

University of Massachusetts Boston

## ScholarWorks at UMass Boston

---

Office of Community Partnerships Posters

Office of Community Partnerships

---

4-2-2014

### Indigenous Women, Mother Tongues, and Nation Building in New England: A Tribal Policy Leadership Series

Amy Den Ouden

*University of Massachusetts Boston*, amy.denouden@umb.edu

Chris Bobel

*University of Massachusetts Boston*, chris.bobel@umb.edu

Follow this and additional works at: [https://scholarworks.umb.edu/ocp\\_posters](https://scholarworks.umb.edu/ocp_posters)



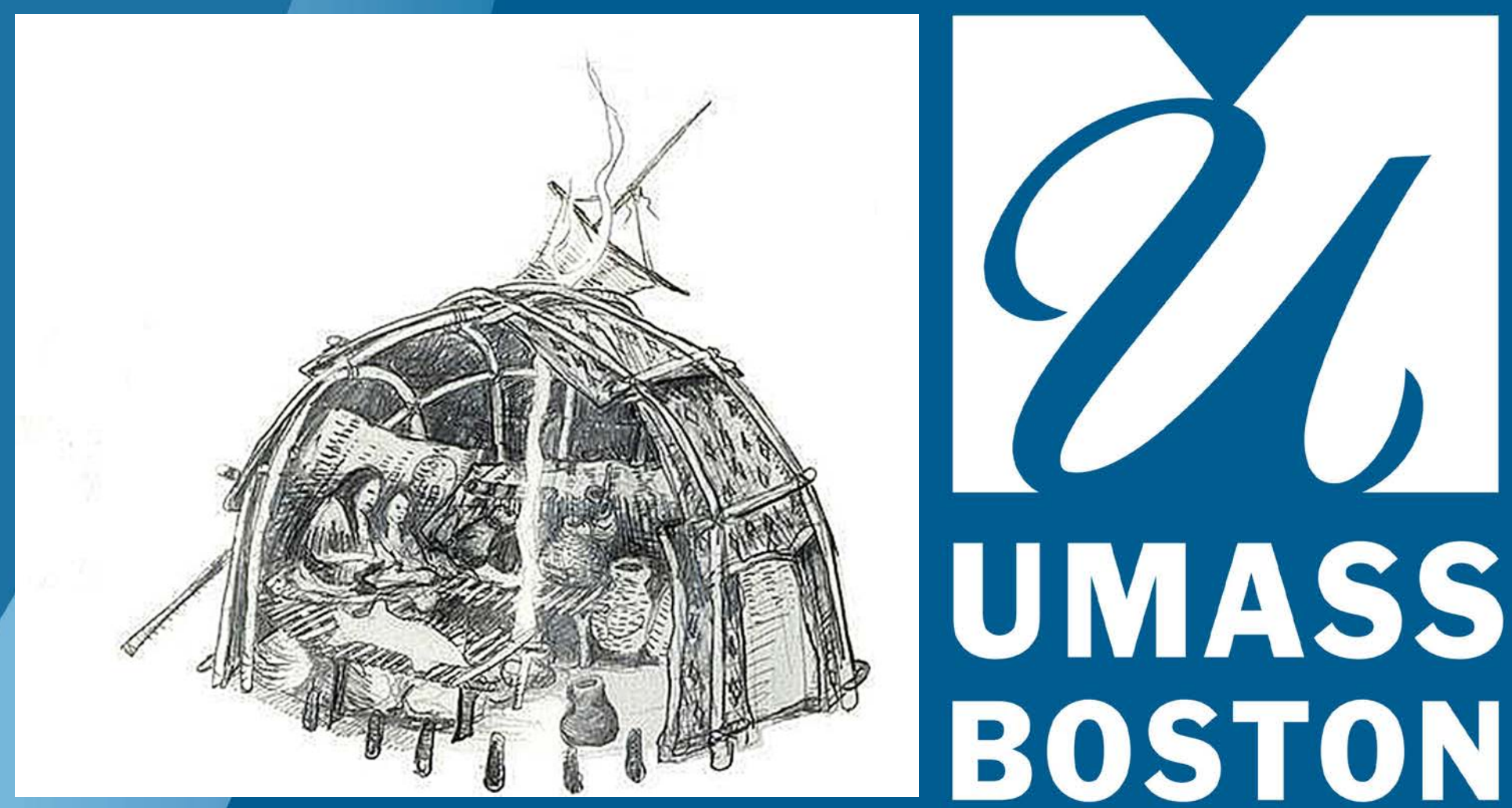
Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Civic and Community Engagement Commons](#), [Indigenous Studies Commons](#), [Service Learning Commons](#), [United States History Commons](#), and the [Women's Studies Commons](#)

