

Note: There may be some slight errors in the transcription in addition to differences between the recorded transcript and the edited podcast. If you are using this transcript in your class and would like to help us clean it up, please contact dankrutka@gmail.com.

WEBVTT

1

00:00:13.110 --> 00:00:19.740

michaelmilton: Then I got really excited when we were actually prepping this episode, because I looked at our guests, and I was like Oh, my goodness they've been here before.

2

00:00:20.610 --> 00:00:26.340

michaelmilton: At least most of I know we, and I know i'm jumping the gun with this, because I just got really excited to welcome people back.

3

00:00:26.730 --> 00:00:29.100

michaelmilton: To our podcast, but it also made me realize like.

4

00:00:29.460 --> 00:00:32.490

michaelmilton: we've how we covered indigenous topics of native.

5

00:00:36.000 --> 00:00:40.200

michaelmilton: Sorry, how we covered indigenous topics on our podcast so far.

6

00:00:41.250 --> 00:00:50.730

Daniel Krutka: Well, I mean you know it's that's relative right, we could always do more, but we have had some really good guests on our show and so anyway, if anyone's like a new listener, I think.

7

00:00:51.240 --> 00:01:01.920

Daniel Krutka: I don't know i've been affected by a lot of the guests we've had on, so we do on our website I don't know if we ever tell people this we have keywords on our website so if you go and look at our key words, one of them is indigenous studies.

8

00:01:02.280 --> 00:01:10.500

Daniel Krutka: And if you click on that you can find all of our indigenous episodes and so, for example, you can I walk through some of the ones we've had on before Michael.

9

00:01:12.120 --> 00:01:14.160

michaelmilton: Yes, very excited to do that yeah absolutely.

10

00:01:14.220 --> 00:01:18.300

Daniel Krutka: This is our visions of education indigenous syllabus if I could say it that way right so.

11

00:01:18.420 --> 00:01:24.390

Daniel Krutka: Our most recent episode, we had which probably members 171 not too long ago we had a lexis Walker who is one of our students that you and T she's a.

12

00:01:24.630 --> 00:01:32.640

Daniel Krutka: citizen of the chickasaw nation and she was able to talk about her journey as an educator and we're actually hoping to have more episodes about.

13

00:01:33.060 --> 00:01:46.260

Daniel Krutka: You know, teachers and students and come and leaders from different nations to kind of learn more specific, you know stories about indigenous nationhood and contemporary issues and the way it's taught in social studies.

14

00:01:47.790 --> 00:01:51.240

Daniel Krutka: So the next one i'll go back to you with episode 137.

15

00:01:51.510 --> 00:02:05.190

Daniel Krutka: We had teaching difficult histories of Indian residential schools with photographs with James miles, if you remember that one right we talked a lot about photography and the way that that was taught in schools, so that was a highlight to.

16

00:02:07.260 --> 00:02:08.610

Daniel Krutka: Get that you're gonna say something there Michael.

17

00:02:09.660 --> 00:02:17.370

michaelmilton: Oh no I was there was that green gables thing apparently that they also talked about that topic i've been I haven't seen about my students had referenced this recently.

18

00:02:17.880 --> 00:02:19.170

Daniel Krutka: Well okay all right.

19

00:02:19.230 --> 00:02:20.850

michaelmilton: Then pollyanna green gables.

20

00:02:22.020 --> 00:02:23.010

Daniel Krutka: I don't know what that is.

21

00:02:23.370 --> 00:02:25.470

michaelmilton: I don't as much as I know.

22

00:02:26.580 --> 00:02:27.810

Daniel Krutka: Okay we'll probably end up that out, then.

23

00:02:28.200 --> 00:02:37.680

Daniel Krutka: Okay, then, if you go back a little bit we're winding back a little bit episode 134 we had Christine stamp on and she talked about unsettling the settler self in social studies.

24

00:02:37.920 --> 00:02:48.930

Daniel Krutka: Education, which was a bit of a different perspective right, because I think sometimes we focused on indigenous nations indigenous people, but in this case she talked about what it meant to be a settler and her article.

25

00:02:49.680 --> 00:02:52.020

Daniel Krutka: that she shared with this was really helpful for me for that.

26

00:02:52.560 --> 00:03:01.740

Daniel Krutka: Then you go back to episode 128 which this is one that's really helpful in my classroom in particular an Anti colonial approach to civic education with Dr lonnie subs alien.

27

00:03:02.100 --> 00:03:14.250

Daniel Krutka: And the reason that was helpful is she had six orientations in that lesson that i've been using since then, to help reflect on my own curriculum and help my students, think about what they're seeing in their classrooms.

28

00:03:14.520 --> 00:03:27.150

Daniel Krutka: And it's honestly been you I mean you have to do other lessons with it, but it's been the most helpful framework for reflection and thinking about how we're doing so that was another that was one of my favorite ones, because it just really helped me think through my curriculum.

29

00:03:28.830 --> 00:03:30.600

michaelmilton: It was a good time I hope we get to see her again.

30

00:03:30.990 --> 00:03:38.040

Daniel Krutka: I know I don't know she'd come back on again, I mean she's becoming a bigger deal she wins like book awards and stuff for marais these days so it's you know we'll see.

31

00:03:38.640 --> 00:03:44.430

Daniel Krutka: We also had harper keenan on who talked about indigenous counter stories on an elementary field trip, that was an episode 116.

32

00:03:44.850 --> 00:03:53.190

Daniel Krutka: And that was really helpful right, I mean it combined a few issues right talking about the ways we think about kind of the settler landscape and how we tell perspectives.

33

00:03:53.700 --> 00:04:03.360

Daniel Krutka: that are more grounded in indigenous you know perspective perspectives and viewpoints and so we need to have harper keenan back we've actually kind of, we need to invite harper king.

34

00:04:04.080 --> 00:04:19.260

Daniel Krutka: Doing so much incredible work that we need to talk about, then an episode 195 affirming indigenous sovereignty, we had not only Sarah this year but Iani some daily and again, you know I mean she kind of is going to take over this podcast at some point i'm thinking, I know you said.

35

00:04:19.260 --> 00:04:21.690

michaelmilton: we're actually just visions of visibly lonnie.

36

00:04:21.780 --> 00:04:34.890

Daniel Krutka: that's yes that's that might be the new name and Lisa brown you can and who came on and they talked about one of their articles that they wrote in social studies and the young learner about him civics inquiry of about affirming indigenous sovereignty.

37

00:04:35.430 --> 00:04:36.570

michaelmilton: And I was 95.

38

00:04:36.960 --> 00:04:47.640

Daniel Krutka: That was 95 and then you know, the first episode, we did addressing indigenous topics was guess who's back again Sarah shear who also might take over this podcast what is it when somebody comes on like three to four times.

39

00:04:48.120 --> 00:04:51.840

Daniel Krutka: They I mean super duper friend, I mean we gotta have a term for this.

40

00:04:52.230 --> 00:05:01.110

Daniel Krutka: But Sarah talked about her article, which was which really has had a huge influence, I see cited by like native journalists, sometimes i've seen them reference or article.

41

00:05:01.770 --> 00:05:17.460

Daniel Krutka: That was in tier se and she taught that article focused on misrepresentations in US history of indigenous nations, and I remember one of the big takeaways there's how especially post 1900 you just don't see a lot of references in the curriculum, but hopefully.

42

00:05:17.490 --> 00:05:17.820

michaelmilton: Like.

43

00:05:17.880 --> 00:05:19.890

michaelmilton: And that was back when we were a baby podcast.

44

00:05:19.920 --> 00:05:21.360

michaelsilton: I know we had just a team that.

45

00:05:21.420 --> 00:05:22.200

michaelsilton: We didn't 16.

46

00:05:22.650 --> 00:05:24.360

Daniel Krutka: We didn't know what we were doing like now we're.

47

00:05:24.840 --> 00:05:26.640

michaelsilton: No there's no graphic it's like.

48

00:05:27.180 --> 00:05:27.570

Daniel Krutka: it's true.

49

00:05:27.630 --> 00:05:30.930

michaelsilton: I need to go back and do that I apologize to anyone who's listening.

50

00:05:31.650 --> 00:05:34.260

Daniel Krutka: We are still in GEO cities right our GEO city's website and.

51

00:05:34.260 --> 00:05:34.770

Daniel Krutka: That point.

52

00:05:34.860 --> 00:05:44.670

Daniel Krutka: yeah but, so I think we've had a lot of episodes but it's important to reflect about, are we really making changes I think in our curriculum and our classes and in our communities right to think about these indigenous topics.

53

00:05:45.120 --> 00:05:57.540

Daniel Krutka: How is Massachusetts doing like what, what do you what standards do you get Michael I mean do you have something that you can work with and do you know quality representations of indigenous nations in their histories in your classroom.

54

00:05:58.530 --> 00:06:06.570

michaelmilton: yeah so i've actually just been thinking a lot about this, particularly as we're kind of prepping for the episode and I revisited our new frameworks and Massachusetts.

55

00:06:07.140 --> 00:06:16.290

michaelmilton: And I know that, like in the third grade they do focus on different different and native peoples in Massachusetts and they're very specific as to like looking at.

56

00:06:17.400 --> 00:06:27.210

michaelmilton: Different you know groups that are both there were then there were there, then, and today, but one of the things that I found really interesting was in the US to curriculum.

57

00:06:27.930 --> 00:06:36.990

michaelmilton: The US choose that in the high school level, and so is part of the civil rights, defending democracy, the Cold War and civil rights.

58

00:06:37.830 --> 00:06:45.360

michaelmilton: move Cold War and civil rights movement at all, so that there's a couple different paths that teachers can take and ideally they actually choose a smattering of it.

59

00:06:45.810 --> 00:06:51.930

michaelmilton: But one of the things that they're asking students to look at if they do choose this one, but I imagine you do some sort of jigsaw thing.

60

00:06:52.560 --> 00:07:00.450

michaelmilton: Is the the movement to, so this is part of a civil rights movement, the movement of protect right self determination sovereignty of native peoples.

61

00:07:00.930 --> 00:07:08.250

michaelmilton: Now, looking at the native the Indian Civil Rights Act of 1968 the American Indian Movement the wounded knee incident at the pine Ridge reservation in South Dakota.

62

00:07:09.660 --> 00:07:18.810

michaelmilton: In looking at how native the efforts from native peoples groups to preserve native cultures again Federal and State recognition and raise awareness of native American history.

63

00:07:19.770 --> 00:07:28.800

michaelmilton: So I thought that was interesting, so I don't teach us to, and so I wonder how that's going to be honest with you, but I think that's an interesting yeah I was happy to see that in the standards.

64

00:07:29.850 --> 00:07:33.900

michaelmilton: I would just like to see it in action, like a Co teacher doing an action I just don't have to teach them.

