

NEH Application Cover sheet (BH-293755)

Landmarks of American History and Culture

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INSTITUTION

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APPLICATION INFORMATION

Title: *Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures*

Grant period: From 2023-10-01 to 2024-12-31

Project field(s): U.S. History; Interdisciplinary Studies, General; American Studies

Description of project: Our K-12 teacher workshops explore how different social groups experience history. The project examines the Grand Coulee Dam as a landmark of contested narratives. One narrative celebrated the social, economic, and cultural power of modernity. The other focused on the loss of indigenous cultural identities. Participants will explore these processes in discussion with experts, site visits, and primary material including oral histories, government documents, art, song, and photographs. The two one-week sessions, paired with two virtual pre-workshop sessions and one virtual post-workshop session, will equip teachers with analytical frameworks to engage their humanities and social science students in conversations centered on how different social groups experience and remember transformative changes of the landscape.

BUDGET

Outright request	189,145.00	Cost sharing	0.00
Matching request	0.00	Total budget	189,145.00
Total NEH request	189,145.00		

GRANT ADMINISTRATOR

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GRAND COULEE DAM
THE INTERSECTION OF MODERNITY AND INDIGENOUS CULTURES
DAVID PIETZ AND DOROTHY ZEISLER-VRALSTED

NARRATIVE

Nature of the Request

If FDR never done another thing, he was a great man for authorizing Grand Coulee Dam. He saved the West ... This country wasn't worth a tinker's damn until the dam went in. "Starvation Stock" country, that's what it was.

-Skip Lael, *We Built this Dam*, Oral History Exhibit (Grand Coulee Visitor Center)

It [Grand Coulee Dam] destroyed a lot of people. Our chief died and a lot of people died mostly from heartbreak, I think, because they lost Kettle Falls. A lot of families broke up from ... moving away from their homeland.

-Janette Timantwa, *Our Stories*, Oral History Exhibit (Grand Coulee Visitor Center)

Inspired by these different reflections on the Grand Coulee Dam, our proposed K-12 teacher workshop explores how different social groups experience history – the historical events themselves, and the memory of those events. The project unpacks the history of Grand Coulee Dam as a landmark of contested narratives. One narrative celebrated the social, economic, and cultural power of modernity. The other focused on the loss of indigenous cultural identities and livelihoods. Participants will explore these processes in discussion with experts, site visits, and engagement with primary material including oral histories, government documents, art, song, and photographs. Incorporating participant feedback from our first Landmarks workshop in 2017 (awarded again for 2020, but cancelled due to Covid), as well as interpretive and pedagogic innovations since that time, the two one-week sessions, paired with two virtual pre-workshop sessions and one virtual post-workshop session, will equip teachers with unique and meaningful analytical frameworks to engage their humanities and social science students in conversations centered on how different social groups experience, interpret, and remember transformative changes of the landscape.

Intellectual Content and Significance

Along with the Hoover Dam and the Tennessee Valley Authority (TVA), Grand Coulee was among the preeminent projects of American mid-century modernism. The notion of modernization was popular during the mid-20th Century as engineers, scientists, and political elites joined forces to build a progressively better world. Industrial technologies enabled a grandiosity unknown in earlier generations as rivers were dammed, reservoirs built, and hydropower stations electrified the nation. The dam lit and heated homes, ignited dreams of an irrigated agricultural Eden, powered the aluminum factories of the Pacific Northwest during World War II, and generated power to produce plutonium for Fat Man – the atomic bomb that devastated Nagasaki. The dam helped catapult the nation into the “American Century,” and was immortalized as the “Eighth Wonder of the World.” As Harry Truman asserted, “With this dam, man's ingenuity and perseverance have dramatically transformed the energy of a mighty river into a great new source of national strength.” (Truman, 1950)

Engineering projects like the TVA and Grand Coulee Dam were also viewed as

democratizing economic opportunity through poverty alleviation and rural rehabilitation. To President Roosevelt, “power was...a secondary matter.” (FDR, 1934) These projects were about improving conditions for the rural poor. In the midst of WWII, David Lilienthal (TVA Director) argued that, imbued with a “moral and indeed a religious purpose,” the TVA “is democracy’s answer to our . . . would-be dictators.” (Lilienthal, 1944) Cultural production reinforced the material dimensions of modernism and the Grand Coulee Dam. Sustained by federal funds, filmmakers, composers, and artists celebrated the role of the “American technological sublime” in creating a landscape of opportunity and cultural regeneration during the Great Depression. In response to 2017 participant evaluations, we will incorporate greater discussion of the “technology complex” of modernization – an analytical concept that includes not only the science and technology of “technological marvels,” but also the innovative bureaucratic capacities of the modern state to organize the physical and human resources to execute massive projects like the Grand Coulee Dam.

The indigenous peoples of the Columbia River watershed did not typically share the totality of this vision. In contrast to the sentiments expressed at the 1950 dedication of the Grand Coulee Dam by President Truman, some 10,000 members of the Colville, Yakama, Spokane, Nez Perce, Flathead, Blackfeet, Coeur d'Alene, Tulalip, and Pend d'Oreille tribes gathered at Kettle Falls a decade earlier for a “Ceremony of Tears” to lament the inundation of this important fishing site. To many, the construction of Grand Coulee Dam was, and remains, a narrative of destruction. These stories were (and are) often framed by themes of displacement and loss of cultural, social, and economic traditions. Before the dam, Native Americans from multiple tribes gathered at Kettle Falls from mid-June to early fall to fish salmon. In perhaps the most dramatic and memorable form of capture, fishers perched precariously over “kettles” (or potholes) on platforms equipped with long-handled dip nets to catch salmon during their annual passage up the falls. As recalled by a Spokane Tribal Elder, “Everybody ate fish. You could go down to the river in the morning and catch 8-10 fish . . . You used to be able to catch all you wanted.” (Brisboys, 1999) Kettle Falls was also a major center for trade on the Columbia Plateau. After Kettle Falls was inundated in 1940, the lifeways of river and peoples were indelibly transformed.

A history of the Grand Coulee Dam, however, that only posits hostility to and passive acceptance of the dam on the part of indigenous communities would indeed be incomplete. In our earlier Landmark workshops, we emphasized the consequences of loss – loss of homes, salmon, and burial grounds. Based on recent scholarship on memory and resistance, we are persuaded to incorporate a complex of indigenous responses, from the promises of electrification and wages to active and passive resistance to the dam. The first act of resistance, the “Ceremony of Tears,” framed resistance through the fostering of a collective memory of dispossession. The second is expressed by the fight for compensation and restored sovereignty over land, water, and fish. Critical to the 2024 workshop will be reflection on all these responses to modernization.

By integrating the voices of all those affected by the construction of Grand Coulee Dam, workshop participants will leave with an enhanced historical understanding of the foundational years of large-scale, multiple purpose projects that transformed landscapes, and the material and moral legacies of these landscape interventions. Further, a historical knowledge of these years prepares participants for contemporary debates regarding development and resources. These debates remain a central concern for indigenous peoples throughout the world.

In conclusion, our workshops will offer participants a wider lens to understand the 20th Century as an era infused with the mutually shaping historical processes of technological innovation, cultural displacement, and environmental change. At the same time, we will examine

the role of historical memory as indigenous communities continue to seek a voice in the aftermath of large-scale environmental change. As tribal governments in the Columbia Valley reassert sovereign rights over land, water, and fishing rights, these actions add nuance to the history of Grand Coulee Dam as a landmark of environmental transformations.

Curriculum Relevance and Application

The workshop will confront the Grand Coulee Dam as a landmark of critical, and often conflicting, perspectives that suggest the complexity, and ultimately, the richness of the American experience. These contested and overlapping narratives seed possibilities for better implementing inquiry/project based, interdisciplinary learning opportunities. Pedagogical approaches like these offer a rich discourse by foregrounding complex contemporary and historical indigenous perspectives, largely absent or grossly under/misrepresented from mainstream curriculum (e.g., Lewis and Clark, Westward Expansion, Manifest Destiny, fishing rights, salmon passage, river/sea health). Facilitated curriculum sessions will ask teachers to grapple with complex questions of past and present, and design curriculum that can support students in doing the same. In short, our workshop has a “learn by doing” design, with drafting, revision, and feedback offered collectively.

Talks, films, music, and field activities will deepen, alter, and expand the teaching of literature, history, geography, civics, economics, science, ecology, and engineering. The design of our workshop simultaneously serves as a model for teachers, encouraging teaching through land and place, direct experience (i.e., inquiry *in place*), local knowledge, and multiple perspectives. Content will be organized around three central questions: 1) How did Grand Coulee represent the material and moral aspirations of the United States during the mid-20th Century; 2) How did indigenous peoples experience the re-plumbing of the Columbia River valley, and 3) How would we write our own narrative of Grand Coulee? By critically evaluating competing place-based narratives, teachers will develop lesson plans designed to promote student engagement by grappling with fundamental and enduring questions of historical inquiry and memory appropriate for students in grades K-12, including such questions as: How do we guarantee the rights of the minority? How do we maintain pluralistic values and practices? How do we define the collective good? Do the means justify the ends in pursuit of that “collective good?” And ultimately, where do we go from here?

These questions enrich conventionally taught curriculum through inviting the paradox “now is then” as a literal and metaphorical springboard for thinking about how to teach history, culture, contemporary life; and how to ensure a sustainable and socially just future. Emphasis will be placed on content integration, so that lesson plans are developed thematically rather than “about Grand Coulee.” For example, a model activity will be a “sticky issue” exercise illustrating the layers of contemporary socio-political-cultural challenges (e.g., climate change, land and water rights, immigration law and policy). Teachers will work in small groups to collaboratively write preliminary lesson plans by connecting the “now” with the layered meanings of Grand Coulee. In a post-workshop session in September, we will explicitly explore how teachers have integrated workshop content and pedagogical approaches into their respective classrooms.

The curricular dimensions of this Landmark project application reflect important revisions that were prompted by participant evaluations from our 2017 workshops, as well as analytical and pedagogical innovations developed over the past five years on our topic. These revisions include explorations of the complexity of responses by indigenous communities to the dam; a stronger sense of Native agency as expressed in sovereign-rights recovery, and language and

cultural preservation efforts; additional time for Nez Perce presenters to explore the cultural centrality of salmon to indigenous PacNW communities; examination of treaty frameworks between native nations and the federal government that governed resource allocation; exploration of the impact of the Grand Coulee Dam on agricultural development; and a session on how virtual and gaming technologies can augment the adoption of workshop themes to the classroom (see Program of Study and Project Team and Participation for more).

Throughout the workshop, materials and experiences are accompanied by facilitated sessions to support lesson planning and development of critical assessment mechanisms. Selected material is sourced from the National Museum of the American Indian's (NMAI) *Essential Understandings about American Indians Framework*. The Grand Coulee workshops are designed to align with relevant K-12 standards such as Common Core State Standards (CCSS); the College, Career, and Civic Life (C3) Framework for social studies education; Next Generation Science Standards (NGSS); and STEM and arts-based standards.

Program of Study

The project will adopt a hybrid model with virtual and on-site programming. For the on-site program, two one-week workshops (July 7-12 and July 14-19) will be held. We have shortened the workshop schedule to end on Friday afternoon (instead of Saturday morning in 2017) to accommodate end-of-workshop travel options as suggested by the 2017 evaluations. The virtual components include two synchronous pre-workshop sessions that incorporate introductions, workshop goals and expectations, as well as the reflections of a past participant and how she has developed unique classroom capacities based on her workshop experiences, including place-based gaming approaches. Last, we have also added a post-workshop virtual session that will focus exclusively on how teachers have adapted their classrooms based on workshop themes and pedagogical innovations. We believe this schedule will maximize participant engagement during the workshop, as well as allow reflection after the workshop on how teachers have implemented changes to their classroom – reflections that we felt were incomplete in our earlier workshop (seconded by 2017 workshop participants).

Participants will engage primary material including art, song, speeches, material artifacts, government documents, and oral histories. We will also select appropriate secondary works to help frame critical interpretive questions. Emphasizing experiential outcomes, we will visit Kettle Falls, once the site of the second most populous traditional fishing grounds on the Columbia River and home to the Kettle Falls Historical Center; the Colville Tribal Museum; and the Grand Coulee Dam. Each day will be structured by a clearly stated interpretive question. The workshop will devote ample time for participant reflection, wanderings, and discussion. Beginning the workshop will be a presentation by Project Co-Director Pietz that frames the 1930s era of dam-building within a global context. Throughout the week our Lead Faculty (Colombi) will be largely responsible for framing and contextualizing the analytical questions the workshop engages. Project Co-Director Zeisler-Vralsted will provide expertise in the content areas of western and water history, while presenters from area tribes – Nez Perce, Colville, and Spokane – will focus on indigenous perspectives. At the same time, Dr. Francene Watson, our Classroom Teaching Facilitator, will help teachers incorporate historical material into their lesson plans. Lesson plans will also be enhanced through the earlier virtual workshop led by Dr. Jennifer Moriarty, a participant in our 2017 Landmarks workshop, to explore with our teachers how to develop interactive gaming technology to learn about competing narratives of modernity and indigeneity. On the last day (Friday), participants will present preliminary curricular plans.

Workshop faculty will be available at all times during the week. Our goal is to foster a respectful community of learners where discussion and reflection are valued.

Pre-Workshop Synchronous Virtual Session I: Introductions, Goals, and Expectations (June 5)

Framing Question(s): Who are We? And What do We and You Expect?

In addition to participant and faculty introductions, the Co-Directors will outline the goals and expectations of the workshop. We will also preview the readings and respond to any questions and/or concerns of workshop participants.

Pre-Workshop Synchronous Virtual Session II: A Workshop Retrospective and an Introduction to Virtual/Gaming Pedagogies (June 19)

Framing Question: How has the Workshop Impacted Previous Participants?

Jennifer Moriarty will reflect on her experiences as part of our 2017 cohort and suggest strategies to maximize workshop opportunities as well as her post-workshop experiences in integrating workshop content into her classrooms. In addition, Dr. Moriarty will introduce how teachers might begin to think about how to integrate place-based gaming and other virtual learning platforms into participant classrooms, using her lesson plan, “The Mythology of Place.”

Day 1 (Sunday): Welcome and Keynote

Framing Questions: What’s the Deal with Big Dams?

On Day 1 we will host a reception for all participants. Dr. David Pietz will give a keynote entitled “The Global Promise of Dams and Development in the Twentieth Century.” Themes will include the gospel of modernity with its emphasis on multipurpose water development. The purpose of this first presentation is to establish the assumptions and goals of the state in engaging in large-scale dam construction. Who benefitted? Who decided? And how were these projects carried out?

Day 1 readings: Arnold Pacey, *Meaning in Technology*, Bruce Sinclair, “Local History and National Culture,” David E. Nye, *American Technological Sublime*, and Paul Josephson, *Industrialized Nation*.

Day 2 (Monday): Salmon and Folklore in the Columbia River Watershed

Framing Question: How did the Columbia River landscape shape indigenous identity?

The first full day will explore indigenous cultural patterns in the Columbia River Basin before construction of the Grand Coulee Dam. Allen Pinkham, a Nez Perce elder, and Steven Ross Evans, historian of Nez Perce and western history, will present “Salmon and His People.” Pinkham, who as a child accompanied his father to the traditional fishing grounds at The Dalles, will consider belief systems that permeated salmon harvesting. Complementing Pinkham’s firsthand explorations of salmon culture, Evans will offer a framework of the treaties that govern

natural resources on Nez Perce lands. This discussion will sharpen the differing understandings of natural resources between indigenous peoples and the federal government. Our present proposal doubles the presentation times for Mr. Pinkham and Mr. Ross in response to our 2017 evaluations that expressed a general desire for more engagement with Nez Perce dynamics.

In the afternoon, our Lead Faculty, Benedict Colombi, will review the history of the Spokane Tribe, who fished for salmon at Kettle Falls. He will explore the importance of salmon to native diets, as well as the centrality of the river and fish to cultural practices. He will also prepare participants for our visit to Kettle Falls on Day 3. Classroom Teaching Facilitator Francene Watson will also preview ideas for integrating the Kettle Falls material into the curriculum. After dinner, participants are invited to view a film produced by the Spokane Tribe, "River of Promises." The goal of the day is to understand indigenous cultural patterns before the intervention of the Grand Coulee Dam on the lifeways of indigenous peoples.

Day 2 readings: Selections from William Lang and Robert Carriker, eds., *Great River of the West: Essays on the Columbia River*, and Allen Pinkham, *Salmon and His People*.

Day 3 (Tuesday) Kettle Falls—A Central Place of Indigenous Cultures

Framing Question: How did the river define material/symbolic practices of tribal communities?

Building upon Day 2, the goal of this day is to give participants a sense of environmental transformation and how these impacted cultural practices. Participants will visit the Kettle Falls Historical Center. As one of the three most important traditional fishing sites in the Pacific Northwest, this visit offers a glimpse of an indigenous culture that flourished for 10,000 years. The community of Kettle Falls is also the site where the "Ceremony of Tears" was held in 1940. Native Americans throughout the Columbia River Valley attended the three-day event to mourn the submersion of their traditional fishing grounds. Center staff will lead a tour followed by a presentation on local history. The staff will highlight the array of material culture available at the Historical Center for interpreting indigenous cultures of the region. Participants will also stroll the grounds that overlook Lake Roosevelt which submerged the falls and fishing grounds.

Concluding the day will be a presentation by Facilitator Watson on how to incorporate the landmark (Kettle Falls), museum artifacts, oral histories, and primary readings into lesson plans that explore tribal identity and the Columbia River.

Day 3 readings: *Upper Columbia River Book of Legends*, David Chance, *People of the Falls*, Paul Kane, *Wanderings of an Artist Among the Indians of North America*; oral histories "We Built This Dam," and "Our Stories: The Tribal Viewpoint," (Bureau of Reclamation).

Day 4 (Wednesday): Grand Coulee Dam and the Modernist Impulse

Framing Question: What were the national and regional goals of the Grand Coulee Dam?

During the next two days our temporal emphasis shifts to the 20th Century as we travel to Grand Coulee Dam and the Colville Tribal Museum. The purpose of this day is for participants to explore the dam, and to think about the goals and consequences of its construction. Before departing, Dr. Laurie Arnold, an expert on Native American history and member of the Colville Confederated Tribes, will speak on "Grand Coulee Dam and Its Impact on Indigenous Peoples." Prompted by evaluation of our 2017 proposal, we have added a discussion led by Project Co-

Director Zeisler-Vralsted on the underpinnings of modernity with a specific focus on the assumptions and goals of 20th Century water management with a focus on major dams in the U.S. built during the mid-century period.

At noon, the participants will travel to Grand Coulee Dam. During the bus ride, our Classroom Teaching Facilitator will engage participants in strategies to incorporate the competing narratives of the Grand Coulee. Led by Bureau of Reclamation employees, teachers will tour the Grand Coulee Dam. After dinner, participants will return to the Visitors Center at Grand Coulee and visit the exhibits followed by a showing of the federally-funded film, *The River*. Dr. Pietz will lead discussion after the film. The Bureau of Reclamation's laser light show, "One River, Many Voices" (projected on the downstream face of the dam) is an optional event following the film.

Day 4 readings: Franklin D. Roosevelt, "Address to the Third World Conference," Washington, D.C. (September 11, 1936), Harry Truman, "Address at the Dedication of the Grand Coulee Dam" (May 11, 1950)," Gerhard Peters and John T. Woolley, *American Presidency Project*; David E. Lilienthal, *TVA: Democracy on the March*, and Vincent Lagendijk, "How the Model Got its Mojo: How the TVA Became a Paradigm for Planners;" Nard Jones, *Still to the West*.

Day 5 (Thursday): The Impacts of the Grand Coulee Dam

Framing Question: What were the economic, social, and cultural impacts of the dam?

Thursday activities will begin in Grand Coulee at the Colville Tribal Museum. The coordinator of the museum, Kristen Heidenthal, will provide background to cultural and material practices by exploring artifacts and their meaning. Museum staff have been long-standing advocates for the preservation of tribal history and have collected a rich trove of oral histories with Colville tribal members who were present when Grand Coulee Dam was built. Complementing the oral histories are the collections of tribal legends and folkways compiled in the text *Upper Columbia River Book of Legends*.

Over lunch at the museum, our Classroom Teaching Facilitator, Francene Watson, will draw from Washington State's Sovereignty Curriculum, *Since Time Immemorial*, to lead discussion on incorporating cultural production into the lesson plan. The bus departs for Spokane after lunch and participants will have the remaining afternoon to prepare lesson plans for Friday's presentations.

Day 5 readings: Sarah Ferguson, *The Confederated Tribes of the Colville Reservation: Upper Columbia River Book of Legends*; David F. Martin, *Austere Beauty: The Art of Z. Vanessa Helder*, and Paul Pitzer, *Harnessing a Dream: Grand Coulee Dam*.

Day 6 (Friday): Competing Historical Narratives of Grand Coulee

Framing Question: How is Grand Coulee Dam remembered?

Friday morning will incorporate additional tribal voices on how memories of river and the dam are nurtured, revised, and constructed. Margo Hill, Spokane Tribal member, attorney, and former tribal judge will discuss the tribe's long history of petitioning for compensation from the federal government for the loss of traditional fishing sites. Compensation was finally awarded in

2019. After Hill's discussion, we will be joined by Marsha Wynecoop, Spokane Tribal Language Program Manager, who will present on how tribal historical memories of the river, fishing, and dam construction are preserved, modified, and constructed through language and cultural production to serve contemporary goals. The morning's focus on Spokane Tribal dynamics is in response to our 2017 evaluations that encouraged us to incorporate more indigenous perspectives from the contemporary period.

