Building Understanding: Developing Tribal Sovereignty Workshops for Internal and External Partners

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Sovereignty Training for Internal and External Partners

- Approach: Grounded in inherent sovereignty
- Explicitly explores racist underpinnings of Federal Indian policies
- Explore how issues of settler-colonialism permeate schooling, state and local governance, and community issues
- Asks participants to reflect on settler-colonialism in workplace
The essential idea of self-determination is that human beings, individually and as groups are equally entitled to be in control of their own destinies, and to live within governing institutional orders that are devised accordingly.

- James Anaya
History

• 2006-2010 – Community-based Tribal Sovereignty Course
• 2015 – University of Idaho EPSCoR MILES partnership
• 2017 – Development of semester-long course
• 2018 – University workshops
• 2017-2018 – Teacher workshops
• 2018 – Internal Tribal workshops
Settler Colonialism

System which ignores or erases Indigenous history and relationship to landscape, while elevating EuroAmerican westward expansion, rendering Native conceptions of place invisible.

(Tuck, McKenzie & McCoy, 2014; Verancini, 2010).

“Our goal is to be able to live in this beautiful place and to pass our land to our children as have many generations before us. The local tribe’s goal is to take it from us.” – local anti-tribal leader
Restoring Indigenous Research

“[Research] told us things already known, suggested things that would not work and made careers for people who already had jobs.” – Linda Tuhiwai Smith, 1999

Alternative: Partnerships build on the 4 Rs:
- Relationship
- Reciprocity
- Respect
- Responsibility
Forced sterilization by IHS
Havasupai
Delistraty et al*
Your experiences?

Sins of the past (and the present)
University Workshops

• University of Idaho
• Boise State University
• Idaho State University
• (Lewis Clark State College – truncated version)
• Participants – faculty, staff, graduate students
• ~70 total participants
Format

• 8-hour workshop

• Part I: Federal Indian Policy, from Doctrine of Discovery to Self-Determination

• Part II: Forced Federalism; International Indigenous issues and the UN Declaration on the Rights of Indigenous Peoples

• Part III: Indigenous Research and the 4 Rs

• Part IV: Multiple Ontologies of Water
Evaluation results

Tribal Sovereignty And Research Workshop Evaluation
Q5 - Which workshop did you participate in?

- University of Idaho (January 10, 2018)
- Boise State University (February 9, 2018)
- Idaho State University (March 16, 2018)
Q6 - How useful did you find the following sections of the workshop?

- Federal Indian Policy
- Forced Federalism and the UN Declaration on the Rights of Indigenous People...
- Tribal Research and the 4s
- Multiple Ontologies of Water
- Treaty Rights and Natural Resource Management (ISU only)
Q7 - How likely are you to apply content from the following sections to your work?

- Federal Indian Policy
- Forced Federalism and the UN Declaration on the Rights of Indigenous People
- Tribal Research and the 4s
- Multiple Ontologies of Water

Least Likely
Moderately likely
Slightly likely
Very Likely
Not applicable/I did not attend this session
Q16 - Please respond to the following statements.

- I understand how the Doctrine of Discovery is connected with Federal Indian Policy.
- I understand the major eras of Federal Indian Policy.
- I know how historical Federal Indian policy applies to tribal communities today.
- I understand how differences in worldview contribute to conflicts in tribal communities.
- I am prepared to approach tribal communities for research or professional partnerships.
<table>
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<tr>
<th>Please share your most significant takeaway from the workshop.</th>
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<tr>
<td>Learning more about the difficulties and considerations in conducting tribal research</td>
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<td>The complexity of all of the issues discussed was a good reminder.</td>
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<tr>
<td>How little I knew before the workshop</td>
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<td>I really learned a lot from the presentation about the Doctrine of Discovery and how that relates to past and current Federal Indian Policy and how that shapes tribal interactions with the federal government as well as others.</td>
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<td>I realized how little I actually know and would like to learn more.</td>
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<td>The workshop deterred me from pursuing more work with the Tribe. As a graduate student already finished with a significant portion of my program and without an advisor or mentor working with a Tribe, pursuing research with a Tribe seems impractical and ill-advised. Don't start a project with a Tribe unless you have significant time, resources, and momentum.</td>
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<td>There are many; the ongoing ways in which Federal Indian Policy works, and the major eras of Federal Indian Policy were new to me; but most useful were the time and readings on Indigenous worldviews and ontologies; and the way in which the workshop helped me under me be more aware of both my ignorance and my whiteness and what they mean/how they can have harmful effects even when that is not my intent. Thank you.</td>
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Please share your most significant takeaway from the workshop.

