOTE ROOM: Sem2 E2107** Indigenous Seattle historical introduction (pp. 1-65, 79-104, 184-218)  
Workshop: Atlas of Indigenous Seattle (pp. 219-255), *Waterlines* map  
Syllabus check  
EVENT: Equity Symposium in afternoon (including Zoltán workshop on unlikely alliances and Evergreen student projects)
- Thursday 9:00-5:00      **FIELD TRIP** to Squaxin Island and Skokomish Tribes; gather 9:00 in Lot C;  
**NOTE TIME** Leave 9:15. Bring bag lunch, warm clothes, walking shoes, notebook/pen.  
Read *A People's History of the Seven Inlets* before field trip  
Host: Jeremiah George (Squaxin Island Museum assistant director)  
Host: Tom Strong (Skokomish Tribe Chief Executive Officer)  
EVENT: Loretta J. Ross speaks to Equity Symposium (COM, 7 pm)
- Friday midnight      **DUE: Team Project Assignment 1**
- Saturday      EVENT: Collaborative Learning Opportunity: Environmental Stewardship and Indigenous Peoples in the Salish Sea Region (9 am-2 pm, Nisqually Culture Center, 18815 Old Mounts Rd SW, Dupont WA)

**WEEK FOUR: APRIL 23, 24, 25 (Colonial erasures)**  
READER: 4a.) Wolfe, Patrick, "Settler colonialism & the elimination of the native," *Journal of Genocide Research*, 2006.);  
4b.) Pappé, Ilan, "Preface," "An 'Alleged' Ethnic Cleansing?," "The Memoricide of the Nakba," *The Ethnic Cleansing of Palestine* (Oneworld Publications. 2007), 14-32, 260-270;  
4c.) Monmonier, Mark, "Erasures," *How Maps Name, Claim, and Inflamm* (University of Chicago Press, 2006), 105-121

ASYNCHRONOUS FILM (watch on own before Tuesday)	Video: <i>Change the Name</i> (Cai Thomas, 2021; 20 min.)
Monday midnight	<b>DUE: Map Quiz C:</b> Middle East (SW Asia) / North Africa; Week 3 concepts 100 <sup>th</sup> anniversary of Joint Resolution in Congress to change Mt Rainier name
Tuesday 9:30-12:00	Lecture: Geography and Mapping the World Workshop: Mental Maps of the World I
Tuesday 1:00-3:00	Guest: Lamise Shawahin (Assistant Professor of Psychology & Counseling, Governors State University IL; Palestinian-American Evergreen grad).
Wednesday 9:30-12:00 <b>NOTE ROOM: Sem2 E2107</b>	Seminar: Wolfe, Pappe, and Monmonier Project teamwork EVENT: Farmworker Justice Day (Familias Unidas por la Justice & Community-to-Community), Library Lobby, 2-4 pm
Thursday 9:30-12:00	Workshop: Mental Maps of the World II Lecture: Name Changes Around the World Project teamwork
Thursday 1:00-3:00	Project teamwork Workshop: Citations, Editorial vs. Research, Capitalizations Workshop: Powerpoint guidelines Syllabus check
Friday	EVENTS: Downtown Arts Walk Fri. & Sat. <a href="https://www.artswalkoly.com">https://www.artswalkoly.com</a> Luminary Procession (magical!), 5 <sup>th</sup> & Washington (8:30 pm)
Saturday	Procession of the Species, huge downtown parade to honor nature (4:30 pm) <b>DUE midnight: Synthesis Essay Weeks 3-4</b> (in Canvas Assignments)
<b>WEEK FIVE: APRIL 30, MAY 1, 2 (Storytelling through place names)</b>	
BOOK: 5. Basso, Keith, <i>Wisdom Sits in Places: Landscape and Language Among the Western Apache</i> (University of New Mexico Press, 1996): Pronunciation guide, Preface, Ch. 1, 2, 4, Epilogue (pp. xi-70, 105-152)	
Monday midnight	<b>DUE: First draft Case Study Abstract</b> (250 words), <b>APA bibliography</b> (with at least 10 sources)
Tuesday 9:30-12:00	Film: <i>In the Light of Reverence</i> (Christopher McLeod, 2001) Lecture: Sacred Sites
Tuesday 1:00-3:00	Workshop <b>[bring Reader]</b> : "Declaration of Key Questions about Research Ethics with Indigenous Communities" by Indigenous Peoples Specialty Group (IPSG) of American Association of Geographers (AAG)
Wednesday 9:30-12:00	Seminar: Basso, <i>Wisdom Sits In Places</i> , Preface, Ch. 1, 2, 4, Epilogue <b>DUE: Mid-Quarter Checklist</b> (download in Modules, post in Assignments)
Thursday 9:30-12:00	Lecture: 20 <sup>th</sup> /21 <sup>st</sup> -century Native history Workshop: Grammar Project teamwork Syllabus check
Thursday 1:00-3:00	Project teamwork Mid-quarter check-ins (10-minutes with Zoltán)
Saturday midnight	<b>DUE: Team Project Assignment 2</b>
Sunday, May 5	Leschi-Quiemuth Honor Walk by Nisqually in JBLM (Canvas registration link)

