

***PAD 6810. FIELD STUDY IN PUBLIC ADMINISTRATION:
PLACE AND NATIVE VOICE PROJECT INTERNSHIP TRAINING***

Syllabus

Purpose. This course provides a framework for the academic component of the Place and Native Voice Project. This is a program jointly administered by the Intermountain Regional Headquarters of National Park Service, and the School of Public Affairs of the University of Colorado Denver. Its purpose is to train college students whose tribes, clans, or families have a traditional cultural affiliation with a national park, monument, or historic site, to tell their people's stories about those places in their own voice.

Long before the National Park Service took responsibility for managing these places, there were indigenous people who lived there, harvested the plants and animals that sustained their lives, and worshiped in a way that expressed gratitude for being so sustained by their environment. The stories of how they lived have been passed on from generation to generation. But some of this knowledge is now being lost as elders pass away. The Place and Native Voice Project provides an opportunity for college students whose elders these are to gather their memories and stories, and preserve them for future generations in the form of interpretive presentations for visitors at these national parks and monuments.

Components of the Program. There are two distinct yet complementary aspects of the Place and Native Voice Project: the academic component and the federal employment component. They are mutually interdependent, in that they are both necessary to the success of the program.

The federal employment component consists of service as a paid seasonal employee on the interpretive staff of the participating NPS unit. During the first half of the employment period, under the supervision of a member of the interpretive staff, the PNV intern will learn methods and techniques by which the staff teach visitors about the natural and cultural resources that make the park, monument, or historic site unique.

During this period of time, in consultation with the academic director of the PNV Project, the intern will also be gathering materials for her or his own interpretive program. This may include interviews with elders of the intern's extended family, clan, or tribe, gathering knowledge to be woven into a story in the intern's own voice about the traditional cultural affiliation between the intern's people and the park, monument, or historic site where the intern is serving. It may be a creation story, a teaching about a

particular plant or animal species these early people found especially important for their well-being, or a place that has special cultural significance.

Then, during the second half of the term of employment, interns will develop their own interpretive program for presentation at the park or monument, incorporating the knowledge they already possessed or learned from tribal members. It is imperative that in preparing this presentation, interns incorporate only that knowledge which the family and elders who shared it with them authorize to be publicly offer to park visitors.

In-Service Training at the Host NPS Unit. PNV interns receive two forms of training within the context of PAD 6810. *Field Study in Public Administration*. The first is training by the interpretive staff of the NPS unit hosting the PNV intern in the art, craft, and practice of interpreting the natural and cultural resources of the unit to the public. They learn this craft by being trained in and participating in the presentation of the existing interpretive program at the host NPS unit.

Academic Consultation and Supervision. The second form of training is consultation with the PNV Project Academic Director, Professor Burton, in the preparation of a presentation for posting on the PNV website in *Sustainability and the Sacred: an Anthology of Teachings on Indigenous Peoples and National Parklands*. This consultation occurs first onsite where the intern is being trained, continues online during the period of summer employment and a second site visit by Professor Burton to view the intern's presentation, and ends when the intern submits the final work product.

The Sustainability and the Sacred anthology is organized on the premise that stories, rituals, and other traditional teachings of indigenous cultures that emphasize the importance of reverence for the environment that sustains us all, in addition to being important elements of cultural/religious tradition – are also living examples of ancient environmental policies – policies that when adhered to made it possible for these cultures to sustain themselves for hundreds or thousands of years down to the present day.

Work Products. There are two work products associated with successful completion of this field study course. The first is the interpretive presentation each PNV intern creates and offers as part of the host NPS unit's interpretive program during the latter half of the term of employment. The PNV Academic Director makes a second site visit to each NPS Unit to witness this presentation near the end of the summer seasonal employment cycle.

The second work product is a graphic representation of the student's program, suitable for posting in the Sustainability and the Sacred anthology on the PNV website. To date, all such graphic presentations have been in Power Point™ format. But the PNV website now has the capacity to host streaming videos, so future website presentations might include materials such as a digitally recorded audio/video story-telling session and/or musical or dance performance associated with the Sustainability and the Sacred theme. The exact form of this work product is developed through consultation with the PNV academic director. The intern should have a rough draft or storyboard of this

presentation prepared by the end of the summer term of appointment. The final draft of this work product is due no later than the end of the calendar year in which the intern served. The award of academic credit for this course is contingent on the completion of this project; and interns who do not complete it are not eligible for a second year's appointment as a PNV intern.

Working with the interpretive staff, during the second half of the summer appointment the intern will incorporate the presentation s/he has developed into the park, monument, or historic site's interpretive program.

Finally, in consultation with the PNV academic director, the intern will convert her or his presentation into a Power Point presentation, which will then be posted on the Place and Native Voice's online anthology of teachings on the relationship between native peoples and national parklands. The academic director and other PNV staff at the University of Colorado's School of Public Affairs will provide whatever technical assistance is needed with the production of this presentation, working with the intern to integrate the story with appropriate visual images to illustrate it.

Upon successful completion of the internship, the development of an oral presentation interpreting the intern's people's relationship with their host park, monument, or historic site, and the production of a Power Point presentation illustrating the story, the intern will receive three units of graduate credit in PAD 6810, Field Study in Public Administration: Place and Native Voice, from the University of Colorado School of Public Affairs.

For more information concerning the PNV Project and this unique training opportunity, contact Professor Lloyd Burton, academic director, via the