



**Humboldt State University**

# ***NEWSLETTER***

# LETTER FROM THE CHAIR

CUTCHA RISLING BALDY, PH.D



Ayukii Ha'wa'lou  
Nshong nshong

Dv-laa-ha~ Aiy-yu-kwee'

He:yung Kileh Hestum



It is an amazing and exciting time for NAS at Humboldt State. We have three new tenure-track faculty hires in the last five years. Who are local Indigenous women dedicated to continuing the legacy of this department. We've doubled our majors, tripled our minors, and continued to build cross-disciplinary and cross-college opportunities for students to take NAS classes. We believe in the power of our community connections, and we know that the next 25 years and the 25 years after that are full of potential and possibility. Our work in NAS will continue to center our tribal communities, Indigenous knowledges and our shared futures. Some of our planned projects include: continuing to revitalize the Center for Indian Community Development including a Language Revitalization Lab, Food Sovereignty Lab and community workshop space. We remain a grassroots department, one that builds community for our students and invites our Indigenous nations to partner with us. Consider donating to the department if you can or reach out to us so that we can dream the next 25 years together. - Cutcha

## NAS Shapes the Future of Environmental Sciences at HSU

By Kaitlin Reed, Ph.D

Native American people have been stewarding their environments since time immemorial and the knowledge held by tribal communities is invaluable for contemporary environmental science and natural resource management. Place-based learning communities (PBLs) at Humboldt State University are STEM and natural resource-based cohorts of incoming freshmen. Students live and study together as a community. PBL curricula is designed so that students take a combination of their chosen science courses alongside Native American Studies courses. The intention of this course schedule is to get students thinking about the integration of Western science and Indigenous knowledges, and approach contemporary environmental problems with multiple ways of knowing. As part of the PBLs, all incoming freshmen students experience a week of summer immersion prior to the start of classes. The Native American Studies department has facilitated interactions between students and tribal leaders in the local community. For example, the Among Giants PBL - which focuses on mammal and plant biodiversity within the coastal redwood ecosystem - were welcomed to Wiyot territory at Humboldt State by Wiyot Tribal Chair Ted Hernandez. Mr. Hernandez offered the students a prayer, taught students about Wiyot history and worldviews, and with the help of Rachel Sundberg (Ner-er-ner (coastal Yurok) enrolled Trinidad Rancheria), showed students regalia, songs, and dances. The following day, Among Giants students traveled to Prairie Creek where they were welcomed by Yurok tribal leaders Susan Masten and Linda Cooley. Susan Masten is a former Yurok Tribal Chairperson and former President of the National Council of American Indians. Linda Cooley is the Deputy Director of the Yurok Tribal Economic Development Corporation. Both leaders shared the history of the Yurok Tribe, Yurok tribal



world views and natural resource management practices. The integration of Native American Studies within the PBLs demonstrates the importance of Indigenous knowledge in environmental science. NAS is actively bridging bodies of knowledge and introducing students to community partners. Over the past twenty-five years, Humboldt State has become a leader in both natural resources sciences and sustainability, as well as Native American Studies. In the next twenty-five years, HSU is well poised to become a leader in Indigenous Environmental Studies & Sciences. Native American Studies - in partnership with the PBLs and Indian Tribal and Education Personnel Program - created two educational videos to aid in student learning. The videos feature NAS faculty, tribal leaders, and several Native HSU alumni - including Brittani Orona (Hupa), Marc "Bubba" Riggins (Hupa/Yurok), Marlené Dusek (Payómkawichum/Kumeyaay/Cupeño), Loren Me'-Lash-Ne Bommelyn (Tolowa Dee-Ni'), Lonyx Landry (Nor Rel Muk Wintu), Pimm Allen (Karuk/Yurok), Vincent Feliz (Chumash), Charley Reed (Karuk/Yurok/Hupa), Keith Parker (Yurok), Frank Lake (Karuk). To learn more about PBLs at HSU watch: History of Native California <https://www.youtube.com/watch?v=T-azcPugmKQ&t=8s> and Traditional Ecological Knowledge <https://www.youtube.com/watch?v=liKV74avPso>

# NATIVE AMERICAN STUDIES

## 25 YEARS AND BEYOND



**3 Tenure-Track Faculty All Ph.D.s**  
**2 Hoopa Tribal Members**  
**1 Yurok Tribal Member**

**20 majors**

**41 minors**

**426 students took NAS courses in Fall 2019**

**CORE Courses:**

**NAS 104 Introduction to Native American Studies**

**NAS 200 Indigenous Peoples in US History**

**NAS 306 Indigenous Peoples of the Americas**

**Areas of Concentration Offered:**

**Law & Government**

**Environment & Natural Resources**

**Language & Literature**

**Society & Culture**

**Minors offered:**

**Minor in Native American Studies**

**Minor in Tribal Leadership**

**Minor in Indigenous Peoples, Natural Resource Use  
& the Environment**

**Current Faculty:**

Kayla Begay, Ph.D. (Hupa)

Stephanie Lumsden, M.A. (Hoopa Valley Tribe)

Kerri Malloy, M.J. (Yurok/Karuk)

Rain Marshall, J.D. (Yankontai)

Kaitlin Reed, Ph.D. (Yurok, Hupa, Oneida, enrolled Yurok Tribe)

Cutchá Risling Baldy, Ph.D. (Hupa, Karuk, Yurok, enrolled Hoopa Valley Tribe)

Marlon Sherman, J.D. (Oglala Lakota)

**Previous Faculty:**

Cynthia Boshell (Muscogee), lecturer

Russell Boham (Little Shell Band of Chippewa Indians), lecturer (full-time in INRSEP)

Sandra Boham (Confederated Salish and Kootenai Tribes), lecturer (full-time in NCIDC)

Leo Canez (Yurok), lecturer

Ann Marie Dannenburg, lecturer (lectured also in Women's Studies & English)

Carolyn Dunn (Creek, Choctaw and Cherokee), lecturer (to the list 1993-1995 taught the first NAS

Joseph Dupris (Cheyenne River Sioux Tribe)

Susan Gehr (Karuk), lecturer

Joseph Giovannetti (Smith River Tolowa De-eni) Literature and NAS Theater courses.

