



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 Education Programs application guidelines at <http://www.neh.gov/grants/education/humanities-initiatives-tribal-colleges-and-universities> for instructions. 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: Weaving Our History: Voices of Wisdom and Memory

Institution: Keweenaw Bay Ojibwa Community College

Project Director: Lynn Aho

Grant Program: Humanities Initiatives at Tribal Colleges and Universities

Weaving Our History: Voices of Wisdom and Memory

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Weaving Our History: Voices of Wisdom and Memory

Summary

Keweenaw Bay Ojibwa Community College (KBOCC) proposes a three-year Humanities Initiative designed to enhance and develop areas of basic need in the College's core humanities programs by gathering primary information about the modern history of the Keweenaw Bay Indian Community in the form of first-person oral history narratives. The narratives will be collected by KBOCC faculty, many of them tribal members, who will first participate in professional development on oral history theory and methods. Information from the narratives will be used to develop resource papers for use in college courses, primarily History of Keweenaw Bay Indian Community and History of Michigan Tribes, and to support the College's mandate for Native American cultural content across the curriculum. The narratives themselves will be archived at the college as a resource for on-going scholarship.

The proposal is motivated by a lack of tribal and local historical materials for the latter twentieth and early twenty-first century as well as by the value the institution and community place on the wisdom and memory of elders. At this time, many events of significance to the tribe since its constitution was adopted in 1936 are within living memory. The initiative will preserve those memories, teach them to current students, and pass them along for future generations.

The professional workshop, to be taught by Dr. Carol MacLennan of Michigan Technological University, will train tribal college humanities and social science faculty and community historians in oral history methodologies, the theory behind oral history research as historical data, project design for community oral history, use of equipment, and appropriate ethical standards. In addition to faculty who will be conducting interviews, the workshop will be open to interested KBOCC instructors and staff and qualified community historians from the Keweenaw Bay Indian Community, Baraga County Historical Society and the Assinins Baraga Center. Thus, it will also function to build ties among faculty members and their historical colleagues in community institutions.

Faculty members will begin conducting oral history interviews with a pilot study during or immediately after the workshop. Based on the pilot study, they will revise protocols as needed and train student aides who will assist in interviewing and transcribing. Interviews will continue through project year two, with potential for follow up interviews in year three. Narratives will be transcribed and documented as they are collected, with original recordings to be retained by KBOCC. In the final semester of the project, the collection narratives as donated by the narrators will be indexed, duplicated and archived at the college for use as a scholarly resource. Copies will be provided to the Ojibwa Community Library.

In year three, instructors will use the recorded narratives to develop readings for use in courses, which will also be published on the college's website. They will draw on their study and experience to develop and pilot-teach an undergraduate course in oral history, which will be added to the college's catalog to be taught on a regular basis.

Weaving Our History: Voices of Wisdom and Memory

Keweenaw Bay Ojibwa Community College (KBOCC) proposes a three-year Humanities Initiative to enhance and develop areas of basic need in the College's core humanities programs by gathering primary information about the modern history of the Keweenaw Bay Indian Community in the form of first-person oral history narratives. The narratives will be collected by KBOCC faculty, many of them tribal members, who will first participate in professional development on oral history theory and methods. Information from the narratives will be used to develop resource papers for use in college courses, primarily History of Keweenaw Bay Indian Community and History of Michigan Tribes, and to support the College's mandate for Native American cultural content across the curriculum. The narratives themselves will be archived at the College as a resource for on-going scholarship. Faculty members will draw on the seminar and practical experience to develop an oral history course for the College.

Intellectual Rationale

Minimal information about the history of the Keweenaw Bay Indian Community exists in written or recorded form. In teaching a college course on the history of the Keweenaw Bay Indian Community (KBIC), instructor James (Jay) Loonsfoot, himself a tribal elder, has experienced such difficulty in finding materials to use in the class that last fall he proposed subsuming it under History of Michigan Indians. In preparing this proposal, the writers quickly discovered that most publications on the history of the Tribe focus on the times before and leading up to the treaty of 1854 and the drafting and adoption of the tribal constitution in 1936, with very little available about the latter twentieth century and early years of the twenty-first.

