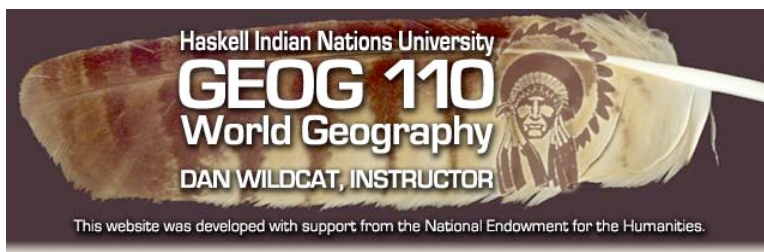


**TECHNICAL SUPPORT FOR INTERNATIONAL COURSEWORK  
DEVELOPMENT FOR TRIBAL COLLEGES  
Haskell Indian Nations University  
Final Report, February 2003**

Haskell Indian Nations University recently initiated the first institutional program for faculty and student exchanges between a U.S. Tribal College and a university serving an indigenous population abroad. The impetus for this program came from students enrolled in Haskell's World Geography class, which serves as a model for the proposed program. Few Tribal Colleges currently teach classes in World Geography and many currently lack teaching staff trained in geography, who could develop such a course. As a result, most students at Tribal Colleges have no opportunity to gain exposure to international fields.



The lesson that we learned at Haskell is that developing a successful international program at a Tribal College first requires the development of opportunities for students to participate in activities that excite them about international travel. In particular, if students are able to work together in classes before traveling abroad, and if they know that they will travel with others from their classes, they are more likely to take advantage of the opportunities presented to them for study abroad. For example, after completing World Geography at Haskell, students who have applied for study abroad opportunities



have begun creating their own website and engaging in e-mail correspondence with the students at institutions they will be visiting abroad. This has generated enthusiasm and has helped to overcome the anxiety of students who come from families with no prior international travel experience.

We proposed to use electronic production and dissemination technology to develop support materials for a World Geography course for the North American Tribal Colleges. Our short-term goals were to (1) provide World Wide Web-based technical support resources to be used by the Tribal Colleges to enhance their use of course material to be

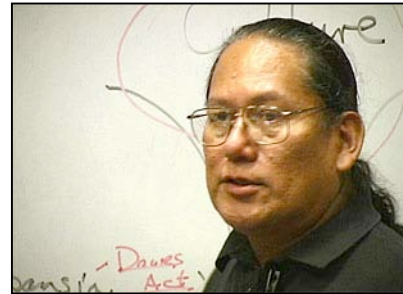
delivered via internet distance learning technologies, (2) to produce a series of prototype teaching modules that contain multimedia/videotape presentations of the areas and peoples being studied, which will be delivered via the Internet, and (3) to provide web-based resources and materials on opportunities available through internships and study abroad programs at other institutions that would provide resources for students who wish to visit the countries studied in each unit.

During the fall semester of 2001, Mike Cuenca team-taught the World Geography 110 course at Haskell Indian Nations University with instructor Dan Wildcat. During this semester, the World Trade Center attacks occurred, prompting a discussion throughout the semester on the implications of the bombings and the view of the United States from the perspective of peoples throughout the world.

Guest lecturers for the course included:

- Dr. Mohamed El-Hodiri, professor of economics at the University of Kansas, discussed the Muslim world view of the United States and an overview of the history of relations between the Muslim world and the Christian world, to provide context for the World Trade Center attacks.

- R. Carlos Nakai, famed flutist and author, performed a concert at the Lied Center at the University of Kansas and then spoke to the class on the Native American experience. Nakai's presentation can be viewed online at <http://www.seekpeace.com/hinu/Nakai.html>.



- Author and playwright Bruce King discussed his play "Threads", which was presented at the University of Kansas. King also discussed the realities of growing up Native American in the United States, from his own experience fighting for the US in Vietnam, to his post-war experiences dealing with racism and economic oppression. King's presentation can be viewed online at <http://www.seekpeace.com/hinu/King.html>.

- Dr. Martin Almada, human rights activist from Paraguay and subject of the BBC documentary "Secrets of the General", discussed his role in uncovering the evidence of General Augusto Pinochet's government's violations of human rights that led to his indictment by a Spanish court. Almada also made a presentation of his work helping indigenous people in Paraguay utilize solar energy to produce micro-manufacturing plants that have opened a new economy for geographically isolated and economically disadvantaged native peoples of South America.