**WEEK SIX: MAY 7, 8, 9 (Countermapping)**

READER: 6a.) Rose-Redwood, Reuben, Natchee Blu Barnd, Annita Hetoevehotohke'e Lucchesi, Sharon Dias, & Wil Patrick. "Decolonizing the Map: Recentring Indigenous Mappings," *Cartographica*, 2020.  
 6b.) Silko, Leslie Marmon, "Interior and Exterior Landscapes: The Pueblo Migration Stories," *Yellow Woman and a Beauty of the Spirit* (Simon & Schuster, 1996), 25-47;  
 6c.) Goeman, Mishuana, "(Re)Mapping Indigenous Presence on the Land in Native Women's Literature," *American Quarterly*, 2008;  
 6d.) Belin, Esther G., "Study on the Road to Los Angeles," *Of Cartography: poems* (University of Arizona Press, 2017), 36-38.

Monday midnight	<b>DUE: Map Quiz D:</b> Subsaharan Africa; Weeks 4-5 concepts
Tuesday 9:30-12:00	Video: <i>Remapping a Place</i> (Zuni Map Art Project/National Geographic, 2019) Lecture: Indigenous countermapping Project teamwork
Tuesday 1:00-3:00	Guests: Steve DeRoy and Rachel Olsen, Indigenous Mapping Collective, West Vancouver BC
Wednesday 9:30-12:00	Seminar: Aberley, Silko, Goeman, and Belin
Thursday 9:30-12:00	Case study presentations: Mountains Syllabus check Project teamwork
Thursday 1:00-3:00	Project teamwork
Saturday midnight	<b>DUE: Synthesis Essay Weeks 5-6</b> (in Canvas Assignments)

**WEEK SEVEN: MAY 14, 15, 16 (Place name meanings)**

READER: 7a.) Cruikshank, Julie, "Getting the Words Right: Perspectives on Naming and Places in Athapaskan Oral History," *Arctic Anthropology*, 1990.  
 7b.) Thornton, Thomas F., *Being and Place Among the Tlingit* (University of Washington Press, 2008), viii-ix, 68-115  
 7c.) Meadows, William C., "Native American Ethnogeography and Research," *Kiowa Ethnogeography* (University of Texas Press, 2008), ix-xi, 1-34.

Monday midnight	<b>DUE: Final draft Case Study Abstract, APA bibliography</b>
Tuesday 9:30-12:00	Film: <i>The Demarest Factor</i> (Simón Sedillo, 2010) Lecture: Bowman Expeditions; set up workshop
Tuesday 1:00-3:00	Guest: Sean Williams (Evergreen faculty in Irish Studies)
Wednesday 9:30-12:00	Video: <i>Mapping Indigenous Place Names</i> , with Margaret Pearce (Citizen Potawatomi cartographer), Carol Dana (Penobscot language master), 2022 Seminar: Cruikshank, Thornton, and Meadows Syllabus check EVENT: Academic Fair, 4-6 pm
Thursday 9:30-12:00	Project teamwork
Thursday 1:00-3:00	Project teamwork
Saturday midnight	<b>DUE: Team Project Assignment 3</b>

**WEEK EIGHT: MAY 21, 22, 23 (Oceania place naming)**

BOOK: 8.) Louis, Renee Pualani, *Kanaka Hawai'i Cartography: Hula, Navigation, and Oratory* (Oregon State University Press, 2017): Welina, Ch. 1, 2, 3 (pp. xv-xx, 1-79).