<table>
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<tr>
<th>The relationship with the state and reservations.</th>
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<td>The importance of cultivating relationships with tribes/tribal members and allocating a substantial amount of time for this.</td>
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<td>There is lots of opportunity for relationship building!</td>
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<td>The workshop contained massive amounts of important information. Learning about the history and philosophies behind Federal Indian Policy is already really helping me advocate for the tribe I work for. I wish there were a way to make every U.S. resident take this workshop!</td>
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Q8 - How likely are you to participate in future professional development related to tribal collaboration?
Q10 - How likely are you to recommend this workshop to a colleague?
CDA Tribe Natural Resources

Tribal Sovereignty Training
CDA Tribe Natural Resources

Tribal Sovereignty Training

• 10 Programs (Tribe’s largest Department)
• 638 Contracts
• EPA Treatment as State (Sovereign)
• Fish and Wildlife Management Authority
• Promoting and protecting land-based economy
• Promoting and protecting land-based independence
• Advocate for ownership/authority
• Hold Feds accountable
The Training

• 1-Day Training
• 22 participants (5 Departments)
• Included specific history and application to Tribe
• Discussion-oriented
• Special emphasis on their connection with sovereignty
Results:

- Overwhelmingly Positive
- Understanding their jobs as expressions of sovereignty
- Looking forward to new expressions
- Scientists carry the cultural/political message of the Tribe
- Future training
schitsu’umsh: “those who were found here” - the Coeur d’Alene Tribe

STEP Grant
Coeur d’ Alene Tribe
STEP Grant
State/Tribal/Education Partnership

STEP Goals and Objectives
Overarching Goal:
To strengthen the cultural identity of students to improve academic success and graduates rates on the Coeur d’ Alene reservation, as measured by local and state methods

- Objective 1: Develop CDA Tribal Social Studies units for grade 4 Idaho history.

- Objective 2: Align, articulate and integrate culture, history and language in K-12 Idaho Social Studies standards.

- Objective 3: Provide preservice and in-service teacher education programs to promote Indigenous knowledge and culturally-responsive pedagogy for all LEA and TS teachers, administrators and paraprofessionals.

- Objective 4: Develop three High School Social Studies dual-credit enrollment or high school credit courses (e.g. Tribal Sovereignty & Policy, Tribal Government, Tribal Geography)
STEP Partnerships, Process and Insights:

**Partnerships:**
State Department of Education
Plummer/Worley School District
Coeur d’Alene Tribal School
Idaho Tribes
Idaho Indian Education Committee
U of I Faculty
Idaho State University Faculty
Parents
Community members

**Process:**
Culturally-sustaining/revitalizing pedagogy
Culture, Language, History

**Insights:**
• Identity
• Place
• Story
• Revitalize, Restore, Renew
What would curriculum look like through a CSRP framework?

Aim and nature of Content

What are the essential understandings which need to be introduced/developed mastered?

For what purpose do these understandings need to be introduced/developed mastered?

Instructional practices

How will knowledge be acquired applied?

What materials, spaces, relationships will be used for knowledge acquisition application?

Interactions

With whom will students interact?