- Dr. Cynthia Annett of Kansas State University presented her work in Siberia and the exchange program she runs with Indigenous students from Haskell and Gorno-Altai State University.

Using funds from our NEH grant, Cuenca provided technical support, videotaping each class presentation for future use in a distance learning application. Cuenca produced the Haskell Global Locator, an online interactive atlas of the world that can be customized for specific presentations in the geography course and which is currently available to all of the Tribal Colleges online and on CD. (<http://www.seekpeace.com/hinu/Global.html>)



Cuenca produced the initial prototype of the website to be more fully developed for the course. Cuenca provided multimedia-based lectures on the Mestizo experience in the New World, on southern Europe, Central America, and on the media's role in perpetuating negative stereotypes of indigenous people.

Funding from the grant was used for an internship for Haskell student Glen Gary, who was one of the Haskell students who made the trip to the Altai Republic. His photographic record of the trip provided an important visual record of the

exchange and many of his photos were used in the production of the documentary video report, as well as in the final reports for the USAID-ALO and EPA grants that supported the exchange.

Cuenca also produced a documentary video of the exchange of students and faculty between Haskell and Gorno-Altai State University in Russian Siberia. The documentary video of the exchange program, which was the proposed project for an unfunded 2002 NEH Faculty Research Grant, has been widely distributed and viewed around the world. The USAID has distributed copies to its missions worldwide. The video has also been distributed at EPA and USDA.

Copies of the video have been distributed to all of the U.S. Tribal Colleges and various programs at the University of Kansas and Kansas State University. Dr. Ray Pierotti of the University of Kansas, who was teaching as a visiting professor, gave copies of the video to the Indian Tribal Environmental Program at Northern Arizona University and NAU's Applied Indigenous Studies Program. The video has also been shown on television news programs in the Altai Republic.

The video is accessible online at the Hazardous Substance Research Center at Kansas State University. (<http://www.engg.ksu.edu/HSRC/international/altai.html>)

The videotaped lectures and guest presentations, the Global Locator, the multimedia presentations, the website and the documentary video will form the foundation of the distance learning efforts of Haskell. We intend to seek additional funding from NEH and other sources to continue our efforts to make this course available more broadly. Wildcat has used the course materials for subsequent semesters of the GEOG 110 class and in the Native and Western Views of Nature course, which he is currently teaching at the University of Kansas, with Dr. Ray Pierotti.



The development of this World Geography course and these new materials has already produced a new generation of indigenous students who are choosing to participate in travel abroad opportunities at both Haskell and Gorno-Altai. The exchange program between the two institutions is ongoing and those new students involved in the program were introduced to the program through the course.

So far, the following publications have used materials developed by this NEH-sponsored project:

Calhoon, J. A., Wildcat, D. R., Annett, C., Pierotti, R., & Griswold, W. (accepted for Special Edition: Programs that work). Creating Meaningful Study Abroad Programs for American Indian Post-Secondary Students. *Journal of American Indian Education*.

Calhoon, J.A., W.M. Griswold, J.L. Ivie, and C.A. Annett. Water Monitoring Project Links Indigenous Students from Kansas and Altai. *Journal of the Initiative for Social Action and Renewal in Eurasia*, Spring 2002, volume 5, Issue 1, pages 28-29. URL: <<http://www.isar.org/isar/archive/GT/GT14griswold.html>>

Griswold, W.M. and C.A. Annett. Kansas-Siberia partnership addresses drinking water quality issues in rural and indigenous communities. *International Ecological Congress Journal*, Spring 2002, volume 5, number 2, pages 39-41.

Presentations using materials developed by the NEH sponsored project:

Annett, C.A. August 2002. Project report to Synergy in Development 2002.USAID/ALO Washington, DC.

Annett, C.A. August 2002. Project report to EPA International Programs Office.  
Washington, DC.

Pierotti, R. Introduction to Indigenous Environmental Issues, Applied Indigenous Studies  
Program, Northern Arizona University fall 2002.

Pierotti, R. Applied Indigenous Studies Program Senior Seminar, Northern Arizona  
University fall 2002.

Intertribal Environmental Professionals (ITEP), Northern Arizona University, fall 2002.

Calhoun, A., R. Pierotti, and D. Wildcat. National Indian Education Association  
conference held in Albuquerque, November 1-6, 2002.

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