



GHC NATIVE PATHWAYS

GHC NATIVE PATHWAYS PROGRAM NEWSLETTER

November 2021



Native American Heritage Month (educationnorthwest.org)

November is Native American Heritage Month, which was established in 1990 to recognize and honor the people who are indigenous to this land. Many educators use this as an opportunity to teach about Native American history, art, identity, culture, and contemporary issues. But while it's important that Alaska Native and American Indian heritage is represented in our classrooms, it is far more essential that these lessons accurately reflect the breadth and depth of Native American experience.

An enormous diversity of tribal nations call this land home. While more than 570 tribal nations are recognized by the U.S. government, many more exist beyond the scope of federal recognition. We see this diversity in the region we serve.

For example, more than 200 Alaska Native tribes speak at least 20 distinct languages, including Inupiaq, Tlingit, and Dena'ina. Communities like the Lummi, Quinault, Makah, Clatsop, Siletz, Cow Creek, and Coquille have lived and survived along the Pacific Coast for thousands of years. Farther east, the Columbia Plateau, Great Basin, Northern Rockies, and Great Plains regions are home to descendants of the Yakama, Nez Perce, Shoshone, Bannock, Northern Paiute, Bitterroot Salish, Blackfeet, Assiniboine, Crow, Northern Cheyenne, and numerous other tribes and bands. Each community carries unique traditions, histories, and culture that continue to shape their lived experience today. Across the United States, strong Native communities continue to thrive on reservations, across rural regions, and in urban centers. These distinct geographic contexts add another layer of complexity to Indigenous people's experiences and identities.



NOTABLE DATES

**Nov 11 Native American Veteran's Day*

**Nov. 26 Native American Heritage Day*

Dec. 4 & 5, Evergreen Longhouse Gathering

**Dec. 6 Last Day of Instruction*

**Dec. 7,8,9, Final Exams*

** Jan. 4 First Day of Winter Classes*

In this issue:

Pg. 1 - NA Heritage Month

Pg. 2 - Native Pathways Program INFO

Pg. 3 - Students speak , Native Cases Institute

Pg. 4 - Native Vets and Why We Serve, Cultural Resource Careers



The Evergreen State College Longhouse

Two weekends during the quarter GHC Native Pathways Students gather at the Evergreen Longhouse in Olympia, Washington with the upper division Evergreen Native Pathways students for lecture and seminar on Indigenous current events and issues. The Longhouse Gatherings for Fall quarter are in November and December.



Art by James Delacruz

GHC Native Pathways Service Area

The GHC Lower division Native Pathways AA program degree serves students from Nisqually, Quinault, Queets, Squaxin Island, Chehalis, Shoalwater Bay/Aberdeen, Tacoma, Suquamish, Puyallup and Makah. Students from other Native Nations or urban areas are also welcome to join the program.

GHC Native Pathways Degree - How the Program Works

In order to better accommodate our students, GHC has created an **online degree** with a complimentary **hybrid** component. This means that the bulk of the courses for the degree are offered online complimented by face to face instruction two weekends during each quarter. The weekend meetings feature skills classes and seminars using breakout sessions on Indigenous topics, providing the cultural component to the degree. Weekend sessions take place at **The Evergreen State College Longhouse** and are referred to as “**Longhouse Gatherings**” highlighting the challenges presented in Indian Country through case studies, lecture, seminar, film, and guest speakers. (See above) Students from at least eight different tribal sites attend these sessions.

Contact Gary Arthur,
Native Pathways Degree Coordinator for information.
gary.arthur@ghc.edu (360) 538-4209

GHC Native Pathways Degree

Course Load

A full time course load for the quarter would include two online courses plus the Weekend session courses. 12 to 13 credits are considered a full time load.

Scheduling is flexible according to student personal and work schedules. A part time schedule of less than 12 credits is also an option, but may affect financial aid situations.

Online Component

Online courses at GHC are delivered through a program referred to as CANVAS.

Canvas is a web-based online learning system that allows students to log in for access to their classrooms. Features include reading information, inputting responses to instructors or classmates, printing host documents, testing and messaging.

Online classes are very compatible with working and changing family schedules as well as place based students

GHC Instructors Attend Native Cases Institute

The Native Cases Institute which was held on Nov. 3 & 4 this year, provides professional development for the classroom use of Native Case Studies published on the Evergreen Enduring Legacies website. These cases are used in support of the GHC Native Pathways curriculum and provide critical cultural relevance to the courses of study that support engagement and identity for students in this program.

GHC faculty who attended the Institute were outstanding in their contributions during conference sessions. Nathaniel Woods, PageCarol Woods, Jenel Cope, Patrick Womac, and Support Specialist, Brandy Foreman drew praise and recognition from the conference organizers. Native Pathways Degree graduate, Misty Barlan also was in attendance as the GHC Native Pathways Clerical Assistant. She also serves as the Aberdeen School District Native Ed Coordinator.

Primarily from higher-ed. institutions, forty-five distinguished educators from across the U.S. attended this year's Institute.

Participants' perceptions of the relevance and quality of the Institute were demonstrated and assessed through multiple means: 1) their oral presentations after case discussions in small groups, 2) their written reflections on their learning from the cases used each day, and 3) their End of Conference Evaluations

There are over 150 Cases available for classroom use on the Evergreen Enduring Legacies Native Cases website.

<http://nativecases.evergreen.edu>

STUDENTS COMMENT ON QUARTERLY COURSE OF STUDY

Fall quarter has began and whether students are involved with course work online or on campus, there are a number of areas that connect with a student's course of study. The following Native Pathways Students share course work insights and comments.