65

00:07:33.930 --> 00:07:45.330

Daniel Krutka: yeah i'd love to i'd love to know how they're doing it, I mean in Texas to we the standards don't always do a great job right, one thing I think about is like what's the larger picture right like what's the larger narrative and the larger story.

66

00:07:46.290 --> 00:07:56.070

Daniel Krutka: And sometimes it is the story of right, a group of native groups right as one of the things I think of right and Texas, we do that, especially like we talked about groups.

67

00:07:56.610 --> 00:08:09.840

Daniel Krutka: Which kind of is like leaving out a big part which is nations I don't know I we I think we need to dive back in to you know talk about what teachers have what standards they have to work with, and what we need to do is that OK, with you, Michael.

68

00:08:10.380 --> 00:08:11.070

michaelmilton: let's do it.

69

00:08:13.320 --> 00:08:13.650

michaelmilton: Oh.

70

00:08:13.860 --> 00:08:16.080

michaelmilton: No that's me i'm sorry hold on.

71

00:08:16.530 --> 00:08:17.280

Daniel Krutka: Or, I could do it if you.

72

00:08:18.510 --> 00:08:19.140

Daniel Krutka: again.

73

00:08:20.820 --> 00:08:24.930

michaelmilton: So why don't we welcome back to the podcast super best friend of the pod.

74

00:08:25.200 --> 00:08:26.610

Daniel Krutka: super wow.

75

00:08:26.670 --> 00:08:27.840

michaelmilton: yeah I just gotta run with it.

76

00:08:27.900 --> 00:08:28.380

Daniel Krutka: I like it.

77

00:08:28.440 --> 00:08:30.270

michaelmilton: A lot he says alien.

78

00:08:30.360 --> 00:08:34.980

michaelmilton: Sarah shear and newcomer and i'm guessing that he's going to be a very close and dear friend.

79

00:08:34.980 --> 00:08:35.910

Daniel Krutka: First of many.

80

00:08:37.170 --> 00:08:38.310

michaelmilton: Jimmy Schneider.

81

00:08:38.400 --> 00:08:43.950

michaelmilton: Welcome, and welcome back and welcome to visions of n podcast, thank you for joining us.

82

00:08:46.290 --> 00:08:47.640

Sarah Beth Shear: Thank you it's good to be here.

83

00:08:49.140 --> 00:08:50.130

we're thrilled to have you.

84

00:08:52.050 --> 00:08:52.710

michaelmilton: Know do you mind.

85

00:08:53.160 --> 00:08:53.970

Leilani Sabzalian (she/her): Having us.

86

00:08:54.960 --> 00:08:56.490

michaelmilton: No, sorry.

87

00:08:59.460 --> 00:09:03.750

michaelmilton: Remember, this is your podcast this is your podcasts don't don't worry, I know that the mute button.

88

00:09:05.820 --> 00:09:15.000

michaelmilton: So why don't we just dive into it, I know that you can do you sorry why don't we just dive into it getting to know who these folks are again.

89

00:09:15.270 --> 00:09:25.470

michaelmilton: And then we'll have Jimmy go at the end and Jimmy you can introduce yourself to the to the you know to our listeners, but why don't we start off and just introduce yourself like who are you again.

90

00:09:27.450 --> 00:09:33.270

Leilani Sabzalian (she/her): hi there it's good to see you both, and thank you so much for having us back again.

91

00:09:34.140 --> 00:09:49.920

Leilani Sabzalian (she/her): My name is Layla any subs alien i'm an assistant professor of indigenous studies and education at the University of Oregon i'm also the Co director of the subsequent law indigenous teacher education program and i'm really happy to be here.

92

00:09:59.250 --> 00:10:04.230

Sarah Beth Shear: hey again um I feel like we should get badges when we like hit a certain.

93

00:10:04.260 --> 00:10:05.940

Daniel Krutka: threshold of oh that's good idea.

94

00:10:06.210 --> 00:10:06.660

Sarah Beth Shear: I would be.

95

00:10:07.080 --> 00:10:08.670

michaelmilton: fun i'm.

96

00:10:08.910 --> 00:10:10.320

Sarah Beth Shear: Like I have my badge.

97

00:10:10.710 --> 00:10:21.960

Sarah Beth Shear: And Sarah sheer hi everyone again it's a great to be here and great to see everyone on the zoom I last time I was here, I was working at a different institution, so now i'm calling in from.

98

00:10:22.350 --> 00:10:30.540

Sarah Beth Shear: The beautiful lands and waters of the Tulip nation, I live in North Seattle and and faculty at the University of Washington at bothell.

99

00:10:33.450 --> 00:10:34.170

Welcome back.

100

00:10:36.360 --> 00:10:42.480

Jimmy Snyder: A Jimmy snyder i'm a PhD candidate at the University of Oregon and the critical.

101

00:10:42.870 --> 00:10:55.350

Jimmy Snyder: And socio cultural studies program and education program i'm i'm a citizen of the kickapoo tribe and Kansas, I am a former social studies teacher.

102

00:10:56.460 --> 00:11:04.350

Jimmy Snyder: On the Navajo nation and also taught at kickapoo nation school in Kansas my my tribal community and.

103

00:11:05.610 --> 00:11:10.650

Jimmy Snyder: This the second dimmick PhD track is a almost a second life for me I.

104

00:11:11.880 --> 00:11:22.590

Jimmy Snyder: got 20 years of coaching high school and small college football and working and travel communities in different capacities, so I am honored for the invite so thank you.

105

00:11:23.820 --> 00:11:24.060

Jimmy Snyder: So.

106

00:11:24.180 --> 00:11:25.860

Daniel Krutka: Can you tell us kind of like How did this.

107

00:11:25.920 --> 00:11:33.870

Daniel Krutka: super group of super rest friends come together, I mean, how did you all start working on a project together and and what are kind of the backgrounds that led into this work.

108

00:11:38.250 --> 00:11:40.470

Sarah Beth Shear: Well, I guess i'll start cuz I kinda.

109

00:11:40.830 --> 00:11:46.500

Sarah Beth Shear: I may have downplayed a little bit um.

110

00:11:47.550 --> 00:11:53.220

Sarah Beth Shear: The craziness that ensues when you do a national study of K 12.

111

00:11:53.340 --> 00:11:59.250

Sarah Beth Shear: Social studies standards and i'm just really glad you me and milani are so my friends um cuz.

112

00:11:59.880 --> 00:12:06.090

Sarah Beth Shear: We were, I mean we talked about curriculum all the time and we've done various other curriculum studies and.

113

00:12:06.750 --> 00:12:18.270

Sarah Beth Shear: You know I I lead the the team that looked at the national study of the history standards and so just through our our friendship and our collaborations on other projects and just our our interests.

114

00:12:18.930 --> 00:12:27.000

Sarah Beth Shear: And particularly out here in Washington now with ours, since time immemorial curriculum and i'm here lani will touch on the work that's going on in Oregon.

115

00:12:28.320 --> 00:12:43.980

Sarah Beth Shear: You know we're kind of wanted to see what was going on the civics standards in relation to representations of native nationhood and tribal sovereignty and i'll hand it off to my my colleagues who just really are still my friends, if I wrote them into this project.

116

00:12:46.890 --> 00:12:50.280

Leilani Sabzalian (she/her): Yes, Sarah definitely tricked us in.

117

00:12:50.370 --> 00:12:55.500

Leilani Sabzalian (she/her): To participating in this study and Jimmy i'm sorry that I get you involved.

118

00:12:57.390 --> 00:13:09.780

Leilani Sabzalian (she/her): yeah we you know in Oregon you know in 2017 senate bill 13 tribal history shared history was passed in the state, and this is a law that mandates.

119

00:13:10.560 --> 00:13:24.660

Leilani Sabzalian (she/her): curriculum on tribal history and governance and sovereignty in all K 12 public schools in the state, and you know shares study and collaboration on the history of standards was.

120

00:13:25.680 --> 00:13:35.610

Leilani Sabzalian (she/her): Crucial for that advocacy and it was mentioned by numerous people who gave testimony and so thinking about the impact that that study had.

121

00:13:36.300 --> 00:13:48.990

Leilani Sabzalian (she/her): Not only on this state, but then other states, you know for indigenous educators and allies to advocate for policy and curricular change in their state when she proposed the idea, you know we didn't know what we were getting into.

122

00:13:49.380 --> 00:13:51.240

Leilani Sabzalian (she/her): But we both.

123

00:13:51.360 --> 00:14:02.610

Leilani Sabzalian (she/her): You know, let Jimmy speak for himself, but we're thrilled to be part of something that might have a meaningful impact and change on native curriculum and initiatives in in different contexts.

124

00:14:05.160 --> 00:14:07.170

Jimmy Snyder: Like I was late 90s.

125

00:14:08.520 --> 00:14:15.600

Jimmy Snyder: graduate employee, so I was a research assistant, the year that this study began and.

126

00:14:17.490 --> 00:14:19.320

Jimmy Snyder: In the early days, we were.

127

00:14:21.000 --> 00:14:23.520

Jimmy Snyder: just getting our hands on the data we.

128

00:14:24.870 --> 00:14:27.360

Jimmy Snyder: The data was really pushing back on us, you know.

129

00:14:28.380 --> 00:14:31.260

Jimmy Snyder: And we just went through the entire process.

130

00:14:34.140 --> 00:14:40.890

Jimmy Snyder: of defining redefining the boundaries of the study is the part that I was.

131

00:14:41.610 --> 00:14:42.630

Jimmy Snyder: Mostly involved with.

132

00:14:42.720 --> 00:14:43.860

Jimmy Snyder: organizing the data.

133

00:14:45.660 --> 00:14:49.950

Jimmy Snyder: was a big part of the conversation for the for the year because 50 states is.

134

00:14:51.180 --> 00:14:52.680

Jimmy Snyder: it's no joke it's a lot.

135

00:14:53.100 --> 00:14:53.520

Jimmy Snyder: and

136

00:14:53.610 --> 00:14:55.320

Jimmy Snyder: Not all States are equal, some.

137

00:14:55.680 --> 00:14:56.550

Jimmy Snyder: Some states where.

138

00:14:57.900 --> 00:15:04.080

Jimmy Snyder: one click a couple of reads quick reads and other States took a few days or a week so.

139

00:15:06.600 --> 00:15:07.560

Jimmy Snyder: Organizing all that.

140

00:15:08.670 --> 00:15:19.680

Daniel Krutka: Well, and I, I hear you all talking about just the enormity of the study and I think from the outside, I know for certainly before I got into like you know graduate school started like learning my research it doesn't seem like what you just look at the standards.

141

00:15:20.340 --> 00:15:32.730

Daniel Krutka: This wouldn't take that long right to go through the standards and it what i'm hearing from you all, is it did take some time and some effort and a lot of energy, but I know that you know you already referenced this and.

