



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

## **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/humanities-initiatives-community-colleges>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Situating Ourselves in the Salish Sea: Using Experiential Learning and Storytelling to Inspire Critical Thinking about Place*

Institution: Whatcom Community College

Project Director: Anna Booker

Grant Program: Humanities Initiatives at Community Colleges

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## Project Summary

Whatcom Community College (WCC) proposes *Situating Ourselves in the Salish Sea: Using Experiential Learning and Storytelling to Inspire Critical Thinking about Place* to engage students and faculty in the practice of place-based teaching and learning. Located adjacent to the Salish Sea, two Native American reservations, and 15 miles from the Canadian border, WCC is perfectly situated to embark on a project utilizing digital mapping technology to investigate and contextualize the cultural heritage of this region.

In keeping with the National Endowment for the Humanities' "Protecting Our Cultural Heritage" and "Providing access to NEH-funded products" priority areas, the project will create digital Story Maps and a cohort of Salish Sea linked courses that recognize the Salish Sea as a Cultural Heritage site – a living landscape inscribed with the histories of Indigenous peoples who have been here since time immemorial, and beginning in the 1850s, the settlers who harnessed the tremendous commercial potential of this estuarine ecosystem to set afloat the Pacific Northwest's raw materials – timber from first-growth fir and cedar trees, coal, sandstone, salmon, oysters and agricultural products – for distribution around the world.

The proposed project will serve as a foundation for rebuilding our humanities programs and reaffirming the relevance of the humanities across the college, and our digital maps will be freely accessible to the general public. The project will be rolled out over a two-year period. Phase one will refine the pilot course, Introduction to the Salish Sea (<https://youtu.be/IubTV5bN6qw>), create the framework for the GIS mapping project, and develop a Faculty Learning Community (FLC) in which faculty from a broad range of academic disciplines will design curriculum that integrates place-based, humanistic inquiry into their own classes. During phase two, faculty will develop two additional cohort classes to be taught in spring 2021. These classes will include a 100-level, writing-intensive humanities course and a 100-level lab science class with a substantial humanities component in either physical geography or oceanography. The culmination of this project will be a professional development day for K-12 teachers hosted on the WCC campus.

The project targets WCC students transferring to Western Washington University (WWU). WWU is the university to which 80% of WCC students transfer, and it has a newly approved minor in Salish Sea Studies. In a very timely way, WCC is embarking on the Guided Pathways initiative to overhaul the college's advising and degree planning system. The "Culture and Society" pathway, which overlaps with key humanities disciplines, is geared toward students who plan to transfer to four-year institutions and major in fields such as history, languages, anthropology, sociology, and geography. *Situating Ourselves in the Salish Sea* presents an ideal opportunity to integrate a block of classes into this pathway at the end of the first year, a critical decision point in many students' academic paths.

## A. Intellectual Rationale

*Situating Ourselves in the Salish Sea: Using Experiential Learning and Storytelling to Inspire Critical Thinking about Place* is an interdisciplinary project designed to engage Whatcom Community College (WCC) students and faculty in the practice of place-based teaching and learning. The project will build on our successful pilot course (Introduction to the Salish Sea) offered for the first time in spring quarter 2019, an initial step toward rebuilding WCC's diminished humanities program. A two-minute video about the pilot course experience from the perspective of WCC students is available at this URL: <https://youtu.be/IubTV5bN6qw>

*Situating Ourselves in the Salish Sea* will be accomplished through a trio of components:

- (1) We will refine the pilot course and expand the existing curriculum to develop a **Salish Sea cohort of linked courses**. These classes will include a 100-level, writing-intensive humanities course and a 100-level lab science class with a substantial humanities component in either physical geography or oceanography. This blend of classes ensures students are able to make significant progress on their degree by meeting several graduation requirements simultaneously, thereby infusing humanities into existing requirements without adding credits and offering a new humanistic pathway toward graduation and transfer.
- (2) We will develop an interdisciplinary **Faculty Learning Community (FLC)** in which faculty from a broad range of academic disciplines will have an opportunity to design curriculum that integrates place-based, humanistic inquiry into their own classes.
- (3) We will create a **digital humanities project** using ArcGIS software, allowing students to build computer skills and display their work to the general public. Beginning fall of 2021, students will present their mapping work at regional venues. These presentations will give WCC students experience with public speaking and develop relationships with community partners,

like Bellingham SeaFeast, with the ultimate goal of possible internship placement. To extend the project's impact, the digital Story Maps will serve as a teaching resource for our K-12 partners.