Monday midnight	<b>DUE: Map Quiz E:</b> East Asia and Oceania; Weeks 6-7 concepts
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Tuesday 9:30-12:00	Lecture & videos: Aotearoa New Zealand, Cook Islands, Australia Workshop <b>[bring Reader]</b> : “25 Indigenous Projects,” From <i>Decolonizing Methodologies</i> by Linda Tuhiwai Smith
Tuesday 1:00-3:00	Guest: Renee Pualani Louis, Kanaka ‘Ōiwi (Native Hawaiian) geographer, author of <i>Kanaka Hawai‘i Cartography</i>
Wednesday 9:30-12:00	Seminar: Louis, <i>Kanaka Hawai‘i Cartography</i> , Welina, Ch. 1, 2, 3 Guest: GIS prof Mike Ruth on Living Atlas
Thursday 9:30-12:00	Case study presentations Project teamwork Syllabus check
Thursday 1:00-3:00	Project teamwork
Saturday midnight	<b>DUE: Synthesis Essay Weeks 7-8</b> (in Canvas Assignments)
<b>WEEK NINE: MAY 28, 29, 30 (Renaming and reclaiming)</b>	
READER: 9a.) Rose-Redwood, Reuben, “Reclaim, Rename, Reoccupy’: Decolonizing Place and the Reclaiming of PKOLS,” <i>ACME</i> , 2016.	
9b.) Berg, Lawrence D., “Banal Naming, Neoliberalism, and Landscapes of Dispossession,” <i>ACME</i> , 2011.	
9c.) Rose-Redwood, Reuben, Alderman, Derek, and Azaryahu, Maoz, “Geographies of Toponymic Inscription: New Directions in Critical Place-Name Studies,” <i>Progress in Human Geography</i> , 2010.	
Monday midnight	<b>DUE: Map Quiz F:</b> East-Central Europe; Week 8 concepts
Tuesday 9:30-12:00	Lecture: Canada and Alaska Videos: Alaska Indigenous Place Names Movement & Project, The Power of a Name, Reclaim PKOLS, Geographical Names Board of Canada
Tuesday 1:00-3:00	Guest: Reuben Rose-Redwood, Geography professor & Critical Geographies Research Lab director, University of Victoria BC
Wednesday 9:30-12:00	Seminar: Rose-Redwood / Alderman / Azaryahu, Berg
Thursday 9:30-12:00	Case study presentations <b>DUE: Sign up for week 11 evaluation</b>
Thursday 1:00-3:00	Project teamwork: Presentation prep Syllabus check
Friday midnight	<b>DUE: Team Project Assignment 4</b>
<b>WEEK TEN: JUNE 4, 5, 6 (Project presentations)</b>	
Format and location TBA	
Monday	Team project presentations rehearsals <b>DUE: Team project presentations</b> (by 6 pm)
Tuesday 9:00-3:00	<b>FIELD TRIP</b> meet 9:00 in Lot C, leave 9:15. Team project presentations to Puyallup Tribe (details TBA) on 100 <sup>th</sup> anniversary of Board on Geographic Names report on Mount Rainier
Wednesday 9:30-12:30	Team project presentations to Evergreen <b>Note extended time.</b>
Thursday 9:30-1:00	Summative discussion <b>Potluck lunch</b> to celebrate ( <i>please bring a dish to pass</i> ) <b>DUE: Final Checklist and Self-Evaluation Draft</b> (by 4 pm), and draft of <b>Faculty Eval</b> if you wish

## WEEK 11: EVALUATIONS

Required evaluation meeting will be scheduled early this week on Zoom; sign up for slot in Modules.

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

## ASSIGNMENTS

**1.) ATTENDANCE:** “90% of life is showing up.” Attendance is the single most important factor in your success in this program, to learn material, gain equal access to class information, do your fair share of project planning and teamwork, and build a learning community. Our program is in-person, so faculty lectures and workshops will not be recorded, just like back in the olden days of the 2010s, and cannot easily be “made up.” 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. If you miss any material due to extenuating circumstances, it is your responsibility to access it on Canvas, have a buddy write notes from lectures, and include the material in your written assignments.