The afternoon will be devoted to sharing initial strategies on how to integrate workshop themes and pedagogies into the classroom. Presentations will be made by groups of five teachers each that explore learning outcomes, and the methods of achieving them to workshop participants. Groups will be formed early in the workshop week to allow participants to progressively think about the content of their lesson plans. These initial plans will also be posted on our workshop website.

Day 6 readings: Senate Hearing, 108-375, (2003), "To Provide for Equitable Compensation of the Spokane Tribe of Indians of the Spokane Reservation in Settlement of Claims of the Tribe Concerning the Contributions of the Tribe in the Production of Hydropower by Grand Coulee Dam;" Public Law No. 116-100 (2019); Hill, Margo, "The River Gives Us Our Way of Life," in *The Spokane River*, ed. Paul Lindholdt.

Post Workshop Session: Developing and Integrating Workshop Lesson Planning (October 15)

Framing Question: How are we Implementing Workshop Content and Pedagogies?

At this summative session, we will ask teachers to share their learning goals and how they have adopted and adapted workshop content and approaches to their classroom. In our discussions we will pay particular emphasis on the formulation of learning outcomes and how the workshop aided in these efforts.

Project Team and Participation

Project leaders and faculty come from EWU, the University of Arizona (UA), Washington State University, and Gonzaga University. Project Co-Directors are Dorothy Zeisler-Vralsted, Professor Emeritus of International Affairs and an expert on water governance at EWU and David Pietz, Regents Professor of History and the UNESCO Chair of Environmental History at the University of Arizona. The Lead Faculty is Benedict Colombi, an Anthropologist from the UA who is an expert on the plateau tribes of the Pacific Northwest. Our Classroom Teaching Facilitator is Francene Watson from WSU and an expert in high school pedagogy and Native American education. As a group, faculty and facilitators possess expertise in Native American history, the history of the U.S. West, environmental history, history of technology, historical memory, and contemporary indigenous studies.

Project Co-Director: David Pietz: Dr. Pietz is the UNESCO Chair of Environmental History and Regents Professor at UA. With a PhD in Modern Chinese History from Washington University, his work focuses on the history of water management in 20th Century China. He has leveraged this work to examine similar issues on a global scale, with particular reference to indigenous communities. With a focus on "Indigenous Peoples and Water," the UNESCO Chair has supported a wide variety of project on indigenous resource issues, including, for example, groundwater contamination from uranium mining waste on Hopi lands in northern Arizona. He is

also developing an NSF-funded Research Experience for Undergraduates focused on water-related health challenges of Chlorite'-Mayan communities in Guatemala. Dr. Pietz's work has been supported by the National Science Foundation, the NEH, the Mellon Foundation, the American Philosophical Society, Institute for Advanced Study (Princeton), Guggenheim Foundation, and Carnegie Foundation. He has organized six K-12 teacher training workshops. Dr. Pietz is completing a manuscript on the extinction of the Yangtze River Baiji dolphin.

Project Co-Director Dorothy Zeisler-Vralsted: Dr. Zeisler-Vralsted is Emeritus Professor of International Affairs at EWU where she taught classes on modernization and nature, the contemporary politics of water, and modernization and indigenous peoples. Her research focuses on water history with publications on the historical development of major river systems, water use in the American West, and the intersection of race, gender, and the environment. In 2021, Dr. Zeisler-Vralsted and David Pietz co-authored *Water and Human Societies: Historical and Contemporary Perspectives* in (Palgrave). Her most recent publication (2022) is *African Americans and the Mississippi River: Race, History, and the Environment*. Zeisler-Vralsted has a long history of working with K-12 teachers as she received two grants from the Department of Education's Teaching American History Program (30 teachers in each 3-year grant). In addition, Zeisler-Vralsted worked in senior administration for over ten years. This background, coupled with previous grant experience, has given her the skills to oversee large projects with a diverse community of participants. The logistics of delivering two successful one-week workshops is a familiar undertaking, enabling her to devote time to creating an effective learning community.

Classroom Teaching Facilitator: Francene Watson is Assistant Professor of Education at Washington State University with a focus in secondary pre-service teacher education. Watson works collaboratively with the College of Education's Clearinghouse on Native Teaching & Learning to further the state's Sovereignty Curriculum (Since Time Immemorial), culturally responsive curriculum development, and teacher training. In partnership with regional Plateau-area Tribal Nations, she served on two national (NSF/DOE-OIE) and state funded (PESB) grant projects aimed at generating community-based, culturally responsive curriculum and diversifying the teaching profession. Drawing from experience as a former high school English and Humanities teacher, Watson's teaching, community engagement, and research is tethered to sustainability and environmental education from a land and place-based learning framework. Pre-service and in-service professional development themes center on the critical need to establish culturally responsive, socially just, and enlivened learning spaces in our schools. Using participatory and community-based action research models, project foci connect food, water (namely the Snake and Columbia Rivers) and community, bringing these intersections into a K-12 curricular platform such as interdisciplinary, garden-based learning.

Lead Faculty: Benedict Colombi: Dr. Colombi is Professor of American Indian Studies at UA, with affiliate appointments in Anthropology and the School of Natural Resources. He is also a faculty affiliate of the Arizona Institute for Resilient Environments and Societies, a center for disciplinary and interdisciplinary environmental and climate change research. Dr. Colombi's research foregrounds American Indian natural resources management, cultural and environmental sustainability, and globalization. He is developing a book based on research with the Nez Perce Tribe about large dams, Pacific salmon, and the world-economy in the Columbia River Basin.

Presenter: Laurie Arnold: Dr. Arnold, Colville Tribal member, is Gonzaga University's Director of Native Studies. Before joining Gonzaga, she oversaw Native American Initiatives at Notre Dame University and was Associate Director of the D'Arcy McNickle Center for American Indian and Indigenous Studies. Arnold has a robust publishing record, including *Bartering with the Bones of Their Dead: The Colville Tribes and Termination*, book chapters on tribal sovereignty, and "Preparing Students for Informed Public Discourse through Native American History." She has been an invited speaker at numerous venues and been engaged as a public scholar at museums and historical centers throughout the West and Pacific Northwest.

Presenter: Steven Ross Evans: Dr. Evans is an Emeritus Professor at Lewis and Clark State College where he received multiple awards for teaching excellence. For the last eleven years he has collaborated with Allen Pinkham on research on the Nez Perce Indians and the Lewis and Clark expedition. He has published widely on Nez Perce and Western U.S. History.

Presenter: Allen Pinkham: Mr. Pinkham is a Nez Perce Elder and great, great, grand-nephew of Chief Joseph, and descendent of Red Grizzly Bear. After a career in the private sector, he returned to the Nez Perce Reservation and has served the community as a story-telling educator-author. He co-authored, with Dan Landeen, *Salmon and His People*, and wrote a chapter for Alvin Josephy's, *Lewis and Clark through Indian Eyes*. Known as a gifted storyteller, he has also served on the National Lewis and Clark Bicentennial Council, the Chief Joseph Foundation, and on the Board of Trustees for the National Museum of the American Indian in Washington, D.C.

Presenter: Margo Hill: Dr. Hill, Spokane Tribal member, is Professor of Urban and Regional Planning at EWU. She has also worked as a Tribal Attorney for the Spokane Tribe of Indians where she provided legal counsel to the Spokane Tribal Business Council, program managers, and staff in areas of federal Indian law, employment law, and land management. She also assisted the Tribal Council in amending the Spokane Tribal Law and Order Code. Her interest in gaining compensation for the Spokane Tribe, after the loss of ancient burial sites with construction of Grand Coulee Dam, dates back to the early years of the 21st century.

Presenter/Consultant: Jennifer E. Moriarty: Dr. Moriarty (Ed.D) is a Mathematics and Video Game Programming Instructor for the CEC Early College of Denver. Dr. Moriarty was a participant in our 2017 Landmarks workshop. With a distinguished teaching career, recognized locally and nationally, in 2020, Moriarty received the Presidential Award for Excellence in Mathematics and Science Teaching. She will explore with our teachers ways to incorporate into the K-12 classroom interactive gaming technology to learn about competing narratives.

Presenter: Marsha Wynecoop: Ms. Wynecoop is a member of the Spokane Tribe of Indians and is the Spokane Tribal Language Program Manager. She is recognized as an elder and cultural adviser for the tribe. She has led the revitalization of the Salish language as part of the Back to the Heart School. She has been cited in local and regional outlets for her insights into the preservation of tribal culture.

Museum/Historical Center Staff: Kristen Heidenthal, Museum Coordinator, Colville Tribal Museum has been employed by the Confederated Tribes of the Colville Reservation for almost

12 years. Adding to her expertise in Colville Tribal history, Heidenthal has a professional background in archives and records management with an MA from San Jose State University. She is well versed in the museum's holdings and will be an excellent guide for our participants.

Museum/Historical Center Staff: Steve Schott: Mr. Schott has been a long-time supporter of the Kettle Falls Historical Center, serving as President since 2014. He is a well-respected local historian and has hosted public events, workshops and seminars, and led numerous tours of the Center and the surrounding region for area schools.

Museum/Historical Center Staff: Ivan Snavely: Mr. Snavely is Supervisor for guided tours at the Grand Coulee Power Office Visitor Center. Since 2011, Snavely has led tours of the dam for engineers, teachers, K-12 students, and tourists. In 2015, he oversaw tours for 21,000 visitors.

Project Recruitment and Dissemination

The intended audience for the workshop is primarily K-12 teachers of multiple subjects, with limited recruitment of humanities professionals. The project co-directors will recruit a diverse and motivated pool of teachers representing different areas of the country, and who serve diverse student populations. Recruitment will begin by contacting participants from our 2017 workshops. These K-12 teachers represented 19 states, with many teaching in Title I schools, located in underserved urban and rural communities. We will request the teachers to publicize the workshop with a blurb on how the workshop has been beneficial to their professional development. In addition, each participant will be asked to forward to us a 1-2 sentence endorsement that Directors can include in recruitment material. Other recruitment strategies include contacting the previous 132 applicants for the 2020 NEH Landmarks Workshop, which was cancelled due to COVID. Complementing these relationships, the directors will contact national organizations such as the National Indian Education Association, American Indian Higher Education Consortium, National Council for Higher Education, and the National Council for Social Studies, and request that the workshops be posted on their websites. The UA was designated a Hispanic Serving Institution in 2019, with the College of Education expanding its outreach to school in Hispanic cultural areas. We will work with the appropriate personnel in that college to target schools for workshop promotion. Further, the Directors will provide the lead faculty and presenters with promotional materials to be distributed at national conferences in a variety of disciplines, including anthropology, history, Native American Studies, and education. Directors will also utilize the college-ready high school programs in the Pacific Northwest (other regions will also be explored). For example, at EWU, the Political Science and History Departments have created very successful "College in the High School Programs," resulting in a wide network of social science teachers throughout the state. This pool of instructors will be contacted and requested to post recruitment notices for the workshop on their social media sites.

The selection committee will be comprised of the project Co-Directors (Zeisler-Vralsted and Pietz), Classroom Teaching Facilitator (Watson), and a teacher from Lewis and Clark High School in Spokane (to be determined). Applicants will be selected based on their letters of interest, resumes, and recommendation letters. We shall utilize our Landmarks website and email to keep our participants updated on pre-workshop readings and all other relevant workshop information.

Dissemination will include many of the same networks mentioned above. In addition to

constructing a website to facilitate the creation and exchange of lesson plans among grant participants, project co-directors will submit relevant material to the NEH-sponsored EDSITEment website for dissemination. All project-related material and outcomes (e.g., lesson plans) will be posted to “NEH Connections: Websites for Teachers and Learners.” Hoping to expand dissemination from our 2017 workshop, we will include workshop teachers in the information and event network of the UNESCO Chair in Environmental History that has a focus on indigenous peoples and water, as well as leverage K-12 outreach networks developed by the UA Title VI centers in Latin American Studies and Middle Eastern Studies.

Based on our experiences in 2017 and guided by UA’s Office of Continuing & Professional Education, we will offer participants Certificates of Completion, either digital or hard copy, or digital badging, an electronic credential that can be added to LinkedIn profiles and online resumes. The badge, available through the badging platform Badr, will be “branded” by the UA College of Social and Behavioral Sciences and contains metadata that includes the particulars of the program and/or learning objectives achieved. We would like to pursue these options as very few of our 2017 participants requested the more traditional Continuing Education Units.

Institutional Context

One change in the institutional arrangements for our 2024 workshop proposal is that our application will be routed through the University of Arizona instead of Eastern Washington University. All components of the workshops remain under the direction of the two Co-Directors from our 2017 and 2020 projects. As such, the transition of grant management from Eastern Washington to the University of Arizona will be seamless.

In response to perhaps the strongest-felt suggestion from 2017 evaluations, we have changed the workshop venue from the largely rural confines of the Eastern Washington University (EWU) campus to EWU’s Riverpoint Campus in downtown Spokane. The new venue will accommodate transportation from/to the Spokane Airport and give participants a greater array of dining and spare-time options. All on-site sessions will be held in classrooms at the EWU Riverpoint Campus in downtown Spokane. All classrooms are equipped with state-of-the-art instructional technologies and are configured to maximize collaborative learning. In addition, all buildings and classroom are ADA compliant. Participants can take a convenient, direct bus to/from our downtown Spokane hotel. Participants will stay at downtown Spokane hotels, all with easy walking distance to the to the Riverpoint Campus. As with our 2020 award, project staff will work with area hotels to secure reasonable rates with breakfast options. We will provide an online mechanism for participants to share rooms.

Classrooms at the Riverpoint Campus will be free-of-charge. Teachers will also have electronic access to the University of Arizona Library with resources supporting numerous research interests. For those wishing to travel to nearby by Cheney, the EWU Archives and Special Collections offer unique resources pertaining to the Columbia River. The Spokane Public Library, an easy walk from accommodations and the classroom, also houses a Pacific Northwest collection. Last, the Riverpoint campus has ample computing facilities to accommodate individual and group work.

Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures
 NEH Landmarks in American History and Culture.

Work Plan

Date	Objectives	Activities	Team Participant(s)
October 2023	Exchange/Coordination with NEH Landmarks Staff and Awardees	Notice of Action issued; Landmarks Directors meeting in D.C.	<ul style="list-style-type: none"> • Pietz, or • Zeisler-Vralsted
November-December 2023	Website development, applications open	Transfer of existing site from EWU to UA; redesign; project websites go live; participant applications open	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted • Web designer • College of Social and Behavioral Sciences IT
November-March 2024	Marketing, Outreach	Identify and liaise with organizational websites, listservs, social media outlets to publicize workshops to K-12 teachers, particularly from underserved communities; contact regional/national organizations to promote workshop	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted • Watson
February 2024	Coordination with NEH	Virtual project team meeting with NEH	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted
February-March	Coordination with educational specialist (Classroom Teaching Facilitator) on standard-based instruction	Facilitated discussion with senior workshop personnel on National Museum of the American Indian's (NMAI) Essential Understandings about American Indians Framework; and relevant K-12 standards: Common Core State Standards (CCSS); the College, Career, and Civic Life (C3) Framework; Next Generation Science Standards (NGSS); and	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted • Watson • Colombi

Attachment 2: Workplan

		STEM and arts-based standards.	
March 2022	Participant application deadline and teacher selection	Selection criteria norming; review and selection of applicants	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted • Watson • Spokane School District teacher (tbd)
April 2024	Notification of award and acceptance	Selected applicants notified; given two weeks to accept or decline	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted
April 2024	Website articulation	Posting of all relevant material to website; notify participants of schedules.	<ul style="list-style-type: none"> • Web designer
May-June 2024	Coordination with presenters, site representatives and managers	Finalize all arrangements and expectation with workshop presenters, site managers and managers	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted
June 2024	Participant Selection Report to NEH	List of selected participants submitted to NEH	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted
June 2024	Virtual synchronous pre-workshop Session I	Participant/staff introductions, expectations	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted • Watson • Colombi
June 2024	Virtual synchronous pre-workshop session II	Presentation on experiences from past workshop participant, and possibilities for virtual applications	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted • Watson • Colombi • Moriarty
July 2024	Workshop I	First teacher cohort	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted • Watson • Colombi • Arnold • Evans • Pinkham • Hill • Wynecoop • Schott • Snively

Attachment 2: Workplan

July 2024	Workshop II	Second teacher cohort	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted • Watson • Colombi • Arnold • Evans • Pinkham • Hill • Wynecoop • Schott • Snavelly
August 2024	Participant Evaluations	Administer, gather, and collate participant feedback	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted
October 2024	Synchronous Post-Workshop Session	Review teacher lesson plan formulation and implementation	<ul style="list-style-type: none"> •
April 2025	Final Report to NEH	Complete writing of final report to NEH	<ul style="list-style-type: none"> • Pietz • Zeisler-Vralsted

Attachment 3: Schedule and Detailed Reading List

Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures

NEH Landmarks in American History and Culture

Program Schedule

Day 1 (Sunday): Welcome and Keynote		
Evening	12:00-4:00	Arrival and Check in
	5:00-6:00	Welcome Reception
	6:00-7:30	Pietz, “20 th Century Global Promises of Dams & Development”
Day 2 (Monday): Salmon and Folklore in the Columbia River Watershed		
Morning	7:00-8:00	Breakfast (on your own)
	8:00-9:00	Logistics, Troubleshooting, Overview of Week
	9:00-12:00	Pinkham and Evans, “Salmon and His People”
Afternoon	12:00-1:00	Lunch (on your own)
	1:00-3:00	Colombi, “Salmon, Diets & Role of River & Fish to Indig. Peoples” Introduction to Kettle Falls
	3:00-5:00	Watson, Place-based Pedagogical Approaches Small Group Discussions: Place in Lesson Plans
Evening	5:00-7:00	Dinner (on your own)
	7:00-9:00	Film (optional), “A River of Promises” Facilitated Discussion, Led by Pietz
Day 3 (Tuesday): Kettle Falls – A Central Place of Indigenous Cultures		
Morning	7:00-8:00	Breakfast (on your own)
	8:00-10:30	Bus to Kettle Falls Facilitated Discussion: Land and Landscapes, led by Staff
	10:30-1:00	Site Visit: Kettle Falls Tour and Presentation: (Kettle Falls Hist Center) Wander Kettle Falls and Museum
Afternoon	1:00-2:00	Box Lunch
	2:00-3:00	Discussion of Readings (Kettle Falls readings, led by Colombi)
	3:00-4:00	Discussion: Curricular Applications (landmarks, artifacts, oral histories), Led by Watson
	4:00-6:00	Return to Spokane
Evening	6:00-7:00	Dinner (on your own) Free
Day 4 (Wednesday): Grand Coulee Dam and the Modernist Impulse (Overnight at Grand Coulee)		
Morning	7:00-8:00	Breakfast (on your own)
	8:00-8:30	Preparation for Grand Coulee Dam visit, led by Dorothy Zeisler-Vralsted
	8:30-10:00	Laurie Arnold, “Grand Coulee Dam & Its Impact on Indigenous Peoples”
	10:00-11:30	Zeisler-Vralsted, “Irrigation & Energy Benefits from Grand Coulee”
Afternoon	12:00-1:30	Bus to Grand Coulee Box Lunch
	2:00-4:00	Tour of Coulee Dam, Ivan Snaveley (U.S. Bureau of Reclamation)
	4:00-5:00	Wander Grand Coulee
Evening	5:00-6:00	Dinner (on your own)
	6:00-7:00	Tour of Grand Coulee Dam Visitors’ Center
	7:00-9:00	Film, “The River”

Attachment 3: Program Schedule and Detailed Reading List

	10:00-10:30	Discussion, led by Zeisler-Vralsted “Grand Coulee Laser Lightshow” (optional)
Day 5 (Thursday): The Impacts of the Grand Coulee Dam on Indigenous Peoples		
Morning	8:00-8:30	Breakfast (on your own)
	9:00-11:00	Tour of the Colville Tribal Museum, led by Kristin Heidenthal (Curator) Wander
	11:00-12:30	Curricular Applications (museums, artifacts, oral histories), Watson
Afternoon	12:30-1:30	Lunch (Grand Coulee; on your own)
	1:30-3:00	Return to Spokane
	3:30-6:00	Small Group Discussions, The Place-Based Classroom
Evening	6:00-7:00	Dinner (on your own)
Day 6 (Friday): Competing Historical Narratives of Grand Coulee		
Morning	8:00-9:00	Breakfast (on your own)
	9:00-10:00	Hill, “The Status of the Spokane Tribe and Congressional Compensation”
	10:00-11:00	Wynecoop, “Preserving Tribal Historical Memories”
	11:00-12:00	Discussion of Integrative Place-Based Lesson Planning, Led by Watson
Afternoon	12:00-1:00	Lunch
	1:00-5:00	Workshopping Small Group Lesson Ideas, led by staff
	5:00-6:00	Ends and Beginning: Where We’ve Been, Where We’re Going
Evening	6:00-7:00	Dinner (on your own)

Readings/Course Material List

All texts will be available on the Grand Coulee Landmarks website. At minimum, participants will be encouraged to complete readings for Day 1 (Sunday) before the workshop.

