Cultural Ecology: Developing an Education Program Grounded in Traditions of Local Tribes

Gabe Sheoships
Time Immemorial
Natural Law

Tamanwit – natural law that guides tribal people through balance and reciprocity
The "blueprint for conquest"

- In 1455, Pope Nicholas V issued the Papal Bull Romanus Pontifex, authorizing the Portuguese king to "capture, vanquish" and subdue... "enemies of Christ" and to "reduce their persons to perpetual slavery"
- This was the first of the Papal Bulls of discovery, orders by the infallible Pope to enslave, spoliate and subjugate because non-Christians were "heathen".

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INDIAN LAND FOR SALE

GET A HOME OF YOUR OWN

EASY PAYMENTS

PERFECT TITLE

POSSESSION WITHIN THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED

IRRIGABLE

GRAZING

AGRICULTURAL DRY FARMING

In 1910 the Department of the Interior sold under sealed bids allotted Indian land as follows:

<table>
<thead>
<tr>
<th>Location</th>
<th>Acres</th>
<th>Average Price per Acre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>5,211.21</td>
<td>$0.27</td>
</tr>
<tr>
<td>Idaho</td>
<td>17,013.00</td>
<td>24.85</td>
</tr>
<tr>
<td>Kansas</td>
<td>1,684.50</td>
<td>33.45</td>
</tr>
<tr>
<td>Montana</td>
<td>11,034.00</td>
<td>9.86</td>
</tr>
<tr>
<td>Nebraska</td>
<td>5,641.00</td>
<td>36.65</td>
</tr>
<tr>
<td>North Dakota</td>
<td>22,610.70</td>
<td>9.93</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>34,664.00</td>
<td>$19.14</td>
</tr>
<tr>
<td>Oregon</td>
<td>1,020.00</td>
<td>18.48</td>
</tr>
<tr>
<td>South Dakota</td>
<td>120,445.00</td>
<td>15.63</td>
</tr>
<tr>
<td>Washington</td>
<td>4,879.00</td>
<td>41.37</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1,069.00</td>
<td>17.00</td>
</tr>
<tr>
<td>Wyoming</td>
<td>863.00</td>
<td>20.64</td>
</tr>
</tbody>
</table>

For the year 1911 it is estimated that 350,000 acres will be offered for sale.

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

- California: Fort Tejon, Calif.
- Colorado: Fort Garland, Colo.
- Montana: Fort Missoula, Mont.
- Minnesota: Fort Snelling, Minn.
- Wisconsin: Fort Winnebago, Wis.
- Oregon: Fort Vancouver, Wash.

WALTER L. FISHER
Secretary of the Interior

ROBERT G. VALENTINE
Commissioner of Indian Affairs

Lib. of Congress, Rare Book Div.: Broadside Portfolio 240, No. 24.
Occupation of land now known as TCSNA

- Indigenous Presence
- European Occupation

Time Immemorial                          Today

western calendar scale (..not to scale ..)                 0                     500                  1000              1500                2000

Time Immemorial                          Today
Occupation of land now known as TCSNA

- Indigenous Presence
- European Occupation
Oregon Senate Bill 13

• Indigenous education in K-12 public school curriculum hasn't changed much – ever
• Neglects tribal sovereignty, treaty rights, and traditional ways of knowing - allowing students to acquire the impression that *Indigenous people are extinct and Indigenous cultures are primitive*
• SB 13 recognizes that Indigenous people, history and perspective are foundational to the narrative of this land

Sabzalian and Garcia, 2017
Friends of Tryon Creek

• Since 1969
• 501c3 non-profit org
• 666 acre natural area
• Oregon Parks and Recreation Department
• Multnomah, Clackamas Counties
• SW Portland, Lake Oswego
Tryon Creek State Natural Area

Inspire and nurture relationships with nature in unique urban forest, in partnership with OPRD
Goals

• Reclaim TCSNA for Indigenous and Marginalized
• Build lasting partnerships
• Create culturally responsive curriculum
• Pilot implementation of curriculum
• Identify students for paid internship opportunities
• Culturally relevant evaluation

Decolonize Tryon
Preparing Tryon

• Grounded in cultural competency
• Equity audit - statement
• Initiate DEI trainings, workshops, cohorts, community conversations – Ongoing
• Identify potential barriers?
• Equity lens at each level of org:
  • Board
  • Staff
  • Volunteers
  • Partnerships
Building Authentic Partnerships

• Relationships built and maintained through trust
• Shared goals and vision
• Not limited to individual staff relationships, grant funding
• Shared project tasks, project support
Why Racial Equity? Why Now?
Equity in Grantmaking: Walking the Walk

January 19, 2016

Marcelo Bonta, Momentum Fellow

Pursuit of equity in grantmaking is the reason I joined the Momentum Fellowship. It's a priority of the fellows, it's a priority of Philanthropy Northwest and it's a priority for Meyer Memorial Trust — the Oregon foundation hosting me and two other Momentum Fellows for the next 20 months.

Two experiences have led me here. First, as the only person of color — I am biracial: Filipino and white — at a national conservation organization, I experienced isolation, racism and a homogenous culture that restricted me from reaching my full potential. In the meantime, my multiracial daughters were born, and I wanted them to grow up in a world where they could pursue any career without institutional and systemic barriers. As a result, I started the Center for Diversity & the Environment, where I spent the past decade working with hundreds of leaders and organizations across the U.S. committed to racial and ethnic diversity, equity and inclusion (DEI) in the environmental movement.

(As I continue to use "DEI" terms, let me explain how I define them. When I mention "diversity," I mean all the ways we are different and unique. I define "equity" as the existence of conditions where all people can reach their full potential. I define "inclusion" as being valued, respected and seen, especially across differences like race and ethnicity. This is visible in an organization's culture, behavior and treatment of people.)

After 10 years of deeply meaningful and transformational work in the nonprofit sector, I stepped down as the center's executive director. As I pondered my next career move, what came up for me was a desire to continue to work on DEI in the environmental movement in an influential space that needed help: philanthropy.
Western Based Environmental Education

- Linear
- Isolated
- Built from recent perspective of land
- Lack of diverse perspectives and Indigenous knowledge
Culturally Responsive Curriculum

• Experiential – learning through application
• Circular way of knowing, non-linear
• Holistic – practical and spiritual worldview
• Traditional Ecological Knowledge – language embeds relationship and meaning

To empower students to build a relationship with environment based on observation, testing, and formulating strategies for continued learning
Culturally Relevant Evaluation

• **Relational Worldview Model** was developed by the National Indian Child Welfare Association (NICWA) in the 1980's and continues to be refined in practice by NICWA staff.

• It is a reflection of the Indigenous thought process and concept of balance as the basis for health, as an individual, family or an organization.
Tamanwit – natural law that guides tribal people through balance and reciprocity