The memories of elders who have lived this history and culture are a priceless resource for tribal and community history. Faculty member Melissa Hronkin said, "Every person who

passes away takes a bit of the culture with him or her that has not been recorded in any way. Time is of the essence.” Debra Williamson, an Ojibwa Cultural Advisor to the College, stated, “The Keweenaw Bay Indian Community has lost valuable knowledge that lives within our Ojibwa language and cultural heritage as each elder has passed on. It is critical that this knowledge be preserved through the collection of oral histories to provide a resource and a vehicle for our elders so they can share with the generations to come.” Gathering the recollections of those who have experienced history is both culturally appropriate and historically valid. Woven together, these individual strands of narrative will create a historical tapestry that is colorful, vivid, and detailed as well as soundly grounded.

Intended Audiences

The intended audiences for the project are Keweenaw Bay Ojibwa Community College faculty and students and community historians. Over time, the community as a whole will benefit from the historical resources developed. The elders who will be able to have their experiences and perspectives heard and included in the historical record may also be considered audiences.

Improving the Quality of Teaching and Learning

Use of the oral histories in courses at Keweenaw Bay Ojibwa Community College will provide first-hand information on topics and events that has not been available and enrich the quality of instruction, adding depth, richness and significance. The Ojibwa studies courses, Ojibwa Language and Culture I, Ojibwa Language and Culture II, History of Keweenaw Bay Indian Community, History of Michigan Indians, and History of North American Tribes, Traditional Storytelling, Contemporary Native American Issues, Native American Education, Tribal Government, particularly the history courses, will benefit the most. All degree-seeking students at KBOCC are required to take Ojibwa Language and Culture I plus at least one other

Native American awareness elective. In addition, the College mandates inclusion of Native American content in all courses, which will be facilitated by the oral histories. Consequently, the enhancement of teaching will benefit all of the College's students by enhancing course content.

In addition, existence of an oral history collection will provide primary source materials for students to use in research, writing and creative projects. They will be able to learn about how to use primary sources as well as having content that was previously unavailable.

Providing instructors with training and experience in oral history will enhance their own understanding of the method, enabling them to teach about it and use it in their continuing scholarship. It expands the possibilities for KBOCC instructors to incorporate oral history theory and methods into their classes in addition to the historical information gathered. This will enhance students' understanding of how history is conducted and could prompt critical thinking about ethical and epistemological issues. The project will also enable interested students to learn about oral history in more depth by taking the undergraduate oral history course. The students will gain greater abilities to critique and evaluate historical accounts as well as greater knowledge and appreciation of their own community's history.

Content and design

This project includes four main tasks, all aimed at enhancing teaching and learning in core areas of the humanities for Keweenaw Bay Ojibwa Community College, Ojibwa studies and history. The main task will be collecting oral history narratives on the recalled history and culture of the Keweenaw Bay Indian Community. Supporting tasks are conducting professional development in oral history, creating course resource materials based on oral histories, and developing an undergraduate oral history course. To ensure on-going coordination, a 10% time

commitment throughout the project is budgeted for the project coordinator. Student aides will assist with clerical tasks as well as with recording and transcribing interviews.

Professional development in Oral History

In the first semester of the project, KBOCC instructors will participate in oral history training and develop project procedures with the guidance of Dr. Carol MacLennan, who has extensive experience in oral history theory and methodology. Faculty and staff members will include the liberal studies department chair (to be hired by Fall 2010), Cherie Dakota (Dean of Student Services, psychology and human services), Melissa Hronkin (art), Jay Loonsfoot, (Ojibwa Studies and history), Frank Taddeucci, (Social Sciences), Kristin Tepsa (Dean of Instruction), Debra Williamson (Ojibwa Studies), Lynn Aho (Communication). Additional faculty and staff who may participate in the workshop include JoAnne Racette (Ojibwa Studies and art) Dale Shalifoe (Ojibwa Studies). In addition, the workshop will be open to qualified community historians from the Keweenaw Bay Indian Community, Baraga County Historical Society and the Assinins Baraga Center. Thus, it will also function to build ties among faculty members and their historical colleagues in community institutions.