---

#### Recommended Citation

Den Ouden, Amy and Bobel, Chris, "Indigenous Women, Mother Tongues, and Nation Building in New England: A Tribal Policy Leadership Series" (2014). *Office of Community Partnerships Posters*. 183. [https://scholarworks.umb.edu/ocp\\_posters/183](https://scholarworks.umb.edu/ocp_posters/183)

This Presentation is brought to you for free and open access by the Office of Community Partnerships at ScholarWorks at UMass Boston. It has been accepted for inclusion in Office of Community Partnerships Posters by an authorized administrator of ScholarWorks at UMass Boston. For more information, please contact [scholarworks@umb.edu](mailto:scholarworks@umb.edu).



# Indigenous Women, Mother Tongues, and Nation Building in New England: A Tribal Policy Leadership Series

Amy Den Ouden and Chris Bobel, Department of Women's and Gender Studies

## Summary/Abstract

In collaboration with the Wôpanâak Language Reclamation Project (WLRP), Indigenous women educators and leaders, the Dept. of Women's and Gender Studies is redesigning WOST/WGS 270, Native American Women in North America, to incorporate a lecture series on nation building and a semester-long community engagement project fostering student leadership in a research and policy formation project focused on legislating and funding a Native American language education law in Massachusetts.

## Goals and Objectives

- 1) Enrich students' understanding of Tribal multilingualism, cultures, and nations
- 2) Promote civic leadership and policy advocacy for educational equity and mother tongue language rights among student and Tribal communities
- 3) Support intergenerational Native American language revitalization and bilingual literacy development for Wôpanâak immersion charter school K-1 students
- 4) Provide forums for interdisciplinary and cross-cultural research and policy exchange



## Results/Impacts

### Expected Results and Impacts Fall 2014

- Concrete opportunities for active student involvement in community-based, Indigenous-led advocacy and policy research projects;
- Enhanced student awareness of regional Tribal Nations and ancient traditions of female leadership in community and ceremony;
- Student and Tribal community collaboration to design and advance a legislative outreach and policy agenda;
- Improved library and bilingual literacy resources for an endangered language (Wôpanâak) community's education programs and charter school students

## Approaches and Methods

- Tribal Leader Policy Lectures w/ Q&A
- Civic Engagement Leadership Training
- Language Revitalization Best Practices
- Participatory (Legislative) Action Research
- Community-Based Workshops
- Community-Based Cultural Exchanges



## Conclusion/Next Steps

While WOST/WGS 270 is being redesigned to incorporate myriad enriching learning experiences in a range of issues critical to Indigenous nation building and the practice of sovereign governance, endangered Native American languages lie at the heart of contemporary Tribal struggles to retain and perpetuate Tribal identities and sustain nationhood. Indigenous language preservation policies and revitalization activities will therefore serve as the key thematic strand woven throughout student instruction and community engagement activities.

## References and Resources

Den Ouden, A.E. & O'Brien, J.M. (Eds.). (2013). *Recognition, Sovereignty Struggles, and Indigenous Rights in the United States: A Sourcebook*. Chapel Hill, NC: The University of North Carolina Press.

Hinton, L. & Hale, K. (Eds.). (2013). *The Green Book of Language Revitalization in Practice*. Boston, MA: BRILL.

Reyhner, J. & Lockhard, L. (Eds.). (2009). *Indigenous Language Revitalization: Guidance, Encouragement, and Lessons Learned*. Flagstaff, AZ: Northern Arizona University. Retrieved from <http://jan.ucc.nau.edu/~jar/ILR/>

United Nations. (2008). *United Nations Declaration on the Rights of Indigenous Peoples*. New York, NY: UN. Retrieved from [www.un.org/esa/socdev/unpfi/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfi/documents/DRIPS_en.pdf)

[Ourmothertongues.org](http://Ourmothertongues.org)

## Partnership Information

**Department of Women's and Gender Studies**  
Amy Den Ouden, Associate Professor and Chris Bobel, Chair

**Wôpanâak Language Reclamation Project**  
Jennifer Weston (Lakota), Charter Coordinator & Trustee  
Nitana Hicks (Wampanoag), Curriculum Manager

**Emily Jones**, Assistant Professor, School of Nursing  
**Ruth Torres** (Schaghticoke), Public Policy Specialist

Contact: [Amy.Denouden@umb.edu](mailto:Amy.Denouden@umb.edu) and [JWeston@wlrp.org](mailto:JWeston@wlrp.org)