Victor GollaBobby Lake Thom (Karuk)

PennElys Goodshield (Anishinaabe), lecturer

Kathleen Hill (Klamath) (lecturer) Susan (Tweet)

Jack Norton (Hupa/Cherokee)

Sara Obenauer (Filipina), lecturer

Katy Ohlheiser (Yurok), lecturer

John Powell (tenured faculty in Philosophy, lecturer in NAS)

James Roscoe, lecturer (tenured in Anthropology)

Dale Ann Sherman (Yurok/Tolowa), lecturer

Burdick (Yurok), lecturer

**Website:**

<http://nasp.humboldt.edu/>

**Facebook:**

<https://www.facebook.com/hsunasp/>

**Instagram:**

[https://www.instagram.com/hsu\\_nas/](https://www.instagram.com/hsu_nas/)

Support NAS 25 yrs and Beyond!

Donate at: <http://www2.humboldt.edu/nasp/giving.html>

# TIMELINE

*When everything started*



1974 - NAS created Ethnic Studies, with Black Studies, Chicano Studies & Asian Studies. One Professor allocated.

Late 1970's - One more professor added

Early 1980s - NAS certificate offered (30 quarter credits). Another professor allocated.

February 1989 - Final Report of President's Task force Services to Native Americans issued.

December 1989 - Vine Deloria, Jr. Consultant's Report

1992 - Subcommittee for Resource Review of Proposed Undergraduate Major in NAS is issued

1994 - NAS major approved within Ethnic Studies

January 1998 - Jack Norton retired

February 1998 - Professor Hill and Dupris hired with soft funding from Kellogg grant

1999 - Proposed new curriculum

March 2000 - CAHSS College Curriculum Committee recommended approval of new curriculum

Fall 2003 - Powell, Dannenburg & Sherman hired part-time

Fall 2004 - Sherman hired full-time tenure track

2016 - Kayla Begay & Cutcha Risling Baldy are hired

2018 - Joe Giovannetti retires

2019 - Kaitlin Reed is hired



# RECENT EVENTS

2014-15 OUTSTANDING SERVICE AWARD  
**Marlon Sherman**

**Free Lecture**  
"Quiet Leadership: Leading by Doing"  
Leaders should always operate as part of the group. True leaders are successful when they participate the same as anyone else — leading by being a part of the grassroots activities. The best and most effective leaders often operate below the line of sight.



PROFESSOR MARLON SHERMAN  
October 28, 2015  
5:00 p.m. – 7:00 p.m.  
Van Duzer Theatre

HUMBOLDT STATE UNIVERSITY

2015

Department of Native American Studies  
Native Pathways Speaker Series presents  
**Dr. Roxanne Dunbar-Ortiz**

Dr. Dunbar-Ortiz is an American historian, writer and feminist. She has been a part of the American Indian Movement (AIM), the International Indian Treaty Council and has a lifelong commitment to international human rights.

She will discuss her book  
"An Indigenous Peoples' History of the United States."

**Goodwin Forum**  
NHE 102  
May 5<sup>th</sup> 6:30 p.m.

Persons who wish to request disability-related accommodations please contact HES@humboldt.edu as soon as possible to ensure all needs can be reasonably met.

2016

NATIVE PATHWAY SPEAKER SERIES  
"THE NEED FOR AN AMERICAN LAND ETHIC"  
BY WALTER ECHO-HANK  
KATE RUCANAN ROOM, 6:00 PM, MARCH 29TH, 2016



Mr. Walter Echo-Hank is a Native American attorney, tribal judge, author, activist, and law professor. He represents Indian tribes on important legal issues, such as treaty rights, water rights, religious freedom, prisoner rights, and reparative rights. His career spans the pivotal years when Indian tribes reclaimed their land, sovereignty, and pride in a single-minded fashion.

As a Native American rights attorney since 1973, Walter worked at the epicenter of a great social movement as a Native American attorney, tribal judge, author, activist, and law professor. He represents Indian tribes on important legal issues, such as treaty rights, water rights, religious freedom, prisoner rights, and reparative rights. His career spans the pivotal years when Indian tribes reclaimed their land, sovereignty, and pride in a single-minded fashion.

2016

**STEVEN PAUL JUDD**  
Department of Native American Studies  
NATIVE PATHWAYS SPEAKER SERIES  
Wednesday April 26, 2017  
Native American Forum, BSS 162  
4:30 - 6:00 p.m.  
Light refreshments begin at 4:00 p.m.



Steven Paul Judd is a Native American (Kovow-Choctaw) artist. He creates art that makes you laugh, makes you think, and makes you feel pride.  
Dig It! If You Can: www.com/179322995



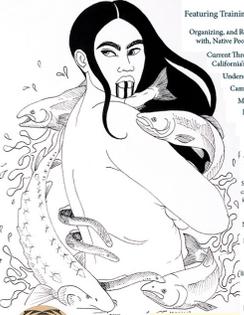
The Last Pow-Wow will be available for sale following the talk; there will be a book signing.

HUMBOLDT STATE UNIVERSITY  
For disability accommodations or general information contact Maria Teller mtel@humboldt.edu

2017

**North Coast Water Protectors Training**  
April 28 9:30 am  
Humboldt State University Native Forum, 1 Harpst St, BSS 162, Arcata, CA

Featuring Trainings and Discussions on:  
Organizing, and Respectful Engagement with Native People,  
Current Threats and Opportunities on California's Rivers,  
Understanding Water Policy,  
Campaigns Organizing 101,  
Media and Video,  
Fundraising and Coalition Building.