The professional workshop will train tribal College humanities and social science faculty and community historians in oral history methodologies, the theory behind oral history research as historical data, project design for community oral history, use of equipment, and appropriate ethical standards. Over the course of the semester, participants will learn how to conduct oral histories, transcribe them, and prepare them for library use. The workshop will also study examples of oral history projects in other tribal communities and design the proposed project for the Keweenaw Bay Ojibwa Community College during the course of the semester. Special attention is devoted to ethical and legal standards of working in tribal communities. Students

will work in teams, conduct practice oral histories, discuss experiences and results, and edit transcripts together. By the end of this workshop, participants will be ready to conduct a community oral history project.

The workshop is designed to meet weekly at Keweenaw Bay Ojibwa Community College for a three hour period in which participants discuss the topic, readings, and their research and/or work accomplished during the past week. Class time will also be utilized to practice interview techniques, critique interview protocols, practice use of equipment, and edit transcripts. At the end of the course, one month is devoted to the development of a year-long oral history project in the tribal community in which interview protocols are developed, background research for project completed, and necessary legal and tribal requirements are addressed. (See appendix C, pages 22-24 for syllabus and reading list)

The proposed workshop instructor, Dr. Carol MacLennan, is an anthropologist with thirty years of experience in ethnographic and oral history interviewing. She currently teaches a methods course at Michigan Technological University for graduate students and undergraduate history and anthropology majors in oral history methods and ethnographic fieldwork. Her current research involves use of historical and interview methods in Hawai`i. She has supervised interview research projects at MTU of Ojibwa undergraduates and has worked for the Hopi Tribal Council as a community organizer.

Oral History Collection and Preservation

Gathering oral history interviews will begin in Summer 2011 with a small pilot study to field test the full procedures. After the pilot study, the project team will revise the procedures as needed. Interviews for the full study will begin in Fall 2011 and continue through Summer 2013. Throughout this time the project participants will interact both electronically and through a

regular schedule of face-to-face meetings. Community updates will be provided through the College website, the College and KBIC newsletters, and when appropriate, the local news media. Project leaders will continuously monitor the interview processes and recordings to ensure proper procedures and documentation and allow for coaching or follow-up interviews if needed. Evaluation and recording of meta-narratives will be on-going. Oral history recordings will be backed-up as soon as they are collected, and transcribed throughout the interviewing period.

Oral History Content and Narrators

The topics to be explored in the oral history narratives concern the recent history of the Keweenaw Bay Indian Community. Some questions will explore recollections of everyday life, however, the emphasis will be memories of key historic events and developments, principally:

Topics	Examples of Prospective Narrators
1924 – Indian Citizen Act of 1924	James Dompier, William Emery, Evelyn Holapaa, Florence Uusitalo
1924 – Tribal member Corabelle Reynolds Anderson elected to the Michigan House of Representatives - first woman elected to public office in Michigan and first woman of color elected to public office in the U.S.	Clay Van Buren
1930 –People of the State of Michigan versus James Chosa (1930)	Fred Dakota, Loretta Hugo, Florence Uusitalo
1934 - Indian Reorganization Act	Fred Gauthier, Barbara Mantila, Florence Uusitalo
1936 - Adoption of Tribal Constitution and Bylaws	Anita Chosa, Violet Friisvall, Isadore Misegan, Eleanor Seppanen, Lillian Verbanac
1936- 1970 - Development of Tribal Government and Institutions	Carlota Beauprey, Fred Dakota
1965-1971 – Litigation leading to the People of the State of Michigan versus William Jondreau (1971) which overturned People v. Chosa (1930)	Fred Dakota, Fred Gauthier, Rosemary Haataja
1968 - Inter-Tribal Council of Michigan founded	Terri Denomie
1971 – Purchase of former orphanage and establishment of Tribal Center	Carlota Beauprey, Fred Dakota
1975 – Keweenaw Bay Ojibwa Community College chartered	Carlota Beauprey, Fred