Day 1

Arnold Pacey, *Meaning in Technology* (Chapters 5, 6)
 Bruce Sinclair, “Local History and National Culture”
 David E. Nye, *American Technological Sublime* (Introduction: “The Sublime”)
 Paul Josephson, *Industrialized Nation* (Chapter 1)

Day 2

William Lang and Robert Carriker, eds., *Great River of the West: Essays on the Columbia River* (Preface, Hun, Ronda, Shlissel, Etulain, Conclusion)
 Allen Pinkham and Dan Landeen, *Salmon and His People* (excerpts)

Day 3

The Upper Columbia River Book of Legends (22. Coyote and the Water or Rain, 23. Introduction of Salmon, 28. Coyote Introduces Salmon, 31. Rattlesnake and Salmon, 35. How Coyote Broke the Salmon Dam, 49. Kettle River Gorge “Pinched Land,” 53. Legend of Kettle Falls)
 David Chance, *People of the Falls* (suggested, excerpts)
 Paul Kane, *Wanderings of an Artist Among the Indians of North America* (excerpts)
 Oral histories: “We Built This Dam,” and “Our Stories: The Tribal Viewpoint,” (Bureau of Reclamation)

Day 4

Franklin D. Roosevelt, “Address to the Third World Conference,” Washington, D.C.” (September 11, 1936)

Attachment 3: Program Schedule and Detailed Reading List

Harry Truman, “Address at the Dedication of the Grand Coulee Dam” (May 11, 1950)
Gerhard Peters and John T. Woolley, *American Presidency Project* (excerpts)
David E. Lilienthal, *TVA: Democracy on the March* (preface, Chapters 1, 2, 6, 7, 9, 19, 20)
Nard Jones, *Still to the West* (selected chapters)

Day 5

Sarah Ferguson, *The Confederated Tribes of the Colville Reservation: Upper Columbia River Book of Legends* (excerpts)
David F. Martin, *Austere Beauty: The Art of Z. Vanessa Helder* (selected images)
Paul Pitzer, *Harnessing a Dream: Grand Coulee Dam* (excerpts)

Day 6

Margo Hill, “The River Gives Us Our Way of Life”
Senate Hearing, 108-375, (2003), “To Provide for Equitable Compensation of the Spokane Tribe of Indians
of the Spokane Reservation in Settlement of Claims of the Tribe Concerning the Contributions of the Tribe in the Production of Hydropower by Grand Coulee Dam;” Public Law No. 116-100 (2019)
The Upper Columbia River Book of Legends (XII. The Geography of Memory Recovering Stories of a Landscape’s First People, X. Native River: The Columbia Remembered)

Throughout the workshop we will be showing films, as well as listening to music that expresses themes of the Grand Coulee Dam.

Film: “The River”

Film: “A River of Promises”

Song: Elecktricity and All (Annalisa Tornfelt and the Tornfelt Sisters)

Song: Roll On, Columbia, Roll On (Steve Einhorn and Kate Power)

Song: The Biggest Thing That Man Has Ever Done (Caitlin Belem Romtvedt, David Romtvedt, and Joe Seamons)

Song: Jackhammer Blues (Jackhammer John) (Martha Scanlan and Jon Neufeld)

Song: Guys on the Grand Coulee Dam (Bill Murlin and Fine Company)

Song: Smithsonian online collection of Woody Guthrie 26 NW songs (<http://www.folkways.si.edu/roll-columbia-woody-guthrie-s-26-northwest-songs/american-folk/music/album/smithsonian>)

DAVID A. PIETZ

Regents Professor of History and UNESCO Chair in Environmental History
University of Arizona
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dpietz@arizona.edu

Education

Washington University	Ph.D.	Modern Chinese History	1998
Washington University	A.M.	Modern Chinese History	1991
University of Minnesota	B.A.	History/English	1986

Research and Teaching Fields

Modern China, Post-1949 China, East Asia, Global Studies, East Asian History of Technology, Social Construction of Technology and Engineering, China and the Environment, Global Environmental History, Animal Histories, History of Conservation Sciences

Extramural Fellowships and Grants

Andrew Carnegie Fellows Award (2020-2022)
Guggenheim Foundation Fellowship (2020-2021)
Research Institute for Humanity and Nature (RIHN, Kyoto, 2021)
Fulbright Senior Scholar Award (2020; cancelled by Presidential Executive Order)
NEH Landmarks Grant, “Grand Coulee Dam: Intersection of Modernity and Indigenous Cultures” (2020)
Isaac Manasseh Meyer Residential Fellowship, National University of Singapore, Faculty of Arts & Sciences (2019)
NEH Landmarks Grant, “Grand Coulee Dam: Intersection of Modernity and Indigenous Cultures” (2018)
Institute for Advanced Study, Willis S. Doney Fellow, School for Historical Studies (Princeton, 2011-2012)
Research Fellow, National Bureau of Asia Research Program (NBAR and Woodrow Wilson Center (2010-2012)
NEH Research Grant (2007-2008)
National Committee on United States-China Relations, Public Intellectuals Program (Fellow, 2005-2007)
NSF Scholar's Grant (2005-2007)
Association of Asian Studies Council on Conferences Outreach Grant (2006)
UW Jackson School of International Studies Travel Grant (2005)
American Philosophical Foundation, Franklin Research Grant (2005)
Andrew Mellon Visiting Fellowship, Needham Research Institute (Cambridge, UK, 2005)
Stanford University East Asian Library Travel Grant (2004)
Pacific Cultural Foundation Research Fellowship (1996-97)
China Times Cultural Foundation Research Grant (1996-97)
ACLS/Chiang Ching-kuo Foundation Fellowship for Dissertation Research in Chinese Studies (1995-96)
Harvard University Visiting Fellowship (1992-95)
U.S. Department of Education Foreign Languages and Area Studies Fellowship (FLAS, 1991-92)

Intramural Individual and Program Fellowships and Grants

Udall Center for Studies in Public Policy, Faculty Fellow (Spring 2023)
UA Provost’s Investment Fund (2022-2024) to fund Arizona Undergraduate Historical Research Symposium
UA College of Social and Behavioral Science Research Institute, Faculty Seed Grant (2019)
UA 100% Engagement Grant: Engaging Undergraduate Research: “Water, Health, and Indigenous Communities in Guatemala” (2016)
UA College of Humanities, Project Initiation Grant (2016)
Center for Environmental Research and Education, Earth & Environmental Systems Fellow (2013-2014)
Thomas Foley Institute for Public Policy Research Fellow (2013-2014)
Edward R. Meyer Project Award (2011-2012)

Samuel and Patricia Smith Teaching and Learning Grant (2009-2010, w/ Lydia Gerber)
College of Liberal Arts Berry Family Faculty Excellence Fellow Award (2008-2010)
Office of Research Initiation of Collaboration Grant (2008)
Teaching Assistant in Distance Education Grant (2006-08, w/ John Kicza, 2-year TA funding)
CLA Dean's Department Innovation Grant (2005, w/ Noriko Kawamura)
Provost's Teaching and Learning Improvement Grant (2004)
University Faculty Seed Grant (2003)
Edward R. Meyer Project Development Award (2003)
College of Liberal Arts Travel Grant (2003)

Research and Teaching Awards, Recognition, Honors, etc.

UA Academic Leadership Institute (2016-2017)
Cecil B. Curry Book Award (Association of Global South Studies, 2016; for *The Yellow River*)
WSU College of Liberal Arts Outstanding Achievement in Int'l Research, Teaching & Service Award (2010-11)
WSU University College Common Reading Program Excellence Award (2011)
WSU College of Liberal Arts Berry Family Faculty Excellence Fellow Award (2008-2010)
Distinguished Member, The National Society of Collegiate Scholars (award: 2005)
Harvard University Derek Bok Certificate of Distinction in Teaching (Spring, 1996)

Professional Experience

2022- Regents Professor of History
2019- Distinguished Visiting Professor, Zhejiang Normal University (China)
2019- Guest Professor, Department of History, Hubei University
2016- Professor, University of Arizona
2015- UNESCO Chair in Environmental History, University of Arizona
2014-20 Director, Global Studies Program, University of Arizona
2014-16 Associate Professor of East Asian Studies, University of Arizona
2007-2014 Associate Professor of History, Washington State University (early tenure)
2005-2014 Director, Asia Program, Washington State University
2002-2007 Assistant Professor of History, Washington State University
2000-2002 Assistant Professor of History, Assumption College

Publications: Books

Death and Life on the Yangtze: Extinction, Conservation, and Environmental Change in Modern China (under contract with Harvard University Press).

The Environmental History of Modern China (under contract with Cambridge University Press).

Water and Human Societies: Historical and Contemporary Perspectives (Palgrave MacMillan, 2021) (with Dorothy Zeisler-Vrlasted).

Landscape Change and Resource Utilization in East Asia: Perspectives from Environmental History (London: Routledge, 2018) (co-edited with Liu Ts'ui-jung and Andrea Janku).

The Yellow River: The Problem of Water in Modern China (Cambridge: Harvard University Press, 2015).

Above, translated into Chinese: 黄河之水: 蜿蜒中的现代中国 (北京: 中国政法大学出版社, 2017); translated by Jiang Zhiqin.

Engineering the State: The Huai River and Reconstruction in Nationalist China (New York: Routledge, 2002, 2017).

DOROTHY ZEISLER-VRALSTED
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EDUCATIONAL BACKGROUND

- Ph.D. Washington State University, 1987. (Areas of specialization: American History, Natural Resources, Western History, Modern East Asia.)
- M.A. University of Montana, 1982. (Areas of specialization: American/Western History, Modern Germany.)
- B.A. Carroll College (Helena, Montana), 1975. (Areas of specialization: History and Political Science.)

EMPLOYMENT HISTORY

Adjunct Faculty, Spokane Community College, September 2022-present. Courses include American Government, History.

Professor, Emeritus, International Affairs/Political Science (with tenure), Eastern Washington University, February 2011-2020. Courses include Contemporary Water Politics, The Cold War From a Russian Perspective, Global Issues, Senior Capstone, International Organizations, Special Topics.

Fulbright Scholar, Dubna (Russia) International University, September 10, 2016-March 20, 2017. A research/lecture award.

Project Co-Director, UNESCO Chair in Environmental History: Water and Indigenous Peoples, Eastern Washington University, April 2014-2018.

Professor and Chair, History, Heritage and Archaeology Department, United Arab Emirates University, February 1, 2010-February 2011. Courses included Heritage and Culture, World History.

Professor (with tenure), Department of History, University of Wisconsin-La Crosse. 1988-2006. Courses taught include World History (both halves); United States History (both halves); Environmental History; History of the Environmental Movement in the U.S.; The West in American History; Modern Germany; The Holocaust: A Literary and Historical Perspective; Germany After the War; Introduction to Public History; Public History Seminar.

Vice President for Student Affairs, Eastern Washington University, November 6, 2006-January 31, 2010. Oversaw the units of Student Life, Enrollment Services, Eastern Advantage, and Career Services. The Vice President reports directly to the President and is part of the President's Executive Staff and Cabinet.

Vice Provost, Academic Affairs, Eastern Washington University. February 1, 2006-November 2006. Oversaw the Teaching and Learning Center, Institutional Research, Demography and Assessment and Academic Personnel. Reported to the Provost and assisted in the day-to-day operation of the Office of Academic Affairs.

Self-Study Coordinator, North Central Accreditation, University of Wisconsin-La Crosse. March 5, 2004-January 31, 2006. Complete oversight and development of the ten-year reaccreditation efforts and report. Developed an infrastructure which consisted of a steering committee and standards subcommittees, coordinated the gathering of data for the 2006 North Central Accreditation evaluation and authored the Self Study report.

Fulbright Fellow, Dubna (Russia) International University. August 13, 2003-January 13, 2004. A research/lecture award.

Project Director, University of Wisconsin-La Crosse. October 2001-January 2005. Oversaw the “Teaching American History Grant,” a three-year grant program funded by the U.S. Department of Education. Responsible for administering a \$927,000 budget and oversight of ongoing professional development for twenty middle and high school history teachers from the La Crosse School District and CESA 12. Professional development activities included arranging week-long colloquiums with well-known speakers and ongoing two-day retreats and in-service activities.

SELECT PUBLICATIONS

African Americans and the Mississippi River: Race, History and the Environment, Routledge Environmental Humanities, 2022.

Water and Human Societies: Historical and Contemporary Perspectives, co-editor (Palgrave, September 2021).

“Working Lives on the Mississippi and Volga Rivers—Nineteenth Century Perspectives,” *Review of International American Studies*, September 2021.

“African Americans and the Mississippi River: Race, History and the Environment,” *Thesis Eleven*, February 2019.

Rivers, Memory and Nation-Building: A History of the Volga and Mississippi Rivers, Environment in History: International Perspectives (New York: Berghahn Books, 2015).

“Aesthetics of the Volga and National Narratives in Russia,” in a special issue “Nature and Nation in Nineteenth and Twentieth Century Europe,” *Environment and History*, February 2014.

GRANTS

“Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures,” National Endowment for the Humanities. Amount awarded: \$170,000. Co-Principal-Investigator. Awarded August 2019. (The workshops were to be held in July 2020 but were cancelled due to COVID-19).

“Indigenous Water Rights on the Columbia River—A Long History,” Humanities Washington. Amount awarded: \$4,303.00. Awarded October 2016.

“Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures,” National Endowment for the Humanities. Amount awarded: \$179,713. Co-Principal-Investigator. Awarded August 2016.

“Modernization and Indigenous Peoples—Competing Narratives of Development and Grand Coulee Dam,” Eastern Washington University Board of Trustees’ Diversity Initiative. Amount awarded: \$5,000. Awarded October, 2015.

“Institutionalizing Undergraduate Research Mentoring,” Eastern Washington University Strategic Planning Grant. Amount awarded: \$24,700. Awarded July 1, 2006.

“Cross River History Consortium,” Department of Education. Amount awarded: \$876,372. Co-Principal-investigator. Awarded October 1, 2002.

“Wisconsin Collaborative U.S. History Professional Development Program,” Department of Education. Amount awarded: \$902,000. Principal-investigator. Awarded October 1, 2001.

Benedict Colombi

Professor

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(a) Professional Preparation

University of Colorado at Boulder	Anthropology	B.A., 1992
University of Idaho	Anthropology	M.A., 2001
Washington State University	Anthropology	Ph.D., 2006

(b) Academic Appointments

2022-present Chair, American Indian Studies, Graduate Interdisciplinary Program. The Graduate College, University of Arizona.

2019-present Full Professor (tenured), Affiliate Professor School of Anthropology, School of Geography, Development, and Environment, School of Natural Resources and Environment, University of Arizona.

2016-2022 Faculty Director, Graduate Interdisciplinary Programs, The Graduate College, University of Arizona

2013-present Associate Professor and Acting Head (2017 to 2019), American Indian Studies Department, Affiliate Associate Professor School of Anthropology, School of Geography and Development, and School of Natural Resources and Environment, University of Arizona.

2007-2013 Assistant Professor, American Indian Studies Program, Affiliate Assistant Professor School of Anthropology, School of Geography and Development, and School of Natural Resources and Environment, University of Arizona.

2012 Visiting Professor, University Centre of the Westfjords, Isafjordur, Iceland.

2006-2007 Assistant Professor, Department of Anthropology, Idaho State University.

(c) Relevant Publications

Colombi, Benedict J. (in press). The Inverse Relationship between Salmon Biodiversity and Indigenous Peoples' Political Standing Directionally across the North Pacific. In, *Proceedings of International Symposium, Comparative Studies of Indigenous Cultures around the North Pacific Rim: Focusing on Indigenous Rights and Marine Resource Utilization*. Nobuhiro Kishigami (editor). Senri Ethnological Series, National Museum of Ethnology, Osaka, Japan.

Colombi, Benedict J. (2020). Salmon Nation Building: Globalization and the Future. In edited volume, *Rising From the Ashes: Survival, Sovereignty, and Native America*. William Willard, Alan Marshall, J. Diane Pearson (editors), pp. 249-277. Lincoln: University of Nebraska Press.

Bair, Lucas S, Charles B. Yackulic, John C. Schmidt, Denielle M. Perry, Christine J. Kirchhoff, Karletta Chief, and Benedict J. Colombi. (2019). Incorporating Socio-Ecological Considerations into Basin-Wide Responses to Climate Change in the Colorado River Basin. *Current Opinion in Environmental Sustainability*, 37:14-19.

Colombi, Benedict J., Brian Thom, and Tatiana Degai. (2018). "Googling Indigenous Kamchatka: Mapping New Collaborations." In edited volume, *Indigenous Justice: New Tools, Approaches, and Spaces*. Jennifer Hendry, Melissa L. Tatum, Miriam Jorgensen, and Deirdre Howard-Wagner (editors), pp. 195-203. London: Palgrave MacMillan, Socio-Legal Studies series.

Thom, Brian, Benedict J. Colombi, Tatiana Degai. (2016). Bringing Indigenous Kamchatka to Google Earth: Collaborative Digital Mapping with the Itelmen Peoples. *Sibirica: Interdisciplinary Journal of Siberian Studies*. 15(3):1-30.

- Pasqualetti, Martin J., Thomas E. Jones, Len Necefer, Christopher A. Scott, and Benedict J. Colombi (2016). A Paradox of Plenty: Renewable Energy on Navajo Nation Lands. *Society & Natural Resources: An International Journal*, 29(8):885-899.
- Colombi, Benedict J. (2014). Here and There: The Effects of Upriver Dams on Indigenous Peoples. In special issue, Contemporary Debates: Indigenous Peoples, Dams and Resistance in Brazilian Amazonia. *Tipiti: Journal of the Society for the Anthropology of Lowland South America* 12(2):99-104.
- Colombi, Benedict J. and Courtland Smith. (2014). Insights On Adaptive Capacity: Three Indigenous Pacific Northwest Historical Narratives. *Journal of Northwest Anthropology*, 48(2):189-202.
- Maldonado, Julie Koppel, Rajul E. Pandya, and Colombi, Benedict eds. (2013). Special issue, Climate Change and Indigenous Peoples in the United States: Impacts, Experiences and Actions. *Climatic Change*, 29(8):509-682.
- Colombi, Benedict J. (2013). Salmon Migrations, Nez Perce Nationalism, and the Global Economy. *Nation-States and the Global Environment: New Approaches to International Environmental History*. Mark Atwood Lawrence, Erika Marie Bsumek, and David Kinkela (editors), pp. 207-227. Oxford, UK: Oxford University Press.
- Ween, Gro and Benedict J. Colombi. (2013). Two Rivers: The Politics of Wild Salmon, Indigenous Rights and Natural Resources Management. In special issue, Endangered Human Diversity: Languages, Cultures, Epistemologies. *Sustainability* 5(2):478-495.
- Colombi, Benedict J. and James F. Brooks. (2012). *Keystone Nations: Indigenous Peoples and Salmon across the North Pacific*. Santa Fe, NM: School for Advanced Research Press.
- Colombi, Benedict J. and Courtland Smith. (2012). Adaptive Capacity as Cultural Practice. *Ecology and Society*, 17(4):13.
- Colombi, Benedict J. (2012). Salmon and the Adaptive Capacity of Nimiipuu (Nez Perce) Culture to Cope with Abrupt Change. *American Indian Quarterly* 36(1):75-97.
- Colombi, Benedict J., 2010. Indigenous Peoples, Large Dams, and Capital-Intensive Energy Development: A View from the Lower Colorado River. *Indians and Energy: Exploitation and Opportunity in the American Southwest*. Sherry Smith and Brian Frehner (editors), pp. 89-109. Santa Fe, NM: School for Advanced Research Press.

(d) Recent Grants

- 2017 - Present co-PI on National Science Foundation Research Traineeship (NRT) grant titled, "Indigi-FEWSS": Indigenous Food, Energy, and Water Security and Sovereignty.
- 2016 – Present co-PI on National Science Foundation, Dynamics of Coupled Natural and Human Systems, Research Coordination (CNH-RCN) Grant for project titled, "Amazon Dams Network: Advancing Integrative Research and Adaptive Management of Social-Ecological Systems Transformed by Hydroelectric Dams."
- 2016 - 2017 co-PI on National Endowment for the Humanities, Landmarks Grant for the project entitled "Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures." The grant involves K-12 teacher training and collaborative instruction with American Indian tribal leaders (Colville Confederated Tribes, Nez Perce Tribe, Spokane Tribe) from the Columbia Basin, Pacific Northwest.
- 2013 - 2017 co-PI on Bureau Indian Affairs (BIA) Water Resources Native American Program, US Department of Interior training grant for for young Native American and Alaska Native professionals, hosted on the University of Arizona campus.
- 2014 U.S. Fulbright Scholar Award, US-Russia Commission, working in Kamchatka, Russia with Indigenous youth and school age children (K-12) and elder knowledge holders on Indigenous cultural mapping projects with two Russian Far East, Indigenous peoples (Itelmen and Koryak), with funding from Google Earth Outreach, Google Inc. and the NSF Arctic Social Science Program.

T. FRANCENE WATSON

Brief CV

Washington State University
College of Education, Dept. of Teaching & Learning

Email: fwatson@wsu.edu
O: 509.335.5015

EDUCATION

Ph.D. Washington State University, College of Education
Ph.D. Education, Cultural Studies & Social Thought in Education

M.Ed. Western Washington University, Woodring College of Education

BA Seattle University, English Literature

RELEVANT PROFESSIONAL EXPERIENCE

Present **Assistant Professor**, Washington State University, Pullman, WA.
Department of Teaching and Learning, College of Education.
Faculty: Curriculum and Instruction, Cultural Studies and Social Thought in Education, the *Ti'tooqan Cuukweneewit: AlterNATIVE Teacher Preparation*, and Masters in Teaching.
Relevant Teaching: Secondary Curriculum and Instruction and Literacy Methods (UG); Teachers as Researchers-Action Research; Place-Based Education; Environment, Education, & Culture

2007-2012 **Doctoral candidate** and **Teaching Assistant**, Washington State University, Teaching and Learning Department, Elementary and Secondary Teacher Education courses.