**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, as part of the Student Introduction Survey.

**3.) READINGS.** You will be reading books (or chapters from books) to prepare for the Wednesday morning book seminar. You should find a quiet place without distractions to read well ahead of time (over the weekend and Monday) and not cram just before class or read on your phone. You can take notes in your notebook or the margins, or on your laptop, to retain the information, but don’t get bogged down in details and pay attention to the author’s main messages. Reading the start and end of a book or chapter can help reveal the “big picture” of the text. Because the program topic is rather narrow, there will be an emphasis on chapters and articles rather than entire books.

**4. BIWEEKLY SYNTHESIS ESSAYS (due Saturday weeks 2, 4, 6, 8 in Assignments)** are worth a credit each. The essays will be a minimum of 500 words (2 pages double-spaced), that synthesizes two seminar readings from each of the two previous two weeks, drawing from their themes (what the author was trying to say). If there are multiple readings from a week, you only need to discuss one of them. You then relate the two readings to other class material the two weeks (lecture, guest, film, field trip, discussion).

This assignment is to get you to show your engagement with the seminar 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 readings, and extract from all parts of the two weeks to provide evidence for your analysis. You should be specific with quotations and page numbers from the readings.

The purpose of the synthesis essay assignment is to provide verification that you have done the reading, and to prepare you for seminar discussion. You can bring a draft to seminar to help prepare you for discussion, and then change it for the assignment if you wish. Faculty will review essays and give feedback. Write and save the essay outside of Canvas (which can freeze or lose text), and paste it into the essay box. Assignments need to be in .pdf, .doc, or .docx; convert from any other programs.

For credit, papers must include ALL of the following:

1. A quote, fact, concept, or argument from any of the previous week’s reading(s) in last week’s Wednesday seminar.
2. A related quote, fact, or concept from any of this week’s reading(s) in this week’s seminar.
3. **IMPORTANT:** Related material from the classroom (lecture, film, field trip, discussion, etc.)
4. A sense of synthesis (interweaving / integration) of these observations into a coherent whole.

<b>Synthesis essay due</b>	<b>Seminar readings</b>	<b>Class material</b> (lecture, film, guest, field trip, etc.)
Fri. April 12	Weeks 1-2	Weeks 1-2
Sat. April 27	Weeks 3-4	Weeks 3-4
Sat. May 11	Weeks 5-6	Weeks 5-6
Sat. May 25	Weeks 7-8	Weeks 7-8

**5.) MAP AND CONCEPT QUIZZES (due Monday midnight weeks 2, 3, 4, 6, 8, 9 in Quizzes).** The open-book online quizzes are for you to pick up a basic understanding of Native American and world regional geography, and to confirm (with five matching, ranking, or multiple choice questions per week) that you



understood key points in the lectures and films (which will be available online). Quizzes will be due Monday midnight, but you can submit them earlier and have an opportunity to correct your errors. The map quizzes will merely involve matching letters to the countries and colonies—no spelling or memorization is involved. You will get a map quiz study guide on paper and Canvas in Week 1.

<b>Quiz due</b>	<b>Map quiz</b>	<b>Concepts from</b>
<b>A. April 8</b>	Native American Native Nations and Western Washington Reservations	Week 1
<b>B. April 15</b>	Latin America	Week 2
<b>C. April 22</b>	Middle East (Southwest Asia) and North Africa	Week 3
<b>D. May 6</b>	Subsaharan Africa	Weeks 4-5
<b>E. May 20</b>	East Asia and Oceania (Pacific Islands)	Weeks 6-7
<b>F. May 27</b>	East-Central Europe	Week 8

## 6.) CASE STUDY PROJECT (individual project)

The case study project is worth three credits, so should be a central part of your work this quarter. Your research (like in the Name Change Project) should be heavily cited (showing the source in the text and referring it to the bibliography). We will have workshops to help in library research, bibliography citations, and developing PowerPoint presentations. Quotations or concepts should be *always* cited with page number(s). In your bibliography, use APA format; see <https://owl.english.purdue.edu/> for guidelines.

The project is scaffolded, so you can build a 250-word **Summary / Abstract** that narrates the key points of your case study, and a **Bibliography** that lists your key sources in APA format. With the thought put in these assignments, you have developed familiarity with the topic and can confidently give your PowerPoint Presentation sometime in weeks 6, 8, or 9.

The Case Study paper should ***all be double-spaced to enable proofmarks in faculty editing***. Each of these papers will be submitted as Canvas Assignments. as a .doc, .docx, or .pdf only (*not* .pages or any other program). Your attached paper should be *one document*, and start with your LastName only / assignment number (such as Carmichael2.pdf for second draft), to help faculty keep track.