142

00:15:33.720 --> 00:15:46.050

Daniel Krutka: Dr sheer you'll be humble about this, but that 2015 study I see cited like in popular press right, I see cited on Twitter from people I don't know in presentations at conferences, and so the study i'm referencing is.

143

00:15:46.290 --> 00:15:58.260

Daniel Krutka: which I can't believe this was 2015 where the pandemic has like made time go away in strange ways, but that study was called manifesting destiny read presentations of indigenous people in K 12 us history.

144

00:15:58.740 --> 00:16:03.870

Daniel Krutka: And we shouldn't need that study to know that something was wrong with the curriculum, but it kind of.

145

00:16:04.170 --> 00:16:12.480

Daniel Krutka: showed people like hey there's something wrong, I mean like really like got this mapping over it, and then there's lots of different ways, I guess, to prevent present this data.

146

00:16:12.900 --> 00:16:18.090

Daniel Krutka: I mentioned earlier, write a book, everyone should should buy I was, I was actually just grabbing it off my bookshelf which is.

147

00:16:18.600 --> 00:16:23.280

Daniel Krutka: Indigenous children surviving and public schools, the doctor says alien one awards from from.

148

00:16:23.760 --> 00:16:31.710

Daniel Krutka: A era, which is very prestigious and deserve, but the book is incredible because what it does, is it really tells stories right of how students and teachers.

149

00:16:32.130 --> 00:16:36.030

Daniel Krutka: navigate an experience right the ways that indigenous students are represented.

150

00:16:36.360 --> 00:16:51.060

Daniel Krutka: And included or excluded from the decisions that are made in curriculum and the story is should I feel like good enough, but these studies give people a larger perspective on how things are doing so without further ado, if y'all are ready, like this huge project let's talk about it.

151

00:16:51.330 --> 00:17:00.030

Daniel Krutka: And so, this study was just published in theory and research and social education so congratulations i'm sure getting a big study like that, and having it finally published.

152

00:17:00.030 --> 00:17:01.320

Daniel Krutka: is very satisfying.

153

00:17:01.590 --> 00:17:20.880

Daniel Krutka: And so, this came out in 2021 so last year and it's titled standardizing indigenous a ratio of tribal sorry say the title over standardizing indigenous eraser a tribal crit and quiet crit analysis of K 12 us civics and government standards alright so tell us about this big project.

154

00:17:24.540 --> 00:17:25.590

Sarah Beth Shear: everyone's everyone's pointing.

155

00:17:26.280 --> 00:17:30.000

Sarah Beth Shear: pointing at me since since I was a person who real them into doing it.

156

00:17:31.140 --> 00:17:41.220

Sarah Beth Shear: So, in a very in a parallel way to the history study right what we wanted to do was look at the representations.

157

00:17:41.610 --> 00:17:55.230

Sarah Beth Shear: of indigenous peoples and native nations and particularly issues around sovereignty and nationhood and treaties, and so we were working for a while, as as Jimmy was sharing about you know the particular.

158

00:17:56.040 --> 00:18:05.340

Sarah Beth Shear: You know, codes or phrasings that we were you know going to take, and then analyze and one of the things that makes it really.

159

00:18:05.730 --> 00:18:14.280

Sarah Beth Shear: Challenging as we've as we've touched on is that every State organizes their standards in a slightly different way and sometimes drastically different way.

160

00:18:14.730 --> 00:18:24.450

Sarah Beth Shear: And sometimes in much more detail than others, so, for example, California has social studies standards almost 800 pages long, and so.

161

00:18:25.410 --> 00:18:39.690

Sarah Beth Shear: yeah it was like real it's like it's a novel to go through California standards and, while some states will have civics and government and we wanted to look specifically for standards that were identified as civics and government.

162

00:18:40.440 --> 00:18:53.220

Sarah Beth Shear: While some states and part parcel all of their standards out by categories so they'll have a couple people like here's the pages on civics and government here's the pages on geography here's the pages on history, some states.

163

00:18:53.790 --> 00:19:00.060

Sarah Beth Shear: we've been through so you have to start reading all of the standards to see where.

164

00:19:01.320 --> 00:19:06.780

Sarah Beth Shear: Where civics and government is labeled and identified, even within the US history.

165

00:19:08.700 --> 00:19:12.960

Sarah Beth Shear: And in a US history standard it california's got it yeah.

166

00:19:13.770 --> 00:19:14.730

Daniel Krutka: Or, as you said that I.

167

00:19:14.910 --> 00:19:16.170

Daniel Krutka: did a standard study which.

168

00:19:16.170 --> 00:19:18.810

Daniel Krutka: Maybe we'll discuss later and somebody asked me today why didn't you include.

169

00:19:18.810 --> 00:19:20.430

Daniel Krutka: California like I don't remember.

170

00:19:20.610 --> 00:19:22.440

Daniel Krutka: And maybe I just blacked out when I looked at their.

171

00:19:22.440 --> 00:19:23.970

Sarah Beth Shear: Standards so.

172

00:19:25.440 --> 00:19:38.400

Sarah Beth Shear: there's so long so once we you know we and we're doing we're doing this, you know, in the midst of like me designed to move across the continent and then.

173

00:19:38.880 --> 00:20:00.180

Sarah Beth Shear: It takes over a year to do this kind of study, anyway, but then we had moving, we had the pandemic and I just am so proud of us that we just stuck with it because we had to come up with you know what was the scope of the phrases that we were looking for treaties nationhood sovereignty.

174

00:20:02.040 --> 00:20:13.470

Sarah Beth Shear: And within within something within anything labeled civics and government and then start doing it digitally, whereas the group and the group that did the history study we did it all on paper, which was.

175

00:20:14.850 --> 00:20:24.060

Sarah Beth Shear: It was a lot of printing we did all of this digitally so our Google ones that one day will do screenshots of the Google folders because they're just they're everywhere.

176

00:20:25.050 --> 00:20:34.590

Sarah Beth Shear: But it, but that was kind of the genesis and i'll hand it over to one of my collaborators that they want to pick up where I left off to kind of continue on with how we how we were diving in.

177

00:20:38.220 --> 00:20:39.360

Leilani Sabzalian (she/her): yeah I can just.

178

00:20:39.450 --> 00:20:51.840

Leilani Sabzalian (she/her): Add that you know our study was anchored in tribal crit and clock crit and so you know tribal critical race theory comes from lumpy scholar Dr Brian Bray boy.

179

00:20:52.500 --> 00:20:56.010

Leilani Sabzalian (she/her): And so we drew on the tenets of tribal crit.

180

00:20:56.790 --> 00:21:06.900

Leilani Sabzalian (she/her): really just the first kind of four tenants that colonization is endemic to society that policies against indigenous people are rooted in white supremacy right the indigenous people have.

181

00:21:07.290 --> 00:21:19.980

Leilani Sabzalian (she/her): political identities, in addition to cultural and racial identities and the indigenous people are seeking sovereignty right struggles for self determination and sovereignty and nationhood and then we, as we were going through the.

182

00:21:19.980 --> 00:21:22.860

Leilani Sabzalian (she/her): Study decided to couple that with.

183

00:21:22.920 --> 00:21:23.700

Leilani Sabzalian (she/her): clock crit.

184

00:21:24.990 --> 00:21:29.760

Leilani Sabzalian (she/her): And I actually kind of want to remember what we said about that oh so clock crit.

185

00:21:29.880 --> 00:21:41.070

Leilani Sabzalian (she/her): You know, it really talks about the ways that quantitative research has this guy's of neutrality right this authority, but really numbers.

186

00:21:42.030 --> 00:21:47.790

Leilani Sabzalian (she/her): are not neutral and race and racism, can be embedded within quantitative research.

187

00:21:48.150 --> 00:22:06.240

Leilani Sabzalian (she/her): And also numbers can be used for social justice, so we really drew from that to say you know clock crit and formed by tribal crit numbers can be used for social justice and to support indigenous nationhood and sovereignty, and so we were drawn to that because.

188

00:22:06.870 --> 00:22:09.120

Leilani Sabzalian (she/her): We want people as they did with.

189

00:22:09.240 --> 00:22:21.090

Leilani Sabzalian (she/her): Dr shares study on the history standards we want them to be able to have these numbers to kind of influence state policy so when you look at our study you know numbers stick out there's.

190

00:22:22.860 --> 00:22:24.600

Leilani Sabzalian (she/her): i'll shoot now I can't remember the numbers.

191

00:22:26.220 --> 00:22:27.690

Leilani Sabzalian (she/her): what's a big number, we had.

192

00:22:27.900 --> 00:22:28.200

Daniel Krutka: Oh.

193

00:22:28.530 --> 00:22:41.550

Leilani Sabzalian (she/her): You know so some numbers stick out, you know, like sovereignty really indigenous studies scholars say sovereignty is the bedrock upon which any discussion of native reality should be based.

194

00:22:42.090 --> 00:22:50.520

Leilani Sabzalian (she/her): that's the words that she need aloma and you know 75% of the standards failed to mention indigenous sovereignty at all.

195

00:22:50.970 --> 00:22:58.230

Leilani Sabzalian (she/her): Right so, on the one hand, you have indigenous nations and scholars talking about the necessity of indigenous sovereignty.

196

00:22:58.560 --> 00:23:06.120

Leilani Sabzalian (she/her): In public discourse and political discourse and then you have the absence of very big absence, and so we wanted to use numbers.

197

00:23:06.540 --> 00:23:21.810

Leilani Sabzalian (she/her): To kind of make that that case, but then also couple it with qualitative data that looked at how indigenous nationhood and sovereignty were represented and Michael in Massachusetts one thing we found was that.

198

00:23:21.870 --> 00:23:24.960

Leilani Sabzalian (she/her): You know I mean I guess we'll talk more about this isn't a second.

199

00:23:25.080 --> 00:23:37.050

Leilani Sabzalian (she/her): Like maybe some of the findings, but there were these explicit erasers right times when States failed to mention indigenous nationhood or sovereignty at all, but then there are these subtle erasers.

200

00:23:37.500 --> 00:23:48.960

Leilani Sabzalian (she/her): And Massachusetts one of the ways they engaged in that subtle eraser was by framing native nations as groups right as groups of people which which Dan mentioned earlier, rather than.

201

00:23:48.990 --> 00:23:49.650

Leilani Sabzalian (she/her): nations.

202

00:23:49.680 --> 00:23:58.620

Leilani Sabzalian (she/her): Right and that's a discursive form of eraser so we drew on Scott lions he's been a jib way scholar who talks about rhetorical imperialism.

203

00:23:58.980 --> 00:24:16.950

Leilani Sabzalian (she/her): Right, so we had from from kind of sovereigns towards he says from nations to tribes from treaties to agreements, all this language erodes tribal sovereignty and undermines indigenous nationhood and Massachusetts did that, not to call it your state.

204

00:24:18.000 --> 00:24:23.610

michaelmilton: No it's Okay, I was gonna ask specifically about my state, so I appreciate, I appreciate you Thank you.