1997-2006 **Language Arts Teacher**, 9-12TH grade, Seattle Public Schools, Seattle, Washington
Team-taught humanities and science/language arts blocked courses. Lead in Gates Grant School Transformation work for district and school sites. Co-founder and co-director of [Hands for a Bridge](#): Youth cultural exchange & arts program Cape Town, South Africa & Belfast, Northern Ireland.

1994-1997 **Preschool Teacher**, New Discovery School: Seattle, Washington

RESEARCH, SCHOLARSHIP & COMMUNITY ENGAGEMENT

My teaching, service, and scholarship are interdisciplinary and explore the inherent, critical complexities of sustainability and place-based learning in K-12, pre-service teacher education and in-service teacher professional development. I engage in purpose-driven, participatory action research, relationship building with local schools and Indigenous communities especially aligned with WSU's land-grant service mission and explicit MOU with regional Tribal Nations. I engage in statewide Education for Sustainability initiatives centering love, joy, relationship building, dialogue, critical allyship and social justice.

Pre-service teacher education and in-service professional development projects stem from the critical need to establish culturally responsive, socially just, and enlivened learning spaces in our schools from a community-based approach. Using participatory and community-based action research models, current project foci work to connect food, land, water (namely the Snake and Columbia Rivers) and people, bringing these intersections into a P-16 curricular platform.

RELEVANT PUBLICATIONS

Peer Reviewed Journal Articles

Higheagle Strong, Z., Charlo, L., Watson, T.F., Christen, K., & Price, P. (Accepted) Weaving Together Indigenous and Western Knowledge in Science Education: Reflections and Recommendations. *Journal of Indigenous Research*.

(b) (4)

Hayes, M.T., Sameshima, P. Watson, T.F. (2015). Imagination as method. *International Journal for Qualitative Methods*. 14, 36-52.

Watson, T.F. (2015). Walking with Madhu: healing pedagogy. In M. Mueller & D. Greenwood (Eds.), Special issue on Ecological Mindfulness and Cross-Hybrid Learning. *Cultural Studies in Science Education*, 10(1), 187-201. doi: 10.1007/s11422-014-9603-2 (Published Online: 9 October, 2014)

Watson, T.F. (2012). Channel change: Shifting dialogue in education. [Review of *Fields of green: Restorying culture, environment and education*]. *Environmental Education Research*. doi:10.1080/13504622.2011.63053

Hayes, M., Watson, F., Oviawe, J. & Saul, M. (2010). The citizen of empire. *Citizenship Studies*, 14(5), 511-525. doi: 10.1080/13621025.506706

RELEVANT FUNDING AWARDS

Watson, T.F. (2022, June). PI Mastery-Based Learning Collaborative (MBLC) partnership with the Washington State Board of Education (SBE) for the successful implementation and operation of SBE's mastery-based learning initiative, engaging higher education and teacher preparation. The grant provides mastery-based learning implementation support that will benefit school district demonstration sites. Funded: \$35,000, 1 year.

Watson, T.F., r.c. holt, Akmal, T. (2017, November). Lead PI for Professional Educators Standards Board (PESB) Alternative Route Block Grant (ARBG), *Ti'tooq'an Cuukweneewit: AlterNATIVE Route to Certification Project* specific to school communities serving Native youth. Funded: \$420,000, 2 years.

Groves Price, P., Strong, Z., Christen, K. & Watson, T.F. (2017, April). Project Coordinator, National Science Foundation (NSF): *Culturally Responsive Indigenous Science (CRIS): Connecting Land, Language and Culture for Indigenous STEM (ISTEM) Education*. Funded: \$2.5 million, 4 years.

RELEVANT CONSULTANCIES

2021 Gonzaga University, Ed.D. candidate consulting on Qualitative research methods/methodology, namely autoethnography from a critical, cultural studies framework (e.g. employing intersectionality).

2019 Washington State *Sovereignty Curriculum* Faculty Training: Introduction of critical settler allyship and the importance of land acknowledgements. WSU Tri-Cities Campus.

2017 Lead facilitator, teacher professional development workshop: *Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures*. [National Endowment for the Humanities \(NEH\) grant](#). Co-PI's: Dr. Dorothy Zeisler-Vralsted, (EWU) and Dr. David Pietz, ASU/UNESCO Chair. Funded \$179,000.

Dr. Jennifer E Moriarty, Ed.D.

(b) (6)

SUMMARY

I am defined by my passion for teaching, learning, and creating fun, equitable opportunities for all students. As an educator, I am known for my creativity, empathy, high standards, and sense of joy. I enjoy exploring, developing, and implementing new educational technology in my classroom and helping colleagues bring pedagogically sound tech into theirs. My greatest interests lie in using the design and development of video games as a springboard to help students discuss and learn about mathematics, computer science, literacy, and social justice issues. I believe classrooms should be places of high rigor, laughter, and comfort for both teachers and students.

EXPERIENCE

Video Game Design and Programming Instructor, Denver Public Schools

Denver, CO -- 2010-present

CEC's video game programming class is a college-level computer science class, where students learn the basics of programming and game design while collaboratively producing a variety of basic computer games. First semester students learn traditional procedural programming concepts, while intermediate students use the open source library Allegro and Object-Oriented Design to produce 8-bit style games such as PONG, Breakout, PacMan, and others. Advanced students use project management processes to collaboratively design multi-level games on their own.

Accomplishments

- 2019 awarded the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) in Washington, D.C. This is the nation's highest honors for teachers of science, technology, engineering, and math.
- 2018 received Distinguished rating by Denver Public Schools
- Designed and implemented computer science, mathematics and literacy curriculum for class
- Offered students senior level mathematics and college level programming and game design credit for coursework
- Teacher sponsor for a variety of coding and STEM challenges, including Lockheed Martin's CodeQuest and the BEBRAS challenge
- Collaborator in DPS's 2016 Student Coding Project, which is working to develop computer science standards and resources for DPS teachers
- Teacher sponsor for lunchtime and after school gaming club and e-sports gaming competition

Robotics Teacher Sponsor, CEC Early College

Denver, CO -- 2012-present

Assisted student team with programming, building, planning, and recording the construction of robotics both in the fall First Tech Challenge (FTC) and the spring First Robotics Competition (FRC).

Accomplishments

- 2012 FRC Regional Champions, competed in St. Louis at national championships
- Assisted students with multiple programming languages including Labview and RobotC

Mathematics Instructor, Denver Public Schools

Denver, CO — 2002-present

EDUCATION

University of Colorado-Denver

Ed.D. Leadership in Educational Equity -- 2014

UC-Denver's Leadership in Educational Equity program stresses leadership, social justice and research. My dissertation focused on examining the intersection of family involvement and student voice.

Lesley University

M.Ed. Technology in Education --2007

University of Wisconsin-Madison

B.A. Mathematics -- 2001

PRESENTER

- Summer 2020 -- Rock CS Annual Conference, Denver CO
Programming Pong: Implementing Games using the Pygame Python Module
- Fall 2017 -- CCTM Colorado Council of Teachers of Mathematics Annual Conference, Denver, CO
The Mathematics of Mario: Hidden Rigor in Today's Video Games
- Summer 2015 -- InnEdCo Educational Technology Conference, Copper Mtn, CO
Student Showcase: Connecting STEM, CTE, and CE
- Summer 2014 -- MCNC (Middle College National Consortium) Conference, NY.
Robotics Showcase

PARTICIPANT

- Spring 2017 -- Denver Public Schools' NGSS STEM Professional Learning Cohort
- Spring 2017 -- Completed Harvard Graduate School of Education's Online Course, Culturally Responsive Literature Instruction
- Fall 2016 Colorado Department of Education Computer Science Standards Input Meeting
- 2015 NCTM (National Council of Teachers of Mathematics) Colorado Conference, Denver, CO

PUBLICATIONS

Moriarty, J. (2014). *Want to Improve A Student Voice Project? Engage Parents: Perspectives from Ten Denver Area Families Whose Children Participated in the Critical Civic Inquiry Project*. (Unpublished doctoral dissertation). University of Colorado-Denver, Denver.

Leech, N., Haug, C., Iceman-Sands, D., Moriarty, J. (2014). Change in classification level and the effects on research productivity and merit scores for faculty in a school education. *Studies in Higher Education*.

REFERENCES

Roland Shaw CEC Early College High School

(b) (6)

Laurie Arnold, PhD
Director of Native American Studies, Associate Professor of History
Gonzaga University
Enrolled Citizen, Sinixt Band, Colville Confederated Tribes

Selected Appointments

American Council of Learned Societies

Fellow 2019-20

Yale University

Frederick W. Beinecke Senior Research Fellow *New Haven, CT*
2019-20

Gonzaga University

Robert K. and Ann J. Powers Chair of the Humanities *Spokane, WA*
2022-2024
Director, Native American Studies 2013-present
Associate Professor of History 2018
Assistant Professor of History 2013

Northwest Museum of Arts and Culture

Trustee *Spokane, WA*
2020-present

Salish School of Spokane

Board Member *Spokane, WA*
2020-present

The University of Notre Dame

Director, Native American Initiatives *Notre Dame, IN*
2010-2012
Assistant Director, Institute for Scholarship in the Liberal Arts 2007-2012

The Newberry Library

The D'Arcy McNickle Center for American Indian and Indigenous Studies *Chicago, IL*
2005-2007

Selected Publications

Books

- *Bartering with the Bones of Their Dead: The Colville Tribes and Termination*, University of Washington Press 2012

Book Chapters

- “Native American Studies and Public History: Learning from Models and Partners,” in *Public History in the West*, Gregory E. Smoak, ed., University of Utah Press 2021
- “Locating Native American Gambling Traditions in Contemporary Indian Casino Gaming,” in *The Casino, Card and Betting Game Reader*, Mark Johnson, ed., Bloomsbury Academic, (pp. 281-293). 2021

Peer Reviewed Articles

- “Placemaking in Public: Building a Native American Studies Program on the Indigenous Columbia Plateau,” in *Western Lands, Western Voices*, Gregory E. Smoak, ed., University of Utah Press (pp. 141-154). 2021
- “Indian Gaming,” in the Oxford Research Encyclopedia of American History. Ed. . New York: Oxford University Press. 2020

- “Preparing Students for Informed Public Discourse through Native American History,” *Syllabus Journal*, Vol. 7, no. 2 (pp 1-11) 2018
- “More Than Mourning Dove: Christine Quintasket, Activist, Leader, Public Intellectual,” in *Montana the Magazine of Western History*, Montana Historical Society, Vol. 67, no. 1 (pp. 27-45) 2017
- “The Ground Floor of a Movement: The National Indian Gaming Association and the Indian Gaming Regulatory Act,” in the *Western Historical Quarterly*, published by Oxford University Press, Vol. 48, no. 4 (pp. 345–365) doi: 10.1093/whq/whx064 2017
- “Finding Mourning Dove in the Lucullus V. McWhorter Papers,” in *Collection Management*, published by Taylor & Francis, co-authored with Cheryl Gunselman, Vol. 42, no. 3-4 (pp. 208-225) <http://dx.doi.org/10.1080/01462679.2017.1330227> 2017

Solicited Contributions

- Convener, National Park Service Indigenous Histories Roundtable at National Council of Public History Conference. This programming is part of the five-year countdown to the 250th anniversary of 1776. 2021
- “The Columbia Plateau” museum label author and culture area consultant for “Art of Native America” at the Metropolitan Museum of Art 2018
- “The Oregon Treaty Defines the Canadian Border,” in “The 25 Moments from American History that Matter Right Now,” *TIME Magazine* June 28, 2018
- Foreword, “*Hang Them All*”: *George Wright and the Plateau Indian War, 1858*, University of Oklahoma Press, (p. xi). 2016

Essays

- “Native American Playwrights Practicing Public History: New Wave History Plays,” History@Work, National Council on Public History blog, <https://ncph.org/history-at-work/native-american-playwrights-practicing-public-history/> 2020

Subject Matter Consulting

- Lead Exhibit Team, “Creating Together,” High Desert Museum, funded by the National Endowment for the Humanities 2021-24
- Consulting Scholar, “Sand Creek Massacre Exhibition” NEH Public Humanities Project Grant, History Colorado Center 2021-2023
- “Remapping the High Desert,” High Desert Museum, funded by the National Endowment for the Humanities Digital Projects for the Public Planning Grant 2021-22

Selected Awards and Honors

- “The Native American West: A Case Study of the Columbia Plateau,” National Endowment for the Humanities Summer Institute for College and University Teachers (Institute co-director with Christopher Leise at Whitman College, application submitted by Whitman College), grant EH-256812-17, \$138,662 (30% funding rate) 2017

Education

- PhD in History, Arizona State University 2005
Fields of study: Native American History, Twentieth Century U.S. History, and Modern France
- BS in History, Oregon State University 1993



Margo Hill, Associate Professor Eastern Washington University
Spokane Tribal Citizen

Academic Background

J.D. Gonzaga University, Spokane, WA, 1998.

M.U.R.P. Eastern Washington University, Spokane, WA, 2008.

B.A. University of Washington, Seattle, WA, Political Science, 1990.

Employment

Eastern Washington University, Urban Planning, Associate Professor, 2012-2022

Spokane Tribal Court, Pro Tem Judge, 2016-2018

Spokane Tribal 4477 TANF Director, Employment and Education 2009-2011

Coeur 'Alene Tribe, Tribal Court Judge, 2007-2009

Spokane Tribe of Indians, Tribal Attorney, 1995-2005

TEACHING

- Regular Planning Courses: PLAN-261 Community Development (5 credits), PLAN-301 Planning Methods & Techniques (5 credits), PLAN-460/596 Urban Design, PLAN-596 Planning, Politics and Public Policy. Over the next six years I will teach PLAN-406 Planning Law and Legislation, and then all Planning Law courses. Tribal Planning Courses: I serve as the Director of the Tribal Planning Programs and have developed and taught all of the tribal planning courses both in class and on-line including: PLAN-523 American Indian Planning (4 credits), PLAN-528 American Indian Health and Community (4 credits), PLAN-530 Contemporary American Indian Planning (3 credits), PLAN-532 American Indian Economic Development (3 Credits), PLAN-533 American Indian Law for Planners (3 credits).

PUBLICATIONS

- Hill, M., Anderson, M., King, I. (2022). Human Trafficking as a Racialized Economy and the Exploitation of Indigenous Socio-Spatial (Im)Mobility in North America, *Frontiers in Sustainable Cities*, section Social Inclusion in Cities.
[http://journal.frontiersin.org/article/10.3389/frsc.2022.884195/full?utm_source=Email_to_authors &utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Sustainable_Cities&id=884195](http://journal.frontiersin.org/article/10.3389/frsc.2022.884195/full?utm_source=Email_to_authors&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Sustainable_Cities&id=884195)
- Hill, M., (2022). Missing and Murdered Indigenous Women (MMIW) How Can Transportation Stop Traffickers? The National Academy of Sciences • Engineering • Medicine. Transportation Research Board.
<https://onlinepubs.trb.org/onlinepubs/trnews/trnews338.pdf>
- Hill, M., Houghton, F., & Hoss, M. A. K. (2022). Health Delivery Systems in Response To Covid-19: The Need for Indigenous Led Responses in the USA. *Social Medicine*, 15(1), 54-60.
- Hill, M., Habermann, P.E. (M), Suarez, E., et al. (2021). The Contribution of State and Local DOTs to Disrupting Human Trafficking. *Institute of Transportation Engineers (ITE) Journal*, A Community of Transportation Professionals. P. 40.
<https://staging.nxtbook.com/ygsreprints/ITE/ite-journal-june-2021/stage.php?startid=40#/p/40>
- Hill, M., Houghton, F., Keogh Hoss, M. (2021). The inequitable impact of Covid-19 among American Indian/Alaskan Native (AI/AN) communities is the direct result of centuries of persecution and racism. October <https://doi.org/10.1177/01410768211051710>

- Hill, M. (2021). No Honor in Genocide: A Case Study of Street Renaming and Community Organizing in the Wake of National Decolonization Efforts. *Journal of Hate Studies*, 17(1), 85–107. DOI: <https://doi.org/10.33972/jhs.200>
- Whelshula, M., Hill, M., Galaitsi, S. E., Trump, B., Mahoney, E., Mersky, A., Poinsette-Jones, K., & Linkov, I. (2021). Native populations and the opioid crisis: forging a path to recovery. *Environment systems & decisions*, 1–7. Advance online publication. <https://doi.org/10.1007/s10669-021-09813-3>.
- Hill, M.L. & Keogh Hoss, M. A. (2018). “Reclaiming American Indian Women Leadership: Indigenous Pathway to Leadership.” *Journal of Leadership and Organizational Studies*. Manuscript ID is JLOS-A-17-455.
- Chapter in Peer-Review book project: Hill, M.L. & Lindholt, P. et al. (2018). *The Spokane River: A Biography*, University of Washington Press, Seattle, Washington.
- Hill, M.L. (2017). “Creating a Tribal Culture of Traffic Safety.” *The Built Environment – Urban Transport*, Volume 176, 2017. WIT Press, Wessex Institute, Ashurst Lodge, Ashurst Southampton SO40 7AA, UK.

Overall Self-Assessment of Scholarship and/or Creative Activity (*Short Description, 1 to 2 paragraphs*)

My scholarship and creative activity are driven both by my life experience as an indigenous community member and my passion to help tribal communities. I currently serve as the Principal Investigator (PI) of two grants: The Tribal Small Urban, Rural and Tribal Center on Mobility (SURTCOM) and the Washington Traffic Safety Commission grant. As the Principal Investigator, I supervise staff, manage budgets, provide detailed reports on research and provide technical assistance to tribes in nine states. More importantly, I work with a team of competent faculty and graduate students that complete valuable research on transportation, traffic safety and mobility. These grants not only bring in revenue to the University but also fund scholarship for faculty and graduate students. With grant dollars, we have been able to employ 10 graduate students, full-time staff and contractual support staff. The Urban Planning and Public Administration students receive excellent experience which make them highly employable. With our scholarship we have worked to reduce the fatalities on American Indian reservations across the state. We have worked with tribal communities to provide technical assistance and strategic planning so that they are empowered to pursue their objectives in a sovereign manner. We have collaborated across disciplines to provide data driven planning for tribal communities.

My scholarship and creative activity have worked towards social equity for tribal people and women in particular but has also benefited the planning community. In planning we teach sustainable development with the elements: Environment, Social Equity and Economy. My scholarship with respect to Environmental Law has focused on Water Quality and I have written a book chapter on the Spokane River, as well as, taught Environmental Review/Environmental Impact Statements. I have been invited to testify before the Environmental Protection Agency on tribal perspectives of water quality and have organized community meetings to fight contamination of the Spokane River.

Lastly, I have completed research and created partnerships with tribal organizations and experts in the area of opioids. I serve as the Chair of the Affiliated Tribes of Northwest Indians (ATNI) Drug and Alcohol Prevention Committee. I have worked with ATNI to organize the ATNI Drug Prevention Summit at the Swinomish Tribe and worked with a team to author a paper on “The Opioid Crisis for Native Populations: Forging a Path to Recovery”. The social determinants of health for American Indians are indicators and many challenges remain to plan for healthy communities. It is my goal that my scholarship contributes to understanding these determinants of health as well as guiding tribal communities towards solutions.

Marsha Wynecoop

Spokane Tribe of Indians
PO Box 100
Wellpinit, WA 99040

Phone: 509-258-4222
E-mail: marshaw@spokanetribe.com

Education

B.A. Education-Reading 2001 Eastern Washington University

Minor Native American Studies 2001 Eastern Washington University

Independent Study– Spokane Indian Language, EWU

Culturally Based Language Curriculum Development, University of Oregon

Native Language Linguistics, University of Oregon

Course work in Language Teaching Methodology, TPR, TPRS, Accelerated Language Learning, Developmental Language Acquisition, Second Language Acquisition

Worked and studied under Spokane Tribal Elders extensively, learning Traditional knowledge and creating Indigenous Curriculum For the Back to the Heart Language/Immersion School and the local public school. 1994 - Present

Awards

Native American Endowed Scholarship, 4 years

National Indian Education Association Scholarship, 1 year

The Extra Mile Award - working to improve education for Native American students - Washington State Office of Public Instruction

Work Experience

Spokane Tribe– Language Curriculum Developer 1998– 2002

Spokane Tribe—Language /Culture Program Manager 2002-Present

Achievements

First Peoples' Language and Culture Committee, WA State 1999-Present

Native American Advisory Board Member, Gonzaga University 2008– 2013

Spokane Tribal College Board Chairwoman 2004– 2016

Instrumental in opening the Back to the Heart Language/Culture Immersion School 2016– Present

Attachment 5: Letters of Commitment

January 5, 2023

National Endowment for the Humanities
Division of Education Programs

To Whom it May Concern,

As Dean of the University of Arizona's College of Social and Behavioral Sciences (SBS) I am writing to enthusiastically support the NEH Landmarks of American History and Culture proposal led by Dr. David Pietz from our Department of History. With collaborators from Eastern Washington University and Washington State University, "Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures" is a project that incorporates research and teaching strengths of our college and university, including those on indigenous cultures and water resources.

Please accept this letter to confirm SBS's commitment to Dr. Pietz's Landmarks project. Through the SBS Research Institute and the University's Office of Research, Innovation, and Impact, we will ensure that he has the resources at his disposal to prepare and administer this important project. Dr. Pietz and his project Co-Director, Dorothy Zeisler-Vralsted have successfully applied on two previous occasions to the NEH Landmarks program, so we have a solid foundation on which to work on this project.

We are very excited to support this project that holds such promise to enrich the social science and humanities content and pedagogies of our K-12 classrooms across the nation.