The case study project culminates in your **PowerPoint presentation** of 8-10 minutes. The PowerPoint development handout will help you put together your presentation. You should be gathering images (and their URL sources) in a laptop folder as you do the research, so you can use the visual elements for your presentation. You'll be presenting your individual case study research as part of student panel, so you are encouraged to find connections between your case studies.

### Case study due dates (in Canvas Assignments)

Week 1 (Thursday, April 4)	<b>Select project</b> in class
Week 1 (Friday, April 5)	<b>Short paragraph on case study</b> , with at least 5 sources
Week 3 (Monday, April 29)	<b>First draft Case Study Abstract</b> (250 words), <b>APA bibliography</b> (with at least 10 sources)
Weeks 6, 8, 9 (Thursday am)	<b>Case Study powerpoint presentations</b> Final presentation on your case study, turned in to Canvas Discussions, as an attachment in your panel by 6 pm the night before your presentation.
Week 7 (Monday, May 13)	<b>Final corrected draft Case Study Abstract and APA bibliography</b>

### Research guide

We will review possible sources in a Library workshop. Your goal is to conduct a thorough analysis of your case study examining a variety of sources and considering diverse points of views if your case study involves conflicting interests. The best way to find possible sources is to review and “mine” the bibliographies of existing books, studies / reports, and articles.

### Possible case study topics.

These are high-profile name changes that were well covered in the media. You can also propose a case study to faculty if there is enough documentation for research.

Ayers Rock to Uluru, Australia, 1995  
 Sq---- Peak to Piestewa Peak, AZ, 2008  
 Puget Sound / Strait of Georgia / Strait of Juan de Fuca to Salish Sea, WA/BC, 2009  
 Queen Charlotte Islands to Haida Gwaii, BC, 2010  
 Mount McKinley to Denali, AK, 2016

Harney Peak to Black Elk Peak, SD, 2016  
Jeff Davis Peak to Doso Doyabi, NV, & Da-ek Dow Go-et Mountain, CA, 2019-20  
Lake Calhoun to Bde Maka Ska, MN, 2019-20  
“Chinaman” place name changes, multiple states, 2019-20  
Priest Point Park to Squaxin Park, WA, 2022  
Mount Evans to Mount Blue Sky, CO, 2023  
Devil’s Tower to Bear Lodge / Mato Tipila, WY (proposed)  
Hawai’i case studies articles  
Palestine case studies articles  
Canada case studies book, articles

## 7.) NAME CHANGE PROJECT (team project)

The Name Change Project will involve the production of a report to the Puyallup Tribe, answering the questions that the Washington State Committee on Geographic Names (WACGN) and U.S. Board on Geographic Names (USBGN) pose in their name-change application forms. Students will be divided into three teams to focus on the existing name, the proposed name, and strategies to organize and build support for a name change. This plan might shift in consultation with the Puyallup Tribe.

**R Team (Rainier):** The R Team researches the life of Admiral Peter Rainier (1741-1808) to challenge the current name of the Mountain. USBGN Policy III, section 4 states, *“A proposal to revise or eliminate an existing personal commemorative name will usually be disapproved unless the proponent presents a compelling justification.”* R Team’s goal is to locate and document such “compelling justifications” to drop the Rainier name, by undertaking historical “opposition research” into his naval career in the West Indies, East Indies, U.K., and elsewhere. Possible issues include Rainier’s battles with American revolutionaries, active efforts to return enslaved people to their “owners,” his lack of connection to the Pacific Northwest, and more.

In deciding to accept a *new* commemorative name, the WACGN application form asks, *“how and the length of time he/she was associated with the proposed feature,”* but Rainier had none. It will be crucial to review the 1924 *Report of the U.S. Geographic Board on S.J. Res. 64* (assigned in Week 2) for the common arguments centering on Rainier, and how to reframe the discussion in a contemporary context exactly one century later. To be compelling, Rainier would have to be portrayed as more objectionable than other British or American figures of his time, who are commemorated with place names in the state (and the name of the state itself).