205

00:24:24.300 --> 00:24:36.990

Daniel Krutka: Well, in it, it sounds like a lot of states have a lot of work right so Massachusetts as is joining the Club of states that that maybe need to do that and it doesn't seem like particularly troubling like to talk about indigenous nations as groups.

206

00:24:37.350 --> 00:24:42.240

Daniel Krutka: is to completely disarmed them of the political sovereignty aspect like you're saying and I just.

207

00:24:42.630 --> 00:24:48.090

Daniel Krutka: I guess that's something like and when I was first teacher, I just never would have thought of and then, once you see it.

208

00:24:48.510 --> 00:25:01.860

Daniel Krutka: It just feels so violent I guess like it feels like such a continuation of the colonialism that's happened in this country so so okay so we've got quantitative methods right, and I know not all of our listeners are going to.

209

00:25:02.910 --> 00:25:10.140

Daniel Krutka: You know, know all the theories or methodologies that are used here, but we have quantitative methods with also with qualitative methods, when you did this study.

210

00:25:10.440 --> 00:25:15.780

Daniel Krutka: But then also you're working through a lens of the builds off of critical race theory which, of course.

211

00:25:16.380 --> 00:25:28.890

Daniel Krutka: Many people have heard those words but maybe still don't understand them, because it's usually not explained in any kind of context and the news so So what did you do with these ideas and methodologies like well what was what was next What did you find.

212

00:25:33.780 --> 00:25:41.970

Sarah Beth Shear: So i'll i'll kick it off, because I think one of the one of the numbers that stands out for us in a number of ways, and that.

213

00:25:43.380 --> 00:25:44.340

Sarah Beth Shear: Sadly.

214

00:25:45.480 --> 00:25:57.150

Sarah Beth Shear: I suppose suppose sadly couples in that with the you know with the one of the major pieces of the history study you know, is this.

215

00:25:58.350 --> 00:26:10.200

Sarah Beth Shear: Placing of indigenous peoples and native nations in the distant past so about in in when we're looking at this slide in particular around sovereignty and nationhood.

216

00:26:10.800 --> 00:26:24.300

Sarah Beth Shear: About 40% of the standards that did include some aspect of sovereignty or nationhood about 40% of those were in that pre 1900 very distant past context.

217

00:26:24.660 --> 00:26:33.090

Sarah Beth Shear: So the civics and government standards are replicating in many ways that problematic narrative that the history standards.

218

00:26:33.600 --> 00:26:45.750

Sarah Beth Shear: are doing to which is really erasing in defining that indigenous peoples are gone or you know and and left to the pages of history when we know that is not at all the case.

219

00:26:47.040 --> 00:27:04.440

Sarah Beth Shear: So it's it's really problematic, and we also had about 14 states correct me if i'm wrong team, it was about 14 states, including Pennsylvania that did not include any references to indigenous peoples are native nations at all.

220

00:27:05.670 --> 00:27:08.310

Sarah Beth Shear: And you know yeah.

221

00:27:08.430 --> 00:27:11.430

Sarah Beth Shear: I said there's like little faces here.

222

00:27:14.310 --> 00:27:22.140

Leilani Sabzalian (she/her): yeah 14 states had zero mention of indigenous nationhood or sovereignty within their civics.

223

00:27:22.860 --> 00:27:30.150

Leilani Sabzalian (she/her): and government standards now remember in our study we were looking only at civics and government standards right.

224

00:27:30.510 --> 00:27:46.200

Leilani Sabzalian (she/her): And it was or civics and government strands specified within standards so some States might have included indigenous nationhood and sovereignty within history standards, for example, but we were very much looking at how.

225

00:27:47.190 --> 00:27:54.060

Leilani Sabzalian (she/her): whether and how indigenous nationhood and sovereignty as concepts were reflected within civics.

226

00:27:55.050 --> 00:28:04.740

Leilani Sabzalian (she/her): And then, of those 14 States that fail to mention indigenous nationhood or sovereignty at all nine of those states have tribal nations located in their states.

227

00:28:05.400 --> 00:28:11.370

Leilani Sabzalian (she/her): So, you know that finding right there is really problematic because not only.

228

00:28:11.850 --> 00:28:18.780

Leilani Sabzalian (she/her): Are those standards not reflecting the civic identities specific roles, the civic responsibilities of native kiddos.

229

00:28:19.140 --> 00:28:34.650

Leilani Sabzalian (she/her): In that state, but then it's also miss educating all students in those public schools about their roles and their responsibilities toward the tribal nations and some of those states have you know, like 15 nations in their state and they're still not being mentioned at all.

230

00:28:35.790 --> 00:28:40.710

Sarah Beth Shear: i'm gonna I have no problem calling the state's out, so let me, let me just name them because I just pulled up page.

231

00:28:40.980 --> 00:28:44.100

Daniel Krutka: Yes, this segment like a shaming we're going to share.

232

00:28:44.130 --> 00:28:44.730

Daniel Krutka: These states.

233

00:28:44.790 --> 00:28:45.300

Sarah Beth Shear: yeah to.

234

00:28:45.360 --> 00:28:48.270

Sarah Beth Shear: improving their state they need, they need to do better.

235

00:28:48.330 --> 00:29:02.130

Sarah Beth Shear: Delaware Florida Georgia Illinois indiana Kansas Kentucky Louisiana new Hampshire Ohio Pennsylvania Rhode island Virginia and Wisconsin.

236

00:29:03.450 --> 00:29:04.500

michaelsmilton: Rhode island.

237

00:29:04.980 --> 00:29:08.250

Daniel Krutka: How many of those states have like indigenous like.

238

00:29:08.760 --> 00:29:11.610

Daniel Krutka: You know words as part of their names of their states.

239

00:29:11.700 --> 00:29:16.740

Daniel Krutka: i'm curious I mean it just like i'm just trying to think how how many layers deep this goes.

240

00:29:19.980 --> 00:29:20.220

Sarah Beth Shear: and

241

00:29:20.280 --> 00:29:23.010

Daniel Krutka: don't have to give me a number on that map and mascots.

242

00:29:23.040 --> 00:29:24.120

Sarah Beth Shear: At their schools.

243

00:29:24.420 --> 00:29:24.840

Right.

244

00:29:25.860 --> 00:29:26.220

Daniel Krutka: Right.

245

00:29:27.240 --> 00:29:28.380

Jimmy Snyder: can't Kansas.

246

00:29:28.710 --> 00:29:31.050

Jimmy Snyder: Is the cancer tribe i'm.

247

00:29:32.370 --> 00:29:36.000

Jimmy Snyder: Pointing out states pointed pointedly like that.

248

00:29:37.410 --> 00:29:44.610

Jimmy Snyder: brings to light that like what my mind goes to as the politics in the state between tribal state and federal governments.

249

00:29:45.390 --> 00:30:01.800

Jimmy Snyder: to erase the seminal tribe, for instance in Florida from the state standards if you go down there any political season, there are constant ads run by the seminole tribe and anti seminole tribe politics, because that is one of the more.

250

00:30:02.940 --> 00:30:11.850

Jimmy Snyder: influential and lucrative tribes in the country they own hard rock, for instance um so to erase them from the local politics.

251

00:30:13.170 --> 00:30:17.880

Jimmy Snyder: is important for any oppressive dynamic I think of.

252

00:30:19.020 --> 00:30:23.100

Jimmy Snyder: Where my tribe is in Kansas, does it have a mention of tribal sovereignty.

253

00:30:24.210 --> 00:30:29.550

Jimmy Snyder: very influential the pot of water me tribe the kickapoo tribe i'm in state government.

254

00:30:30.840 --> 00:30:31.260

Jimmy Snyder: and

255

00:30:33.000 --> 00:30:37.170

Jimmy Snyder: I just think of all the political nuances that go into the eraser.

256

00:30:38.580 --> 00:30:49.800

Jimmy Snyder: That, I think, acknowledging tribal sovereignty and Florida would be dangerous and settler colonialism um because the tribe is already super influential seminole are a great example.

257

00:30:50.940 --> 00:31:02.160

Jimmy Snyder: I when I see Georgia on that list I think of Cherokee versus Georgia just a pivotal supreme court case and as it pertains to tribal sovereignty.

258

00:31:03.480 --> 00:31:06.930

Jimmy Snyder: to teach travel to even mentioned that word in that state, I think.

259

00:31:08.370 --> 00:31:12.600

Jimmy Snyder: That presents problems and for for settler society and.

260

00:31:14.700 --> 00:31:17.010

Jimmy Snyder: I'm sure we can just go down the list of the States.

261

00:31:18.270 --> 00:31:21.450

Jimmy Snyder: That it's just all wrapped into one.

262

00:31:22.560 --> 00:31:23.790

Jimmy Snyder: conversations.

263

00:31:25.110 --> 00:31:26.880

Daniel Krutka: It can't help but think of like Florida.

264

00:31:26.880 --> 00:31:27.360

Leilani Sabzalian (she/her): State.

265

00:31:27.600 --> 00:31:36.090

Daniel Krutka: You know so visibly using you know seminal as their ascot right and I don't know if they still do the racist.

266

00:31:36.390 --> 00:31:50.970

Daniel Krutka: tomahawk chop thing that also braves there that are sorry I probably should to the Atlanta baseball team and the Kansas city football teams do, but then to not have them this you know seminal nation in their standards is is.

267

00:31:52.110 --> 00:31:54.000

Daniel Krutka: You know I guess I shouldn't be surprised.

268

00:31:56.760 --> 00:31:57.900

Leilani Sabzalian (she/her): yeah i'm really glad.

269

00:31:58.110 --> 00:32:08.970

Leilani Sabzalian (she/her): Jimmy brought that up and he was really integral to drawing attention to the political context in the states, as we were discussing whether or not nationhood was included.

270

00:32:10.170 --> 00:32:18.900

Leilani Sabzalian (she/her): And you know one theory that informed our study comes from shunning aloma wyman Theresa mccarty and it it's called the safety zone.

271

00:32:19.770 --> 00:32:30.540

Leilani Sabzalian (she/her): And the safety zone is this theory that helps you make sense of exactly what Jimmy just described right, but why would some forms of indigenous life.

272

00:32:30.900 --> 00:32:41.700

Leilani Sabzalian (she/her): be included in curriculum and other forms be disregarded and sometimes people think that's the result of ignorance right people just lack information, but you know.

273

00:32:42.120 --> 00:32:50.970

Leilani Sabzalian (she/her): Well, this theory really comes from their study of boarding schools and why why kids were allowed to, for example, set up little teepees in the yards.

274

00:32:52.350 --> 00:33:00.990

Leilani Sabzalian (she/her): In institutions that sought to explicitly eliminate indigenous difference indigenous cultural difference of why we're some forms of culture allowed right.