	Dakota. Debra Parrish, Ted Holappa
1978 - The American Indian Religious Freedom Act (1978)	Joe Dowd, Ted Holappa, Myrtle Tolonen
1983 – Pines Casino opened; Beginning of Indian gaming for KBIC	Fred Dakota, Myrtle Tolonen
1983 - The Lac Courte Oreilles Band v. Voigt (1983) decision and Great Lakes Indian Fish and Wildlife Consortium formed	William Emery, Jim St. Arnold, Myrtle Tolonen
1988 – Indian Gaming Regulatory Act Tribal Natural Resources biologists hired, Lac Vieux Desert Band separates from KBIC after over 50 years	Fred Dakota, Gretchen Emery, Pearl Thoreson
1990 – Native American Languages Act	Joe Dowd, James Loonsfoot, JoAnne Racette
1993 – Native American Free Exercise of Religion Act	Joe Dowd, Ted Holappa, Myrtle Tolonen,
1995-1997 – Tribal Center takeover by dissidents	all
1997 – Donald LaPointe Health Center opens	Fred Dakota, Bruce LaPointe, Carol LaPointe
1998 – Keweenaw Bay Ojibwa College re opens	Carlota Beauprey, Fred Dakota. Debra Parrish, Tim Shanahan

Indexing and Archiving

The original materials will be housed at Keweenaw Bay Ojibwa Community College with all donated narratives to be available for faculty and student research. At minimum, a complete digital copy of the collection will be provided to the Ojibwa Community Library. Transcripts will be made available when the library has the capacity for them.

Course Resource Materials

Using information from the oral history narratives, instructors will create resources for their classes. The majority of these will be papers to be used as course readings, but some instructors may choose to develop slide programs or audio files. Substantial course reading papers will be written on: the tribal constitution and government, sovereignty and treaty rights, development of modern tribal institutions, and changes in Ojibwa cultural expression and everyday life over time. These resource papers and materials will be valuable for historians

generally and specifically for other institutions offering courses in Upper Michigan or Native American history. The final versions will be published on the College's web site, with copies of the papers also being placed in the Ojibwa Community Library.

Keweenaw Bay Ojibwa Community College Oral History Course

Instructors will draw on their professional workshop study and experience in conducting the oral history project to develop and pilot-teach an undergraduate course in oral history, which will be added to the College's catalog to be taught on a regular basis. The course will be taught initially in the Spring Semester of year 3 and revised for final adoption as a catalog course.

Topics to be covered in the undergraduate course include an overview of historical research methods, types and qualities of historical sources, overview, types, and examples of oral history, oral history in Native American settings, legal and ethical considerations in oral history, design considerations in oral history projects, techniques and technology of oral history, oral history interviewing, transcribing and editing oral history interviews, the applications of oral history in various disciplines, and how to use oral history materials in their own work.

Institutional context

“Formed out of our American Indian identity, the mission of Keweenaw Bay Ojibwa Community College is to provide post-secondary education rich in Ojibwa culture, tradition and beliefs that supports life-long learning” – Keweenaw Bay Ojibwa Community College (KBOCC) Mission Statement

The foundation of the programs and courses provided at KBOCC is built on Ojibwa culture, traditions, and beliefs. To gain a full understanding of the traditions and how they were preserved even despite oppression requires learning from the elders. Oral history methods are particularly suited to a tribal institution because of the cultural orientation toward oral

transmission of knowledge and respect for elders and because written sources, diaries or detailed letters, for instance, are few. The oral history project could benefit the KBOCC curriculum by enhancing instruction in existing courses, adding a course in oral history, and by providing KBOCC students with the opportunity to work with faculty on the project. For a Tribal institution of higher learning, this oral history project would be a natural fit to preserve historic knowledge for the Keweenaw Bay Indian Community and surrounding communities, as well as enhancing the KBOCC curriculum.