**T Team (Tahoma):** The T Team seeks to justify the proposed name of Tahoma, a common name-change option discussed in media and academia. The actual proposed name may be completely different, but we are using “Tahoma” as a placeholder to study the methodology of how to propose a new name, review policies around name changes, discuss possible issues with the new name, document current “local usage” of the name (with a spreadsheet and map), and list other possible “variant” names used by different tribes. The WACGN form asks, *Please state why the proposed name will best serve the public interest. How long has the proposed name been in use? By whom? Please list all sources of information used for your research: (maps, books, articles, periodicals, etc. for background history relating to proposed name)."*

The USBGN form asks applicants to *“please provide relevant information about the proposed name, such as origin, meaning, how long it has been in current use, as well as current or historical significance. Also include why you believe the feature requires a name or name change and why the proposed name is appropriate. Describe any documents that you will be submitting (separately by email) to support your proposal.”* If *“the name you are proposing intended to honor Native Americans, their language, or culture...to ensure that the proposed name is appropriate, the BGN strongly advises proponents to work with Tribal Leaders, Tribal Historic Preservation Officers, and/or Native American linguists or other expert(s) associated with the Tribe to determine the acceptability of the proposed name and application. Please review the BGN’s Cultural Sensitivity for Native American Names guidance. Please indicate...any efforts to solicit Tribal input.”*

**S Team (Support):** The S Team seeks ways to organize support for a name change, how to shift public opinion, how to enlist institutional support, how to mobilize a social movement to remove obstacles to a new name (such as current corporate uses of “Rainier”). The USBGN form states that *“changes in existing names should not be made without a compelling reason,”* and asks if *“there any local opposition or conflict with the proposed name? If yes, please explain and describe any opposition.”* S Team should be aware of the makeup of the WACGN and USBGN leadership, anticipate objections to a name change, and how to “inoculate” the leaders and public against these arguments. Although only the USBGN can change the Mountain’s name, the National Park Service or Congress can change the name of Mount Rainier National Park.

S Team also documents groups and institutions that may be supportive of a name change. The WACGN form asks, “*What type of support is there for the proposed name? List all groups and persons who are familiar with the proposed feature and its usage. Please provide names, addresses, telephone numbers, email addresses and his/her association with knowledge of the geographic feature...Please provide a list of supporting documentation, including any web links. Examples: Published sources showing the proposed name or letters of support (local government, historical society, etc.).... Proponents should also seek letters of endorsement from the governments (e.g., Tribal Councils) of any affected Tribes.*” You will not actually make any of these contacts, but map out a plan for how such an effort might be made, and the role of any intertribal groups such as the Affiliated Tribes of Northwest Indians (ATNI).

Team Project assignments are designed for you to develop your section of the report, including your specific answers to the WACGN and USBGN application forms, and the *documentation* for your answers. The Team Project Assignments are scaffolded, meaning that they are steps to constructing a single publication, and each one builds on the previous step. Each stage is edited by faculty, so must be double-spaced and paginated to aid in editing and discussion. Each of the three sections would be at least 15-20 pages in length (double-spaced), not including graphics and bibliography. *The documents must be in MS Word (.doc or .docx only—not pdf or another program).* They should be numbered by stage (such as RTeam2.doc for Report 2), and turned in on Discussions. More specifics will be discussed and developed collaboratively between the research teams and faculty, in consultation with the Puyallup Tribe.

**Week 3 (Fri., April 19) Team Project Report 1:**

Outline of key themes and facts, with initial bibliography.

**Week 5 (Fri., May 3) Team Project Report 2:**

First draft with full APA bibliography

**Week 7 (Fri. May 17) Team Project Report 3:**

Second draft with more developed APA bibliography and graphics

**Week 9 (Fri. May 31) Team Project Report 4:**

Final draft with final APA bibliography and graphics; Add document listing each team member and the research they did for project (be specific for evaluation purposes).

**Week 10 (Wed, Jun 5) Team Project Presentations:**

Powerpoint and manuscript of presentation. Tribal representatives will be invited.

**8.) SEMINAR PARTICIPATION.** All students must be prepared and ready to contribute to the Wednesday discussion. Start by ***making sure you have a copy of the reading with you!*** You must have your book, e-book, or a printout of any .pdf that is available on Canvas or in the Reader. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. We include readings mainly to directly hear the voices of scholars, writers, and activists.

