



Human Ecology

Field Project

June 26; July 6, 13, 25; August 15, 2007

The “Nature” of Jetty Island: An Ethnography of an Uninhabited Island

SERVICE OBJECTIVES:

- Help improve the habitat of an important local recreation and wildlife area.
- Work with People for Puget Sound, City of Everett and the Port of Everett to help in their efforts to create a Jetty Island Sound Stewardship Program.
- Assist with ethnographic research on Jetty Island.
- Tasks may include removal of invasive species such as *Spartina*, Scot’s Broom and Himalayan Blackberry.

LEARNING OBJECTIVES:

- Tour of Jetty Island to learn the social history of this local resource and practice plant identification.
- Experience an inquiry-based ethnographic research project.
 - Develop and investigate questions about human/ecosystem interactions.
 - Create qualitative and quantitative measures for answering questions.
 - Present the results of your research to the City of Everett and People For Puget Sound staff.
- Describe the significance of relationships between local social systems and the ecosystems in which we participate.
 - Review identification of native plants and their primary uses.
 - Learn to identify the following new native species (see field guide distributed in class):
 - ▶ *Distichlis spicata*, seashore saltgrass.
 - ▶ *Scirpus maritimus*, seacoast bulrush.

- ▶ *Plantago maritime*, seaside plantain.
 - ▶ *Leymus mollis*, dunegrass.
 - ▶ *Triglochin maritimum*, seaside arrow-grass.
 - Review identification of invasive species (Scotch Broom and Himalayan Blackberry) and learn to identify Spartina.
 - Learn to distinguish Spartina from Seashore Saltgrass, Seacoast Bulrush, Seaside Plantain, Dune Grass, and Seaside Arrow-grass.
 - Explain the social and ecosystem services provided by native plants as opposed to invasive species.
 - Maintain field notes recording your activities at Jetty Island.
 - Start a new page of field notes for each day of service. Do not remove pages. If you make an error, cross it out, and proceed.
 - Include the following information for each service project:
 - ▶ Title/description of service project.
 - ▶ Date and time of day.
 - ▶ Weather conditions.
 - ▶ Latitude, longitude, and altitude of one or more reference points. Include a description of the reference point(s) and relationship(s) to the work site.
 - ▶ Names of other volunteers with whom you worked.
 - ▶ One to two page description of the day's activities and how they helped you meet the objectives outlined above.
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SCHEDULE

Wednesday, June 27th - Full class

9:00 am launch - In the morning we will take a tour of the island. In the afternoon I will introduce an inquiry-based ethnographic term project for the students followed by a service project, surveying spartina or removing scotch broom.

3:30 pm – Reflection activity.

4:00 pm - Return boat transport & field note recording.

Friday, July 6th - Half the class

9:00 am - Small group discussion of inquiry based ethnographic assignment

10:00 am - We will take the first ferry launch to the island. We will split the day between implementing their ethnographic surveys/interviews and removing scotch broom or providing other services as requested by our partners.

3:30 pm – Reflection activity.

4:00 pm - Return boat transport & field note recording.

Friday, July 13th - Half the class

9:00 am - Small group discussion of inquiry based ethnographic assignment

10:00 am - We will take the first ferry launch to the island. We will split the day between implementing their ethnographic surveys/interviews and removing scotch broom or providing other services as requested by our partners.

3:30 pm – Reflection activity.

4:00 pm - Return boat transport & field note recording.

Wednesday, July 25th - Full class

9:00 am - Small group discussion of inquiry based ethnographic assignment

10:00 am - We will spend the full day working on our ethnographic research and/or providing additional service.

3:30 pm – Reflection activity.

4:00 pm - Return boat transport & field note recording.

Wednesday, August 15th - Full class

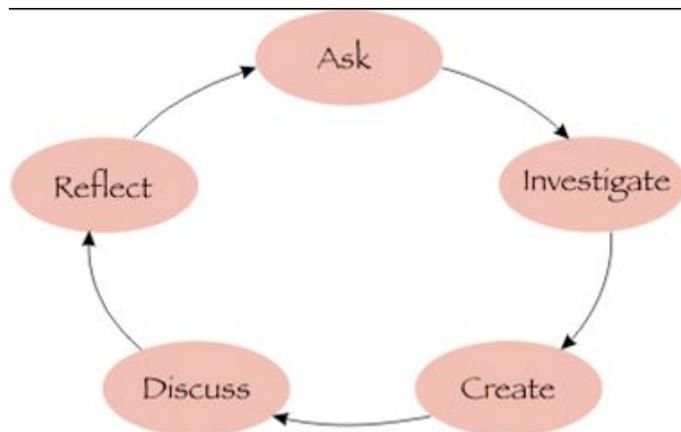
9:00 am - Small group discussion of inquiry based ethnographic assignment.