Intended project audience: The project brings together five WCC faculty teaching in history, cultural anthropology, human geography, sociology, and geology / oceanography. The FLC will be open to 25 additional faculty members from across disciplines, each of whom teaches at least 150 students annually. Twenty-five students will be enrolled in the Salish Sea cohort each year. A minimum of three faculty from nearby Western Washington University (WWU, Natalie Baloy, cultural geographer, co-director of the Salish Sea Institute; Marco Hatch, marine biologist) and Northwest Indian College (NWIC, Michael McDaniel, Native American literature) will participate as guest lecturers, along with partner organizations, thereby building and **expanding a critically needed Salish Sea network.**

Improving the quality of humanities teaching and learning by **situating ourselves in the Salish Sea:** The Salish Sea stretches from the southern Puget Sound in Washington state, through the modern United States-Canada border, to the northern reaches of the Strait of Georgia in British Columbia. Coast Salish peoples have inhabited the region since time immemorial. Today, over eight million people call the Salish Sea home. The regional economy has transitioned from a boom-bust extractive base in salmon fisheries and forestry to become the home of global tech leaders like Microsoft, Amazon and Boeing. For well over a century, the Salish Sea has also been an international crossroads, attracting a **global immigrant community.** Some of this historical diversity is reflected in our student population, which has almost twice the non-white population of Whatcom County. The story of the diverse people who shaped this region – including Punjabi migrants contracting to the timber companies, Chinese cannery workers, Scandinavian boat builders, Croatian fisherman and German millwrights – is one of the

many narratives that resonates with the WCC student body. Investigating the cultural heritage of our region – indigenous, immigrant, U.S. and Canadian – offers a humanistic approach to **connecting global issues with local impacts.**

This past year, Whatcom students and faculty, as well as people the world over, followed the heartbreaking story of the near extinction of the **Southern Resident Killer Whales in the Salish Sea.** The plight of the orca known as J35, who carried her dead calf for 17 days, is emblematic of the Salish Sea region’s complicated social and environmental challenges, many of which are further compounded by the myriad official and invisible borders that slice across the region. The immediate causes of the Killer Whales’ troubles – decline in salmon stocks, increased marine traffic, and pollution – are the result of challenges inherent in managing a transboundary region undergoing pressure from human population growth, and with it the conversion of native forest and shoreline habitat to urban development. Any attempt **to solve these challenges will require a deep understanding of place and a recognition of culturally-informed solutions.** To this end, *Situating Ourselves in the Salish Sea: Using Experiential Learning and Storytelling to Inspire Critical Thinking about Place* is centered on **three major questions:** (1) What is the Salish Sea, and what is my place in it? (2) Who takes care of the lands and waters of the Salish Sea? (3) What is the past, present and future of the Salish Sea?

## **B. Content and Activities**

Humanities content, activities, and issues that will be explored: The project is designed to leverage the excellent collaborative environment between the college’s humanities, social sciences, and STEM faculty. We are proud of the interdisciplinary work we accomplished with the pilot course (<https://youtu.be/IubTV5bN6qw>), which included humanities faculty co-teaching with WCC’s geologist as well as student activities designed by marine biology faculty at WWU.

WCC also has a robust system of faculty education within which to integrate this project.

Phase One (February – June 2020):

*Feb. – Mar. 2020:* Project Director with support from Salish Sea Core Faculty will refine learning outcomes, readings, activities and assignments for the **Introduction to the Salish Sea course** and begin **recruitment for the FLC**. At the College’s Professional Development Day, which all faculty are required to attend, we will identify and recruit STEM, humanities and social science faculty interested in integrating place-based, humanistic inquiry into their own classes. During winter quarter, the Project Director will work with faculty, curriculum committee and advising to **develop two additional cohort classes**. These courses will be tailored to the **“Culture and Society” Guided Pathway** and aligned for direct transferability to WWU’s Salish Sea minor. The block will include a 100-level writing intensive humanities course, which will: 1) Explore Coast Salish cultural-ecological adaptations and values through field trips and as expressed in essays and indigenous literary forms; 2) Connect recent histories of colonialism in Canada and the United States with the political landscape of First Nations and Tribes of the Salish Sea; and 3) Interpret multiple critical environmental and social issues by tracing their complex origins, current expression, and future effects in the Salish Sea.