275

00:33:01.230 --> 00:33:20.010

Leilani Sabzalian (she/her): And they theorized that it's because some were viewed as safer innocuous and others were viewed as dangerous and Jimmy drew attention to that word right like really recognizing indigenous nationhood can be threatening right whether it's state rights federal rights property rights.

276

00:33:21.180 --> 00:33:27.180

Leilani Sabzalian (she/her): And so it's not really just always a matter of ignorance right this concerted efforts and actually.

277

00:33:28.410 --> 00:33:40.230

Leilani Sabzalian (she/her): done a scholar Cynthia finale has a really good study on this and I will link it in the show notes in the journal of American Indian education and she was describing in Arizona.

278

00:33:40.860 --> 00:33:49.860

Leilani Sabzalian (she/her): policy efforts to pass standards that specifically drew attention to tribal history and culture, but also nationhood and sovereignty and when those.

279

00:33:50.730 --> 00:34:06.390

Leilani Sabzalian (she/her): different dimensions were discussed by legislators and in the state, ultimately, the the bill was stripped of tribal nationhood and sovereignty, because they were viewed as too threatening a concept so i'm really glad to meet your attention to that.

280

00:34:07.470 --> 00:34:08.010

Jimmy Snyder: folks get.

281

00:34:08.880 --> 00:34:09.600

resentful.

282

00:34:10.980 --> 00:34:13.770

Jimmy Snyder: You can create a lot of resentment and, in some areas.

283

00:34:16.320 --> 00:34:17.280

Daniel Krutka: And so I think.

284

00:34:17.370 --> 00:34:22.560

Daniel Krutka: I think you probably name them all, but so what were the concepts that you were specifically looking for.

285

00:34:23.280 --> 00:34:36.810

Daniel Krutka: In these standards and and you know analyzing and then what were the ones that you, you you looked at that maybe you know weren't there to see like and because right didn't you also do the other side of this which is.

286

00:34:37.080 --> 00:34:39.990

Daniel Krutka: Pretty interesting not look for only what was there, but what wasn't there.

287

00:34:42.480 --> 00:34:44.880

Sarah Beth Shear: yeah so some of the specific.

288

00:34:45.990 --> 00:34:56.700

Sarah Beth Shear: phrasings that we were looking for were you know indigenous nation or tribal nation any of the kind of the phrasings around an indigenous nation or native nation.

289

00:34:57.690 --> 00:35:12.540

Sarah Beth Shear: Specifically nation right and that's where we get the talking about the States that were referencing indigenous peoples in their nations as groups right, so this so this missing the nationhood aspect of that.

290

00:35:13.800 --> 00:35:22.170

Sarah Beth Shear: We also were looking explicitly for the word treaty or Treaties explicitly linked to native peoples.

291

00:35:23.460 --> 00:35:24.840

Sarah Beth Shear: and citizenship.

292

00:35:26.070 --> 00:35:36.300

Sarah Beth Shear: Related to specifically linked to indigenous peoples, those were the explicit like phrasings we were we were looking towards and also.

293

00:35:36.990 --> 00:35:49.710

Sarah Beth Shear: Some of the legal aspects of the US native relationship and it in it as Jimmy was talking about at the beginning of the show it was kind of.

294

00:35:50.610 --> 00:36:03.840

Sarah Beth Shear: all over the place, at first, because you don't really you have an idea of the way you want to look for the explicit phrasings but then, once you get in there you start to see that it's you know you have to be a little bit more expansive but also tighten it up.

295

00:36:05.310 --> 00:36:17.340

Sarah Beth Shear: So that was another aspect of you know, when we were looking for those terminologies and also right sovereignty right when the phrase sovereignty is used explicitly with.

296

00:36:17.910 --> 00:36:25.950

Sarah Beth Shear: within an indigenous context and as an example of something that when when it's very subtle, but yet not subtle is when a state.

297

00:36:26.460 --> 00:36:43.830

Sarah Beth Shear: Such as Massachusetts says, you know for students to learn, and this is pretty much every state students will learn about local state and federal government, well, we have a we're missing we're missing one you know so that was an example of something that we would flag.

298

00:36:44.880 --> 00:36:45.840

Sarah Beth Shear: As an eraser.

299

00:36:48.090 --> 00:36:56.550

Sarah Beth Shear: And we were also and just quickly and then i'll hand it over when when folks look at the study and they're looking at the States.

300

00:36:57.030 --> 00:37:09.480

Sarah Beth Shear: You know, two examples, also to think about new North Dakota and North Carolina the majority of the of the explicit inclusions that they did have.

301

00:37:09.930 --> 00:37:21.810

Sarah Beth Shear: were in elective courses, so it leaves the question of you know how many students are actually getting to experience this you know, not only in the elective class but taking the elective class at all.

302

00:37:27.600 --> 00:37:27.900

Daniel Krutka: If I.

303

00:37:27.930 --> 00:37:28.860

michaelmilton: Can I bring in us.

304

00:37:28.950 --> 00:37:30.990

Daniel Krutka: Oh sorry go ahead, Michael was or.

305

00:37:31.710 --> 00:37:36.690

michaelmilton: Something what states would you say, are doing a better job than than the others.

306

00:37:39.000 --> 00:37:42.540

michaelmilton: If you were to give like a you know, a high score and again it can.

307

00:37:42.570 --> 00:37:45.240

michaelmilton: not be a great high score, but it is.

308

00:37:55.830 --> 00:38:05.250

Sarah Beth Shear: So we can we can think about that a couple of ways and i'll i'll say one just in you know the state that i'm in Washington had a significant.

309

00:38:06.180 --> 00:38:22.110

Sarah Beth Shear: Number of inclusions as well as a crosswalk of the State standards with our mandatory K 12 since time immemorial curriculum, so there, there was a very clear effort.

310

00:38:22.830 --> 00:38:31.710

Sarah Beth Shear: To link those together and ensure that across K 12 students would learn that the nation's here and.

311

00:38:32.220 --> 00:38:38.880

Sarah Beth Shear: elsewhere on turtle island are sovereign nations and actually and learn and discuss the complexity of.

312

00:38:39.300 --> 00:38:54.720

Sarah Beth Shear: Federal and State recognition of that sovereignty and those relationships and get into the politics of it so Washington is an example Oklahoma actually also I was just looking peeped in the paper Oklahoma had actually a significant number as well.

313

00:38:55.740 --> 00:38:59.340

Sarah Beth Shear: i'll hand it over to Jimmy and lonnie if they want to include any other states.

314

00:39:00.330 --> 00:39:02.880

Daniel Krutka: I do have to pause on Oklahoma for a second because.

315

00:39:04.350 --> 00:39:10.260

Daniel Krutka: it's it was nice to read that they've actually done better because I know that they had historically and and Sarah even and I.

316

00:39:10.260 --> 00:39:11.850

Daniel Krutka: went to Oklahoma right to.

317

00:39:13.050 --> 00:39:25.620

Daniel Krutka: Think about how indigenous histories were taught and it wasn't a great experience we literally like were exposed to anti indigenous racism like directly from people, which was.

318

00:39:26.820 --> 00:39:33.870

Daniel Krutka: Again, maybe, something that shouldn't be surprising, but you know i've the probably the privilege of not having to think or experience that always.

319

00:39:34.290 --> 00:39:40.350

Daniel Krutka: So I wasn't least i'll take the little wins in a state where the governor is trying to erode a Supreme Court decision.

320

00:39:40.740 --> 00:39:47.160

Daniel Krutka: Currently, the mcgirt decision and it's like every day, you know, trying to fear monger the nation's having any political power.

321

00:39:47.640 --> 00:39:59.130

Daniel Krutka: It is nice to know at least somebody got in there in the standards and did something right, we take the little the little victories in Oklahoma so I was at least nice to see those standards were better than they had been in the previous draft.

322

00:40:03.060 --> 00:40:03.810

Sarah Beth Shear: Well, I just think it's.

323

00:40:03.840 --> 00:40:12.660

Sarah Beth Shear: Interesting too because i'm sure that badly lonnie and Jimmy will will want to expand more on this to you know there's and we've talked about this too, as one of the.

324

00:40:13.620 --> 00:40:27.930

Sarah Beth Shear: One of the challenges of doing a curriculum study is you don't you don't know how they're being implemented in the classroom so you can have a really nice set of standards, but if it's not happening in the classroom and not happening, well then.

325

00:40:29.010 --> 00:40:29.970

Sarah Beth Shear: it's a piece of paper.

326

00:40:31.290 --> 00:40:37.050

Sarah Beth Shear: So that's you know that's that's that's even a struggle here right to help teachers get the training they need.

327

00:40:37.950 --> 00:40:45.570

Sarah Beth Shear: To rightfully implements and Simon memorial so i'm sure in many ways to, as we saw in Oklahoma right, you can have.

328

00:40:45.960 --> 00:40:56.100

Sarah Beth Shear: Some nice standards and then it all kind of falls apart or or not, depending on the classroom you go into, and I know they lonnie is done done work with teachers do and has seen the whole gamut.

329

00:41:01.080 --> 00:41:12.180

Leilani Sabzalian (she/her): yeah I think that you know points to an important limitation of studies have state standards, given the variance and how.

330

00:41:12.660 --> 00:41:23.520

Leilani Sabzalian (she/her): Teachers and schools and districts adopt and implement standards, just because the state has really quality standards doesn't mean that's translating in the classroom practice.

331

00:41:24.270 --> 00:41:38.760

Leilani Sabzalian (she/her): We had you know we featured Montana, as a state that you know we drew attention to four states that that did a good job and by good job we mean they drew attention to indigenous nationhood and sovereignty early and often.

332

00:41:39.360 --> 00:41:48.330

Leilani Sabzalian (she/her): Throughout the K 12 so one subtle pattern of a ratio that we saw was some states would talk about indigenous nationhood or sovereignty but they would wait until six through 12th grade.

333

00:41:48.840 --> 00:41:56.730

Leilani Sabzalian (she/her): Well, that kind of gives the impression that these concepts are too mature right which is not true, and also it kind of.

334

00:41:57.090 --> 00:42:09.270

Leilani Sabzalian (she/her): sediments in kids minds that native nations aren't here or aren't nations and then that's now they have to learn about it later right, so if native people are only talked about historically or culturally.

335

00:42:09.510 --> 00:42:22.170

Leilani Sabzalian (she/her): In their case through five experience, which is very much the case when we look at elementary curriculum and now they're supposed to take seriously native nations as sovereign governments right um anyway, I don't remember.

336

00:42:24.480 --> 00:42:25.680

Leilani Sabzalian (she/her): But we talked about.

337

00:42:26.880 --> 00:42:32.370

Leilani Sabzalian (she/her): Several States so Oklahoma Wyoming Montana and.

338

00:42:33.510 --> 00:42:36.360

Leilani Sabzalian (she/her): I I totally lost my train of that crap all that.