Many different organizations and programs maintain historical materials about the Keweenaw Bay Indian Community including the KBIC Cultural Committee, the Tribal Historic Preservation Office (THPO), the Ojibwa Community Library, Michigan Technological University (MTU) Archives and Copper Country Historical Collections, and Northern Michigan University's oral history collection. The Northern Michigan University collection, with three oral history narratives by Keweenaw Bay Indian Community members and one by a former tribal attorney, is the only one with Keweenaw Bay Indian Community oral histories available for historians. The Tribal Historic Preservation Office has recordings of interviews about specific cultural sites which were recorded under conditions of confidentiality. The Keweenaw National Historical Park has minimal Native American-specific materials but has identified this as a need.

Follow-up and dissemination

The College plans to publish the course resource papers on its website and place print copies in the Ojibwa Community Library. The Library participates in interlibrary loaning through the Upper Peninsula Region of Library Cooperation, which includes academic and public libraries throughout Upper Michigan. The recordings and transcripts of the oral history collection will be maintained by KBOCC. Access to the donated recordings and transcripts will

be available during published working hours. At this time, space and staff limitations make the Ojibwa Community Library unable to handle an oral history collection, but the Tribe's long term strategic plans include library expansion. When the Ojibwa Community Library has the capacity to store and provide access to the collection complete copies of the donated recordings and transcripts will be supplied to the Library. In Fall of 2013, presentations about the oral history project will be given (if accepted) at the Upper Peninsula Indian Education Conference at Northern Michigan University, and the Native American Speakers' Forum at Michigan Technological University. Articles describing the project will be submitted to the *Tribal College Journal* and other scholarly publications as appropriate.

Evaluation

Throughout the project, process evaluation using the project objectives (Appendix A) and timeline (Appendix B) will be conducted by the project director. In addition, the project director will ensure that the project leaders carry out and document continuous monitoring of the interview process, based on the goals established in the design stage. The number of web page hits to the resource papers will be monitored. In addition, meta-narratives – oral histories of their involvement in the oral history project - by project participants will be recorded when they join the project, at intervals throughout the process, and when they end their active involvement. The content of the meta-narratives will provide qualitative evaluative information as well as an experiential record of the project. They will also be used in the undergraduate oral history class to provide an experiential perspective on conducting oral history.

Weaving Our History: Voices of Wisdom and Memory**Oral History Project Work Plan**

Activity	Time line	Personnel Responsible	Outcomes
1. Professional development workshop on Oral History Theory and Methods (see syllabus)	January through early May 2011	Convene - Project Coordinator Instruct – Dr. MacLennan Participate – Faculty and Community historians	1. Enable participants to conduct oral history project and teach about oral history 2. Formulate interview protocols; establish procedures, draft consent and documentation forms, etc. 3. Plan pilot study
2. Initial project organization	January – March 2011	Project Coordinator Student Aide	1. Project work space set up 2. Permissions and approvals obtained 3. Begin providing community information about the project through media and community organizations (Ojibwa Seniors, Historical Societies, etc.) 4. E-communication methods selected and implemented
3. Preparations for conducting oral history interviews	March – May 2011	Project Coordinator Student Aide Faculty interviewers	1. Recording and IT equipment acquired 2. Faculty members' availability confirmed 3. Background research begun
4. Continue Preparations	May – August 2011	Project Coordinator Student Aide Faculty interviewers	1. Obtain agreements to be interviewed from initial group of elders 2. Background research with focus on specific interviewees completed 3. Initial interviews scheduled
4. Conduct pilot study	May- July 2011	Faculty interviewers, student aides	1. Trial of all interview procedures completed 2. Procedures evaluated 3. Procedures revised
5. Develop sample course resource materials based on pilot study narratives	Year 1- July – August 2011	Faculty interviewers	1. Course resources available for use in fall classes 2. Sample resources available as models