*Apr. – June 2020:* Geography faculty develop the **framework for the GIS mapping project**. Students enrolled in Introduction to the Salish Sea **create Story Maps** and contribute to a layered landscape with **collated data for the GIS map**. Peeling back the layers, students will research themes ranging from glaciation, native flora and fauna, marine life, demographic data, indigenous place names, salmon hatcheries and shellfish farms to watershed pollutants. As with the pilot iteration of the course, faculty from WWU and WCC will co-lead **weekly field trips in and around the Salish Sea**, including an overnight on San Juan Island, with opportunities to

engage in **service-learning projects** and to **connect with indigenous groups** and policy makers in both Canada and the U.S.

Phase Two (September 2020 – January 2022):

*Sept. 2020 – June 2021:* Fall quarter 2020 begins with the roll-out of the FLC, which runs for the academic year and will entail approximately two seminar meetings and one guest speaker per quarter. FLC submit quarterly portfolios indicating how they will incorporate place-based humanistic inquiry into their curriculum.

*April – June 2021:* Project Director and Core Faculty will teach a **Salish Sea cohort of linked courses**, to include the 100-level, writing-intensive humanities course and a 100-level lab science class with a substantial humanities component in physical geography or oceanography.

June - August 2021 (Date TBD): Project Director and Core Faculty will host a **professional development day for K-12 teachers on the WCC campus**. This one-day intensives will give teachers an overview of the human and natural history of the region to prepare them for using **WCC student-created Story Maps** in their classrooms. In keeping with the “inquiry-based” model of learning, teachers will generate questions about the maps and explore habits of place-conscious learning.

*Sept. 2021 – Jan. 2022:* Students have the opportunity to present their work at events such as **Bellingham SeaFeast, Bellingham’s waterfront and seafood festival** showcasing the city’s rich maritime sector. Linking the course to an event that draws thousands of community members will be a means of **student empowerment, fostering connections to place, and laying the foundation for future efforts to share our cultural heritage**.

See Appendix A for a detailed plan of work/schedule of activities and list of readings/resources, including relevant videos, Story Map example, podcast, articles, and books.



### **C. Project Personnel**

The pilot course was developed in conjunction with our local university partners at WWU, who recently launched a minor in Salish Sea Studies. Both institutions planned a parallel curriculum, and WCC and WWU students participated in multiple field trips and team-building activities. The project, to be led by Anna Booker and supported by the Core Faculty described below and in the Appendix B résumés, will strengthen this partnership with WWU and will build new, vital connections with nearby NWIC, located on the Lummi Indian Reservation.

**Anna Booker, Project Director.** She has been a practicing historian in both the public and private sector for twenty-five years, including twenty years of teaching community college students in Oakland, CA and Bellingham, WA. She received her BA from UC-Santa Cruz and an MA from the University of Montana. Throughout her career, Ms. Booker has pursued Public History projects that prepare and inspire students to become problem solvers in their community. Among her accomplishments is a grant-funded digital history project on the transformation of Bellingham Bay over the last 150 years, which was presented by students at the city's inaugural Bellingham SeaFeast festival. Before moving to Bellingham, Ms. Booker worked as a consultant on historical land use operations. She has received grants for her teaching and research from the NEH, The Bill and Melinda Gates Foundation, BNSF Foundation and the Northwest International Education Association. As project director, Anna Booker will be responsible for administering the grant including budget oversight, curricular development for the Salish Sea cohort faculty and collaboration with WWU's Salish Sea Studies program. She will select consultants and visiting scholars for the FLC program, institutionalize linked courses in humanities and physical geography, establish a one-day training for K-12 partners, and publicize the program. Ms. Booker will co-instruct Introduction to the Salish Sea and she will serve as a

community liaison for students presenting the digital maps at public venues.

**Dr. Ian Stacy, Associate Professor of History and Geography.** Dr. Stacy holds a Ph.D. from the University of Montana and an M.A. from Central Washington University. His scholarly work focuses on bioregional history and environmental policy in the Pacific Northwest. He will oversee the development of the GIS component of this project and facilitate the FLC.