339

00:42:37.920 --> 00:42:39.720

Leilani Sabzalian (she/her): My point was Washington, the other one.

340

00:42:40.110 --> 00:42:45.300

Leilani Sabzalian (she/her): Washington and Washington is actually a really good example of.

341

00:42:46.800 --> 00:42:58.560

Leilani Sabzalian (she/her): You know, some states have really high quality essential understandings we drew attention to that in this study, because native educators and advocates have worked very hard to Center.

342

00:43:00.000 --> 00:43:13.380

Leilani Sabzalian (she/her): The concepts and knowledge that they want everyone in those states to know and essential understandings are important, too, because they usually come about through a process of tribal consultation.

343

00:43:13.740 --> 00:43:21.720

Leilani Sabzalian (she/her): Right, where the nation's in that state or having a say in the way they want to be represented within the standards and within curriculum.

344

00:43:22.230 --> 00:43:33.390

Leilani Sabzalian (she/her): We tried in this study to draw attention to the importance of that, while also showing if those standards don't also make their way into the everyday guiding documents that teachers draw on.

345

00:43:33.870 --> 00:43:44.400

Leilani Sabzalian (she/her): Then they can view be viewed by teachers as extra and that's optional right and if it's optional then it's forgettable, and so we were trying to advocate for this both.

346

00:43:44.760 --> 00:44:00.060

Leilani Sabzalian (she/her): And approach which Washington has actually adopted so they have since time immemorial curriculum and the guiding understandings for that, but they've also kind of cross walked that curriculum and the standards in the social studies standards, which is one of the goals.

347

00:44:01.380 --> 00:44:15.930

Leilani Sabzalian (she/her): I remember what I was saying earlier, I don't know if you want this or not, but you know Montana, for example, did a good job of including indigenous nationhood early and often, and so did new Mexico, but we also know in these states that native youth have had really.

348

00:44:19.380 --> 00:44:26.670

Leilani Sabzalian (she/her): negative experiences of racism right and even filing lawsuits against schools and districts.

349

00:44:27.930 --> 00:44:31.920

Leilani Sabzalian (she/her): And so just again I kept that I don't know how do you how you say that.

350

00:44:34.080 --> 00:44:35.460

Leilani Sabzalian (she/her): Jimmy you go.

351

00:44:39.780 --> 00:44:44.580

Jimmy Snyder: off of what you were just the point you're making about the eraser and K through five.

352

00:44:45.780 --> 00:44:47.250

Jimmy Snyder: And then, all of a sudden.

353

00:44:47.940 --> 00:44:57.090

Jimmy Snyder: indigenous people become political beings if it becomes as opposed to cultural and all of the subtle and not subtle.

354

00:44:59.760 --> 00:45:03.180

Jimmy Snyder: Education that K through five students get about indigenous people.

355

00:45:04.320 --> 00:45:04.800

Jimmy Snyder: That are.

356

00:45:05.880 --> 00:45:17.610

Jimmy Snyder: Just other ring in the humanizing and a lot of ways, and then all of a sudden your book Iani points that out a lot with the way that that happens in the classroom.

357

00:45:20.070 --> 00:45:24.990

Jimmy Snyder: And then, all of a sudden their tribes are supposed to be taken seriously um.

358

00:45:26.490 --> 00:45:27.690

Jimmy Snyder: Teachers need to be aware of that.

359

00:45:29.100 --> 00:45:31.050

Jimmy Snyder: That that's where the work is and.

360

00:45:33.420 --> 00:45:38.580

Jimmy Snyder: K through 12 teachers they're not not just once that pivot is made in the in the curriculum in the state and I.

361

00:45:39.720 --> 00:45:40.170

Jimmy Snyder: Think.

362

00:45:40.590 --> 00:45:41.700

Jimmy Snyder: it's it gets.

363

00:45:42.270 --> 00:45:55.320

Jimmy Snyder: A little confusing sometimes because it's appealing when you see it, and some of the this six through 12 it looks like the jobs begin done now, and that doesn't change what's already been done.

364

00:45:57.270 --> 00:45:59.310

Jimmy Snyder: It comes up in so many different ways.

365

00:45:59.310 --> 00:46:01.290

Jimmy Snyder: To nine K through five.

366

00:46:02.850 --> 00:46:13.530

Jimmy Snyder: Students already know they have a framework for understanding indigenous people by sixth grade, so we are working to unsettle that, in addition to affirming sovereignty.

367

00:46:15.120 --> 00:46:16.680

Jimmy Snyder: me, yes, sir.

368

00:46:17.190 --> 00:46:20.370

Daniel Krutka: No, no i'm sorry I didn't mean to interrupt I apologize yeah.

369

00:46:20.580 --> 00:46:25.530

Leilani Sabzalian (she/her): And you're making I really appreciate the point you're making Jimmy.

370

00:46:25.590 --> 00:46:33.360

Leilani Sabzalian (she/her): Because it's reminding me of I think a really key aspect of our study is the array.

371

00:46:34.140 --> 00:46:40.830

Leilani Sabzalian (she/her): of indigenous nations within discussions of nationhood and governance and civics in general, so.

372

00:46:41.250 --> 00:47:00.600

Leilani Sabzalian (she/her): A repeated pattern was the rehearsal of local state and federal government that was just a pattern that we have a whole table that kind of outlines the ways that government is reified through local state and national frameworks that undermines.

373

00:47:01.680 --> 00:47:09.090

Leilani Sabzalian (she/her): Indigenous nationhood right and reified is really important, like as a concept, what that means is it takes, something that is.

374

00:47:09.720 --> 00:47:19.890

Leilani Sabzalian (she/her): You know, a concept and makes it real so settler nationalism is never in question settler sovereignty is never questioned it's rehearsed repeated and rehearsed.

375

00:47:20.220 --> 00:47:24.570

Leilani Sabzalian (she/her): As always, having authority right local state national it's just.

376

00:47:24.930 --> 00:47:34.650

Leilani Sabzalian (she/her): That pattern is really problematic because what it does, is it reproduces the idea that those are the only frames of reference for civic roles and responsibilities.

377

00:47:35.010 --> 00:47:45.270

Leilani Sabzalian (she/her): And it undermines indigenous students who are citizens of their nations and undermines the authority of indigenous nations, so that pattern was really problematic in our study.

378

00:47:46.260 --> 00:47:47.490

Sarah Beth Shear: yeah and also.

379

00:47:47.640 --> 00:47:59.820

Sarah Beth Shear: Sovereignty right, the United States has sovereignty, Francis sovereignty, Germany has sovereignty, you know Britain has sovereignty, all the sovereign sovereignty sovereignty sovereignty sovereignty, but then so many absences of.

380

00:48:00.330 --> 00:48:16.350

Sarah Beth Shear: This the you know native sovereignty here and that the United States wouldn't exist as a country had the native nations, not recognize us as a nation and, at the end of the American insurrection, and I mean revolution.

381

00:48:17.850 --> 00:48:28.680

Sarah Beth Shear: And that's so important and it's not there, and so, then you have supreme court cases come up right now and students are like what is this.

382

00:48:29.760 --> 00:48:37.890

Sarah Beth Shear: And they have no context to understand that the United States has treaty relationships with sovereign nations within the borders of this country.

383

00:48:39.510 --> 00:48:39.690

Daniel Krutka: yeah.

384

00:48:39.870 --> 00:48:40.950

Daniel Krutka: i've noticed like to the mugger.

385

00:48:40.950 --> 00:48:51.300

Daniel Krutka: Case it's like a bewilderment right like What do you mean these nations like exist here, what does that mean and it's like not even knowing where to start in those discussions, because it seems like they haven't been exposed.

386

00:48:52.020 --> 00:48:58.350

Daniel Krutka: So much so, I think, in in yeah go ahead Jimmy what's that get it out that very end there now.

387

00:48:58.500 --> 00:49:08.220

Jimmy Snyder: i'm sorry um but just just come to mind reflecting on the study I don't want to do the study, but I think it would be very interesting to do.

388

00:49:09.240 --> 00:49:09.870

Jimmy Snyder: The.

389

00:49:09.900 --> 00:49:10.920

Jimmy Snyder: 50 state.

390

00:49:11.250 --> 00:49:16.230

Jimmy Snyder: kindergarten civic standards and what jumped off the page to me is.

391

00:49:16.230 --> 00:49:16.590

The.

392

00:49:17.640 --> 00:49:26.580

Jimmy Snyder: repetition of it, it was about symbols of freedom symbols of country symbols of America and kindergarten so the American flag.

393

00:49:28.290 --> 00:49:37.350

Jimmy Snyder: Police Officers firemen um even I think a couple of states had eagle like like the ego as a symbol i'm.

394

00:49:39.060 --> 00:49:50.160

Jimmy Snyder: Point being it starts there um Somebody needs to go through to 50 states of the kindergarten standards and you could draw a direct line to a lot of the hostility in and.

395

00:49:50.460 --> 00:49:58.560

Jimmy Snyder: set of their politics today i'm amongst the adults, you can just draw that line right to the early conceptions of what government is.

396

00:49:59.310 --> 00:50:03.180

michaelmilton: I think in the 90s everything you need to learn you learned in kindergarten.

397

00:50:07.200 --> 00:50:09.720

Daniel Krutka: Unfortunately, and the standards that yeah that may not.

398

00:50:09.930 --> 00:50:11.130

Daniel Krutka: That may not be a good thing.

399

00:50:12.780 --> 00:50:18.780

Daniel Krutka: So this study when when I was reading it, I found it really profound because it is like hits you on different levels right the.

400

00:50:19.080 --> 00:50:27.030

Daniel Krutka: The deliberate eraser that's happening of indigenous nationhood and sovereignty, and then the more and then that more subtle array sure that that you all talked about.

401

00:50:27.690 --> 00:50:34.350

Daniel Krutka: And there's exempt so many examples of the other terms that are just kind of replaced and how they're all meant to take away power.

402

00:50:34.830 --> 00:50:41.880

Daniel Krutka: there's also a term that I found really I always bettina love uses the term co-conspirator which was helpful for me to think about as a white person.

403

00:50:42.180 --> 00:50:49.620

Daniel Krutka: Like, how can I address the anti black racism, how can I, you know what What role do I haven't helped you think about it there's a term in here i'd never seen before.

404

00:50:50.130 --> 00:50:58.860

Daniel Krutka: neighbors with legitimacy, which was for non indigenous people and I thought that was really profound because I don't know if I had a term.

405

00:50:59.190 --> 00:51:10.890

Daniel Krutka: That can allow me to rethink my identity, I mean I understand settler and taking that responsibility, but like what's the positive direction, I can take as a settler right to be.

406

00:51:11.670 --> 00:51:19.650

Daniel Krutka: As Tina loves words a Co co co conspirators what I would have used now, I can say neighbor with legitimacy and aspire to that, so I guess my.