Every class holds some type of relevance eventually, some more than others. People also react differently to all sorts of classes. Personally, I'm very excited for the Anthropology classes coming my way within the next couple of years. The most valuable lessons to be learned are where you came from. Learning about how coastal tribes lived, I'm sure will be very healing and fascinating.

Liz Pryor

The handouts from our student handbook are really helpful and the information is all important but these are the ones that really stood out to me. On page 7 of the handout, what stood out to me is the subheading of course load. It states "scheduling is flexible according to student personal and work schedule." This is important and helpful knowing because when you make a schedule, it will help you manage your studying and testing times with your own schedule. Secondly, on page 8 the 2nd point says to read everything because the more you know about the class and assignment the more successful you will be. **Isaac McKinney**

A desired outcome I am choosing this year is to create an academic plan. This goes hand in hand with my first desired outcome - getting my priorities straight. Having an academic plan is crucial for my success in college as I finish off my Associate's Degree. Having a good homework schedule and setting aside time to study is something I have not been able to maintain. Also planning ahead for future degrees and life goals is also a part of academic planning. Taking the right courses and looking further into the future is definitely important to think about. **Laanaa Peterson**

I feel as a college student having a great support system is crucial to be successful. During these times with COVID-19, I find it's been hard to have that strong support group since a lot of people isolate. It's a struggle, but in times like these I feel it's important to know the basics to stay in contact and have that support group. Some choices I could make to create a stronger support system is to be more familiar with the technology, so I can zoom some teachers and classmates. **Starla Boyer**

One of my big goals in college is to be diligent about learning to write. So many classes call for writing assignments like History, Biology, Library and many others. Because of this I am forced to write often so I try to improve every time so that the work I put out is worth a good grade, but also worth the time and effort I put into it. Writing is a second language in many ways and since it is one I use so often, I know the importance of being good at it. When I'm doing a writing assignment I work on writing tactics. One very important one is knowing what you are going to write and staying on track. This way you write more efficiently and your paper/assignment is easy to follow. Another skill I work on often is trying to improve my vocabulary to make my work more interesting. **Lilly Forsman**

The highlighted piece of interest in our handbook is on the page labeled "General Program Information". On bullet point 2 under "Tips for Online Class Success" it explains that staying organized for each class is very important and can be done using a three ring binder. I am very busy now that I am working and the only way I have been able to keep up with my classes is with organization. I however use a weekly schedule white board rather than a binder. This way I can write notes under a day that I have class and schedule days for classes apart from each other. **Jasai Peterson**

November 26th - National Native American Heritage Day

This day of November 26th was added as a national holiday when Barack Obama signed an act the Friday after Thanksgiving in 2008. He stated "I encourage every American to join me in observing Native American Heritage Day... It is also important for all of us to understand the rich culture, tradition, and history of Native Americans and their status today and to appreciate the contributions that First Americans have made and will continue to make to our Nation." (<https://www.thereisadayforthat.com/holidays/usa/national-native-american-heritage-day>)

Native Veterans

Congress of American Indians - NCAI Website)

National

Native Veterans are highly regarded within tribal communities for their dedication and commitment to serving in the Armed Services throughout America's history and up to the present day. American Indian and Alaska Native people serve in the US Armed Services at a higher rate than any other group. According to the 2010 Census, it is estimated that over 150,000 veterans identified as American Indian and Alaska Native alone. The US Department of Defense estimates there are currently over 24,000 active duty Native service members in the US Armed Forces.

Veterans returning home are entitled to the benefits that the federal government has made available. But as Native veterans return home and seek to access the benefits they are entitled to, veteran services and benefits for them fall short of their needs and are less adequate than those provided to their non-Native counterparts. NCAI proudly seeks fair and dignified treatment of all veterans and also advocates for federal support and funding for American Indian and Alaska Native veteran programs and services. The NCAI Veterans Committee meets annually at both NCAI's Mid-Year Conference and Annual Convention and has been tracking the development of Native memorials in tribute to the military service of Native people.

Why We Serve (WA St. Historical Society - <https://www.washingtonhistory.org>)

Why We Serve honors the generations of Native Americans who have served in the armed forces of the United States - often in extraordinary numbers - since the American Revolution.

For some, the Indigenous commitment to the U.S. military doesn't make sense. Why would Indians serve a country that overran their homelands, suppressed their cultures, and confined them to reservations?

Native people have served for the same reasons as anyone else: to demonstrate patriotism or pursue employment, education, or adventure. Many were drafted. Yet tribal warrior traditions, treaty commitments with the United States, and responsibility for defending Native homelands have also inspired the enduring legacy of Indigenous military service.

Why We Serve commemorates the National Native American Veterans Memorial, dedicated at the National Museum of the American Indian in Washington, DC.

For Program Information

Gary Arthur
Program Coordinator
gary.arthur@ghc.edu
360-538-4209

GRAYS HARBOR COLLEGE NATIVE PATHWAYS WINTER COURSES OF STUDY

Anthropology 206

Library 101

Political Sci. 202

Psychology 100

Health Promotion 101

Astronomy 101

Humanities 101, 105, 108, & 111.

WINTER QUARTER CLASSES
BEGIN JANUARY 4

CULTURAL RESOURCE CAREERS

Quinault Tribal Cultural Resources Specialist, Justine James, has announced the possibility of career choices in the field of Cultural Resources Management in such areas as archaeology, anthropology, or similar fields. Interested parties should connect with him. He shared experiences connected with an archaeological field trip this summer with a tribal college intern and two co-workers. The intern was able to receive college credit for the experience.