This free training is sponsored by the Wiyot Tribe, Save California Salmon and Humboldt State University's Native American Studies Department, Department of Environmental Science and Management, College of Natural Resources and Science, and Department of Public and Environmental and Community Programs.

Lunch will be provided and limited travel funds are available for tribal members. Participants must register.

For more information contact Regina Chakhaia from Save California Salmon at regina@savecaliforniasalmon.org or go to savecaliforniasalmon.org Facebook #waterislife

HSU - Humboldt State University

2018

**Native Women**  
Human Trafficking and Healing from Sexual Violence: Building Community Capacity & Interventions

Workshop 12:00-2:00 pm  
Native Women, human trafficking and healing from sexual violence: Building community capacity and interventions  
Arellei Williams - Butterflies in Spirit  
Ninita Lucchesi - Sovereign Bodies Institute  
Letitia Rising Baldy - Native American Studies Humboldt State/Native Women's Collective

Lecture 4:00-5:00 pm  
Butterflies in Spirit: Building capacity, skills and knowledge sharing through dance as a method of healing  
Arellei Williams (Skatin Nation, Sts'Aliles First Nation) is the Artist Fellow to lead this project. Williams has worked with Indigenous communities in Canada and the United States as an advocate and community leader on trafficking, deaths, and disappearances of Native women and girls for nearly 3 decades, and is the founder of Butterflies in Spirit, a dance group for families of Native victims of trafficking and MMIW.

Dance Workshop 5:30-7:00 pm  
Butterflies in Spirit: Healing Practices for Native American survivors and families.

This workshop is aimed at producing understanding and awareness of how dance can be utilized as healing practice for both Native American survivors of trafficking and their families, as well as those impacted by the crisis of Missing and Murdered Indigenous Women (MMIW). Participants will have the opportunity to learn and dance with visiting "Butterflies."

This project is supported by funding provided by the California Native American Domestic Violence and Sexual Assault Grant, Subaward number: D59709064, through the California Governor's Office of Emergency Services (CAL OES).

October 15th, 2019  
Native American Forum (BSS 162)  
With support from the Humboldt County Human Rights Commission

2019

JOIN US  
**Community Stakeholders**  
You are cordially invited for a discussion on the potential Food Sovereignty Lab at Humboldt State

HSU 331: Indigenous Natural Resource Management Practices  
Students at Humboldt State University are pursuing funding and planning of a potential food sovereignty lab. We want to do this with community input and invite you to be a part of learning more about the lab and also providing guidance for how the lab can best serve the community.

December 10th, 5:30 pm  
The Native Forum  
5:30 - 6:15 Indigenous Community Practitioner Discussion  
6:15 - 7:00 General Stakeholder Discussion  
Food and drinks to follow discussion.

"Food sovereignty is the right of people to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems. It puts the aspirations and needs of those who produce, distribute and consume food at the heart of food systems and policies rather than demands of markets and corporations."  
- Declaration of Nyéléni, the first global forum on food sovereignty, Mali, 2007

R S V P  
https://forms.gle/tcASBvzBQKE2g9A

2019

EVENTS HONORING THE 25TH ANNIVERSARY OF THE DEPARTMENT OF NATIVE AMERICAN STUDIES  
**DECOLONIZE THE LANGUAGE OF WATER**



**ANECITA AGUSTINEZ (DINE)**  
Tribal Policy Advisor, CA Department of Water Resources

"Water is life, and yet, that life is continually threatened by contamination, depletion, and commodification. Holistic water management is one of the most significant challenges facing our society today. To do this, I argue that we need to demystify and decolonize the language used in water governance and acknowledge our current modern provision with water: to control, consume, and commodify it. In this talk, I examine strategies that Tribal Nations employ to protect their water resources/relations, reflect on the challenges state agencies face when implementing state and federal policies upon Tribal Nations, and recommend best practices for Tribal consultation and engagement."

NATIVE AMERICAN FORUM  
FEB. 10, 2020, 5PM

2020

## THE NATIVE FORUM LOBBY RE-VAMP 2019

The Native Forum lobby project was completed in 2019 to illustrate the ongoing resurgence and partnerships with Native peoples on campus and throughout Humboldt County. The Native Forum is a distinct room on campus originally designed as a public gathering space that honors Native American tribes in Northern California. In January of 2015 Humboldt State students from across campus occupied the Native Forum with concerns about how HSU celebrates and supports diversity. Students had specific concerns about many issues, but one of them was the designation, signage and support for the Native Forum. This project revitalized the Native Forum lobby with the installation of two murals by alumni artists Lyn Risling and Jessica Slayton, traditional bench seating and traditional stools by Karuk carver and artist Alme Allen and inclusion of display cases that focus on the Wiyot people and HSU Native American programs. Students from the Native American Studies Department Capstone Course (2018-2019): Joelle Montes, Elizabeth McClure, Nicole Peters, Jose Manzo-Gonzalez, Ellen Colegrove and Emily Watkins helped to complete this project. We must also thank Dr. Cutcha Risling Baldy (Hupa, Karuk, Yurok) who envisioned this project and helped bring it to fruition.



# NAS PROFESSORS

## Rain Archembeau-Marshall



Rain Archembeau-Marshall, is Ihanktonwan (Yankton Sioux), Choctaw, Cherokee, Penobscot, and Sisseton-Wahpeton Sioux. She graduated from Humboldt State University in 2000 with a Bachelor of Science in Natural Resources Planning with Native American Perspectives on the Environment and a minor in American Indian Education. She was a member of the Indian Teacher Education and Personnel Program (ITEPP) and the Indian Natural Resources Science and Engineering Program (INRSEP). Rain graduated from the University of South Dakota School of Law in 2003, emphasizing in Federal Indian Law, Natural Resources Law and Environmental Law. Rain was selected by the American Civil Liberties Union as an Ira Glasser Racial Justice Fellow teaching "Know Your Rights Workshops" on Indian reservations and urban centers in North and South Dakota. While with the ACLU, Rain assisted with an education discrimination lawsuit for Rosebud Sioux children. Rain also assisted her tribe in a lawsuit against the county to protect the Reservation boundary from diminishment. For the Yurok Tribe's legal department, Rain assisted in land acquisition. She also worked as a Public Defender for the Rosebud Sioux Tribe. Rain has taught Native American Studies, Critical, Race, Gender, and Sexuality Studies, Ethnic Studies, English, Business, and Law courses at Sinte Gleska University, Ihanktonwan Community College, College of the Redwoods, and currently at Humboldt State University. Rain's area of research is in Lakota plant knowledge and Lakota women in traditional Lakota society. Rain has two daughters and enjoys Mother Earth, cooking organic food, and art projects. She travels often to her homelands in South Dakota for ceremonies and to be with family.