***Note at least one quotation from the reading to discuss***, to prepare for discussion, and note the chapter and page number so others can look it up during seminar. 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. **Students have the option to facilitate in seminar after signing up in Week 1 and meeting with faculty.**

**10.) DECOLONIAL MAPS TALK.** The purpose of this assignment is to make connections between the program content and a map in the *Decolonial Atlas* <https://decolonialatlas.wordpress.com/>. Each student will do a brief (2 minutes max) presentation on a *Decolonial Atlas* map relevant to program themes, and answer questions. Sign up for a presentation time on Week 1. Presentations will begin on Week 2. Email Zoltán your link before class at [grossmaz@evergreen.edu](mailto:grossmaz@evergreen.edu), with the map title and link, and come early to set it up on screen. This is a low-stakes assignment to prepare you for public speaking.

**11.) 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.

**12.) CHECKLISTS AND EVALUATIONS.** Students will be reporting the progress of their work with Mid-Quarter and Final Checklists, meet with faculty in week 5, and write a self-evaluation and a faculty evaluation at the end of the program, to be posted on <https://my.evergreen.edu>.

**Wednesday, May 1: Mid-quarter Checklist of all written assignments due.** Students will note which assignments have been submitted, submitted late, or not submitted, in prep for check-in with faculty.

**Thursday, May 2:** Mid-Quarter Check-in with faculty, sign up for 10-minute slot.

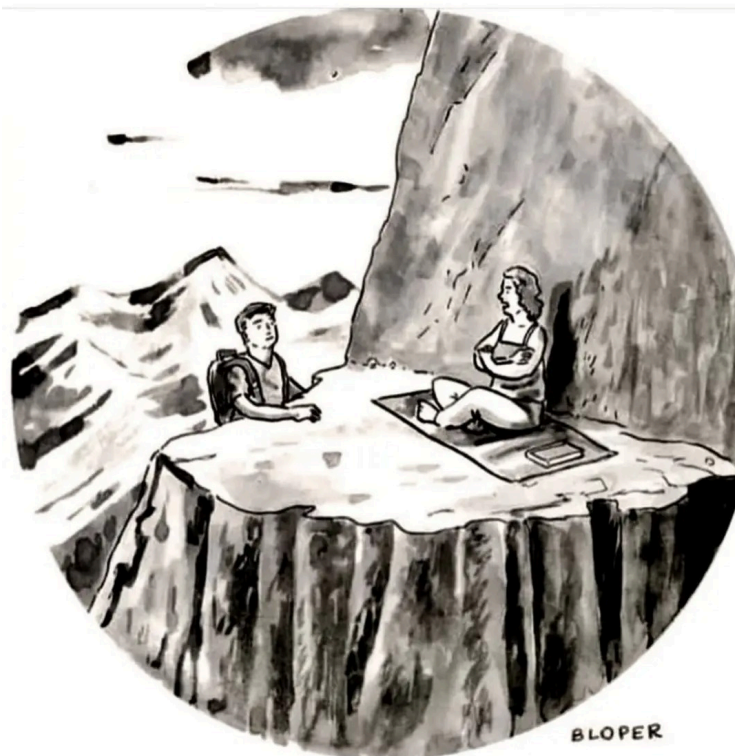
**Thursday, June 6 (by 4 pm): Final Checklist, Self-Evaluation draft, and Evaluation of your faculty** (optional to share faculty eval before meeting). *Both the Self-Evaluation and Faculty Evals of each faculty are due on my.evergreen.edu after your Week 11 eval meeting.*

## EVERGREEN TRIBAL ACKNOWLEDGEMENT

We gratefully acknowledge and honor the Squaxin Island Tribe, upon whose traditional homelands the Evergreen Olympia campus is situated. For thousands of years, their ancestral families lived and thrived here. They named Budd Inlet *Steh-Chass*, and Eld Inlet where the campus is located *Squi'Aitl*. Today the Squaxin Island Tribe continues to live on and steward the lands and waters of the southern Salish Sea.

We also gratefully acknowledge the Puyallup Tribe whose traditional lands Evergreen's Tacoma Campus is located upon. [*Squaxin Island Tribe bands, the Nisqually Tribe, and the Puyallup Tribe signed the 1854 Treaty of Medicine Creek.*]

We respect and acknowledge the Squaxin Island and Puyallup tribes, and other tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, tribal sovereignty, and environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures, and histories of the tribes of these lands and waters.



*"The answers you seek can be found in the syllabus."*