Thank you, and please feel free to contact me with any additional questions you may have.

Sincerely,

A handwritten signature in cursive script that reads "Lori Poloni-Staudinger".

Lori Poloni-Staudinger
Dean, College of Social and Behavioral Sciences



December 16, 2022

Letter of Support for NEH Landmarks Grant Proposal: “The Grand Coulee Dam: Competing Narratives of Modernity and Indigeneity”

Dear Review Committee:

I enthusiastically support the NEH Landmarks Grant proposal, titled “The Grand Coulee Dam: Competing Narratives of Modernity and Indigeneity.” I agree to participate on the grant as Lead Faculty for workshops occurring in July 1—12, 2024 and July 14—19, 2024.

The project is appropriate and balanced and examines two analytical theme: that is, modernity in the Twentieth Century America, and Indigeneity in the Pacific Northwest. Moreover, I am eager to engage in the workshops for teachers that incorporates classroom presentations, facilitator-led discussions, site visits, and time for personal reflection. In addition, the workshop combines impactful and relevant themes as follows: 1. “Competing Development Narratives,” 2. “Salmon and Folklore in the Columbia River Watershed,” 3. “Kettle Falls – A Lesson in Sustainability,” 4. “Modernization in the 1930s,” 5. “The Legacy of Large-Scale Dams,” 6. “Reflection and Synthesis,” and, 7. “Development the Classroom Experience.”

In sum, I support this project most highly and without reservation and agree to participate in this NEH Landmarks Grant and as Lead Faculty.

Respectfully,

Benedict J. Colombi, Ph.D.
Chair, AIS Graduate Interdisciplinary Program, The Graduate College
Professor, American Indian Studies Department
Professor, School of Anthropology
Professor, School of Geography, Development, and Environment
Professor, School of Natural Resources and Environment
Faculty Member, Arizona Institutes for Resilience
University of Arizona

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email: bcolombi@email.arizona.edu



January 10th, 2023

To the NEH, Landmarks Grant Committee Members:

I am pleased to write this letter in support of the NEH Landmarks Grant “The Grand Coulee Dam: Competing Narratives of Modernity and Indigeneity” led by co-directors Drs. Zeisler-Vralsted and Pietz. The scope and vision of the immersive seminar series and simultaneous professional development workshop meets a critical need in our state/region for opportunities for secondary educators to explore how to integrate place-based education and contemporary issues across the curriculum centrally focused on the Columbia River Basin.

The workshop’s interdisciplinary approach is essential. Typical curricular approaches tend to break apart complex ideas and issues into separate subjects, therein replicating the problem that we lack models for offering students more relevant and localized access to a social studies learning. Instead, this proposal is purposefully integrative, centering Indigenous knowledge, perspective, sovereignty, local/global shared histories, economics, policy, environmental education, and sustainability. This workshop offers an authentic, community-based inquiry-based model that I am confident will translate beautifully into the classroom for young people.

This letter also serves to affirm my interest in serving as the Facilitator for the teacher professional development K-12 workshop sessions. The project is relevant and timely for Washington State teachers in that landmark state legislation recently passed in Washington (2015, [SB 5433](#)), mandating the integration of tribal history, government, and culture into the common schools, a dramatic shift from “recommended” inclusion as outlined in HB 1495 (2005). Washington, like Montana and Oregon, requires Indigenous education for every student in K-12. With 29 federally recognized tribes in our state, as well as those with ancestral homelands in Washington such as the Nez Perce (*Nimiipuu*) Nation, this workshop offers an important opportunity to collaboratively build on our state’s Sovereignty Curriculum, [Since Time Immemorial](#), and the policy and advocacy work happening through our Office of Native Education (ONE).

Finally, I am actively involved in a statewide consortium made up of teacher education faculty, Office of the Superintendent of Public Instruction (OSPI) staff, and other non-profit organizations to support the integration of Environmental and Sustainability Education (ESE) in K-12 education. Uniquely, our state offers a specialty teaching endorsement in ESE, and provides a [standards-based framework](#) to guide teachers, school leaders, and learners. I am also a PI for a transformational Master Based Learning (MBL) initiative for pre-service and in-service teacher sponsored by our State Board of Education. MBL seeks to center students in the learning through cultural responsiveness and equity. Toward these interrelated ends, this workshop powerfully serves several local education initiatives. I am happy to offer facilitation that shares these respective perspectives and approaches to teaching, learning, and curriculum design.

Sincerely,

T. Francene Watson, PhD.
Assistant Professor, Teaching and Learning

Dorothy Zeisler-Vralsted, PhD
Department of Political Science and International Affairs
Eastern Washington University
dzeislervral@ewu.edu

December 2, 2022

Dear Dr. Zeisler-Vralsted:

Thank you for your invitation to participate in your NEH Landmarks grant on Grand Coulee Dam. I will be happy to present content on Grand Coulee Dam and its impacts on Indigenous Plateau peoples, on both July 10 and July 17, 2024.

I greatly enjoyed engaging with summer scholars at your previous Landmarks institute as well as at the NEH summer institute I co-directed in June, 2018.

Best wishes for success with your grant proposal!

Laurie Arnold

Laurie Arnold, PhD
Director, Native American Studies
Associate Professor of History
Gonzaga University

Moriarty Letter of Commitment, received 1/3/2023

Hi Dorothy,

Sorry about that- had a whirlwind end of the semester (including a trip to Amsterdam!) that caused me to get a bit behind on emails.

I've attached a condensed resume- let me know if that works :)

Also, would this do for the email confirmation?

I commit to virtually present an overview of the lesson plan I developed during the Grand Coulee Dam NEH Workshop.

Happy New Year,

Jen Moriarty

On Mon, Dec 26, 2022 at 1:20 PM Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu> wrote:
Hi Jen,

Just following up in that we still need a 2-page curriculum vita from you and a letter of commitment. For the letter of commitment, it can be an email acknowledgement that you will virtually present an overview of your lesson plan derived from our NEH workshop.

Hope you are still interested as I think the teachers would benefit so much from your insights!

Best,
Dorothy

From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>

Sent: Tuesday, November 15, 2022 7:06 AM

To: Jen Moriarty <jmoriar@dpsk12.net>

Cc: Pietz, David - (dpietz) <dpietz@arizona.edu>

Subject: [EXT]Re: Grand Coulee Dam workshop

External Email

Hi Jen,

Wonderful! I'll be getting in touch with you after we speak with the NEH program officer and finalize our schedule. It might be a couple of weeks—is that okay?

Looking forward to seeing what you've done and working with you.

All best,
Dorothy

From: Jen Moriarty <jmoriar@dpsk12.net>
Sent: Monday, November 14, 2022 4:41 PM
To: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Subject: Re: Grand Coulee Dam workshop

Hi Dorothy,
Heck yes!
How funny, I was just talking about y'all TODAY! I have an Eastern Washington Uni pennant behind my desk and a student asked me if I had gone there, so I had the opportunity to explain my connection. My classes have done various versions of the project I put together while there, including a recent iteration last spring. I'd love to help out!
Let me know what my next steps would be :)
Looking forward to chatting,
Jen Moriarty

--

Dr. Jennifer E. Moriarty, Ed.D., [PAEMST](#)
Pronouns: she/her/hers
Mathematics, Video Game Programming Instructor
CEC Early College of Denver
"History is a race between education and catastrophe"
-H.G. Wells

On Mon, Nov 14, 2022 at 5:29 PM Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu> wrote:
Hi Jennifer,

I'm hoping you remember me as I was one of the directors for the NEH Landmarks workshops on competing narratives/Grand Coulee Dam. Anyway, David Pietz and I are planning to submit a proposal to offer the workshop again and were hoping you might be interested in participating? It would probably have to be through zoom with a focus on your implementation project as well as any student examples. The idea of using video gaming technology to learn about competing narratives of modernity and indigeneity is such a novel use of the content/field trips we covered that we'd love for more teachers to learn about this application. Of course, you would be compensated for your participation if you're interested.

The workshop is scheduled for the second and third weeks of July 2024 and your session would be an hour each week. If the timing didn't work, we could probably pre-record the presentation.

Hope this is of interest!

Best,
Dorothy

Dorothy Zeisler-Vralsted, Professor Emeritus
Department of Political Science and International Affairs
Eastern Washington University
Cheney, WA
509-599-1503
dzeislervral@ewu.edu

CT Museum <ctmuseum@colvilletribes.com>

To:

- Zeisler-Vralsted, Dorothy
Fri 11/18/2022 7:42 AM

Hi Dorothy,

Thank you for stopping by the museum yesterday and touching base with KeAnna. I have you on our schedule for July 11, and July 18 in 2024 - we look forward to this visit and appreciate you for including a visit to the Colville Tribal Museum under this grant. Please do keep in touch with us if anything changes, or you have more specific topics you would like staff to discuss during the visit.

We updated our internet provider, so this is the new email for the Museum, and is a good one to use. The couleedam.net one no longer works. If you need to get a hold of one of us directly, my email is kristen.heidenthal@colvilletribes.com and KeAnna's email is keanna.cawston.hsy@colvilletribes.com.

Kristen

Kristen Heidenthal
Museum Coordinator
History/Archaeology Program
Confederated Tribes of the Colville Reservation

509-633-0751

On Thu, Nov 17, 2022 at 6:36 AM Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu> wrote:

Colville Tribal Museum
Grand Coulee, WA

To Whom It May Concern:

In July 2018, David Pietz from the University of Arizona and myself, led two National Endowment for the Humanities Landmark Grant workshops with K-12 teachers from 26 states in the U.S. One of the highlights of the workshops were the tours of your museum. In their evaluations, the teachers ranked the museum visit as one of their best learning experiences.

David and I are applying for another NEH Landmark Grant—we had to cancel our second one in 2020 due to Covid—and wish to have a tour of your museum included in the workshops. If possible, the tours would occur on the following dates:

Thursday, July 11, 2024, 9:00-11:00

Thursday, July 18, 2024, 9:00-11:00

There would be 36 teachers and humanities professionals in each group. We would budget \$500 to the museum for each visit. (Also, if someone at the museum is interested in offering an overview of the digital resources on Grand Coulee Dam available on the tribal website, additional compensation could be budgeted for this presentation.)

Do these dates and times work? If so, all we need at present is a written commitment from the museum. The commitment could be an email to the following address dzeislervral@ewu.edu or a letter to myself at

Dorothy Zeisler-Vralsted
4423 East Winfield Road
Mead, WA. 99021

I will also send this invitation via email. Thank you for your consideration. We look forward to hearing from you.

Best,
Dorothy

Dorothy Zeisler-Vralsted, Professor Emeritus
Department of Political Science and International Affairs
Eastern Washington University
Cheney, WA
1-509-599-1503
dzeislervral@ewu.edu

Marsha Wynecoop <marshaw@SpokaneTribe.com>

Thu 1/5/2023 8:02 AM

Yes, I will present at your workshop on Coulee Dam. See Attached resume

My personal e-mail (b) (6) & phone (b) (6)

Marsha E Wynecoop
Language Program Manager
Spokane Tribe of Indians
Language/Culture Program
PO Box 100
Wellpinit, WA 99040
509-258-4222

From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Sent: Wednesday, December 28, 2022 3:18 PM
To: Marsha Wynecoop <marshaw@SpokaneTribe.com>
Cc: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Subject: NEH Workshop

Hi Marsha,

As we just discussed by phone, please confirm that you are interested in presenting for the NEH Landmarks Workshop, "Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures." The dates and times for your presentation which would emphasize your work, "on how tribal historical memories of the river, fishing, and dam construction are preserved, modified, and constructed through language and cultural production to serve contemporary goals." We can change this wording, if you wish.

The dates/time for your presentation would be 11:00-12:00, Friday, July 12, 2024 and Friday, July 19, 2024. Compensation would be in the amount of \$1500 for each presentation.

Also, if you could attach your resume, that would be great.

We so look forward to hearing your presentation. You will be a great asset to the workshop and I believe the teachers will so benefit from your knowledge.

Best,
Dorothy

Dorothy Zeisler-Vralsted, Professor Emeritus
Department of Political Science and International Affairs

Eastern Washington University
Cheney, WA
1-509-599-1503
dzeislervral@ewu.edu

Steve Evans <sevans@nezpercesystems.com>

To:

- Zeisler-Vralsted, Dorothy

Thu 12/8/2022 12:10 PM

Start reply with:

Thank you so much! I really appreciate it!Great, thanks for letting me know!Great, thank you so much!

Dear Dorothy,

Talked with Allen Pinkham and he agreed that he and I should be available to help with your summer program proposal. Good luck with your proposal and hoping for success. Steven R. Evans,

(b) (6)

CAUTION This email originated from outside your organization. Please exercise caution when clicking any links or opening attachments

10/12/22

Dorothy,

Yes. I am committed to two one-hour lectures during the period of July 8-July 18th.

Here is abbreviated CV.

Margo

From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>

Sent: Tuesday, October 11, 2022 12:39 PM

To: Hill, Margo <mhill86@ewu.edu>

Cc: Pietz, David - (dpietz) <dpietz@arizona.edu>; Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>

Subject: Invitation

Hi Margo,

I'm hoping you remember me and the NEH Landmarks Grant on the construction of Grand Coulee Dam from multiple perspectives that was funded for the summer of 2020. If you recall, we had invited you to be a presenter for the 2020 grant which was cancelled due to covid. David Pietz (University of Arizona), Francene Watson (WSU), and I are planning on reapplying for the grant this February 2023. The reason I'm writing is that we are hoping you would be interested in presenting a lecture for each of the two sessions. If funded, the workshops would be held the second and third weeks of July 2024.

There will be a few changes this time in that the grant will be administered by the University of Arizona and class time will be at WSU Riverpoint. Also, we are scheduling more time for the Native American perspective and hope with your presentation to speak more to the experiences of the Spokane Tribe and recent Congressional legislation approving compensation. If you are interested--and I really hope you are—we will budget your compensation at \$1500 per lecture.

If you have any questions, please contact me. I often go to my Cheney office and could meet or we could zoom/phone call, etc.

If you are interested, all I would need is a letter of commitment and a recent cv. The letter of commitment would state that you are committed to two one-hour lectures during the period of July 8-July 18th.

I look forward to hearing from you.

Best,
Dorothy

Dorothy Zeisler-Vralsted, Professor Emeritus
Department of Political Science and International Affairs

Eastern Washington University
Cheney, WA
509-599-1503
dzeislervral@ewu.edu

Kettle Falls Historical Center NEH Commitment Letter/Email

Rette Bidstrup (b) (6)

Hi Dorothy

I apologize for not getting back to you earlier. Have had a chance to discuss the dates with Dot Javorka and Jan Beardsley and we will be most happy to have the Kettle Falls Historical Center host your organization on July 9th and 16th, 2024. We look forward to working with you and will firm up all details at a later date.

Thank you.

Rette

Rette Bidstrup

(b) (6)

From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>

Sent: Friday, December 02, 2022 3:48 PM

To: (b) (6)

Cc: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>

Subject: Fw: NEH Landmarks Grant collaboration

Hi Rette,

Hope all is well and you've had a chance to look at your earlier letter of commitment. We are trying to finalize the proposal so whenever you have a chance to send me an email reaffirming our visit to the Center, that would be wonderful! (The teachers so enjoyed the field trip to your Center.)

Thank you,
Dorothy

Grand Coulee Dam Letter of Commitment, submitted 12/28/2022

Lordy lordy.

There you go.

I hope to be retired before then.

😊 LOL

Ivan

Ivan J. Snavely

Training Technician
Bureau of Reclamation - Grand Coulee Power Office
PO Box 620 ATTN: 7400
Grand Coulee, WA 99133

509-631-0752

[Grand Coulee Dam Visitor Center Website/Information](#)
[Grand Coulee Dam Visitor Center Hours of Operation](#)

isnavely@usbr.gov



From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Sent: Wednesday, December 28, 2022 7:40 AM
To: Snavely, Ivan J <isnavely@usbr.gov>
Subject: Re: [EXTERNAL] Fw: Email Commitment for NEH Landmarks Grant

Hi Ivan,

I went back to make sure but July 10 and 17, 2024 are Wednesdays and these are the days we would be visiting the dam. I think the confusion is that you thought this would be in the year 2023 while it would not be until 2024. Do you think you could change the scheduling one more time? And then could you just confirm the email below that I sent on December 7th. All you would have to do is send an email back saying these dates/times would work.

Thank you again!

Best,
Dorothy

From: Snavely, Ivan J <isnavely@usbr.gov>
Sent: Tuesday, December 27, 2022 8:14 AM
To: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Subject: Re: [EXTERNAL] Fw: Email Commitment for NEH Landmarks Grant

July 10 and 17 are Mondays. Hmmm.

Now I see why I was a little confused.

Ivan

From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Sent: Wednesday, December 7, 2022 8:49 AM
To: isnavely@usbr.gov <isnavely@usbr.gov>
Cc: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>; Pietz, David - (dpietz) <dpietz@arizona.edu>
Subject: Email Commitment for NEH Landmarks Grant

Hi Ivan,

Thank you so much for scheduling us for July 2024 tours and use of the conference room. For our proposal, would you mind confirming by email the following dates and times? I will then submit this email along with the proposal.

NEH Landmarks Grant teacher participants (35 teachers each visit) will visit Grand Coulee Dam on the following dates/times.

Tour of Grand Coulee Dam, Wednesday, July 10, 2024, 1:00-5:00 p.m.
Conference Room, Wednesday, July 10, 2024, 7:00-8:30 p.m.
Tour of Grand Coulee Dam, Wednesday, July 17, 2024, 1:00-5:00 p.m.
Conference Room, Wednesday, July 17, 2024, 7:00-8:30 p.m.

Ivan J. Snavely

Training Technician
Bureau of Reclamation - Grand Coulee Power Office
PO Box 620 ATTN: 7400
Grand Coulee, WA 99133

509-631-0752

[Grand Coulee Dam Visitor Center Website/Information](#)
[Grand Coulee Dam Visitor Center Hours of Operation](#)

isnavely@usbr.gov



From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Sent: Tuesday, December 27, 2022 7:50 AM
To: Snavely, Ivan J <isnavely@usbr.gov>
Subject: Re: [EXTERNAL] Fw: Email Commitment for NEH Landmarks Grant

Hi Ivan,

This works—thank you!

Best,
Dorothy

From: Snavely, Ivan J <isnavely@usbr.gov>
Sent: Tuesday, December 27, 2022 5:42 AM
To: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Subject: Re: [EXTERNAL] Fw: Email Commitment for NEH Landmarks Grant

Good morning. Such a busy time of the year.

I have reserved a VIP Hard Hat Tour and the VC Theater for these dates.

Tour of Grand Coulee Dam, Wednesday, July 10, 2024, 1:00-5:00 p.m.
Conference Room, Wednesday, July 10, 2024, 7:00-8:30 p.m.

Tour of Grand Coulee Dam, Wednesday, July 17, 2024, 1:00-5:00 p.m.
Conference Room, Wednesday, July 17, 2024, 7:00-8:30 p.m.

I hope this email does not bounce.

Sincerely,

Ivan Snavelly

Ivan *J.* Snavelly

Training Technician
Bureau of Reclamation - Grand Coulee Power Office
PO Box 620 ATTN: 7400
Grand Coulee, WA 99133

509-631-0752

[Grand Coulee Dam Visitor Center Website/Information](#)
[Grand Coulee Dam Visitor Center Hours of Operation](#)

isnavely@usbr.gov



From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Sent: Monday, December 26, 2022 12:30 PM

To: Snavely, Ivan J <isnavely@usbr.gov>
Subject: [EXTERNAL] Fw: Email Commitment for NEH Landmarks Grant

This email has been received from outside of DOI - Use caution before clicking on links, opening attachments, or responding.

Dear Ivan,

I was following up with the email you provided and it keeps bouncing back. Would it be possible for you to send the email that I requested below?

Thank you,
Dorothy

From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Sent: Monday, December 26, 2022 12:28 PM
To: lbrougher@usbr.gov <lbrougher@usbr.gov>
Subject: Fw: Email Commitment for NEH Landmarks Grant

From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Sent: Monday, December 26, 2022 12:14 PM
To: lbrougher@usbr.gov <lbrougher@usbr.gov>
Cc: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>; Pietz, David - (dpietz) <dpietz@arizona.edu>
Subject: Fw: Email Commitment for NEH Landmarks Grant

To Whom It May Concern:

Ivan Snavely provided me with your email for confirmation of two tours and the use of your conference room in July 2024 as you can see below. While you confirmed these requests via email, would you mind responding to this email which I can then attach with the grant proposal?

Thank you,
Dorothy

Dorothy Zeisler-Vralsted, Professor Emeritus
Department of Political Science and International Affairs
Eastern Washington University
Cheney, WA
1-509-599-1503

From: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>
Sent: Wednesday, December 7, 2022 8:49 AM
To: isnavely@usbr.gov <isnavely@usbr.gov>
Cc: Zeisler-Vralsted, Dorothy <dzeislervral@ewu.edu>; Pietz, David - (dpietz) <dpietz@arizona.edu>
Subject: Email Commitment for NEH Landmarks Grant

Hi Ivan,

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Conference Room, Wednesday, July 10, 2024, 7:00-8:30 p.m.

Tour of Grand Coulee Dam, Wednesday, July 17, 2024, 1:00-5:00 p.m.
Conference Room, Wednesday, July 17, 2024, 7:00-8:30 p.m.