Publications: Legal Case Note, Rosebud Sioux Tribe v. McDivitt, Hog Farm Corporation in Indian Country Lacks Standing in Federal Court to Challenge BIA Action Voiding Land Lease. Roast Magazine, August 2006, 2nd place Poetry winner Demi Tasse Poetry Contest, Poem titled Black Medicine Pejuta Sapa. Article, Federal Sentencing Guidelines and Indian Country for the Native American National Law Student Association E-Newsletter, August 2001.

Recent Projects: An illustrated Children's Lakota Book about Plant Knowledge.

## Kayla Begay



Dr. Kayla Begay is an Assistant Professor of Native American Studies at Humboldt State University. Her research is focused on Dene Languages, California Indian Languages, language variation, historical linguistics and community-based language revitalization and reclamation. Her previous fieldwork experience includes work with speakers of Hupa, Karuk, Yucatec Maya and Sereer. Dr. Begay's continuing research focuses on historical-comparative linguistics for language revitalization within Wailaki and Hupa communities. Dr. Begay is an enrolled member of Hoopa Valley Tribe with grandparents enrolled in the Karuk and Yurok tribes. She is also a board member with the Advocates for Indigenous California Language Survival (AICLS). She received her Ph.D. (2017) and M.A. (2012) in Linguistics from the University of California Berkeley, and B.A. (2010) in Linguistics from Stanford University. She is also a traditional basketweaver and singer.

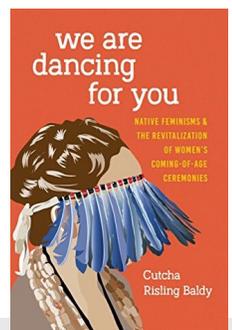
Recent Publications: Translating Across Time and Space, edited by Adrianna Link, Patrick Spero and Abigail Shelton. Lincoln: University of Nebraska Press, with Justine Spence and Cheryl Tuttle. Chapter 2: Xo'ch Na:nahde'H'-te-Survivance, Resilience and Unbroken Traditions in Northwest California. In Ka'm't'em: A Journey Toward Healing edited by Kishan Lara-Cooper and Walter J. Lara, St. Pechanga: Great Oak Press. Winter 2018-19. With Respect Mervin Louis Geroge Sr. In News from Native California edited by Terria Smith. Berkeley, Ca: Heyday Books..

## Cutcha Risling Baldy



Dr. Cutcha Risling Baldy (Hupa, Yurok, Karuk) is an Assistant Professor and Department Chair of Native American Studies at Humboldt State University. Her research is focused on Indigenous feminisms, California Indians and decolonization. Her book *We Are Dancing For You: Native feminisms and the revitalization of women's coming-of-age ceremonies* received the "Best First Book in Native American and Indigenous Studies" at the Native American Indigenous Studies Association Conference 2019. It is available through all major booksellers. She has published in the *Ecological Processes Journal*, the *Wicazo Sa Review*, and the *Decolonization: Indigeneity, Education and Society* journal. She has also published creative writing in the *As/Us* journal and *News from Native California*. She is also the author of a popular blog that explores issues of social justice, history and California Indian politics and culture.

[www.cutcharislingbaldy.com/blog](http://www.cutcharislingbaldy.com/blog) She received her Ph.D. in Native American Studies with a Designated Emphasis in Feminist Theory and Research from the University of California, Davis and her M.F.A. in Creative Writing & Literary Research from San Diego State University. She also has her B.A. in Psychology from Stanford University. Dr. Risling Baldy is Hupa, Yurok and Karuk and an enrolled member of the Hoopa Valley Tribe in Northern California. In 2007, Dr. Risling Baldy co-founded the Native Women's Collective, a nonprofit organization that supports the continued revitalization of Native American arts and culture.



*We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies.* University of Washington Press, 2018

## Kaitlin Reed

Kaitlin Reed (Yurok/Hupa/Oneida) is an Assistant Professor of Native American Studies at Humboldt State University. Her research is focused on tribal land and water rights, extractive capitalism, and settler colonial political economies. She is currently working on her book entitled *From Gold Rush to Green Rush: Cannabis and California Indians*. This book connects the historical and ecological dots between the Gold Rush and the Green Rush, focusing on capitalistic resource extraction and violence against indigenous lands and bodies. She obtained her B.A. degree in Geography at Vassar College and her M.A. and Ph.D. in Native American Studies at the University of California, Davis. Kaitlin is currently a Ph.D. Candidate in Native American Studies at UC Davis. In 2018, she was awarded the Charles Eastman Fellowship of Native American Studies at Dartmouth College. Dr. Reed is an enrolled member of the Yurok Tribe in Northwestern California. In her free time, she likes to knit, watch reality television, and spend time with her partner, Michael, and her cat, Fitzherbert.



## Marlon Sherman



Marlon D. Sherman, JD, Professor Emeritus, is Oglala Lakota, born in a log cabin outside Kyle, South Dakota and raised there on the Pine Ridge Reservation. After a harrowing brush with a law career, he worked in the areas of peacemaking, mediation, facilitation, leadership and multicultural issues for tribes and tribal organizations. He teaches in the Native American Studies Department at Humboldt State University and consults privately.