**Dr. Anita Harker, Associate Professor of Sociology and Women, Gender & Sexuality Studies.** Her doctoral degree in sociology was completed at Utah State University, followed by a postdoctoral position at USU's Center for Women & Gender. Dr. Harker's research centers on the intersections of race, class, gender and sexuality and cross-cultural comparative scholarship. Dr. Harker will co-instruct Introduction to the Salish Sea and facilitate the FLC.

**Dr. Katrien (Kaatje) van der Hoeven Kraft, Professor of Geology and Oceanography.** Her expertise lies in applying and implementing research-based strategies for effective learning in content-based courses. She is driven to create spaces that optimize learning for students traditionally underrepresented in the geosciences and works with faculty across the country. Dr. Kraft will co-instruct Introduction to the Salish Sea and facilitate the FLC.

**Dr. Jennifer Zovar, Assistant Professor of Anthropology.** She has an MA and PhD from Vanderbilt University. She has conducted research on archaeological landscapes across the Americas and has worked in cultural resource management and on the preservation of cultural heritage. Her teaching revolves on active learning pedagogies and course-based undergraduate research. Dr. Zovar will co-instruct Introduction to the Salish Sea and facilitate the FLC.

The project is supported by partners who commit to providing guest lectures and/or field trips: Northwest Indian College; Salish Sea Institute, WWU; San Juan Preservation Trust; University of Victoria (Lindsay Borrows, Indigenous Law Research Unit); and University of

British Columbia (Dr. Coll Thrush, Professor of History). The following partners will share resources and will publicize the project's digital resources and/or support students presenting their mapping work: City of Bellingham, Bellingham SeaFeast; Working Waterfront Coalition of Whatcom County; Whatcom County Historical Society; and Geneva Elementary School. Partner letters of commitment are provided in Appendix C.

#### **D. Institutional Context**

Humanities at WCC and resources supporting the project: Enrollment in WCC's humanities programs and courses – part of the college's communications, arts, and humanities division – has declined nearly 20% in the last five years, mirroring national trends. However, great potential lies in the discipline's interdisciplinary background. Humanities classes at WCC are designated as both humanities and interdisciplinary studies and offered 31 class sections combined in 2017-18. **The diversity of our offerings is also our strength.** All 16 faculty teach in two or more disciplines, including sociology, psychology, political science, languages, English, media arts, film, anthropology, ceramics, music, history, and philosophy. Faculty are talented and the college is located in close proximity to a wealth of resources. These include the Museum of Anthropology at the University of British Columbia and a small but impactful collection at the Whatcom Museum. Relevant archival resources are available nearby at the Center for Pacific Northwest Studies at WWU. This project will help **bring to life WCC's vision to position the humanities as a catalyst** for engaging with our diverse and changing communities and preparing students for active citizenship in a global society. Appendix D demonstrates WCC's enthusiasm for the project and significant leveraged resources. The College's history and demographics are described in Appendix E.

Previous efforts to address the objectives of the project: The project will build on the

successes of the spring 2019 pilot offering. Project Core Faculty members are collaborating with their WWU colleagues on a study of pilot offering successes and challenges. Based on an evaluation of student work and course outcomes, in addition to student and faculty surveys and interviews, the team will make recommendations for the Salish Sea cohort development efforts.

Plans to collaborate with other institutions and partners are described in previous sections and are described in detail in Appendix C, including resources committed to the project.

### **E. Follow-up and dissemination**

Anticipated long-term project impacts: We expect that the *Situating Ourselves in the Salish Sea* project will serve as a **foundation for rebuilding our humanities programs** and reaffirming the relevance of the humanities across the college, including within STEM and the quantitative social sciences. We are especially enthusiastic about connecting with the college's STEM faculty in fields such as biology and environmental science. The FLC is designed to ensure that the humanities-focused themes and topics we explore, from the historical impact of treaty rights on salmon populations to the cultural aspects of climate change, will be an integral part of new curriculum across the college. By creating place-based curriculum that permeates disciplines, the project will serve as **a model for humanistic, place-based curriculum within the "Culture and Society" pathway** as WCC implements its Guided Pathways initiative.

Disseminating project outcomes to a wider audience: The project team is also committed to the widest public dissemination possible. Each of the Core Faculty members has agreed to present at a professional conference in their respective disciplines emphasizing the importance of place-based inquiry. The digital Story Maps will be an excellent bridge between our student's classroom work and local community. The K-12 community, public, and partners will benefit.