How and where will those interactions take place?
Coeur d’ Alene Tribe Essential Understandings
4th Grade Idaho History Units

• Diversity

• Worldview

• Impacts of Federal Indian Policy

• TRIBAL SOVEREIGNTY

• Coeur d’ Alene

• Idaho Tribes and Education Today
Pedagogical Strategies
Coeur d’ Alene Culture, Language, History
TO MOVE BEYOND THE FOUR WALLS OF THE CLASSROOM

TO UTILIZE THE COEUR D’ ALENE ESSENTIAL UNDERSTANDINGS AS A RESOURCE TO INFORM TEACHING AND LEARNING

TO DRAW UPON STUDENT’S PRIOR KNOWLEDGE, BOTH ACADEMICALLY AND SOCALLY/CULTURALLY

TO CONSIDER EDUCATION AS A BIGGER COMMUNITY EFFORT, USING COMMUNITY AND FAMILY AS CURRICULUM/LESSON CO-CONSTRUCTORS AND KNOWLEDGE KEEPERS

TO ENCOURAGE TEACHERS TO ACTIVELY ENGAGE AND PARTICIPATE IN THE LOCAL COMMUNITY TO BUILD RELATIONSHIPS AND AN UNDERSTANDING OF THE COMMUNITY

TO SUPPORT TEACHERS IN SEEKING OUT APPROPRIATE, MULTI-DIMENSIONAL RESOURCES AND KNOW THEY ARE THE RIGHT RESOURCES

TO CREATE A RELATIONAL ENVIRONMENT IN WHICH TO PLAN, ENGAGE AND INTERACT USING THE FOUR R’S AS YOUR GUIDING PRINCIPLES: **RELATIONSHIP, RESPECT, RECIPROCITY, RESPONSIBILITY.**

TO CREATE A SPACE FOR TEACHING, MODELING, AND DESIGNING CLASSROOM ENVIRONMENTS THAT BUILD STUDENTS UNDERSTANDING OF THE FOUR COEUR D’ ALENE PILLARS OF **MEMBERSHIP, SCHOLARSHIP, STEWARDSHIP AND GUARDIANSHIP.**
Coeur d’Alene Tribe STEP Program

4 Pillars

t’u’lschint:
Membership

snmiypnqwiln:
Scholarship

‘ats’ qhnt’ wesh:
Stewardship

hngwa’ Yqn; hnshat’ qn:
Guardianship
RESEARCH

• Maxine Green – In Hawaii I encountered unfamiliar “voices” and a new sensitivity to what we now call “otherness.” I saw exclusion and discrimination masked by palm trees and leis; I saw what I thought of as genocide when I perceived the plight of the Native Hawaiians (so similar to that of Native Americans on the mainland); and it left a mark.

• I was trying to make somehow audible silenced voices; I was trying to make visible invisible faces.
Concho Delgado-Gaitan realized that pedagogy had an impact on the learning motivation of students. She grew to have a heart for those that could not navigate themselves through the school system, students who were not challenged, were stereotyped, and often lived in poverty. She recognized their “invisibility”

Her research in culturally diverse communities centered on her strong belief that student achievement, particularly for those who were underserved, was boosted by involving family and community in the classroom as part of the curriculum. Her research and experiences in this area provided her with “the opportunity to understand and reconcile ethnic, intellectual, and political borders.” (p. 43). Despite hardship, she continues to challenge herself to navigate the various borderlands that develop in her personal and professional life, and to cultivate her identity and sense of self with integrity.
Professional Development Opportunities

June 2018 – Tribal sovereignty and Federal Indian Policy Workshop

» ~80 local teachers and administrators
» Followed similar agenda to university workshops
» Feedback – teachers hope to integrate material across disciplines

State Department of Education – Office of Indian Education developing online course for professional credit
Summary

Sovereignty from the perspective of tribes allows us to:

• focus on cultural resurgence: land restoration, language loss awareness, food sovereignty, Indigenous games, digital literacy, representational issues.
• Call attention to issues of settler-colonialism, even within tribal staff.
• Attention to power dynamics between agencies, schools and communities.
Questions?

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