## **DENE LANGUAGES WORKING GROUP BY KAYLA BEGAY**

In 2019, three meetings of Wailaki, Tolowa Dee-ni', Mattole and Hupa language speakers and learners took place. These meetings focused primarily on Wailaki language support, in particular for the Lassik/Settenbiden dialect, and Tsennahkennes dialect. The goals of the meetings include reconstruction and interpretation of early archival texts, words-lists, and the creation of contemporary words for use in language curriculum at Round Valley High School and Round Valley Elementary School.

Cheryl Tuttle, regarding the inaugural meeting in March: *We are so grateful for the expertise of all our mentors (Hupa, Tolowa, and Wailaki) who "geeked" away with us for hours as we uncovered stories, words, phrases, and the parts of hands. These mentors can take the language and tell us what each little part means and why it looks the way it does. Ish-jii e-duk-kaan-ts'eh-hung. My heart feels sweet!*

More meetings are planned in the near future, and into 2020. As speakers and learners from our related Dene family languages turn to each other for support, our languages continue to grow.

Pictured: Dene Languages Working Group at the Live Your Language Alliance (LYLA) Conference March 2019

# NATIVE AMERICAN STUDIES AT HSU - A REFLECTION

## by Marlon Sherman, J.D.

Some very good and generous people have stepped up to mentor and help me during my time teaching in Native American Studies at HSU. If not for these skilled, talented and passionate people, NAS might not exist today and I might not be a full professor on the edge of retirement. All of these people have taught me the true meaning of service, not because they talk about it, but because they actively and cheerfully live it.

Aside from helping me, they serve in so many ways and I am humbled to be associated with them. They show us what true community spirit looks like and I just want to acknowledge them.

There was, of course, my next-door neighbor for all these years, first in the Library basement and then in the BSS. He convinced me to come to HSU and beginning on my first day, showed me the ropes and helped me realize what NAS was intended to be and what it could be. Because he fought the administration's orders to hire lecturers he felt were not a good fit for NAS, the college dean removed him from his position as NAS Department Chair and never reinstated him. Instead, the dean brought in faculty from outside the department to act as chairs. Even so, my neighbor continued to teach with a good spirit, and was instrumental in bringing in new majors.

His replacements in the chair position were all women, and a number of them came in with a zeal that helped us survive and grow as a department. Rather than seeing themselves as merely substitutes, they jumped right in and became integral members of the team, often working long, frustrating hours to complete the many tasks even a small department faces. They managed us through the tough times of budget cuts and staff reductions, as well as the various assessments and justifications all departments had to slog through in those years. One of these women finally, after twelve years with no new faculty, was able to convince the administration to let us hire two new local Native faculty. All of these chairwomen approached campus bureaucratic issues not as problems, but as tasks to be researched, analyzed and completed. And the best of them worked with us in a consensual way, listening to our real concerns, trying not to act like bosses from outside the department.

Some of these same women, as well as other female faculty from different departments, guided me, or rather dragged me kicking and screaming, through the tenure and promotion process. If not for their advice and sometimes gentle but sometimes fierce prodding, I would probably never have made it to the rank of full professor.

Speaking of the tenure process, I have to admit I am truly anti-academic, at least in the area of tenure and promotion, and all the work it involves. It's not because I'm lazy, which I am. It's because moving on the path to tenure forced me to brag about myself.

At each step in the process – from probationary to assistant, from assistant to associate, and from associate to full professor – I, and all the other faculty, had to produce letters of shining praise from students and colleagues. That sort of boastful

attitude does, however, go against the grain of my Oglala Lakota upbringing. The Lakota way of being and acting in the world involves a number of specified behaviors, things like respect, generosity, courage, wisdom and humility. None of these values is more important than any of the others. Each must be fully realized in the context of Lakota relationships with everyone and everything. Humility, of course, means that I should not brag about myself, that I should not build myself up by displaying my achievements. I learned this from my Mom and Dad, from my sisters and brothers, and from my grandparents and other elders.

The entire tenure process says otherwise. Everything I do from the time I begin the process must become public knowledge. I have to put out as many publications as I can, even if they are only in tiny, obscure, meaningless journals read by three people at most. Further, those writings must be peer-reviewed. In other words, a group of people, all of whom are at least my academic equal or above, must read my writings and decide whether they meet the academic standard of someone in a similar situation. The problem is, I don't consider most academics to be part of my peer group. My peer group is Indigenous elders, Native Peoples who live on reservations or in cities, people who have felt the burn of racism and oppression, of poverty and sickness caused by government policies and societal pressures. My peer group is plumbers, roofers, auto mechanics, babysitters, gillnetters and attorneys who work for small wages so they can help their tribes or their communities get a little ahead or just survive. My peer group understands that the good we do for others is not something that should be talked about, but should be forgotten until the next time someone needs help.

The tenure process in most universities may force Indigenous faculty to act against everything they have learned within their particular cultures. As with any act of forced assimilation – such as being kidnapped and forced to go to boarding schools for Native kids or public schools in which they only make up a small percentage of the student body; being forced to cut their hair and speak only English; being bullied for how they speak or dress – being forced to brag about oneself can be traumatic. In the case of Indigenous faculty, it is a form of employment discrimination that is never discussed, never acknowledged. Most universities probably don't even know it exists.

Maybe what I want is an Indigenous university that employs earth- and spirit-based values, methods and styles of teaching (notice I didn't say pedagogies, which is a university word). Until there is such a thing, Native American Studies is the next best solution, a place where Native students can come to learn in comfort, and where non-Native students can learn new ways of creating, processing and using knowledge. For now, though, please join me in thanking those spectacularly generous, big-hearted and insightful non-Native women who have helped insure that NAS survived and thrived on this campus where the upper administration made us feel, for so many years, that we didn't belong. Those women, activists all, recognize that a one-size-fits-all educational process makes it very hard for students and faculty of color to stay here. They did their best for NAS and along the way also helped me personally. Pilamaya, mitakuyepi!