Thank you,
Dorothy

Dorothy Zeisler-Vralsted, Professor Emeritus
Department of Political Science and International Affairs
Eastern Washington University
Cheney, WA
1-509-599-1503
dzeislervral@ewu.edu

Evaluations for Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures, 2017

Evaluation # 24706

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

I've thought about this and I'm still unsure. I think there will be some parallels I use, but I am uncertain if I will use certain lessons about the GCD.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
I think it's a very important site. I think it was well used as a modern marvel but also a lightning rod.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

10/10. This was probably the best part about it. They were super fun and knowledgeable. X

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

6/10. The classroom is windowless, the dorm rooms were either way too hot or cold, the food options were not great.

Do you have any suggestions for improvements?

Less lectures, please.

Better breakfasts

Fix the AC

The bus wasn't the greatest. The wifi was spotty, and when you are in the middle of nowhere, you need wifi to connect with loved ones.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

The Cal Berkeley team did a wonderful job on WWII in the Bay Area. I think a natural "sequel" to that time period in that area would be in the Bay Area on the turbulent rebellion times of the 60s.

Evaluation # 24710

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

I think this workshop will have strong implications for how I research, plan, gather resources, and deliver my teaching. I will probably use very little content-wise in my elementary school classroom, however the frameworks for teaching and mindset I've developed as a teacher and learner will be long-lasting and impactful across all subjects.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

I think the site of Grand Coulee and Kettle Falls was mind-shifting and complemented well by the lectures, readings, and discussions. I also very much appreciated the tours/background given during the museum visits (Colville museum and Kettle Falls museum). I highly recommend that another seminar

is done here. I think the housing site can be much better, and would suggest somewhere in Spokane, where there are more transportation, restaurant, and grocery options. I think being near a grocery store is really helpful, especially when you need to purchase your own meals.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The director was very accommodating, responsive, and approachable. She went above and beyond with making sure everyone was well taken care of. The guest lecturers were very engaging and skilled at lecturing and posing questions for further thinking. I enjoyed having several lecturers from different disciplines with depth rather than breadth of knowledge. From the lesson/curriculum/classroom connection standpoint, "assignments" done in the group were not always clearly explained or debriefed, and the lesson expectations were very loose. I think the laser show was something everyone should see (it shouldn't be optional, although I think everyone in my group opted to see it). I think it may be good to include some discussion around this and how it was received by everyone, as it was a great juxtaposition to our proceeding readings and discussions. I also appreciated the more open ended discussions in which we were able to openly reflect on our thinking and emotional responses after events such as the Kettle Falls museum and tour of the Grand Coulee Dam. A lot of synthesis and deeper reflection was able to take place in these open discussions.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The library/access to computers was limited. I liked having everyone stay in close proximity and the availability of common meeting space in the dormitory. The comfortability of the dorms themselves was underwhelming. The bathroom was not clean, the toilet got clogged, and the air conditioning didn't work the entire time (even though there was maintenance that restored air conditioning in most units). Room 309 is where I stayed, so I suggest putting up next weeks guests in a different room. I think the dorms were situated in a comfortable walking distance to restaurants and the lectures. I would just have preferred begin in an area that had more diversity of food options and more importantly, access to a grocery store. Being that it is a small town, access to public transportation is very limited. The hotel at the Grand Coulee Dam (Columbia River Inn) was very comfortable and close to everything. Not everyone was able to stay there as it got booked before the booking deadline - it would be helpful if NEH can arrange the booking well in advance so everyone can stay together.

Do you have any suggestions for improvements?

Having students submit brief bios (name, city, what they teach) prior to the workshop, and either making this information available on the website or in a handout at or before the beginning of the workshop would have been very helpful and would have facilitated greater community building.

I liked being able to watch the film, Damnation on the bus. Since the rides were so long, it may have been great to be able to watch the other 2 of the "four films" we didn't get to on the bus (if possible). I think it would have been more comfortable viewing Damnation the first night in a larger room with air conditioning - the lecture hall room would have been great if it was available in the evening.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

I hope that the Landmarks workshops will be able to continue (it was mentioned they will not be available next year). I spoke to a few people who mentioned that it is very difficult for them to travel to

these seminars if they last greater than one week. I personally like the options in duration of seminars and hope to participate in a longer one next year but I like the option of 1-week institutes.

Evaluation # 24711

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

The experience of this class gave me perspective on an area of the state I didn't have much knowledge about and will give me the ability to bring more depth of understanding to my students.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

The choice of the landmark site of the Grand Coulee Dam for a workshop I believe was very significant due to the impact that dams have had on the growth of the American way of life. What this is helping us to learn though is the bigger repercussions of these structures on people, animals and the environments around them.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

I truly enjoyed all of the people who participated in our learning sessions. The visiting faculty were good speakers who were very engaged with their audience- there was never a time where you didn't feel like what you might say wouldn't be valued by them and that is important when you are trying to learn about something new.

Some of the activities were stretched out a little bit and it felt like some of the time could have been put to a different use. It could be due to the distance of the particular sites we visited from the campus.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The EWU campus classrooms were comfortable.

Do you have any suggestions for improvements?

No

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24714

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

I was able to gain an understanding of Native peoples affected by the construction of Grand Coulee Dam as well as a deeper understanding of the harmful effects of dams. I can add this knowledge to my teaching.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

All the sites were worthwhile

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Going to Kettle Falls was a good experience, however I believe it could have been more meaningful if we could have gotten down to the river. It would give those people who haven't seen the Columbia River up close before. The timelines could probably be adjusted so that there would be more time at the Grand Coulee Dam visitors center.

Visiting faculty were extremely pleasant and helpful in understanding the material and supportive in making each teacher/participant feel valued.

Dorothy and Jennifer were such nice people and tried very hard to make this class enjoyable.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Classroom was comfortable.

Do you have any suggestions for improvements?

Make sure that participants can get up close and personal with Columbia River: such as boat rides, canoes etc. Some of the timelines for the day probably could be adjusted to make the best use of time.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24718

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This has been an amazing week. I have learned so much from a wonderful set of facilitators. The culture I have encountered has got me to rethink how I have been preparing my lessons in the past. I plan on utilizing what I have learned here in my instruction in the future.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

Being my first NEH summer workshop I was pretty much in awe of those around me because of their accomplishment. The dedication to the workshop, their craft and to use as participants is what I will always remember.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

EVERYONE was prepared and had very useful and engaging material and presentations. The participants in this group were exceptional. There was such a diverse background of professionals which made the presentations and activities all the more enjoyable.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Eastern Washington University was a gracious host. All people I encountered were friendly and helpful. Housing was ok, with exception of locale due to the trains that come through at different times of the day and night.

Do you have any suggestions for improvements?

No

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24719

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

Highly effective seminar, scholars were knowledgeable, available and well prepared. I will expand my presentations on westward movement and the impact on indigenous cultures to specifically include the impact of Grand Coulee on the cultures of the north west. This will be my focus location showing the impact of decisions on the indigenous culture.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

This is a powerful location as it brings the modern engineering marvel that is Grand Coulee in direct connection with the ancient economic and cultural beliefs of the indigenous peoples of this area. Not only is the Grand Coulee emphasized but the many other dams that were included in the governments effort to control the Columbia.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

I would rate all except facilities extremely high. Academic interaction was great and discussions were managed by the faculty very well. Topics were clear and on point for the goals of the seminar. On site visits were relevant and interesting, visiting speakers were prepared and ready for dialogue with the participants.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Study facilities were typical for a small college fully equipped library. Library staff was very helpful and happy to assist. Housing was typical for a small college dorm, fairly spartan but acceptable. I would suggest next time the facility make some arrangements with local eateries to open earlier so a full breakfast if desired would be available for participants.

Do you have any suggestions for improvements?

Only as mentioned above. I would also provide a map of the town and locations for grocery stores and other services available within walking distance. Also, explain to participants the size of the town, dorm rooms have refrigerators and it would be a suggestion for participants to purchase on their way in snacks and breakfast items. No dishes or silverware were available in the dorm rooms. Simple things that would have made a difference but are easily overlooked in the process of planning a seminar of this scope.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24720

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This workshop was an amazing experience for me. It will bring a new depth to my lesson plans regarding Grand Coulee, Stevens Treaties, Native populations, and many other lessons (for WA State History course). The layered concepts presented (narrative, collision, stories, place, etc., will be more present in my teaching.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
The Grand Coulee was an excellent landmark choice to look at the concepts of modernization, perspectives, power, and loss. It represented all of these concepts perfectly. Having the opportunity to experience it first hand brought it all home.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

All personnel were fantastic! Responsive, intelligent, open, facinating, and inspiring! I felt as though we had the dream team of NEH! Their deep knowledge of their subject areas, and obvious thrill of sharing it with us brought this experience to the highest level of value and enjoyment for me. It made me feel valued as an educator to have the quality of staff that was available for us.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Well, in regards to Brewster Hall, it was better than the barracks I stayed in when I was in the Army, but that's not saying much.
The library seemed wonderful, but I did my work on my laptop in my room.

Do you have any suggestions for improvements?

It would be nice for Brewster Hall staff to lower the beds before the next group comes.

I would recommend not having discussions on the bus ride. The movement makes me sleepy, and it was hard to focus.

Providing a map of eateries, grocery stores, and the trail at the reception would be helpful.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Thank you so much for this very enlightening, and memorable experience!

Evaluation # 24721

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

The week was illuminating, interesting, and full of very useful information.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

We went to Kettle Falls and to Grand Coulee Dam. The significance of the Falls was lost under water, so that WAS the significance of the Natives losing their primary ancestral fishing grounds. The Dam was massive and both impressive from a size and "scar" perspective. Both sites were essential to understanding the issues related to the topic.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

An exceptional team of scholars was assembled for this week. I appreciate their scholarship, accessibility, and willingness to thoroughly explain their areas in detail...even over dinner!

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The school is lovely. However, the accommodations were very sparse. We had issues with air conditioning. The skeleton Summer dorm crew was not often available to assist with issues. There was no water or coffee available for purchase in the building and walking to obtain these items was difficult when the town basically closes at 6:00 PM.

Do you have any suggestions for improvements?

Add another scholar. If the title states "to modernity", that focus fell short in one area: what are Native individuals doing today in place of following their traditional life-ways being disrupted by dams and the encroachment of modernity? We hit a few points on this with the salmon farms, but the entirety of this topic was not explored.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24725

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

I found this week to be very useful for my classes as well as just opening up my own knowledge base in terms of narratives that have to be sought out when looking at any issue.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
The Grand Coulee was perfect for this workshop. Many layers for us to explore.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

While everyone we met was very well versed in their topics I would have appreciated at least two native people to be on our trips at all times to help us make sense of what we were experiencing from the native point of view.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

There were some bumps along the way but the staff worked very hard to make this a very enjoyable week!!

Do you have any suggestions for improvements?

My one sticking point all week has been that ONLY ONE meal was listed as "on your own" yet every meal was on our own. I had not budgeted that into my week's expenditures. Also, Cheney has limited local food options so if we could somehow build in a trip to Safeway so folks could get some food to have on hand, it would be more affordable for future participants.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24730

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This experience was great!! I really enjoyed myself and getting to know others. It helped me see teaching through other peoples's perspectives. I was also able to come out of my introverted shell and actually go around and meet people. I am very shy at first and I am glad I just got in there and was comfortable with everyone. The discussions made me comfortable and not making me feel like my answers were going to be wrong.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

The significance of the Grand Coulee and it's affects I'm the Indigenous peoples is important. This landmark can also be used around the country as an example to be compared to similar situations in other states. It really gave a new perspective on how the Native Americans lived in the past in the area. Everything done was just so great and gave us an opportunity to really see both sides of the story of the Grand Coulee Dam. Being from the area I learned A LOT that I didn't know happened and it really made me think and want to explore more about Washington.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The directors were amazing and open to suggestions throughout the week. Everyone involved was kind and easy to talk to. The topics were great and discussions gave time for everyone to share their thoughts. The activities were all so fun. Organization was a but messy at times but I didn't mind since it was a great experience to be here.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

I did not personally stay in the dorms but I heard a lot of completed about the housing staff and accommodations.

Do you have any suggestions for improvements?

Next time they should take in account that during guest speakers that are longer than an hour need to take a break for the bathrooms because people started getting restless and leaving the room. This would make it to where they were missing important details being told. Also, travel time should be extended into the schedule because it always takes longer than expected or getting a later start than people were anticipating.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Geology of Utah visiting the Canyonlands and Arches National Park. This would be great for science teachers and history teachers since they would go hand-in-hand.

Evaluation # 24732

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This workshop was a great experience. The speakers, activities, and destinations were excellent.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
The Pacific Northwest is very regional. Teachers from other parts of the country tend to have limited exposure to the area's experience. This workshop will be an important tool to expand the region's reach.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The director was wonderful. She took care of any and all needs. She listened well to the participants. The speakers were great as well as sites visited.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Eastern Washington University was very accommodating. The main issue was that the dorm was rather removed from the meeting areas.

Do you have any suggestions for improvements?

Residence hall could be moved but keep everything else the same.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24733

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This was a very informative experience. I enjoyed all aspects of it; from the lectures and discussions to the site visits. It brought to life, a real time experience, that until this class I had not had. It also reaffirmed ways of teaching that I already do, thus giving me a well-rounded experience. As a public school teacher, I really enjoyed hearing about the many sides of conflict and about the connection to the land, it brought to the forefront the necessity of including all values into the classroom when talking about complex ideas.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

This Grand Coulee Dam is such an important piece of history and present day public works, not just for Washingtonians, but all Americans. I really liked all the narratives about the dam and looking at it from many perspectives. All the presenters were such rich resources, it was invaluable the contribution they

made to this program.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The directors were such genuine people, easy to talk to and were working very hard to make the program run well. They both were encouraging and really excited to share their knowledge with the whole group. The visiting faculty were awesome. I overheard many people commenting on how amazing it was to have them participate with us the whole week. As this is my first NEH Institute, I had nothing to compare it to. They have set the bar high for any future Institutes I may participate in. Fran, Ben, and Vincent were all so knowledgeable and were so willing to take the conversations from class deeper and I was so glad I had the time and opportunity to spend time with each of them, and delve into the discussions even further. Not only were the faculty awesome, but so were the other participants. It was so satisfying to be able to converse about the same topics with other educators so we could get other view points as well as agree on things. The other participants were interesting and had so much knowledge to share. Making contacts and friends was one of the best outcomes! Every activity and discussion brought a little more to light for me and I am sure many others.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

EWU is a beautiful campus, everyone I met seemed very nice. The housing was okay, it would have been nice to have a kitchen open on our floor. One thing that was not great, was the fact that my bed was much too high. It would be nice if the check and make sure the beds are lowered, or provide a ladder. Having a place to stay not next to the railroad would be a good idea as well.

Do you have any suggestions for improvements?

I would suggest having protein for breakfast, all the sugary bread is not good. It would be good to have a map of the area we are in to show stores, restaurants etc.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

I was wondering if you might have a Landmarks workshop on the California Missions. If not, putting together one would be amazing.

Evaluation # 24755

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This Landmarks session was well-thought through and taught well as the topic finally came together for me; I could see the big picture. I think teaching Landmarks is important and is necessary for children in a highly mobile society. Once a child learns the essential tools and analytical skills that are taught through a carefully designed Landmarks lesson plan, the child can determine depth and meaning in almost any place! This session helped me to develop a good Landmarks lesson plan, and gave me the idea of a unit plan that incorporates this lesson plan and more. This is a lesson plan that I will actually use to teach an important concept that is missing with my students. Thank you!

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

The landmark, Grand Coulee Dam, is a significant structure in that the impact of this dam encompassed many different people over time that continues into the present. The directors, Dorothy and David,

incorporated readings and activities that were both extensive and enlightening. The readings were varied and enjoyable and added layers of meaning to the topic. The lectures, discussions, and field trips during the week helped me to bring the topic together in order to make a lesson plan that will have meaning for my students in the middle school classroom.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Dorothy and David are amazing and well-organized coordinators; they planned and executed a well-thought through Landmarks workshop. Each reading, lecture, activity, and discussion added layer upon layer of meaning throughout the week. I appreciated the guest lecturers and visiting faculty expertise and that they took the time out of their busy schedules to spend the whole week with us and participate in our activities and sessions. The topics and discussions were well-designed and executed. The only narrative that we missed hearing about was the irrigation/farmer component. A chance dinner meeting with Lawyer Robert Pirtle (ten time litigator of Native American rights before the Supreme Court) at the Grand Coulee Dam site added a delightfully unexpected insight to the workshop. The staff had selected a well-rounded group of teachers from across the nation; the teachers and staff worked well together and bonded well during the week.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

As a small institution, Eastern Washington University provided a safe, clean, and comfortable dormitory. Having someone on duty in the dormitory while we were there would have been extremely helpful for such minor, but important details such as laundry, information about gas stations, grocery stores, restaurants, things to do, and so on. Also, having a dining hall available on campus for well-balanced meals instead of eating out most meals would have been healthier for all involved. We made it to the library early in the week, but due to a full schedule, I was not able to make it back to use the facility in person (I did access the on-line resources, thought).

Do you have any suggestions for improvements?

For improvements, I would suggest the following.

- Cafeteria style meals (morning, noon, dinner); have students buy meal tickets
- Irrigation/farmer narrative added
- Robert Pirtle is a wonderful resource for the "white person who helps the Native American" narrative; outstanding knowledge of treaties and able to translate and summarize the legalese for the teachers
- The Pow Wow in Coeur d'Alene was an added dimension for the week

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Please consider holding this workshop again, if possible. This one was WELL-DONE, indeed! Thank you Dorothy, David, Francene, Ben, Vincent, and all others who made this Grand Coulee Dam Landmarks week a remarkably massive and memorable week!

Evaluation # 24787

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

I am so glad that I went on this learning experience. I understand the importance of using multiple perspectives when teaching about crucial issues, like the depletion of the salmon. I know how important it is to discuss complex social issues with my high school social studies students.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program. Seeing the Grand Coulee Dam was crucial in the learning process. I also thought the Kettle Falls/Lake Roosevelt was a useful field trip. It gave me some additional insight.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The directors and visiting faculty were excellent. I would have like to have seen more of a Native American presence throughout the workshop. Discussions were of value, as were field trips. I would suggest maybe thinking about moving the dam field trip to the beginning of the trip.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The housing arrangements at Brewster Hall were okay. We did not have air for one+ evenings, and one room of girls didn't have air at all. The staff was painting the rooms, and left them open. Breakfast could have been a little more substantial.

Do you have any suggestions for improvements?

Try and include more of a Native American perspective throughout the entire program.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24870

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This workshop did an outstanding job of addressing multiple perspectives, priorities, and possibilities. It's difficult to overestimate the effect this will have on my classroom, because I've learned so much about shades of grey. Intended and unintended consequences is something we will talk about, as well as who gets to make decisions that affect large populations, and what they do/should take into account. We will also talk about how to incorporate cultural values into progress, and what happens when those values conflict due to different cultures.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program. A perfect focal point. The dam, from proposal to completion and beyond, really encapsulated the clash of priorities and showed the long-term positives and negatives of things happening in this era and location. I knew almost nothing about anything to do with the dam, the area, the people, and this landmark was an outstanding center to tie all the information together.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The directors were supportive & encouraging, the participants were diverse, invested, and

collaborative; we had productive discussions both during class time and on our own.

I can't say enough good things about the visiting faculty. Particularly the ones that were with us all week were incredibly kind and patient about answering questions and helping us understand their particular area. Although some of these topics were highly technical, the lecturers made the information interesting and accessible. My only complaint would be that I would have liked to have a little more time with some of the visiting faculty that were only with us for one day, but I know that that is not always possible, and I also believe that the directors did try to extend some visitors for their week 2 presentations.

Activities were engaging and relevant, and reinforced the ideas of multiple perspectives.

One thing I found somewhat stressful was that, although we had an agenda, it was not really followed. I know that some things need to be a bit fluid if there are new opportunities, but for things like bathroom breaks, etc., it's important to be able to count on a schedule. Also, the school had good resources and facilities for us to use in planning our lessons, but our schedule did not allow us to take full advantage of those things.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

I liked staying in the dorm - I felt that it built camaraderie within the group while still allowing for privacy. Study facilities were ample, although not terribly convenient in terms of location or time. The dorm staff was mediocre in answering questions and addressing issues, but it was a good location for meals on our own, etc. It would have been nice to have more consistent access to coffee and water.

Do you have any suggestions for improvements?

Although this was a complex topic and background info was needed/appreciated, I felt the volume of reading before we got there was excessive. I would recommend cutting some of the info on engineers/engineering, and some of the origin myths.

This workshop was fascinating, and if it were extended to a 2-3 week seminar, I still feel there's enough material that it would be interesting and useful.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24923

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

Amazing. I really enjoyed learning about the Pacific NW Salmon People, the Dam and the history of water management. I also truly believe the discussion on different perspectives and place-based learning will fundamentally change the way I teach just about everything.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program. Spot on. Grand Coulee was impressive, as well as the Colville Museum. But I also enjoyed the trip to

Kettle Falls. Both sites enhanced the classroom learning and discussions.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

I really enjoyed the people, enjoyed everything. Faculty, guest speakers, colleagues. Well done!

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

I enjoyed Eastern Washington. The walk from the dorm to the classroom was manageable, and there were lots of places to eat within walking distance. My only suggestion would be for the University to include a Rec Center pass, or at least offer it at a reduced rate. The facility charges \$9-\$10 a visit, which really adds up if you want to work out.

Do you have any suggestions for improvements?

It would have been amazing to go to one more site on the river and see either a hatchery or a fish ladder. I knew nothing about salmon before doing the readings, and still am a little confused about the conservation and restoration efforts in progress.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24940

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

The presentations and materials will be very helpful while teaching human interaction with the environment to my students

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
Both Coulee Dam and Kettle Falls provided a venue of understanding the impact of human interaction with the environment

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Speakers were interesting and topics were aligned with readings.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The campus was adequate. The dorms were somewhat uncomfortable, specifically beds.