Maintaining digital materials after the period of performance: WCC is fully committed

and able to continue hosting the project’s digital platform after the project period ends.

**F. Evaluation**

<b>Outcomes</b>	<b>Measures (benchmarks)</b>	<b>Evidence (criteria)</b>
Salish Sea cohort: 3 linked classes with a 100-level, writing-intensive humanities course and a 100-level lab science class.	Course outlines and syllabus approved by departments; Enrollment of students in “Culture and Society” Pathway; Increased enrollments in humanities classes linked with natural and social sciences.	Students will complete end-of-course evaluations; Student course outcomes and core learning abilities (e.g., global consciousness); Long-term success: transfer credits used for WCC Culture and Society Pathway / WWU Salish Seas minor.
Faculty and student GIS Story Maps that contextualize regions’ cultural heritage.	Feedback from K-12, regional partners utilizing the mapping project; Community response to student presentations at regional venues.	Student internships with partners using interdisciplinary critical thinking, digital/GIS skills; Long-term success: transfer credits used for WWU GIS/Geography major.
FLC for 25 faculty to integrate place-based, humanistic inquiry into classes.	Roster of faculty participants; diversity of disciplines represented; participation in lectures, field trips.	Quality of final classroom product; Survey faculty in the following year to assess implementation of place-based lesson plans and activities.
Professional Development Day for K-12 teachers on the WCC campus.	Evaluations at the end of the Professional Development Day. Implementation of the Story Maps in the K-12 classroom.	Follow-up evaluations to assess whether place-based activities achieved K-12 curricular learning standards.

## Plan of Work/Schedule of Activities

### **Phase One (February – June 2020):**

- *Feb. 2020:* Project Director, Anna Booker, and Core Faculty (Anita Harker, Kaatje Kraft, Ian Stacy and Jenn Zovar) begin recruitment for the Faculty Learning Community at the College's Professional Development Day, which all faculty are required to attend. During the presentation, Core Faculty share content (and video) about the successful pilot course offered spring 2019. The purpose of this presentation is to identify and recruit faculty interested in collaborative, interdisciplinary, place-based experiential teaching and learning.
- *Feb. - Mar. 2020:* Project Director meets with Salish Sea Core Faculty, Western Washington University faculty (Natalie Baloy and Marco Hatch), and Northwest Indian College faculty (Michael McDaniel) to refine learning outcomes, readings, activities and assignments for Introduction to the Salish Sea course, being offered spring quarter 2020.
  - Learning Outcomes:
    - Develop a basic orientation to the biodiversity of the Salish Sea region.
    - Identify how Coast Salish peoples have been taking care of the Salish Sea since time immemorial.
    - Describe the history and political landscape of the borders within and around the Salish Sea.
    - Examine political actors and social movements in the Salish Sea in the U.S. and Canada.
    - Interpret multiple critical environmental and social issues by tracing their complex origins, current expression, and future effects in the Salish Sea.
  - Readings [See Appendix A: Preliminary Resources for Introduction to the Salish Sea]
  - Activities: Field trips to Bellingham Technical College hatchery; Lummi Aquaculture facility; historic walking tour of the Bellingham Waterfront, WWU Library Map collection; Peace Arch Park at U.S./Canadian border; Clamming at Cherry Point; Camas Patch activity
  - Assignments: Species Story, Story Map, Timeline and Letter to Leader
- *Feb. - Mar. 2020:* Geography faculty, Ian Stacy, begins developing the framework for the GIS mapping project. Project Director follows-up with regional museums, NWIC staff, Bellingham Technical College hatchery program, and San Juan Island National Park to arrange for the spring quarter WWU and WCC co-led weekly field trips.
- *April 2020:* Faculty across the campus apply for the Faculty Learning Community to be offered during 2020-2021 academic year. Faculty selection criteria based on diversity of disciplines and expressed desire to incorporate place-based learning into the curriculum.
- *Apr. – June 2020:* Students enrolled in Introduction to the Salish Sea create hand drawn Story Maps that will serve as a template for the GIS mapping project.
- *May 2020:* Project Director notifies the 25 instructors selected for the Faculty Learning Community that will run fall quarter 2020 - spring quarter 2021. Project Director follows up with guest speakers at University of British Columbia, University of Victoria and other partner organizations and sets dates for the FLC events.
- *June 2020:* The Project Director and Core Faculty conduct an analysis of course outcomes for this second offering of Introduction to the Salish Sea. This includes

humanities engagement of participating students, retention at WCC, and successful transfer of credits to WWU. Core Faculty also meet to discuss activities for the FLC. Geography faculty, Ian Stacy, finishes the framework for the GIS mapping project that launches spring 2021.