# INTERVIEW WITH JOELLE MONTES

(Pascua Yaqui, Bachelor of Arts, Native American Studies Graduate Candidate December 2019)

**BY RAIN L. MARSHALL, J.D. (NAS FACULTY)**

Joelle Montes, is 22 years old and is Pascua Yaqui. She has lived much of her life in San Bernardino, CA. She is receiving her Bachelor of Arts degree in Native American Studies this semester December 2019, and walked in the graduation ceremony last May 2019. Joelle is a first generation college student and was the first from her family, including three other siblings, to leave the nest and go to college. Joelle recalls, Marlette Jackson from ITEPP was extremely helpful in getting her to choose to come to HSU with multiple calls and emails encouraging her to come to HSU. She chose to come to Humboldt because she knew she wanted to be by the water and to get far from where she grew up. Joelle loves fish and the outdoors. She originally majored in Fisheries Biology.

**Rain, Interviewer: In high school Did anyone encourage you to go to College?**

**Joelle:** My mother always made sure my siblings and I went to good schools. School was always a positive outlet and a place I could excel. School has changed my life. I'm such an advocate for people getting their education by any means. I had a pretty hard childhood. We were really poor and moved around a lot. I struggled with my identity-where I called home. As a child I taught myself to not be connected to place. Taking these classes learning specific values like relationship to land and place. That encouraged me to connect back to my own roots. Now my mom is finding family members that we have never met. I always looked forward to school, no one knew I didn't have money. I feel comfortable being in school. I love it here, specifically because of our Native programs, before that I was just wondering around campus trying to make it. Now I enjoy community with people and eating with people.

**Rain, Interviewer: Why did you choose NAS as a major at HSU?**

**Joelle:** My first NAS class was mind-blowing, with Cynthia Boshell. I knew the info was heavy and I often carried those feelings away with me after class. I felt emotionally overwhelmed learning about Indigenous issues...I loved the class. That's when I decided I wanted to minor in Native American Studies. I was really struggling within the Fisheries Biology department. I felt underrepresented as a woman and particularly as a woman of color. I then decided to switch my major completely to NAS and I've never been happier. When I switched to NAS, I got pulled into ITEPP and INRSEP, and attended the California Indian Conference. I went to a lot of different conferences with ITEPP. It was amazing and empowering to connect with other Native students. We all have the same goals.

We're working on creating a CSUs NDNs-network of diverse Native scholars, to improve the Native programs at their CSUs throughout California. Just seeing the Native staff grow within the NAS department and on campus is super encouraging. In the classroom before HSU, I never had an Indigenous person teaching me. I find that just being a part of ITEPP and NAS, has been empowering and has really encouraged me to do more. I feel obligated to do something for all Native people.

**Rain, Interviewer: What is your emphasis within the Native American Studies Major?**

**Joelle:** There were lots of different routes I could take within the NAS major. The more NAS classes I took then my emphasis became clear-Language. Everything tied back to language and literature. I want to be able to present history and different truths and the language we use is so important. I want to work with language revitalization. There is such a need for people to know their own languages. I grew up struggling with my identity, I went to Catholic school up to sixth grade, then charter school. In both of those situations I was a minority. I didn't even know it. I felt a part of it, until I grew up, finding unique relationships with people of color. I just thought my family was Mexican, my dad is from Nicaragua and my mom's side is Yaqui. My grandparents spoke Spanish only. They didn't speak English at all. Now no one in my family speaks Spanish anymore. I feel called to do that kind of Language work.

**Rain, Interviewer: What are your plans after graduation?**

**Joelle:** I might take a short break and then go to grad school. I'd like to get my PhD. I want to work with youth. I believe in transformative education. Changing the ways we teach children. I want to work with youth so they can see and reflect on themselves, so they can see people who are doing good things like them. I want to be able to be fluent in what I'm doing. I'm looking at grad school at UC Davis, University of Arizona, or Arizona State University.

**Rain, Interviewer: What has been your most proud moment at HSU?**

**Joelle:** I'm glad I made it to graduation May 2019. Also, ITEPP's 50th anniversary, I was so proud to be a part of that. I see the same faces on the wall from years ago. It is so great to have ITEPP alums here working and teaching on campus. That gathering was a big reunion. There were multi generations of students. Native people always find each other and do something worthwhile. I am also very proud that I helped get my younger brother Joseph here to attend HSU.

# NAS CAPSTONE PROJECT REFLECTION: ITEPP & THE GO ROAD EXHIBIT

By Charley Reed (Karuk) NAS Graduate 2019



On April 11th at 1 pm, I had the privilege to join one of my favorite Native American Studies (NAS) professor, Kayla Begay and one of the most dedicated students in our NAS Department, Jennifer Hailey, in touring the popular, Goudini Gallery. The gallery featured two important exhibits to local indigenous communities. The first exhibit included the Indian Tribal and Education Personnel Program (ITEPP) display. The second exhibit featured the Lyng v Northwest Indian Cemetery Protective Association (NICPA) more commonly known as the G-O Road Case of 1988. The audience included Dr. Kayla Begay's NAS 200 class, most of which were freshmen and also majored in a different discipline. All in which contributes to a more enlightening, informative and successful experience for all in attendance.

I felt very honored to co-lead these two exhibits because these two exhibits have a lot of personal meanings for me. I am currently an active member of the ITEPP family. I am also a Karuk person, one of the tribes that was directly impacted by the GO Road Case. Growing up in Somes Bar, California, a few miles from the GO Road, all I knew about this place was it is a sacred space for the local tribal communities. I also knew that the road wasn't complete. However, I did not know the history as to why it was proposed to be built, why it didn't get fully constructed, nor what efforts were made to prevent this road from being connected. I had no idea that this case had happened until Spring semester of 2018 when I took Tribes of California with Dr. Cutcha Baldy Risling. It was then where I was asked to conduct research in historical documents, photos and journals and digitally archive them into Humboldt State's special collections. One of the main reasons why touring this group of Freshmen was sentimental to me because I felt like this was one of my set out goals as a traditional Karuk person, as well as a academic scholar. It fills my heart up with joy seeing pieces of myself in the curious yet timid Freshmen who were continuously nodding along as I expressed the significance of each exhibit.