Do you have any suggestions for improvements?

Move the seminar to Spokane since the location of Cheney is very remote and expensive for transportation to and from the campus

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24962

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This was a great experience. I was able to study an area, historical project, and people that I would not have been able to in person.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

The GCD was not very local but the effects were felt in the surrounding area. I enjoyed the fact we were able to take an overnight trip to see the dam.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The visiting faculty was very passionate regarding their topics. It was nice to professors who were dedicated to their topics.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

EWU was a nice central facility with adequate facilities. The access to wifi and primary docs in the lab could have been a bit more available. At times, it seemed we did not have access or enough time to search.

Do you have any suggestions for improvements?

Possibly watch a few of the GCD videos before we visit the site. If possible, these could be done on the bus trip.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24964

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This was an outstanding experience! The facilitator and speakers were great. This workshop has given me a new and expanded perspective on the multiple impacts of dam building. I will be able to spread this knowledge to all my future students.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

The Grand Coulee Dam is a very important landmark in the history and development of our nation. The workshop did a great job of promoting this idea. Those of us not from the Northwest probably under appreciated the significance of this prior to the workshop.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

I have been to many workshops in my teaching career and this is second to none. All of the specific aspects of this program were great!

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Cheney was a very good host. A few problems with noise of the numerous trains going by and some rooms not having adequate cooling. Just small potatoes in the overall scheme of things. :)

Do you have any suggestions for improvements?

No. Just wanted to say one more time that Dorothy and all others were great!!!

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24965

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

Overall experience increased knowledge of dams and their impact upon civilization and the indigenous peoples of areas -- I was a bit concerned that workshop seemed to lead group in a particular narrative, and I did not feel that all narratives were equally represented.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

Use of landmarks appropriate and helpful in understanding theme of workshop. I might suggest (if possible) visiting falls in Spokane prior to Kettle Falls -- I may give a more impactful image as to what was destroyed in the area. - Also, would have enjoyed an "experience" at this area -- i.e. past NEH experience have included items like boat ride on the waterway to give greater impact of waterway, or throwing of spear or nets to get an idea of skill required by indigenous peoples -- Overall good choices for landmark sites

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Directors were excellent -- I few concerns about contradicting information from our speakers and those at sites visited - not sure which information to take back to classroom.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Lecture rooms comfortable and appropriate. A bit disappointed that research lab was not available (staff left during the week). No experience with housing - Staff went above and beyond to assure all were comfortable

Do you have any suggestions for improvements?

See above...Overall very informative, applicable to classroom, and will use newly acquired information in the classroom.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with

contact information, if possible).

Evaluation # 24968

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This workshop was incredibly educational. There is a lot of information that I can bring back to my classroom. It may not always be Coulee Dam-specific, but the overarching themes will be useful in my AP Human Geography. I learned a lot about dams, the fishing industry, and the relationship between Natives and America (the government and the people).

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
I don't think that this workshop would have been nearly as impactful if we did not get to see Grand Coulee Dam, Kettle Falls, and Spokane Falls. Being there in person really let us see what we are learning and how it affects people in the area.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Dorothy is amazing! Francene, Ben, David, and Vincent were all so wonderful and very educational. Larry our bus driver was the best! EWU has been very welcoming, and the town of Cheney is friendly and entertaining. All of the participants here are amazing and helpful as well. Our site visits were the best part, if for no other reason than getting to go on a "field trip!"

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

EWU was accommodating and helpful. The dorms are perfectly acceptable, and the RAs were able to work with people to change rooms when problems arose. Hargreaves Hall is very nice- large rooms with plenty of space for us to spread out. The scenery is nice too.

Do you have any suggestions for improvements?

I would have liked to have done a tour of Spokane Falls. It is beautiful and I think it would help show how other places along the river looked before they were dammed.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24983

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

Had a great time learning about the new WA State required Native American content and as it relates to the issues surrounding Grand Coulee Dam, salmon and the Native Americans.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
Grand Coulee dam tour and the related Native American issues had a great significance in the learning

environment in the program.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The director (Dorothy) and her staff, the 4 visiting faculty (David, Ben, Francine and Vincent) and the other speakers really made the discussions rich and full of thought provoking issues.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

EWU is a great campus in a beautiful part of Washington State; Brewster Hall was an easy walk to campus and centrally located in the town of Cheney, WA. After the AC issue was dealt with the inside temp was back to a survivable area. (much cooler than the 85-90 degree outside)

The freight train horns all through out the night did disrupt sleep quiet a bit. ???

Do you have any suggestions for improvements?

While on the bus coming back from Grand Coulee dam, I would like to have driven further down the Columbia River to maybe Vantage and I-90 to show those from outside the area see the dramatic difference between irrigated land and the arid landscape without water/irrigation.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 24984

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

"Grand Coulee Dam: The Intersection of Modernity and Indigenous Cultures" offered a wide array of learning experiences that will have a strong positive impact upon my teaching. Fascinating lectures, field trips, resources, and interactions with peers from across the nation have provided a powerful tool for my future teaching.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

I felt that the Grand Coulee Dam and visit to the Colville Tribal Museum were excellent tools enhancing this learning experience. I feel that Kettle Falls - now submerged - did not offer as powerful an experience.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The topics and organization of this NEH program were thoughtful and effective. Each member of the faculty brought useful insights to the program. I enjoyed having time to work with colleagues in the development of our curricular unit.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The University of Eastern Washington is a beautiful campus. It's small size makes it very manageable. All of the individuals here are very friendly and helpful. Unfortunately, the housing arrangements were extremely uncomfortable. The tiny mattress, hot room, and loud evening trains made sleep a challenge

each night. The lack of adequate sleep made it very difficult to concentrate and maintain focus for long periods of time each day.

Do you have any suggestions for improvements?

Although I enjoyed and learned a great deal from this workshop, I would like to have had more information about a wider range of issues involving dams. Rather than the amount of time spent upon salmon, I believe that more information about generating electricity, the development and inner workings of the electric grid, issues involving clean water in the Western U.S., and comparative analysis of dams in other nations (i.e.; China) would add powerful new dimensions to this workshop.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Environmental themes making connections to science (i.e.; climate change, NASA, clean water, etc.) offer a wealth of possibilities for NEH's future growth. I'd also like to see 1-week workshops addressing issues such as the First Amendment, literature of dissent (Thomas Paine to contemporary times), a one-week program focusing upon the history of education, the growth and development of popular music including ragtime, blues, brass bands, jazz, swing, rhythm and blues, rock and roll, hip-hop, world, etc.

Evaluation # 24991

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

I do not teach about the time period the dam was built in but I do discuss the Natives and public works projects. I did enjoy visiting Eastern Washington state and experiencing the culture.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program. The landmarks sites were very significant to the program. You can't do a Grand Coulee Dam workshop without visiting the dam. I would've liked to visit another dam site to compare the two. The laser light show was great.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The people in charge of the program were amazing. The professors talked to everyone and didn't act better than everyone else. Some of them talked a little long but they are very caring about the topic. Overall it was organized for being offered for the first time.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The dorm was in a great location. However, the train was a nuisance. In addition, my room never had air conditioning and I did not sleep well because of this. I don't understand why they could not fix it all week. It would also be helpful for the staff to make hotel reservations in Grand Coulee so it's assured everyone gets a room at one hotel.

Do you have any suggestions for improvements?

Provide transportation to Cheney. Trying to email and figure out who was at the airport when was inconvenient. In addition, sitting for a 2-3 hour lecture without a break needs to change. I know a lot of people got up during the lectures but it's distracting with so many people moving around.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

PLEASE fund these programs next summer. They are invaluable to educators and therefore to students.

Evaluation # 24999

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

It was a lovely experience that I anticipate will change my pedagogy to include more perspectives by teaching my students to approach "non-fiction" texts with a more critical lense.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

I really liked the landmark site. I would have liked to hear a more through presentation from the presentator at the Grand Coulee. I would have liked to hear more details about how the plant creates energy.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The workshop was nicely put together! I enjoyed all aspects of it, but it would have been nice to have a few more breaks and built in time to reflect on the information presented within a small group.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The housing suited me very well. It was very nice of them to offer laundry services. The staff was very helpful & patient.

Do you have any suggestions for improvements?

A few of my suggestions: more time to reflect on how the information could be tied to our classroom, would love to see clear objectives at the beginning and end of every lecture, the workshop really needed to set clear "norms" about behaviors during presentations it was distracting to see how many people were surfing the net (this is certainly not the program's fault, but setting norms may have helped), an ice breaker activity right away would help us bond faster, and stick on nametags daily to learn each other's name.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25003

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

Overall excellent NEH. Place-based teaching and learning as participants in the PLACE itself adds to the nuances of the learning experience. Caring, creative and knowledgeable faculty each with their own particular strengths. All were present ALL the time to help guide us. Every effort was made for our comfort and support. I hope to see this one again. I am particularly curious about place-based

learning as it has been formulated in the State of Washington as a model for my own immediate attempts at place-based learning near the Merrimack River in Lawrence Massachusetts and its dams.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program. The specificity of THIS place...the narratives around the Columbia River and the Grand Coulee Dam allow us to navigate the multiple perspective that we will, no doubt encounter in our own communities most of which lie near contest waters. We visited the site of the Grand Coulee and the reservation near it. There was a wonderful balance of voices examined to better understand the complexities of what one narrative calls progress another calls decimation.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Pace was excellent. Rigorous yet thoughtful of down time for reading, research and/or relaxation. Visiting faculty were wonderful. David and Dorothy at the helm constructed a wonderful framework. Ben brought DETAILED knowledge of fish and rivers and indigenous perspectives that came up in inquiry...even when those questions were specific to other locals. He has broad knowledge of most regions of North America...and abroad. Vincent elucidated the interplay of BIG IDEAS and themes to the grant subject. Modernity, Pace, progress, the past, the present, the future...rhetoric, propoganda. Francene brought pedagogical and methodological considerations that helped up think, unthink, rethink the paths of our instruction. I learned things about what I was trying to do in my lesson plan that I had not considered. She showed me the value in what I was reaching for even when it seemed I was foundering in a quagmire of ideas. Visiting Kettle Falls (where nothing of its once rich fishing history and landscape was visible) and then the Grand Coulee Dam...(prominent, proud, a beacon of American progress)...in that order...helped me, in reflection to think about he implications of "landmark" and erasure.

Having access to tribes people was invaluable in that within bodies...lives...lie bunch of complexities and seeming contradictions that we do not deem possible when we do not know the other.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Wonderful site to host this institute. I liked that it was outside of Spokane which might have distracted us. Cheney offered a peaceful place to study and contemplate. I liked the living arrangements. We had our own rooms yet were in suite of 3 or 4 so we had community when we wanted it. Breakfast as served every day which is important to get the day started. Laundry cards were provided. Any concerns about temperatures of rooms were immediately addressed. Jennifer Sacco is a rock star. It is very difficult to be such a competent administrator for two weeks with this many people.

Do you have any suggestions for improvements?

This could be longer NEH. A two-week at least.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25014

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This seminar really emphasized how important it is to consider ALL voices when sharing historical events with students. I will be including more student voice in my lessons and will be adding a wider variety of resources (different voices) to the primary source materials I use with students.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
The sites were incredibly powerful. We were able to experience the sites in a much deeper way than a tourist would do. Our tour guides were knowledgeable and extremely helpful.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Directors and faculty were FABULOUS. Lectures were amazing and the mix of activities and pace was just about right. Fran in particular has the ability to adjust in the moment - to make sure we learned what we needed to but adjust to fit the tone of the group. I felt welcomed and my questions were all thoughtfully considered. The mix of participants was rich and I learned so much from interactions with colleagues from across the US. The mix of activities was well balanced. We had just enough free time.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Communication from the EWU was a little spotty. I knew to bring my own towels and bedding, but didn't know that there would be no bath mat or hand soap. I don't know if "Summer" was a factor, but some of our rooms were freezing and some were saunas - and there seemed to be no way to adjust the temperature. The campus was very walkable and easy to navigate.

Do you have any suggestions for improvements?

I wish we could have devoted more time to the Native Speakers (the talk at the Colville Museum was spectacular but it would have been better if we had expected it and had chairs or something. Rob McCoy's information about presentation tools might have been more effective on the first day -- I feel like both his presentations may have been cut short. It might have been beneficial if we had visited at least one more dam - maybe a smaller one with a fish ladder for comparison.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25023

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

I enjoyed the overall thought that went into the variety of voices and perspectives. The speakers had a great breadth of knowledge and connected the WA issues to other situations at our home sites.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
The dam site was incredible, as was the Colville museum and the Kettle Falls site. All the presenters were well-chosen and insightful.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Directors were professional and responsive to ideas and suggestions. I enjoyed the high quality of guest speakers. The two field trips were wonderful. I might suggest another dam visit, perhaps to the Snake River for a dam that is debated for decommissioning. Ben and Vincent both had a wealth of information to share.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The housing was fine. A problem I had was addressed the same day, about acquiring linen. The main lecture hall was fine. The community of Cheney did not have a great abundance of restaurants, but many people had cars for traveling to nearby Spokane. I wish the breakfast and lunch set-ups had more variety other than just university food service.

Do you have any suggestions for improvements?

A second dam visit. Variety of provided meals.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25071

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This was an incredible seminar. I think there were a variety of instructors and lectures. I personally am leaving with a better understanding of the indigenous perspective. I thought there was a good mix of field trips and lectures. I liked how bus time was used. I will use content from this seminar on day 1 of my AP class. I also learned some new pedagogical strategies that I will use. Fran was really helpful in this aspect.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

Great use. I liked to visit to Kettle Falls too. I think the program would not be as good if the field trips were changed. Each one added a different layer. So, the Colville museum was great and enhanced the learning from the dam tour.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Very well-organized. It seems like they have done it many times. Everything went very well. I thought it was nice that the professors stayed with the group the whole time and I thought Fran was a nice addition. This the first time that a teacher was there to help us teach better and I enjoyed that new aspect.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

These were some of the worst dorms I have stayed in. It was too cold in my room with no remedy. The linens were not enough to keep warm. It would have been nice to know that we needed a bath rug and soap (things that are usually included). A checklist would be helpful since I have not stayed in a dorm for 10 years and had no memory of what I needed to bring.

Do you have any suggestions for improvements?

I would spread out the lesson plans over the last three days. That does not leave a lot of time to work on it for some people but I could have written mine earlier so that there were not so many lesson plans presented in a row on the last two days.

I did not think the presenter who presented on narratives was helpful.

I think I would have liked to have watched or had the option to watch another video on the bus ride.

I did not like the yarn activity.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

I'd love one that traveled between two points--e.g. start in Washington looking at the Nez Pearce and end in New Mexico with the Hopi. It would be interesting to learn about two different indigenous groups.

Evaluation # 25083

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

The workshop had interesting and scholarly presentations based on multiple perspectives, as well as great field experiences. Although teacher discussion and interaction with both new lecture material and previously assigned texts was lacking, I will be using what I learned to enhance my students' understanding of indigenous rights within contemporary society.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

Grand Coulee Dam and Kettle Falls were central to our assigned pre-reading, as well as the workshop itself. We were able to travel from Cheney to both of these landmarks. Unfortunately, the tour guide at Grand Coulee (Bureau of Reclamation) was unengaging and unable to answer many questions that we asked. The Native American perspective that we gained from the Colville Tribes' museum (across the street from the dam), was excellent, however. Also, I wished that we were given the opportunity to hear from a Native American at the Kettle Falls site. Our guide there, although he talked about multiple perspectives, presented more about the traders, trappers, and settlers of the region.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The directors were both knowledgeable and accessible. The visiting faculty were also invested in the group's learning and well being. Our main classroom set up, however, was not conducive to large group discussion or small group interaction, since all the tables were facing in the same direction. No attempt was made at creating different groups each day to facilitate more interaction among participants. Although pedagogy was discussed in relation to our developing lesson plans, the lack of implemented pedagogy was disappointing, because I looked forward to learning new teaching strategies to complement my new perspectives and understanding.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The EWU campus facilities that we used for the reception and classroom were very nice. The dormitory housing at Brewster Hall, however, was substandard. Four bedroom suites had to share one

not very clean bathroom. There was a refrigerator, but no microwave, except in a shared space one floor down. Breakfast consisted of coffee, limited pastries and fruit in the classroom from EWU food service. Restaurant choices were limited and detailed information about on-campus offerings were not shared with us beforehand. I understand that the focus was on content of the workshop, but more thought should have been given to accommodations and hospitality.

Do you have any suggestions for improvements?

Hold the workshop in Spokane, instead of Cheney, so that living and dining arrangements would be better.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25092

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

The program was a tremendous experience for me. The anthropological approach to this course kept my mind stimulated from one idea to another.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

The course made me more aware of the American West and the plight that all people face with our ever changing world.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

One of the best qualities of the program was that all of the instructors were present throughout the entire program. This allowed for deeper relationships to develop among all participants.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Accommodations were fine

Do you have any suggestions for improvements?

It would have been great to have had more of a point of view from the farmers that directly benefit from the Grand Coulee Dam. If the course has a focus on all voices then certainly it would have been helpful to have first hand accounts from Farmers, Politicians, Engineers, and people that had a positive change from the Grand Coulee Dam

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25129

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

The workshop was great and will enhance my ability to teach about the New Deal by adding in another perspective focusing on Native Americans

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

Trips to Grand Coulee and Kettle Falls were very informative and helped bring the content of the workshop to life.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Everyone/thing involved with the workshop were great.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Cheyney is a nice small town and EWU has a beautiful campus. The only criticism I can offer would be the proximity of Brewster Hall to the nearby train tracks as it was quite noisy with trains whistling as they passed through overnight.

Do you have any suggestions for improvements?

Great as is, but perhaps arrange for housing on the other side of campus farther away from the train tracks. Also devoting the equivalent of almost a full day to present and discuss lesson plans seemed a bit lengthy.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

The 1777 Philadelphia Campaign

New York during the Gilded Age

Migration and immigration patterns on the West Coast

Boom and bust towns during the gold rush

Executive Order 9066 and its ramifications

Rise of the Sun Belt

Evaluation # 25159

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This was an excellent workshop that raised several important issues about how we understand and teach history. Several different historical perspectives were presented and examined. This workshop really taught me a lot about which I was unfamiliar. I will absolutely be using this knowledge in my classroom.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

The landmark site was crucial to this workshop. It really helped my understanding of the issues presented. I would have like to have seen some of the smaller dams as well to understand how the system works.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The visiting faculty and directors were fantastic. They were really dedicated to our learning and very involved in the day-to-day experience. They always had their door open (literally) to anyone who had questions. The discussions were good, but I felt the sequencing of these discussion could be better organized. For example, on the last day, after we had completed our lesson plans, we learned about some sites that would have been useful for our lessons. Also, I would like to have had a basic introduction to how the dam works early on in the week.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Very good!

Do you have any suggestions for improvements?

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25172

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

Based on the experiences of my colleagues, this workshop provided all of us with ways of thinking about modernity and indigenous cultures. It provided frameworks and thinking patterns that we can bring back to our students in terms of considering cultural implications and the human side of technology. It is very helpful to have visited the Grand Coulee Dam personally after learning about it electronically.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

The Grand Coulee Dam is a significant Washington landmark, and it's one whose impact affects the population of the region every day. While many people visit the dam, they may not think about the connections to Lake Roosevelt, the salmon or the indigenous populations. This provided context for the larger picture. It was good that we had a mix of prereading, lecture, and site visits to get the full experience.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

The directors were organized and provided a unified vision for the program. It was nice to take part in a program where some of the visiting faculty took part in the evening activities to provide opportunities for social interaction. The workshop did not provide as many voices as expected; it was focused much more on non-dominant narratives without as much focus on engineering and modernity or the historical context of the dam building during the Great Depression. It would have been interesting to see a more

balanced vision and to give participants the tools they need to fully examine the issues of dams and power development. While the faculty were all experts and provided much information, some of my colleagues and I wished there had been more time for small group or discussion-based activities. During lectures, we did not fully unpack the readings that we had completed, and some of the more outgoing voices were heard frequently, while others never spoke up in the small groups. Robert McCoy's presentation could be used as a model of great teaching! We also would have liked to have heard more from Dorothy; she was our fearless enthusiastic leader. Much of what I learned from here was during conversation, not class. We did enjoy switching some of the lectures and the documentary to the bus rides so that time was used efficiently. Overall though, I think we all left with a much better knowledge of the dam and its roles in Washington state.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

EWU was a gracious host. The dorms were spacious and reasonably priced. The president's welcoming remarks set a good tone for the week. Those who wanted a more active social calendar could take the bus to Spokane. Communication before the workshop was clear and consistent.

Do you have any suggestions for improvements?

I think that the workshop was well-done, and we learned a lot. I would like the faculty to think about giving respondents more time to process information before jumping in with questions and remarks themselves. It was helpful to hear non-dominant narratives, and it would be even better to hear from a wider variety of perspectives, helping all voices to be heard and all participants to be comfortable.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25216

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

I really thought that this was a well done workshop. They paid special attention to making sure we would be able to relate this case study at the Grand Coulee Dam and surrounding areas to any area of the country and kept helping us make those connections all week. I anticipate being able to help the teachers I work with in developing lesson plans around the bigger themes we discussed this week: trade offs, the greater good, progress vs. culture, etc.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program. We were able to visit both Kettle Falls and the Grand Coulee Dam as our two biggest landmark visits. Both made a very distinct impact on me as an educator and with several pictures taken and mementos gathered as well, I will be able to use these visits as discussions with my students.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

I thought that everyone was phenomenal. They were all extremely knowledgeable in their fields and very approachable. They were accessible to us 24-7 and never hesitated to answer any and all questions posed of them in great depth.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Everything was wonderful, though our rooms were a bit warm with barely functioning air. That being said, we weren't in the rooms often enough for it to really be bothersome. It was very nice being able to all be housed in the dorms in close proximity.