**Phase Two (Fall 2020 – January 2022):**

- *Fall 2020 – Spring 2021:* Fall quarter 2020 begins with the roll-out of the FLC, which will run for the academic year and will entail approximately two seminar meetings and one guest speaker per quarter. Seminar meetings will include discussion of assigned readings and multi-media resources, as well as place-based activities led by Core Faculty. FLC submit quarterly portfolios indicating how they will incorporate place-based learning into their curriculum.
  - Faculty Learning Community Readings: [See Appendix A: Preliminary Resources for Introduction to the Salish Sea]
  - Outcomes/Activities
    - Begin to create learning community that values curiosity and team learning
    - Identify geo-political regions and ecological features within the Salish Sea
    - Appreciate the value of place-based learning and inquiry through a tour of Whatcom Community College campus
    - Share insights and reflections about how to apply place-based learning with co-facilitation by Core Faculty [See Appendix A: Preliminary Resources for Introduction to the Salish Sea]
    - FLC participants develop a place-based teaching activity/module for their specific discipline, with the option to co-teach an interdisciplinary activity.
    - Spring quarter FLC participants share their teaching module with the other participants and submit a final reflection.
- *Fall 2020 – Mar 2021:* Project Director works with humanities and STEM faculty, curriculum committee, and advising to develop two additional cohort classes. The 15-credit block of classes will include a 100-level, writing-intensive humanities course and a 100-level lab science class with a substantial humanities component. These courses already exist in the WCC college catalog, but they will be tailored to the “Culture and Society” Guided Pathway and aligned for direct transferability to WWU’s Salish Sea minor [See “Intro to Salish Sea” course outcomes above].
  - Examples of interdisciplinary courses that would align with the Salish Sea Studies Minor:
    - ANTH& 216 Northwest Coast Indians
    - BIOL 130 Intertidal Marine Ecology
    - ENGL 124 Environmental Literature
    - ENGL 188 Special Topics in Academic Writing
    - ENGL 266 Ethnic Literature of the U.S.
    - ENGL 267 Native American Literature
    - GEOL 110 Environmental Geology
    - GEOL 211 Physical Geology
    - HIST& 214 Pacific NW History
    - HIST& 219 Native American History

- HUM 170 Cultural History and Practices
  - IDS 210 Science, Economics and Politics of Sustainable Resource Use
  - IDS 260 American Cultural Studies
  - OCEA& 101 Introduction to Oceanography with Lab
  - PHIL 132 Environmental Ethics
  - POLS& 204 Comparative Government
  - SOC 220 Contemporary Social Issues
  - SOC 250 Multicultural Issues
- *April – June 2021*: Project Director and Core Faculty teach Introduction to the Salish Sea with cohort of linked courses. All three courses contribute a layer to the Story Map with data particular to their discipline. Peeling back the layers, students research themes ranging from glaciation, native flora and fauna, marine life, demographic data, indigenous place names, salmon hatcheries and shellfish farms to watershed pollutants. As with the pilot iteration of the course, faculty from WWU and WCC will co-lead weekly field trips in and around the Salish Sea, including an overnight on San Juan Island, with opportunities to engage in service-learning projects and to connect with indigenous groups and policy makers in both Canada and the U.S.
  - *May 2021*: FLC participants present an activity and a set of mapping data to be added to the digital Story Map project.
  - *June - August 2021 (Date TBD)*: Project Director and Core Faculty will host a professional development day for K-12 teachers on the WCC campus. This one-day intensive will give teachers an overview of the human and natural history of the region to prepare them for using WCC Story Maps in their classrooms.
  - *Fall 2021*: The Project Director and Core Faculty conduct an analysis of project impacts on continued humanities engagement of participating students, retention at WCC, and degree completion and/or successful transfer to four-year institutions.
  - *Sept. 2021 – Jan. 2022*: Students present their work at events such as Bellingham SeaFeast, Bellingham’s waterfront and seafood festival showcasing the city’s rich maritime heritage. Linking the student-developed digital maps to an event that draws thousands of community members will be a means of student empowerment, fostering connections to place, and laying the foundation for future efforts to share our cultural heritage.