407

00:51:20.580 --> 00:51:36.450

Daniel Krutka: Besides, finding that really powerful frame what advice, do you have for educators, based on this study about what they should do in schools in states in communities and tribal nations to make this right and do better.

408

00:51:40.260 --> 00:51:43.200

Sarah Beth Shear: So if I can give a shout out to geese its own amok.

409

00:51:43.290 --> 00:52:02.550

Sarah Beth Shear: Who is the brilliant and wise person behind that phrase, he is part of the standard projects and was one of the leaders of the truth and reconciliation commission in maine and it's featured in the documentary dawn land by my up stander.

410

00:52:03.570 --> 00:52:20.040

Sarah Beth Shear: And I love that phrase because part of it is the responsibility to learn and the responsibility, the responsibility of settlers and non indigenous peoples living here to learn how we how we all came to be here.

411

00:52:20.850 --> 00:52:35.700

Sarah Beth Shear: And the impact of of the creation of the United States and the replication of settler colonialism from history through today, so that tomorrow and the futures can be better and honor indigenous peoples and nationhood and sovereignty.

412

00:52:36.810 --> 00:52:43.800

Sarah Beth Shear: And the other aspect of that and then i'm i'm such a big fan of use it's on a mock I was just on zoom with him today.

413

00:52:44.550 --> 00:52:50.400

Sarah Beth Shear: is really thinking about what what he referred to as the view from the boats and the view from the shore.

414

00:52:51.180 --> 00:52:59.310

Sarah Beth Shear: So the way the ways that the narratives of the United States are presented the settler being the view from the boat.

415

00:52:59.670 --> 00:53:09.330

Sarah Beth Shear: and indigenous people's experiences and voices being the view from the shore and so much of our curriculum can has has always been, and continues to Center.

416

00:53:09.930 --> 00:53:26.340

Sarah Beth Shear: always the view from the boat and working to recognize that so, then we can unlearn and become become partners, alongside indigenous peoples and and take their lead, you know follow their lead to do better and change.

417

00:53:29.220 --> 00:53:29.760

Daniel Krutka: I can say.

418

00:53:29.820 --> 00:53:37.560

Daniel Krutka: If I can give you props there one of the things that you told me one time is I had never heard the term turtle island, I think you were the first person ever use it in front of me.

419

00:53:38.310 --> 00:53:48.030

Daniel Krutka: And when I was working with one of our teacher candidates to redesign the lesson and they said, you know I always ask them find come into their classrooms and teach with co teach with them and stuff like that.

420

00:53:48.480 --> 00:53:50.280

Daniel Krutka: everyone's very like you know.

421

00:53:50.850 --> 00:53:57.030

Daniel Krutka: They they it's hard to get into classrooms because right everyone's really busy with stuff and I, and I finally was able, and I said what's the topic, and they said.

422

00:53:57.240 --> 00:54:01.080

Daniel Krutka: The 13 colonies, and I said, well, what do you want us to do on that and they said, whatever you want.

423

00:54:01.470 --> 00:54:08.040

Daniel Krutka: And so the entire lesson we just talked about what colonization was but we started by using the term turtle island and looking at a.

424

00:54:08.340 --> 00:54:15.870

Daniel Krutka: unfamiliar mapping of the land that was not the traditional north, south, you know mapping, with all the political boundaries that were there.

425

00:54:16.230 --> 00:54:26.820

Daniel Krutka: And so we just didn't even spend it we didn't even talk about those Western constructions for the first like 25 minutes of the lesson and I did would never have thought of that except I was reoriented by you, pointing out oh yeah.

426

00:54:27.240 --> 00:54:35.220

Daniel Krutka: This this name merica got layered over all of this, it is the I guess what you would say the view from the boat.

427

00:54:36.030 --> 00:54:47.670

Daniel Krutka: Which is so prevalent, and so I really appreciate you helping me with that because it helped me do a better job of thinking, where do I start, and it certainly can't be with the view from the boat, it has to be with the view from the shore from the shore.

428

00:54:50.520 --> 00:54:51.510

Leilani Sabzalian (she/her): I love that.

429

00:54:51.540 --> 00:54:54.000

Leilani Sabzalian (she/her): phrasing, thank you for sharing that.

430

00:54:55.230 --> 00:55:01.710

Leilani Sabzalian (she/her): i've used the phrase you know that curriculum often faces East that comes from this book facing east.

431

00:55:02.760 --> 00:55:13.620

Leilani Sabzalian (she/her): Indian country by Richter and and facing West but I really appreciate that so thinking about that the view from the boat and the view from the shore.

432

00:55:14.670 --> 00:55:22.710

Leilani Sabzalian (she/her): I think another thing I would add to that one we're talking about the implications for educators, is too often.

433

00:55:24.330 --> 00:55:31.110

Leilani Sabzalian (she/her): You know, standards and the accompanying curriculum centers settler children.

434

00:55:32.280 --> 00:55:43.710

Leilani Sabzalian (she/her): And it does not Center the needs and the experiences and aspirations of native children, and so, if we think about native children as our Center and curriculum.

435

00:55:45.030 --> 00:55:57.030

Leilani Sabzalian (she/her): It would be obvious that talking about their civic identities and their roles and responsibilities would be part of curriculum right when we place native children at the Center of what.

436

00:55:57.660 --> 00:56:14.820

Leilani Sabzalian (she/her): we're going to be teaching that would just be part of that and so thinking you know how can we Center native children because there are native children in these classes right like 90% of native kiddos attend public schools.

437

00:56:15.840 --> 00:56:23.400

Leilani Sabzalian (she/her): So there are native children in these classrooms in the states were crucial aspects of their identity of their.

438

00:56:24.600 --> 00:56:35.970

Leilani Sabzalian (she/her): political realities of their communities is missing, but then thinking about it, you know, even when we when we think about educating non native children right.

439

00:56:37.740 --> 00:56:47.280

Leilani Sabzalian (she/her): Civic education is incomplete if it doesn't attend to indigenous nationhood and sovereignty it's just bad civics it's it's it's.

440

00:56:47.820 --> 00:56:57.480

Leilani Sabzalian (she/her): You know what's hard for me is that the things we're drawing attention to in this study are so old that they're tiresome within indigenous studies.

441

00:56:58.200 --> 00:57:02.850

Leilani Sabzalian (she/her): You know we're drawing attention to the basics that people were talking about and.

442

00:57:03.720 --> 00:57:10.590

Leilani Sabzalian (she/her): 1800s and then the 1950s and then the 19 me now there's whole debates within indigenous studies about.

443

00:57:10.890 --> 00:57:20.700

Leilani Sabzalian (she/her): For example, the politics of recognition we don't take up that work, because at a base level in education we're still trying to get native rights to be recognized and respected.

444

00:57:21.210 --> 00:57:24.870

Leilani Sabzalian (she/her): And we don't talk about the rich conceptions of nationhood.

445

00:57:25.140 --> 00:57:35.400

Leilani Sabzalian (she/her): And sovereignty that neat native nations are actually seeking and envisioning and acting for themselves we're actually talking about very narrow political definitions of nationhood and sovereignty.

446

00:57:35.850 --> 00:57:43.050

Leilani Sabzalian (she/her): Because at a base level, I feel like we have a responsibility as scholars to use our platform to kind of shift policy and practice.

447

00:57:43.620 --> 00:57:54.240

Leilani Sabzalian (she/her): But we're missing so much and it reminds me of Dr Michelle Jacob, one of my mentors when she talks about education, she says oh settler systems of educating are so young.

448

00:57:54.810 --> 00:58:03.600

Leilani Sabzalian (she/her): they're so young, in comparison to the ways indigenous communities and nations have always educated our own, and it makes me think of.

449

00:58:04.560 --> 00:58:15.090

Leilani Sabzalian (she/her): And now shoot i'm not going to be able to remember who wrote this i'll have to tell you later, but you know indigenous nationhood and sovereignty predates the United States.

450

00:58:16.110 --> 00:58:17.520

Leilani Sabzalian (she/her): Right so.

451

00:58:19.950 --> 00:58:21.960

Leilani Sabzalian (she/her): Someone wrote they wrote indigenous sovereignty is.

452

00:58:22.080 --> 00:58:24.300

Leilani Sabzalian (she/her): God right hmm.

453

00:58:24.600 --> 00:58:25.410

Sarah Beth Shear: Was it bruyneel.

454

00:58:26.250 --> 00:58:31.770

Leilani Sabzalian (she/her): I don't know I can't remember and it's such a beautiful quote i'll have to i'll have to think about it.

455

00:58:34.200 --> 00:58:40.680

Sarah Beth Shear: One of one of the like the tangible things that teachers can do other while they're listening to the podcast they can.

456

00:58:40.830 --> 00:58:41.760

Sarah Beth Shear: Go look it up.

457

00:58:42.000 --> 00:58:48.480

Sarah Beth Shear: Through the Museum of the American Indian the smithsonian they have pod they have.

458

00:58:48.540 --> 00:58:57.180

Sarah Beth Shear: web webinars and trainings for teachers all year long and have a really rich education section of the website.

459

00:58:57.600 --> 00:59:13.350

Sarah Beth Shear: that's got a just a beautiful support for teachers who want to learn more and do more and attend attend trainings and, similarly, so does up standard project has the

upstanding Academy, which is a five day intensive training so Those are two things off the top of my head.

460

00:59:14.580 --> 00:59:20.970

Sarah Beth Shear: That are that are spaces and places that teachers can go for for additional professional development, either in person, or virtually.

461

00:59:22.140 --> 00:59:23.100

Sarah Beth Shear: And milani remembered.

462

00:59:23.520 --> 00:59:24.780

Leilani Sabzalian (she/her): Can I say with a quote.

463

00:59:25.710 --> 00:59:26.730

Leilani Sabzalian (she/her): Because I found it.

464

00:59:28.410 --> 00:59:37.080

Leilani Sabzalian (she/her): yeah so you know the irony is that tribes are viewed as primitive right but but tribal sovereignty predates.

465

00:59:38.370 --> 00:59:48.690

Leilani Sabzalian (she/her): You know the US sovereignty, and it was Wilkinson and loma, why is that because tribes existed before the United States of America there's is a more mature sovereignty.

466

00:59:49.020 --> 00:59:54.840

Leilani Sabzalian (she/her): Right and we when we think of it in that light there's so much we can learn from the ways that indigenous nations.

467

00:59:55.050 --> 01:00:02.220

Leilani Sabzalian (she/her): have expressed their sovereignty have engaged in diplomacy have related to one another, have shared territory right.

468

01:00:02.490 --> 01:00:08.970

Leilani Sabzalian (she/her): there's so much that we could learn from them, but they're, not even in the equation when we look at these standards right so.

469

01:00:09.270 --> 01:00:18.870

Leilani Sabzalian (she/her): it's just civics education is incomplete, when we don't draw attention to these crucial expressions of nationhood and sovereignty that that you know it's not just a benefit.