Do you have any suggestions for improvements?

I would just suggest having a lesson plan "discussion" at the end of the week, rather than 40 teachers formally presenting their lessons at the end. Many of the lessons presented did not apply to what the other teachers were doing (example - I'm a high school ESE/Social Studies teacher and none of the elementary lessons applied to me) and I noticed that most everyone started to get restless after the first 10 or so presented. Just an idea...

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

n/a - I am always excited to see the list of topics that come out. :)

Evaluation # 25386

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

It will help me find better ways to deliver the curriculum. Different examples of the kinds of activities that can be used to assess different type of learning objectives. It was a wonderful opportunity and experience.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
Truely an amazing structure. Helped pull in all the information we were discussing through out the workshop.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Dorothy did an amazing job picking and bringing in her visiting faculty. They always had suggestions for anyone on how to incorporate into our individual classrooms.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Worked hard to accommodate the group. Fixed problems that arose on a timely manner.

Do you have any suggestions for improvements?

Being the first group to attend workshop, I feel they did an awesome job. A few issues with housing, but no big deal.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25414

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

Great, had me thinking about dams and the effects of actions on environment.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
Great tour of the GC Dam. This should be before the Kettle Falls

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Too much reaching, which wasn't reflected upon much.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Should have offered college credit and town wa out of the way. Housing was great.

Do you have any suggestions for improvements?

College credit!

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25426

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

The course of study was wonderful. I will use what I learned with my students during this coming school year and beyond. Both the teaching practices and the content were excellent.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

The site was quite profound. I can see that the Grand Coulee Dam was a really important part of the recovery from the Great Depression, a contributor to the WWII effort, and today supports the electrical needs for home and businesses alike. It was brilliant on the part of the organizers to see the Grand Coulee as an important landmark in the history of the United States.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Our director, Dorothy, was wonderful. She was the brilliant foundation of all that we did. The visiting faculty were great presenters, and were accessible to talk to out of class. David was smart and took on the role of class manager when we had discussions. Vincent was clever and had good insights. I learned the most from Ben. He had been to so many places that he shared with us that were relevant to fish habitat, stream management, and the politics of fishing. What impressed me most was that they all stayed in the dorm with us. Francene is a genuinely good person; I felt like she was doing her best to help us be the best we could be. Jenn Sacco was always behind the scenes, but she tracked us well and helped us get it all together.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The housing in Brewster Dormitory was fine; I was glad to have my own room. There were places to eat nearby. Dorothy was very attentive to us and wanted to make sure that there wasn't anything that was distracting us from us having our full concentration on the program. It worked; everyone attended everything.

Do you have any suggestions for improvements?

It was one of the best NEH experiences I have had.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Collaborative Circles in American History. So much now is dependent upon people working together that I think he would be a real resource in helping us as teachers learn about ways that we can make it a success in our classrooms by studying how others have done it in American history. I suggest you contact Dr. Michael Farrell, sociologist, of Buffalo University. He has published a wonderful book on the subject.

Evaluation # 25527

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This workshop was one of the best professional training experiences that I have attended. My approach to teaching has been changed as I now truly understand and realize the importance of always including multiple perspectives and ensuring that the indigenous voice is heard.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program. Visiting the Grand Coulee Dam and the Visitor Center was vital to understand and crystallize the multiple perspectives around the building of this structure. The timing of the visit for after the introduction of multiple perspectives and the visit to Kettle Falls was perfect for putting the visit and tour in a new light. The Colville Tribal Museum was also very important as the perspective of the indigenous people resonated here and the staff were able to give valuable and personal insights into the displays and collections.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

First and foremost, I have never attended any workshop where the faculty, directors, and other staff were so accessible and so hands-on in a training. This made the workshop a unique and unforgettable experience.

Dorothy Zeisler-Vralsted went above and beyond the call of duty. She ferried participants in her own car when necessary to make transportation even more convenient. The EWU archives' staff worked hard to make the collections available and one stayed late on Friday to allow me to complete additional work on my project. Vincent Langedijk had unique insight into the importance of salmon and answered all follow-up questions. Dr. David Pietz outlined the framework for the workshop and then contributed to the growth of our understanding all week long. Also being available at all times for questions and follow-up discussions. Lori Arnold gave invaluable depth to my understanding of the impact of losing Kettle Falls when the Dam was built and her talk beautifully rounded out the visit to Kettle Falls by filling in additional details.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

The hospitality of the EWU campus was wonderful. The study facilities including the library and archives was introduced early and well. I would have liked a little more time to access these resources during the workshop but the fact that you can access the archives digitally is an advantage. Minor logistical housing issues were addressed in a timely manner.

Do you have any suggestions for improvements?

I'd let future participants know to bring bug spray for the short walk around the site of Kettle Falls and advise them to wear comfortable shoes for the walk back to the Visitor's Center after the Grand Coulee Dam tour as that path includes a steep switchback trail.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25531

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

The professors led engaging workshops and interesting discussions. The readings were on-point and beneficial. I enjoyed the high-level discussions we shared and will incorporate the academic nature of our work in my teaching.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program. Grand Coulee Dam was spectacular in nature and obviously connected with our discussions and our readings. It was very significant in our study.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

I loved all of the faculty - Francine Watson was a bit intense but I really loved Ben Columbi, Vincent Langendijk, and Robert McCoy.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

EWU - tough place to have the workshop. Because there was nothing to do in Cheney, cliques developed quite quickly. This is the first NEH that I have felt different factions/cliques/groups that I did not belong too. I believe staying in a small town with limited activities contributed to this.

Do you have any suggestions for improvements?

Stay in Spokane, WA or in another bigger college town for the next workshop.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Los Alamos - now within a vicinity of 3 national parks, the Manhattan Project locale.

Evaluation # 25537

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

This was a superb workshop. First, it gave me content knowledge in an area of which I was largely ignorant. Second, it was successful in establishing that there are many different narratives surrounding this place and allowed participants to investigate and discover what these were.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
All of our trips and visits were directly tied to the topic. They perfectly complemented the readings and lectures.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

I am so grateful that there are professors who are willing to sacrifice part of their summer to help school teachers such as myself. At the very first function, two of the professors sat next to me, introduced themselves, and obviously knew who I was.

Besides being incredibly personable, all of the faculty delivered great lectures that offered evidence of how passionate they are about the material and this, in turn, made me even more enthusiastic. Between sessions and on our site visits, I asked many questions and each of the professors took the time to patiently answer me.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

Everything was fine in this regard. However, sometimes participants have to be reminded that NEH Workshops are educational/cultural experiences, not vacations designed for their specific needs.

Do you have any suggestions for improvements?

No--the workshop was excellent in every way.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

I would love to see one on the Plains Indian Wars of the late 19th century.

Evaluation # 25618

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

It was very specific to the region so I am not sure just yet how I will use it in my teaching. It will have to do with looking at an event (such as the Dam) from different perspectives. I will use what I learned, just change the topic to fit my area.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.
I know it was/is an important issue, I just don't know if it was enough for a week. I felt like a lot of information was just repeated.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

All of the directors and staff were incredibly nice and kind. I do think there should have been a Native scholar on staff since half of the issue was from the tribe.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

I did not like walking up the hill for the class. I wish we could have had closer to the dorm rooms. It was very hot the first couple of days there in the dorms until it was fixed (some were not even fixed).

Do you have any suggestions for improvements?

I think food and lodging should have all just been included. As in we get what was left of the stipend after that was taken out. It was a lot to organize and do for the participants.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

Evaluation # 25640

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching.

Excellent, I will use the material in the classroom.

Evaluate the significance of the landmark site(s) and the use made of it in the workshop program.

Excellent, I liked the locations we visited.

Evaluate specific aspects of the program, such as the director(s), visiting faculty, colleagues, topics, organization, discussions, and activities.

Excellent throughout the week.

Evaluate the host institution particularly with respect to hospitality, housing arrangements, and the suitability of study facilities.

This was not the best - lack of dorm air conditioning and poor "continental breakfast."

Do you have any suggestions for improvements?

I shared them with Dorothy.

(Optional) Suggest topics for future Landmarks workshops, or names of potential directors (with contact information, if possible).

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 74-2652689

DATE:04/05/2022

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/29/2021

University of Arizona
University Services Building
888 N. Euclid Ave., Rm. 502F
Tucson, AZ 85721-0158

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2016	06/30/2020	53.50	On-Campus	Organized Research
PRED.	07/01/2016	06/30/2020	26.00	Off-Campus	Organized Research
PRED.	07/01/2016	06/30/2020	50.00	On-Campus	Instruction
PRED.	07/01/2016	06/30/2020	26.00	Off-Campus	Instruction
PRED.	07/01/2016	06/30/2020	47.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2016	06/30/2020	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2020	Until Amended		(1)	

*BASE

ORGANIZATION: University of Arizona

AGREEMENT DATE: 4/5/2022

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel, and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

(1) Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

ORGANIZATION: University of Arizona

AGREEMENT DATE: 4/5/2022

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2022	6/30/2023	31.90	All	UA Employees
FIXED	7/1/2022	6/30/2023	17.60	All	Ancillary Employees
FIXED	7/1/2022	6/30/2023	2.00	All	Student Employees
FIXED	7/1/2022	6/30/2023	13.00	All	Graduate Assistants
PROV.	7/1/2023	6/30/2026			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages including vacation, holiday, sick leave pay and other paid absences.

ORGANIZATION: University of Arizona

AGREEMENT DATE: 4/5/2022

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts, and other agreements as part of the normal cost for salaries and wages. Separate claims for the costs of these paid absences are not made, except where vacation benefit leave is accrued and earned but unused at the termination of a project.

OFF-CAMPUS DEFINITION AND APPLICATION

The off-campus rate is applicable to those projects that are conducted in facilities not owned, leased or operated by the University. If the project is conducted in leased space and lease costs are directly charged to the project, then the off-campus rate must be used. A project is considered off-campus if more than 50% of its salaries and wages are incurred at an off-campus facility. If a project is determined to be off-campus, it shall be considered wholly off-campus. Separate on and off-campus rates will not be used for a single project.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property (including information technology systems) having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are included in the fringe benefit rate(s): FICA, WORKERS COMPENSATION, UNEMPLOYMENT COMPENSATION, LIABILITY INSURANCE, HEALTH/ACCIDENT/LIFE/DISABILITY INSURANCE (HALD), DEPENDENT CARE ASSISTANCE, RETIREMENT, RETIREE SICK PAY, TERMINATION LEAVE AND QUALIFIED TUITION REDUCTION PROGRAM FOR EMPLOYEES.

This agreement updates fringe benefits only.

NEXT PROPOSAL DUE DATE

Your indirect cost proposal based on your fiscal year ending 06/30/19 is in-house pending for review and your next fringe benefits proposal based on your fiscal year ending 06/30/22, is due in our office by 12/31/22.

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Arizona

(INSTITUTION)



(SIGNATURE)

Lisa Rulney

(NAME)

Senior Vice President for Business Affairs and CFO

(TITLE)

Apr 22, 2022

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim - S Digitally signed by Arif M. Karim - S
Date: 2022.04.21 09:46:30 -05'00'

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

4/5/2022

(DATE) 6990

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

Enter name of Organization:

UEI:

Budget Type: Project Subaward/Consortium
 Budget Period: 1 Start Date: End Date:

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months		Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad. Sum.			
Dr.	David	Pietz		Ph.D.	(b) (6)		1.25	(b) (6)	(b) (6)	(b) (6)

Project Role:

Additional Senior Key Persons:
 Total Funds requested for all Senior Key Persons in the attached file:
 Total Senior/Key Person:

B. Other Personnel

Number of Personnel	Project Role	Months		Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad. Sum.			
	Post Doctoral Associates					
	Graduate Students					
1	Undergraduate Students	0.69		2,400.00	48.00	2,448.00
	Secretarial/Clerical					
1	Lead Workshop Faculty		0.50	(b) (6)	(b) (6)	(b) (6)
2	Total Number Other Personnel				Total Other Personnel	(b) (6)
					Total Salary, Wages and Fringe Benefits (A+B)	31,316.00

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000
 Equipment item:
 Additional Equipment:
 Total funds requested for all equipment listed in the attached file:
 Total Equipment:

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	1,190.00
2. Foreign Travel Costs	
Total Travel Cost	1,190.00

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	
2. Stipends	83,200.00
3. Travel	3,200.00
4. Subsistence	3,200.00
5. Other	
32 Number of Participants/Trainees	89,600.00
Total Participant/Trainee Support Costs	

F. Other Direct Costs

	Funds Requested (\$)
1. Materials and Supplies	
2. Publication Costs	
3. Consultant Services	40,850.00
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. Other: Bus & Driver Rentals for field trips to Kettle Falls & Grand Coulee	5,648.00
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
Total Other Direct Costs	46,498.00
G. Direct Costs	Funds Requested (\$)
Total Direct Costs (A thru F)	168,604.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
MTDC, Off campus	26.00	79,004.00	20,541.00
Total Indirect Costs			20,541.00

Cognizant Federal Agency
 (Agency Name, POC Name, and POC Phone Number)

U.S. Department of Health & Human Services
 Office of Inspector General
 Office of Audit Services
 90 7th Street, Suite 3-650
 San Francisco, CA 94103
 Jeanette IJ (415) 437-7820

I. Total Direct and Indirect Costs

Total Direct and Indirect Institutional Costs (G + H)	Funds Requested (\$)
	189,145.00
J. Fee	Funds Requested (\$)

K. Total Costs and Fee

Total Costs and Fee (I + J)	Funds Requested (\$)
	189,145.00

L. Budget Justification

(Only attach one file.) [Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

RESEARCH & RELATED BUDGET - Cumulative Budget

Section A, Senior/Key Person		20,583.00
Section B, Other Personnel		10,733.00
Total Number Other Personnel	2	
Total Salary, Wages and Fringe Benefits (A+B)		31,316.00
Section C, Equipment		
Section D, Travel		1,190.00
1. Domestic		
2. Foreign		
Section E, Participant/Trainee Support Costs		89,600.00
1. Tuition/Fees/Health Insurance		
2. Stipends		83,200.00
3. Travel		3,200.00
4. Subsistence		3,200.00
5. Other		
6. Number of Participants/Trainees	32	
Section F, Other Direct Costs		46,498.00
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		40,850.00
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		5,648.00
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

Section G, Direct Costs (A thru F)

Section H, Indirect Costs

Section I, Total Direct and Indirect Costs (G + H)

Section J, Fee

Section K, Total Costs and Fee (I + J)

168,604.00
20,541.00
189,145.00
189,145.00

Budget Justification

A: Senior Personnel (b) (6)

Dr. David Pietz is requesting salary for 1.25 summer months (190 summer hours). Dr. Pietz is responsible for all dimensions of project administration, including grant development and workshop logistics. In addition to facilitating pre- and post-workshop asynchronous virtual sessions (3x), he will serve onsite during the workshop as organizer, presenter, discussant, and facilitator. He will be present at all times during the workshop, and as such, will be working on the project while participants are in residence.

Benedict Colombi will be the Lead Faculty and is requesting .5 summer months (76 summer hours). Dr. Colombi will be involved in pre-workshop curriculum develop, as well as lead facilitator of participant discussion and lesson development. He will make formal presentations and complement our Classroom Teaching Facilitator in providing historical and contemporary perspectives for teachers to incorporate into their lesson planning.

B: Other Personnel \$2,400

An undergraduate student will be hired as a website developer for 120 hours at \$20 per hour during the length of the project. The main duties of the website developer will be to transfer and update the 2017 Landmarks website from Eastern Washington University to the University of Arizona. Website development will include posting participant selections, updating readings, disseminating workshop schedule and logistics, as well as creating a forum for participant lesson plans (including online discussion threads). The website developer will also assist the Co-Directors with setting up technical dimensions of synchronous pre- and post-workshop sessions.

C: Fringe Benefits (b) (6)

The University of Arizona defines fringe benefits as direct costs and estimates benefits as a standard percent of salary applied uniformly to all types of sponsored activities, and charges benefits to sponsors in accordance with the federally negotiated rates in effect at the time salaries are incurred. The rates used in the proposal budget are based on the current Federally Negotiated Rate Agreement dated April 5, 2022. The rates are as follows: Full Benefit Employees – 31.9%, Ancillary Employees (Post-Doctoral) – 17.6%, Graduate Assistants – 13%, and Student Employees – 2%. Current DHHS-approved rates for faculty, research staff and students can be accessed via this link: <https://www.fso.arizona.edu/financial-management/ere-rates>

E: Travel \$1,190

Domestic Travel is budgeted for project directors meeting in DC. Funds requested are for roundtrip airfare, per diem & lodging. Per diem rates are in accordance with UA's travel policy and do not exceed those published State of Arizona Accounting Manual. The project director's meeting in Washington, DC is a required component of the Landmarks grant and consists of workshop mentoring by NEH staff, and exchange of experiences and planning with new and returning Landmark grantees.

F: Participant Support Costs \$89,600

NEH Summer Scholar Stipends \$83,200: The stipends for teachers are consistent with the requirements of the NEH Landmarks program. Two cohorts of 32 teachers each who constitute a national audience will be provided \$1,300 as part of their participation for two workshops.

Subsistence \$3,200: Subsistence is requested in the amount of \$800/day (approx. \$25/participant for 32 participants within the workshop) for 2 days of the workshops for 2 workshops.

Other \$3,200:

Travel expenses, One overnight lodging for 32 participants to Grand Coulee, \$100 per participant \$3,200.

G: Other Direct Costs \$46,498

Consultant Services:

- Dr. Dorothy Zeisler-Vralsted \$15,600 (\$82.10 per hour for 190 hours total): Dr. Zeisler-Vralsted, will be responsible for collaboration with Dr. Pietz on grant development and workshop logistics. In addition to facilitating pre- and post-workshop asynchronous virtual sessions (3x), she will manage recruitment, applicant notification, as well as arrange workshop housing and logistics in Spokane. She will serve onsite during the workshop as organizer, presenter, discussant, and facilitator. She will be present at all times during the workshop, and while participants are in residence.
- T. Francene Watson \$9,000: Classroom Teacher Facilitator. As an expert on indigenous education and classroom social science and humanities pedagogies, Dr. Watson will be the principal mentor and guide in developing classroom strategies and lesson plans to implement the learning goals of our Landmarks workshops. She will participate in participant selection (\$250 stipend), contribute to pre- and post-workshop sessions, and will be present throughout the entire workshops.
- Margo Hill \$3,000: Workshop Speaker. Services provided will be compensated at \$1,500 per workshop for 2 workshops. Dr. Hill's presentations at both workshops will center on the history of the Spokane Tribe's efforts at compensation for resources lost as a consequence of the construction of Grand Coulee Dam.
- Laurie Arnold \$3,000: Presenter. Services provided will be compensated at \$1,500 per workshop for 2 workshops. Dr. Arnold will present on how the Colville Tribes have experienced environmental transformation engendered by the Grand Coulee Dam.
- Marsha Wynecoop \$3,000: Presenter. Services provided will be compensated at \$1,500 per workshop for 2 workshops. Ms. Wynecoop will present on her efforts to preserve cultural memories in the face of landscape change.
- Alan Pinkham \$2,000: Presenter. Mr. Pinkham will be compensated at \$1,000 per workshop for 2 workshops. A Nez Perce elder, he will explore the role of salmon in tribal history and historical memory.

- Steve Evans \$2,000: Presenter. Dr. Evans will be compensated at \$1,000 per workshop for 2 workshops. He will explore with participants the frameworks of treaty provisions that governed resource use by tribal communities.
- Dr. Jennifer Moriarty \$1,000: Presenter. Dr Moriarty will be compensated at \$500 per workshop for 2 pre-workshops sessions. She will explore place-based gaming and other virtual learning platforms.
- Kettle Falls Interpretive Center: \$1,000 (2 workshops at \$500 per workshop). On behalf of the Kettle Falls Interpretive Center, Mr. Steve Schott (President) will offer guided tour of the Center as well as interpretive framework for museum acquisitions and presentation.
- Colville Tribal Museum \$1,000 (2 workshops at \$500 per workshop). On behalf of the Colville Tribal Museum, Kristen Heidenthal (Museum Coordinator) will offer guided tour and interpretation of the museum.

Other:

- Bus rental for workshop field trip to Kettle Falls, bus rental is \$1,412 per workshop trip, 2 workshops are planned, totaling \$2,824.
- Bus rental for workshop field trip to Grand Coulee, \$1,412 for bus rental, 2 workshops are planned, totaling \$2,824.

H: Total Direct Costs \$168,604

I: Indirect Costs (F&A) \$20,541

The University of Arizona indirect rate agreement approved by DHHS on April 5, 2022 is 26%, for Off-Organized Research. The calculation is based on Modified Total Direct Cost (MTDC). Equipment, capital expenditures, tuition remission, rental costs, participant support, scholarships and fellowships, and the portion of subgrants and subcontracts in excess of \$25,000 are excluded from MTDC. A copy of the University's DHHS-approved rate agreement dated April 5, 2022 is available online at: <https://rgw.arizona.edu>

All workshops and director's meetings will be taking place in various places within Washington.

J: Total Direct and Indirect Costs

The total direct and indirect costs requested for the project period is **\$189,145**