In addition to my passion for the GO Road case, ITEPP plays a very important role in my success at Humboldt State. ITEPP is a safe space to express your academic needs, just as well as your cultural and spiritual needs too. By having such a personal connection to this exhibit, it allowed me to express the importance of having an indigenous support system on campus because I am a product of that support group. I know I am not alone when I say this, if it weren't for ITEPP I wouldn't have survived this academic journey. More importantly, ITEPP has been this exact space for 50 years. During the establishment of ITEPP in 1969, most of the local tribes involved with the GO Road, for example, didn't have federal recognition. For most folks back then, ITEPP was one of the few spaces where they could find comfort in their friends, family and indigenous culture. All of these factors contribute, to why I felt very lucky to be in a position to speak about political cases about my ancestors, as well as, express gratitude for those who paved the way for folks like myself to believe that we have a voice, a place, and a purpose.

My colleagues Kayla and Jennifer also have sentimental connections to both exhibit's subjects as well. Kayla Begay had mentioned to the group that she was raised at ITEPP as young child. Jennifer also has lineage from the Karuk people, who had a prominent role in the GO Road case. Jennifer is also a great representative of ITEPP. This is not exclusive to our personal interests but our academic interests as well. Each of us dedicated an immense amount of time and energy collecting historical documents, photos and personal collections of the individuals involved in each exhibit. I believe that the success that we all felt was a result of personal, spiritual and academic interest fueled by passion, sentiment and appreciation for each exhibit.



# HSU NAS ALUMNI



**Acosta, Laura** - Mental Health Case Manager, Community Research Foundation

**Ammon, Danny** - Teacher, Associate Faculty, Hoopa Valley High school, College of the Redwoods

**Carter, Jessica** - Court Director, Yurok Tribe

**Garcia, Elaine** - Tribal Library/Museum Store Clerk, Karuk Tribe

**George, Merv** - Forest Supervisor, Rogue River Siskiyou National Forest, US Forest Service

**Grant-Jackson, Marlette** - ITEPP Professional Academic Advisor, HSU

**Gordon, Louis** - Program Director, Seventh Generation Fund for Indigenous Peoples

**Jackson-Reed, Jason** - Fisheries Biologist Senior Technician, Mid-Klamath Watershed Council

**Lebeau, Mark** - Executive Director, California Rural Indian Health Board

**McQuillen, Buffy** - Tribal Heritage Preservation Officer, Federated Indians of Graton Rancheria

**Melvin, Rebecca** - Service Coordinator, Redwood Coast Regional Center

**Orona, Brittani** - Tribal Affairs Program Manager, California State Parks

**Reed, Charley** - Peer Mentor, Two Feathers Native American Family Services

**Shaw, David T.** - retired

**Shaw, Geneva** - HSU Department of Social Work Faculty, HSU

**Siaosi, Megan** - Tribal Court Administrator, Trinidad Rancheria

**Sundberg, Rachel** - Tribal Programs Director, Trinidad Rancheria

**Tripp-Allen, Paula** - ITEPP Professional Academic Advisor, HSU

**Vasquez, Nichole** - Writer/Artist, Pechanga Band of Luiseno Mission Indians

**Vigil, Brittany** - Yurok Language Specialist IV, Yurok Tribe

**Wright, Teresa** - Native Studies Teacher, Pyramid Lake Jr/Sr High School



**Are you an alumni of HSU NAS? Please let us know!**

**<http://www2.humboldt.edu/nasp/>**

## DID YOU KNOW...



### You can take NAS through Extended Ed!

**By Bryna Lipper, CEO,  
Humboldt Area  
Foundation**

Recently, I relocated from the Boston-area to assume the role of Chief Executive Officer of the Humboldt Area Foundation. Eager to learn more about the history, context, and cultural environment of this remarkable region, I began seeking out opportunities to enrich my understanding. That interest was met immediately with an invitation to enroll in the "Tribal Governance and Leadership" course through the College of Extended Education at Humboldt State. The decision was one of the most valuable to immerse myself in foundations of this region

Extended and continuing education programs have played a major role in my life. Though disinterested in high-school in my teen years, as a young adult I began to crave the formal learning and collaborative spaces that schools could provide. I discovered community college as a source to reengage with my education and development. The experience was wonderful and was a motivation to pursue my undergraduate degree in Architectural Design. Countless opportunities were borne out of that experience, but a few missing links kept me from graduate school including formal training in economics and languages. Again, I looked to extended education programs to support my growth. The product was the most inspiring and practical macro economics course helping to shift my global perspective. But moreover, enabled me to complete a graduate degree at Harvard University's Kennedy School of Government—one of the most prestigious policy schools in the world. When accepted, I wrote to the community college recognizing the path they helped me to alight. In a similar spirit, I am not quite certain of the destination my HSU extended education program will take me on, but I do know it will open new doors of enlightenment, human connection, and a curiosity to go deeper and know more. There is no greater opportunity in life than to walk through those doors. I thank the Native Studies program and HSU's College of Extended Education for the kind invitation and remarkable instruction.

