

### ***Preparations for 2019 Retreat:***

In preparation for the retreat, we compiled a reading list which included books written by or about the Natives Peoples of Washington and the Japanese-American experience of being taken away to American Concentration campus during World War 2. Each of us read several books from the list. Our intention with reading in advance was to prepare ourselves for informed conversations with Japanese-American and Natives peoples. As we did in Des Moines, we were hoping to visit sites and engage with members of the local community to learn from these direct intercultural engagements. But we did not want to place the burden on those meeting with us to explain everything about their realities. We used the literary and historical tools we had at our disposal -- select memoirs and historic novels to begin our exploration.

### **Suggestions In Preparation for the Retreat.**

- Readings: Selection of readings connected to the cultural explorations we anticipate:  
Sherman Alexie - *You Don't Have to Say You Love Me* (memoir)  
Sherman Alexie - *The Absolutely True Diary of a Part-Time Indian* (memoir)  
Terese Marie Mailhot - *Heart Berries* (memoir)  
Jamie Ford - *Hotel at the Corner of Bitter and Sweet*  
David Guterson - *Snow Falling on Cedars*  
Roxanne Dunbar-Ortiz - *An Indigenous Peoples' History of the United States.*
- Update your Global Intercultural Narrative and select a passage which conveys an intercultural relationship or experience which has had a significant impact upon you. Be prepared to share this experience with the full group.  
**The suggested topic is to reflect on and describe an intercultural relationship or experience that has been meaningful to you.**
  - How has this relationship or experience affected you?
  - Has it led to other impactful relationships or experiences?
  - How does your personal experience contribute to your understanding of culture?
  - Do we need other cultures?
- Locate copies of the recipe(s) and any particularly hard to find spices or sauce ingredients for the meal(s) you are taking the lead in cooking for the group.  
**-- *Bring along recipes from last year and this year to be brought together into a recipe book (Katharine)***

Also in preparation for this retreat, we continued our reflective writing of our Global Intercultural Narratives so we could carry forward our tradition of sharing passages from our narratives during our opening session of the retreat. This time we were intentional in suggesting that we focus on an intercultural relationship or experience that had a significant impact upon us. This approach to our reflective writing set the stage nicely for opening ourselves up to additional potentially transformative global intercultural learning.

## ***Perspective Taking During the 2019 Retreat in the Puget Sound***

Each full day of the retreat, our workshops and outings focused on a different dimension of the intercultural dynamics of the region. So for Day 2, for example, we focused on Native American and other indigenous cultures. In the morning, two facilitators led us in examining our views of Native Americans, beginning with what we remembered from our childhood.

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### **Part 1 Morning Workshop Cultural Rememberings with Reference to Native American or Other Indigenous Cultures - co-facilitated by Katharine and Nathalie (1 hour 15 minutes)**

In this workshop we propose to examine our personal attitudes and beliefs about Native American cultures as they developed during our individual growing-up experiences. We will divide into dyads and practice the active listening skills we learned last year. We should feel free to be silent at times to reflect, and we can ask each other questions that help us to share deeper levels of understanding. The purpose of this activity is to prepare for our encounters with the Puget Sound's / Kitsap Peninsula's Native American cultures by understanding our individual mental mappings of what Native American culture is.

You can approach this topic any way you want, but here are some prompt questions.

1. Think about when and how you have had experiences that exposed you to Native American or indigenous cultures
  - a. Early childhood - stories? images? songs? encounters?
  - b. School years/young adult
  - c. adult
2. How has an adult perspective modified your interpretation of earlier experiences?

Organization of this workshop:

1. We will gather as a full group for an introduction to the workshop led by Katharine and Nathalie. 10 minutes
2. Then we divide into dyads for active listening and sharing of memories and reflections. Each person should speak for about 20 minutes. It is nice if, in your group, after each person has spoken, you can compare and react to each other's experience. 45 minutes
3. We gather together as a full group to share the discoveries and insights we gained the small group discussion. 20 minutes

### **Part 2: Experiences in the Suquamish Community.**

12:15 - 1:30 Lunch Meal at Beach Glass Cafe in Tower Hotel - Clear Water Casino

2:00 Suquamish Museum Docent Tour ( with Gus, tribal member)

Exhibits; Ancient Shores Changing Tides- permanent; Roots of Wisdom, temporary

3:30 Walking Tour of Suquamish - Old Man House Location, Chief Seattle's Grave, House of Awakened Culture and Boat Ramp

**Part 3: Evening Sharing Workshop:** Looking at whether the experience we have had today of Native American cultures has pushed us a notch further along in our understanding. What are your thoughts about mutual benefits in the relationship between Native and European Americans? How do we handle the burden of cultural harm?



Then we ventured out and went to lunch at a local resort owned by the Suquamish, visited the Suquamish museum where a Suquamish docent gave us a tour, then took a walking tour that included visiting Chief Seattle's grave and a Suquamish gathering center called the House of Awakened Culture. Following dinner, we reflected about our experiences and learning during the day.

For most in the group, this was the first time we had been introduced to the Salish and more specifically the Suquamish peoples of this region and reflected deeply about how they had been impacted by the arrival of European-American settlers to the region. Our reading of [Roxanne Dunbar-Ortiz's \*An Indigenous Peoples' History of the United States\*](#) had generally helped us with the mind-shift of considering another historical narrative. Meeting with the docent at the Suquamish museum helped to bring us into the specifics of the narrative of his people. Two days later we were going to meet with a young man of a different Salish tribe who was attending Evergreen University and dating a friend of our group. Our hearts were cracked open through our readings and experiences at the Suquamish sites; we eagerly anticipated his visit.