10:00 am - Complete ethnographic research in the morning and then give oral presentations in the afternoon.

3:30 pm – Reflection activity.

4:00 pm - Return boat transport & field note recording.

INQUIRY BASED RESEARCH:



Inquiry based instruction, like service-learning, changes the way that we teach and learn.

The University of Illinois’s online Inquiry Page includes the image on the left and the following description of this approach.

"For students, this method of learning ends the listen-to-learn paradigm of the classroom and gives them a real and authentic goal [with] challenges to overcome. For the teacher, inquiry-based education ends their paradigm of talking to teach and recasts them in the role of a colleague and mentor engaged in the same quest as the other younger learners around."

<http://www.inquiry.uiuc.edu/inquiry/definition.php>

I would like to invite you to join me as colleagues in an effort to better understand the human aspects of Jetty Island. I am engaged in an ethnographic study of Jetty Island and would you to participate alongside me in original and professional anthropological research that will ultimately culminate in a book about Jetty Island. The following paragraphs come from my research proposal (the full proposal is available for your perusal in Blackboard) to the college.

Jetty is no ordinary island. The human story of the island began in 1903 with the creation of a riprap jetty and placement of dredge spoils from the construction of a federal

navigation channel in Everett Harbor. The island has grown over the intervening century through periodic disposal of dredged materials by the U.S. Army Corps of Engineers. In 1989, the Port of Everett and U.S. Army Corps of Engineers demonstrated the habitat potential on the island through the creation and subsequent monitoring of a 1,500 foot berm and 15-acre mudflat to protect a salt marsh lagoon on the western side of the island.

Today Jetty Island supports an abundance of plants and animals, including three federally listed endangered species: Bald Eagle, Chinook Salmon and Bull Trout. Observers have identified more than 115 species of birds on the island or near its shore. It is also a popular destination for human visitors who come to the island to bathe in the warmer waters lapping its shore, suntan, observe wildlife and kite board. The City of Everett operates a ferry service to and from the mainland during the Jetty Island Days of July and August.

As an anthropologist I am intrigued by the human story behind the island. In fact, I am inspired by the intellectual challenge of writing an ethnographic account of an uninhabited island. While the island has no permanent human residents it would not even exist without people. Today's visitors, especially those who bring private watercraft in the off-season days, often come to contemplate and observe nature. Yet, the "nature" they are observing has been profoundly impacted by human engineering. I am curious to learn how the people who built the island represented their undertaking, how those who visit imagine its "nature," and what the human impact (both positive and negative) is on the wildlife with which we share this special place.

Your quarter-long challenge this quarter will be to work in small groups to assist me in exploring the human side of Jetty Island. You will begin by **asking** questions about humans and Jetty Island, narrowing those questions down to ones that can be **investigated** within the time frame and with the resources we have available, choosing two questions to research (one with more of an ecological focus and the other with more of a human focus), implement your investigation, **create** a visual and oral representation of the information you have gathered, **discuss** your results through a group oral presentation and **reflect** on yours and others presentations.

TRANSPORTATION:

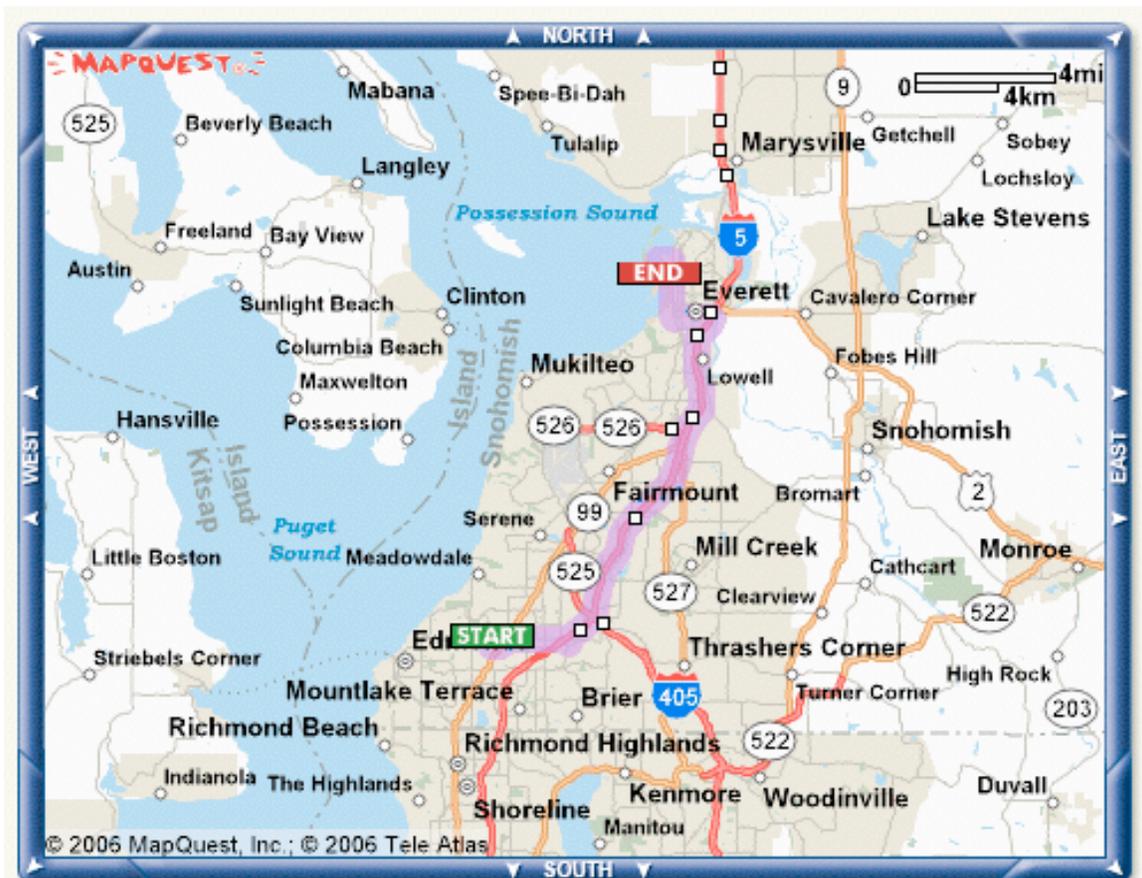
In the interest of minimizing pollution and enhancing your learning experiences we recommend traveling to and from the site in pre-arranged campus vans. The carpools will depart from the south entrance to Snohomish Hall at 8:00 am. If you miss the carpools it is your responsibility to get to and from the site on your own.

In an emergency you may contact Tom Murphy who will be driving one of the vans via cell phone, 425-478-5567.

MAP AND DIRECTIONS:

Driving Directions From the College (from Mapquest):

- 1: Start out going EAST on 200TH ST SW
 - 2: Turn LEFT onto WA-99. 0.2 miles
 - 3: Turn RIGHT onto 196TH ST SW / WA-524. 1.7 miles
 - 4: Turn SLIGHT RIGHT onto POPLAR WAY. 0.1 miles
 - 5: Merge onto I-5 N. 12.0 miles
 - 6: Take the WA-529 / PACIFIC AVE. exit- EXIT 193- toward CITY CENTER.
0.2 miles
 - 7: Turn LEFT onto PACIFIC AVE / WA-529. Continue to follow PACIFIC AVE.
1.1 miles
 - 8: Turn RIGHT onto W MARINE VIEW DR.
1.9 miles
 - 9: Turn LEFT onto 10TH ST.
0.3 miles
 - 10: End at **10th Street Marina Park**
10th St, Everett, WA 98201, US
- We will meet Craig Hansen, Ranger with the City of Everett, who will ferry us to the island in his boat.



WHAT TO BRING:

You should bring your field manual (including this field packet) in a three-ring binder, “Rite in the Rain” All-Weather Spiral Notebook and a fine pointed permanent marker. You may leave the binder in the vans but should keep the notebook and marker with you.

Please come prepared to get dirty, rain or shine. Bring the following items.

- One pair of leather gloves.
- One pair of rubber-palmed gardening gloves.
- Water-resistant coat and pants (if raining).
- Boots or sturdy shoes.
- Hat (recommended).
- Sunscreen
- Lunch
- Pojar & Mackinnon’s *Plants of the Pacific Northwest Coast*.

PRE-FIELD ASSIGNMENTS:

- Read this field packet and review previous plant identifications.
- Explore the links in this field guide.