**Activities beyond the end of the grant period:**

- Digital maps will be accessible to community members and K-12 partners. The website, based at Whatcom Community College, will also feature videos of the presentations and event activities and will be serve as a resource repository for materials developed for the K-12 professional development day hosted on the WCC campus.
- Students will have an opportunity to develop relationships with community partners, like the City of Bellingham, with the goal of possible internship placement.
- Project faculty share curricular innovations and publicize the project’s findings to peers through presentations at professional conferences.
- WCC and WWU conduct analysis of project impacts on continued humanities engagement of participating students, retention at WCC, degree completion, and/or successful transfer to four-year institutions.



*Situating Ourselves in the Salish Sea: Using Experiential Learning and Storytelling to Inspire Critical Thinking about Place*

**Whatcom Community College**

**Preliminary List of Interdisciplinary Resources**

**Videos**

Booker, Anna. "Introduction to the Salish Sea: Pilot Course Spring 2019," 26 June 2019. <https://youtu.be/IubTV5bN6qw>

Booker, Anna and David Jepsen. "Waterfront as Contested Space." Whatcom County Historical Society Lecture Series, 13 October 2018. <https://youtu.be/cZQbZlehM6A>

"Down2Earth 1.3 – Cheryl Bryce (Lekwammen)." 18 June 2010. [https://youtu.be/PKTxP\\_zy\\_mA](https://youtu.be/PKTxP_zy_mA)

Foster, Tom and Nick Zetner. "Geology of Seattle and Puget Sound," 2 March 2015. <https://youtu.be/oSSxdogrv1s>

Lane, Freddie. "Leschi. The Man. The Warrior. Our Chief." 5 May 2014. <https://youtu.be/R7Hkht3vcAo>

"Making Clam Habitat Great Again," *Hakai Magazine*, 26 January 2017. <https://youtu.be/22Nytmxw2Z8>

"Science on the Spot: Watching the Tides," *KQED Science*, 2010. <https://ww2.kqed.org/quest/2010/12/10/science-on-the-spot-watching-the-tides/>

"To Fish As Formerly: WSÁNEĆ Nation Brings Reef Net Fishing Back After 100 Years," UVic Community Mapping Collaboratory, 11 October 2014. <https://youtu.be/vTQk1IR9ibc>

"Victoria's Royal Flush: Lack of Sewage Treatment Still Creating a Cross-Border Stink," *In Close KCTS*, 2016. <https://kcts9.org/programs/in-close/victorias-royal-flush-lack-sewage-treatment-still-creating-cross-border-stink>

**Story Map (Example)**

**Bellingham Working Waterfront: ArcGIS**

<http://www.arcgis.com/apps/Cascade/index.html?appid=9e24568d250b45739ca7d1c6c6cb3821> Map developed by student interns, Sarah Yates and Lucas Robinson, under the direction of Anna Booker (2016).

## Podcasts

“All My Relations: Episode #2-Food Sovereignty: A Growing Movement,” Matika Wilbur & Adrienne Keene. 2 March 2019.

<https://www.allmyrelationspodcast.com/podcast/episode/32c173eb/ep-2-food-sovereignty-a-growing-movement>

## Websites

*HistoryLink.org* Internet encyclopedia of Washington State community history.

<https://www.historylink.org/>

Hunter, Justin and Mychaylo Prystupa. “Weigh Anchor: Following a tanker as it threads it threads the needle from Burnaby to the open ocean.” *The Globe and Mail*, 2017.

<https://www.theglobeandmail.com/news/british-columbia/kinder-morgan-trans-mountain-pipeline-bc-coast/article35043172/>

Zotigh, Dennis. “Introduction & 1st question: American Indian or Native American?” *The National Museum of the American Indian*. Blog, January 17, 2011.

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## Articles/Books

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### **Regional Archival/Museum Collections**

Whatcom Museum, Photo Archives, Bellingham, Washington  
<https://www.whatcommuseum.org/explore/collections/research/photo-archives/>

Center for Pacific Northwest Studies: Western Libraries, Western Washington University  
<https://library.wvu.edu/hr/cpnws>

Map Collection, Western Libraries, Western Washington University  
<https://libguides.wvu.edu/mapcollection>

Museum of Anthropology at the University of British Columbia <https://moa.ubc.ca/>