6. Continue community outreach and administrative reporting	Years 1-3; 2011-2013	Project Coordinator	<ol style="list-style-type: none"> 1. Project is visible in community 2. Reports to college and funding agency are submitted
7. Oral history collection	September 2011 – August 2013	Faculty Interviewers Student aides (Project Coordinator)	<ol style="list-style-type: none"> 1. Forms and approvals completed 2. Oral history interviews conducted and recorded 3. Recordings backed-up 4. Transcripts prepared 5. Narratives reviewed 6. Narratives edited 7. Conveyances completed 8. Donated narratives indexed and stored
7a. Project meetings: Interviewers will meet with project director at least twice monthly to coordinate, schedule and address emergent issues; Dr. MacLennan will meet with the interviewer and project director at least twice each semester	September 2011 – August 2013	Faculty Interviewers Student aides Project Coordinator Dr. MacLennan	<ol style="list-style-type: none"> 1. Interviews continue smoothly 2. Problem-solving carried out as needed 3. Meta narratives recorded 4. Evaluation conducted
7b. Completed and released narratives will be shared with faculty as a whole on a rolling basis	September 2011 – August 2013	Faculty Interviewers Student aides Project Coordinator	<ol style="list-style-type: none"> 1. Faculty as a whole will be informed. 2. Faculty will be able to work on using resources in courses 3. Faculty will be able to discern unmet needs
7c. Mid-process review	September –October 2012	Project coordinator – convene Faculty interviewers Faculty at-large	<ol style="list-style-type: none"> 1. Progress reviewed compared to goals 2. Scheduling revised as needed 3. Unmet needs or additional opportunities for content identified 4. Additional or follow-up interviews scheduled
7d. Finalize	November-	Project coordinator	<ol style="list-style-type: none"> 1. Narratives and transcripts

Collection	December 2013	Interviewers Librarian	completed 2. Collection index compiled 3. Arrangements made for scholarly access
8. Design undergraduate Oral History Course for initial presentation Spring 2013	May – August 2012	Project coordinator Prospective course instructor	1. Syllabus developed 2. Instructor designated 3. Course approvals obtained 4. Course promoted to prospective students
9 Create initial course resources	May- August 2012	Project coordinator Instructors as assigned	1. Initial resources created 2. Resources incorporated into course syllabi for upcoming academic year
10. Pilot-teach undergraduate oral history course	January- April 2013	Designated Instructor	1. Course taught 2. Course evaluation completed 3. Syllabus and course procedures revised as needed 4. Revised syllabus submitted for approval as regular course
11. Continue course resources development	May- July 2013	Project coordinator Instructors	1. Initial resources evaluated 2. Initial resources revised as needed 3. Additional resources developed for AY 13-14 4. Resources included in syllabi for upcoming academic year 5. Resources published on web site 6. Resources papers placed in Ojibwa Community Library
12. Present and Publish	April – December 2013	Project coordinator Faculty	1. Presentation proposals submitted 2. Presentations given 3. Articles submitted
13. Evaluate and Report	November- December 2013	Project coordinator All participants	1. Evaluations compiled 2. Final reports completed and submitted

Professional Workshop in Oral History Methods Semester-Length Course

This workshop will train tribal college humanities and social science faculty and community historians in oral history methodologies, the theory behind oral history research as historical data, project design for community oral history, use of equipment, and appropriate ethical standards. Over the course of the semester, we will learn how to conduct oral histories, transcribe them, and prepare them for library use. The workshop will also study examples of oral history projects in other tribal communities and design the proposed project for the Keweenaw Bay Ojibwe Community College during the course of the semester. Special attention is devoted to ethical and legal standards of working in tribal communities. Students will work in teams, conduct practice oral histories, discuss experiences and results, and edit transcripts together. By the end of this workshop, participants will be ready to conduct a community oral history project.

Required Readings:

- V. Yow. *Recording Oral History: A guide for the humanities and social sciences, 2nd Edition*. Sage Publications. 2005.
- C. Trimble, B. Sommer, and M Quinlan. *The American Indian Oral History Manual: Making Many Voices Heard*. Left Coast Press. 2008.
- H. Rubin, I. Rubin. *Qualitative Interviewing. The Art of Hearing Data*. Sage Publications, 1995.
- Thompson, Paul. *The Voice of the Past*. 3rd edition. Oxford University Press. 2000.