**Learn more about Extended Ed: <https://extended.humboldt.edu/extended-education>**

Opening February 25, 2020

**INK AND SKIN AND BONE**

TIFFANY ADAMS

GOUDI'NI GALLERY

OPENING RECEPTION  
FEBRUARY 25  
5PM  
KEYNOTE TALK  
5:30 PM

SPONSORED BY THE OFFICE OF DIVERSITY EQUITY AND INCLUSION



Tiffany Adams is a citizen of the Chemehuevi Indian Tribe of Lake Havasu, Arizona and a member of the Northern California, Shasta & Glenn Indian, Shasta and Culture Center. Adams works (art and prose) re-written/retold common narratives, which documents national geographies of body ownership and self-determination. Adams completed her Bachelor's of Fine Art at the Institute of American Indian Arts (IAIA) in Santa Fe, New Mexico in Spring 2019. Her scholarship produced articles and has centered on the feminine experience with California's tattoo traditions. Her painted portraits of California Native Women and their Indigenous Pictographs and Imagery were the centerpiece of her 2018 Senior Exhibit Show. Adams' art has also been featured in the CA German Museum at UC Davis and the Baskin Museum, she entered her work and won a Blue Ribbon at the 2018 South Western American Indian Art Market. Adams has led panel discussions and workshops at NCDRE, Bioneros, and the California Tribal College. Recently, she has been practicing traditional tattooing with the hopes of sharing this ceremony with her community.



**Native American Studies**  
**25th Anniversary Events**

**February**

**Feb 10** - IEW - The Klamath River as a Person: Klamath River Issues Panel 9 am - 10 am (Library Fishbowl)

**Feb 10** - NAS Speaker Series: Decolonize the Language of Water w/ Anecita Agustinez (Native American Forum) 5:00 p.m.

**Feb 12** - IEW: Sovereign Bodies Panel w/ Annita Luchessi & Chelsea Miraflor Trillo (Fishbowl) 11:00 a.m.

**Feb 12** - NAS Speaker Series: Five Fascinating Cases Impacting Indians and Tribes, presented by Stephen Pevar (Native American Forum) 3:00 p.m.

**Feb 25** - Artist Tiffany Adams "Ink and Skin and Bone" Pop-up show talk and Reception. (Goudi'ni Gallery) 5:30pm

**Feb 26 & 27** - Artist Tiffany Adams block printing 2 day workshop. (Goudi'ni Gallery) 10 am - 5 pm, 12-1:30 pm closed for lunch

**March**

**Mar 3** - Social Justice Summit: Keynote Speaker Judge Abby Abinanti - Yurok Tribe (KBR) 5:00 p.m.

**Mar 5** - NAS Speaker Series: Salmon and Acorns Feed Our People authors Kari Norgaard and Ron Reed book talk & signing, introduction by Charley Reed. (The Native Forum) 5:30 - 7 pm

**Mar 6** - Zero Fierce Women's Festival at Arcata Playhouse featuring: Play Prologue & Discussion - Missing & Murdered Indigenous Women in the United States 8:00 p.m. Menil & Her Heart (a play about MMIW) 8:00 p.m. Tickets available through Arcata Playhouse

**Mar 7** - Menil and Her Heart (A play about MMIW) 8:00 p.m. Tickets available at Arcata Playhouse

**April**

- Postponed -

**May**

**May 5** - National Day for Missing & Murdered Indigenous Women & Girls

**May 5** - NAS Speaker Series: Virginia Hedrick (Executive Director, California Consortium for Urban Indian Health) Time TBD

**May 8** - NAS Speaker Series: Celebrating Native Artists of the North Coast Otter Project. (The Native Forum) Times TBA

**May 8-15** - North Coast Otter project by Native Artists on display (The Native Forum)

**MORE TO COME!**

<https://www.facebook.com/hsunasp/> [https://www.instagram.com/hsu\\_nas/](https://www.instagram.com/hsu_nas/)

EVENTS HONORING THE 25TH ANNIVERSARY OF THE DEPARTMENT OF NATIVE AMERICAN STUDIES

**DECOLONIZE THE LANGUAGE OF WATER**



**ANECITA AGUSTINEZ (DINE)**  
Tribal Policy Advisor, CA Department of Water Resources

"Water is life, and yet, that life is continually threatened by contamination, depletion, and commodification. Holistic water management is one of the most significant challenges facing our society today. To do this, I argue that we need to demystify and decolonize the language used in water governance and acknowledge our current modern provision with water: to control, consume, and commodify it. In this talk, I examine strategies that Tribal Nations employ to protect their water resources/relatives, reflect on the challenges state agencies face when implementing state and federal policies upon Tribal Nations, and recommend best practices for Tribal consultation and engagement."

**NATIVE AMERICAN FORUM**  
FEB. 10, 2020, 5PM

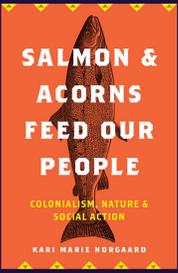


NAS 25TH ANNIVERSARY SPEAKER SERIES

**SALMON & ACORNS FEED OUR PEOPLE**

COLONIZING SM, NATURE & SOCIAL ACTION

KARI NORGAARD





KARI NORGAARD AND RON REED  
Introduction by Charley Reed

BOOK TALK & SIGNING

**SALMON & ACORNS FEED OUR PEOPLE**

03.05.20 | 5:30-7:00 PM | NATIVE FORUM

Books available for purchase



**MENIL AND HER HEART**



**Pre-Show Dinner & Discussion**  
Friday, March 6, 2020  
5:00 pm - 7:00 pm  
Ten Pin Building: K St. Entrance  
Catered by Meghan Sundberg

**Shows**  
March 6th, 2020 - 12:00 pm - 1:30 pm  
March 6th & 7th, 2020 - 8:00 pm - 9:30 pm  
Arcata Play House

Menil and Her Heart is a Cahulla play focused on the contemporary issue of Missing and Murdered Indigenous women and girls. Seventeen-year-old Isabella Madrigal, of Cahulla and Chippewa descent, has written a full-length play that follows the disappearance of a Cahulla girl, and the efforts of her sister to find her by journeying into an alternate realm of traditional Cahulla stories.

Tickets: \$10-\$15

FOR TICKETS: [HTTPS://ZEROTOFIERCE.ORG/](https://zerotofierce.org/)





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