470

01:00:19.650 --> 01:00:29.700

Leilani Sabzalian (she/her): To us, as native people that we have that reflected in curriculum, but we as a supposedly democratic society could actually learn from indigenous pomas diplomacy.

471

01:00:35.460 --> 01:00:40.200

Daniel Krutka: Jimmy you want to share advice you have for for teachers coming out of this study.

472

01:00:45.450 --> 01:00:46.140

Jimmy Snyder: I think.

473

01:00:47.760 --> 01:00:49.290

Jimmy Snyder: One of the challenges with.

474

01:00:50.760 --> 01:00:55.560

Jimmy Snyder: When what we're doing is we're deconstructing the standards and they're.

475

01:00:57.630 --> 01:01:15.060

Jimmy Snyder: My virtue of the state and the government their their official knowledge, so what we're doing is creating elbow room and no official knowledge and what isn't an official knowledge is the context that they lani just spoke on you know contextualizing what sovereignty is it's a mature.

476

01:01:16.380 --> 01:01:16.890

Jimmy Snyder: So.

477

01:01:18.420 --> 01:01:28.560

Jimmy Snyder: At the risk of oversimplifying what one of the places my mind goes to when when I when I look at settler governments and i'm kind of a politics had to pay attention.

478

01:01:29.550 --> 01:01:39.660

Jimmy Snyder: obsession with rights and individual rights we're in that moment, with everyone kind of needs to chip in with the pandemic right now, you know just change our lifestyle, a little bit um.

479

01:01:40.710 --> 01:01:44.430

Jimmy Snyder: But the pushback is always on individual rights and.

480

01:01:46.710 --> 01:01:49.710

Jimmy Snyder: I couldn't imagine a tribal government operating that way.

481

01:01:51.120 --> 01:01:54.240

Jimmy Snyder: it's more about the responsibility.

482

01:01:55.290 --> 01:01:59.400

Jimmy Snyder: So if a teacher, maybe wants to think like wow how do I even.

483

01:02:00.450 --> 01:02:01.650

Jimmy Snyder: It it could be.

484

01:02:02.670 --> 01:02:21.780

Jimmy Snyder: Having are talking through with students, the nuances of what our government is up to and what tribal governments to tribal governments are responsible it's more about responsibility to deland and one another and to ancestors and to future generations and there's a there's a.

485

01:02:23.130 --> 01:02:26.880

Jimmy Snyder: inherit responsibility for indigenous folks that.

486

01:02:29.790 --> 01:02:38.400

Jimmy Snyder: would be really helpful in this time of climate change in this time of political upheaval if we if we just teach young people.

487

01:02:40.050 --> 01:02:53.550

Jimmy Snyder: And what does it mean to be responsible and and and responsibility can't mean I need to uphold my individual rights, because I know that's how the conversation it's twisted say, well, I need to be active in civics.

488

01:02:54.540 --> 01:03:02.370

Jimmy Snyder: An American citizen, I need to be an active engaged American citizen, because our rights it's getting crossed upon your rights.

489

01:03:03.420 --> 01:03:10.500

Jimmy Snyder: come at the expense, or the cost of nature comes at the expense of future generations of water.

490

01:03:11.550 --> 01:03:24.120

Jimmy Snyder: You can go in many different directions, so I think i'm just unsettling the concept of individual rights shoot you could spend an entire fifth grade year doing that work.

491

01:03:27.330 --> 01:03:30.870

Sarah Beth Shear: I think, to the we need the name of responsibility of.

492

01:03:30.960 --> 01:03:39.180

Sarah Beth Shear: Higher Education and teacher teacher education and schools of ED to to be better partners in this and.

493

01:03:39.630 --> 01:03:53.370

Sarah Beth Shear: creates meaningful relationships with with tribal nations and open pathways for for indigenous peoples to become teachers and nurture that and also hire indigenous faculty.

494

01:03:53.760 --> 01:04:09.720

Sarah Beth Shear: to teach classes and and bring this into schools of ED teacher preparation programs, so that when teachers get into the classroom you know they're not also shouldering having to also.

495

01:04:11.010 --> 01:04:21.120

Sarah Beth Shear: You know relearn unlearn, and that is part of our jobs, but that universities, we need to be alongside this effort, I think, is a big a big piece.

496

01:04:23.160 --> 01:04:31.680

Daniel Krutka: and create spaces, where where indigenous faculty and students want to stay right, I always find that is such a part of it right, because so often.

497

01:04:32.190 --> 01:04:34.170

Daniel Krutka: We bring some faculty.

498

01:04:34.320 --> 01:04:51.180

Daniel Krutka: You know I guess to use bell hooks term right meeting the other they bring them into the into the fold and check a box, but don't create spaces that are really affirming and where you know the Faculty are being neighbors with legitimacy my new term i'm going to use now every day.

499

01:04:55.830 --> 01:04:56.070

Good.

500

01:04:57.360 --> 01:04:58.080

Daniel Krutka: That seemed good.

501

01:04:59.370 --> 01:05:02.370

Daniel Krutka: Good spot time for everyone is there anything else, or is that is that the same okay.

502

01:05:06.390 --> 01:05:15.450

Daniel Krutka: This is probably going to be our longest podcast and it's really good it's really good there's, so much so much good content in here okay Michael you ready to.

503

01:05:17.010 --> 01:05:18.150

Daniel Krutka: Do I start know you start.

504

01:05:20.550 --> 01:05:24.900

michaelsmilton: lonnie Sarah Jimmy Thank you so much for joining us today we really appreciate it.

505

01:05:27.240 --> 01:05:30.420

Daniel Krutka: So where can our listeners find each of you online.

506

01:05:33.510 --> 01:05:34.740

Sarah Beth Shear: i'm on Twitter at.

507

01:05:34.770 --> 01:05:36.090

Sarah Beth Shear: sb shear.

508

01:05:37.470 --> 01:05:39.120

Sarah Beth Shear: And Facebook look me up.

509

01:05:45.750 --> 01:05:53.670

Daniel Krutka: And you don't have to you don't have to share like Twitter or anything like that I usually sorry I didn't do the full quote I usually say you or your work online right, so it can be where you want to direct.

510

01:05:53.700 --> 01:05:54.720

Daniel Krutka: people to find more articles.

511

01:05:55.110 --> 01:05:57.780

Daniel Krutka: I let me say it again and we'll just delete this out so i'll say it again.

512

01:05:58.620 --> 01:06:00.030

Leilani Sabzalian (she/her): So Facebook friend me.

513

01:06:00.630 --> 01:06:01.410

Daniel Krutka: I know hey.

514

01:06:03.540 --> 01:06:05.340

Daniel Krutka: And i'm on Facebook too so.

515

01:06:06.930 --> 01:06:10.620

Daniel Krutka: Okay, so where can our listeners find you or your work online.

516

01:06:16.830 --> 01:06:30.750

Sarah Beth Shear: i'm on Twitter and that's a great place to connect with me, I also have a website, if you just if you Google me I I tried updated I should be better at that, but that's always a great place to connect if there's any resources and things i'm always happy to share.

517

01:06:33.780 --> 01:06:40.200

Leilani Sabzalian (she/her): This is leylandii i'll put my faculty web page in the show notes and i'm on Twitter at lonnie sabz.

518

01:06:43.200 --> 01:06:44.130

Jimmy Snyder: This is Jimmy.

519

01:06:44.190 --> 01:06:45.180

Jimmy Snyder: And I.

520

01:06:46.200 --> 01:06:53.400

Jimmy Snyder: Am off of the social medias right now, while i'm trying to finish the dissertation because it's too easy of a distraction, but um.

521

01:06:54.450 --> 01:06:55.830

Jimmy Snyder: You can find me in the college of it.

522

01:06:55.980 --> 01:06:57.450

Jimmy Snyder: at the University of Oregon.

523

01:07:00.600 --> 01:07:02.280

Daniel Krutka: i'm trying to get off social media i've got it.

524

01:07:02.280 --> 01:07:03.120

Daniel Krutka: down to Twitter.

525

01:07:03.510 --> 01:07:07.800

Daniel Krutka: And I haven't been able to break loose with that one, but I I aspire to do that Jimmy.

526

01:07:09.420 --> 01:07:09.750

Daniel Krutka: I have two.

527

01:07:10.380 --> 01:07:11.100

sugars.

528

01:07:13.260 --> 01:07:16.620

michaelmilton: You would miss are discarded idioms about marvel stuff then.

529

01:07:17.220 --> 01:07:18.900

Jimmy Snyder: that's i'm looking forward to this summer.

530

01:07:18.930 --> 01:07:19.680

Jimmy Snyder: Because i'm getting back.

531

01:07:20.220 --> 01:07:30.480

Daniel Krutka: All right, okay well so everyone look forward to that the reemergence of Jimmy on the social media spaces this summer we're gonna have we're gonna have like an event for that to relaunch relaunch your social media accounts.

532

01:07:32.220 --> 01:07:34.200

Jimmy Snyder: i'm quiet on there, too, I don't I don't know.

533

01:07:34.800 --> 01:07:35.460

Jimmy Snyder: I just really.

534

01:07:36.630 --> 01:07:45.480

Daniel Krutka: Well, we are so appreciative to you all for joining us on this podcast and thank you so much, and we certainly hope to continue the discussion online and in other spaces.

535

01:07:47.100 --> 01:07:48.120

Daniel Krutka: Right, thank you.

536

01:07:48.600 --> 01:07:51.990

Leilani Sabzalian (she/her): Thank you for having us we're happy to have you to be here.

537

01:07:53.310 --> 01:08:05.340

michaelmilton: All right now, at the visions of education podcast we're all about your oh chevy left TV does not like i'm not good at this part, so I understand why you would leave I get it all right i'll try that again.

538

01:08:08.430 --> 01:08:14.430

michaelmilton: At divisions of education podcast we are all about sharing the learning if you're doing something fun and creative and education or.

539

01:08:14.910 --> 01:08:30.750

michaelmilton: You just want us want to chat maybe you want a pat on the back, or just to say hi where they're at visions event, and if you haven't already subscribed to visions event on apple podcast stitcher Google play in anywhere you'd like us to be.

540

01:08:32.100 --> 01:08:41.250

Daniel Krutka: And if you write us a five star review we will read it on the air i'm not sure what the client crit analysis of five star reviews would be, but it would probably.

541

01:08:41.970 --> 01:08:52.890

Daniel Krutka: be a problematic aspect of the corporate algorithm, we would like to think zach sites of wiley high school and university of North Texas, for his editing skills, you can find me on Twitter i'm at Dan podcast.

542

01:08:53.430 --> 01:08:57.840

Daniel Krutka: And i'm at 42 until next time, does the visions of education podcast.

543

01:08:58.440 --> 01:08:59.400

michaelmilton: signing off.