Weekly Schedule

Week 1: Introduction: Overview of Oral History—history of the field, theoretical insights, and changing technologies

Week 2: Oral History in Tribal Communities: Case studies

Week 3: Types of Oral History: Biography, community history, event history, family history

Week 3: Legal and Ethical considerations; Informed Consent; Tribal approvals

Week 4: Designing the Oral History Project: Scope, equipment, participants, etc.

Week 5: The Interview: Interpersonal relations in the interview, development of questions, locating participants.

Week 6: The Interview: Practice In-Class Interviews and Critique. Discussion of problem

solving methods.

Week 7: The Interview: First field interview and class critique

Week 8: The Interview: Second field interview and class critique

Week 9: Transcription

Week 10: Editing the interview

Week 11: Return to theory: The problems of working with memory and strategies for project design

Weeks 12-15: Designing Year-long Oral History Project: Protocols, timeline, interview questionnaires, project evaluation, and pilot testing.

Oral History Project Bibliography

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Oral History Association, Dickinson College. 1992
- Oral History Evaluation Guidelines*. Oral History Association, Pamphlet Series #3. 1992.
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- Rubin, Herbert J. and Irene S. Rubin. *Qualitative Interviewing. The Art of Hearing Data*. Sage Publications, 1995.
- Schorzman, Terri A., *A Practical Introduction to Videohistory: The Smithsonian Institution and Alfred P. Sloan Foundation Experiment*. Krieger Publishing, Malabar, Florida, 1994.
- Sitton, Thad, et al. *Oral History: A Guide for Teachers (and Others)*. University of Texas Press. 1983.
- Stielow, Frederick J. *The Management of Oral History Sound Archives*. Greenwood Press. 1986.
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- Yow, Valerie Raleigh. *Recording Oral History: A guide for the humanities and social sciences, 2nd Edition*. Sage Publications. 2005.

KEWEENAW BAY OJIBWA COMMUNITY COLLEGE
ORAL HISTORY PROJECT
INSTITUTIONAL HISTORY

Formed out of our American Indian identity, the mission of Keweenaw Bay Ojibwa Community College is to provide post-secondary education, rich in Ojibwa culture, tradition, and beliefs, that supports life-long learning.

KBOCC Mission Statement

KBOCC History: Keweenaw Bay Ojibwa Community College (KBOCC) was chartered by Ordinance No. 75-1 of the Keweenaw Bay Indian Community on July 12, 1975. Due to change in the tribal political structure and administration, the College closed its doors from around 1980 to 1998. In the Fall of 1998, the Tribal Council approved the College's revitalization under the administration of Debra J. Parrish who served as the Chief Administrative Officer and then as President in 1999. Keweenaw Bay Ojibwa Community College also became a member of the American Indian Higher Education Consortium (AIHEC) in October 1999. A new College facility "Niiwin Akeaa (Four Directions) Center" was constructed in October 2004, which houses the administrative and faculty offices, classrooms, computer lab, GIS lab, and fitness center. The former administrative building houses the institution's Fine Arts Studio, Student Center, and Outreach Programs. The former academic building houses a small library, science lab and additional classroom space.

Accreditation: KBOCC was granted initial candidacy status by the Higher Learning Commission of North Central Accreditation on October 1, 2009.

Degree Programs: KBOCC currently offers associate degree programs in Early Childhood Education (32% of students with declared majors), Liberal Studies (43%), and Environmental Science (25%). Vocational education programs for certificates of training are also offered along community education or enrichment courses.

Demographics: Based on students who were admitted and enrolled in the Fall 2009 – Spring 2010 semesters, the unduplicated student count totaled eighty-five students. Of these students, approximately ninety-two percent are Native American students; eight percent are Non-Native. KBOCC students range from advanced-secondary students to elders, and many students are also employed or are parents. Twenty-four percent of the student population is male; seventy-six percent is female. Fifty-three percent of the students are degree seeking. Graduating classes of 2009 and 2010 were three students each; six students graduated in 2008.

KBOCC employs three full-time faculty members, seven permanent part-time faculty members, and two to six adjunct faculty members. Administrators include the President, Dean of Instruction, Dean of Student Services, and Assessment Coordinator. The College has two research staff members and six support staff.