

Humanities 001D:  
 Sustainable Development with American Indian Communities:  
 A DemTex Service-Learning Course  
 (unique number: 40151) course website: [www.sdwaic.org](http://www.sdwaic.org)

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Faculty Sponsor:	Faculty Sponsor: Prof. Benjamin Gregg <a href="https://webspace.utexas.edu/bggregg/www/">https://webspace.utexas.edu/bggregg/www/</a> (please direct questions about this course first to the instructor.)
Objectives:	This course strives to: <ul style="list-style-type: none"> <li>○ Introduce students to <b>sustainable development</b> theory and practice, with emphasis on the <i>equity</i> and <i>path-dependency</i> concerns of sustainability.</li> <li>○ Introduce students to <b>service-learning</b> theory and practice, with emphasis on the <i>democratic education</i> philosophy that defines this pedagogy.</li> <li>○ Introduce students to “<b>American Indian issues</b>” – through readings, films, discussions, research, and interactions with American Indian community members (the instructor is <u>not</u> American Indian).</li> <li>○ Introduce and familiarize students with an array of <b>free or low-cost tools and platforms</b> that can be used for online community building and distance shared learning.</li> <li>○ Engage students in attempting to develop and complete course-relevant <b>distance</b> service projects <b>in partnership</b> with American Indian community partners – and documenting and reflecting on this process.</li> <li>○ Prepare students to <b>critique and improve</b> experiential learning opportunities and requirements at UT - based on their understanding of current UT policies, ethical experiential learning, democratic education, and sustainable development (developed through this course).</li> </ul>
Required Texts:	The following texts are required for the course. Other readings will be provided: <ul style="list-style-type: none"> <li>○ <i>All Our Relations: Native Struggles for Land and Life</i>, Winona LaDuke</li> <li>○ <i>Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century</i>, Fergus M. Bordewich</li> </ul> (note: these books will <u>not</u> be available in the campus bookstore)
Materials:	Students will need regular access to <b>computers with internet access and teleconferencing / videoconferencing capabilities</b> (microphone and web cam) throughout the semester. Students might need to download some free online software to complete aspects of the course.  In addition, students will need tools for <b>digital audio</b> and <b>video recording</b> in the field for some assignments.

	<p><b><i>If you want / need to buy gear specifically for this course, consider these low-cost options:</i></b></p> <ul style="list-style-type: none"> <li>○ <i>A Vivitar Vivicam 3.0 mpeg digital camera (approx. \$35 on eBay – can be used as a camera, web cam, and for video recording – no sound)</i></li> <li>○ <i>A 1 GB MP3 player / voice recorder flash drive (approx. \$35 on eBay)</i></li> </ul>
Other Fees (optional):	<p>An optional <b>site visit / service trip</b> for students is hoped for the <b>2007 Spring Break (March 12-17)</b>. Interested students will develop and manage the trip as a group and in accordance with UT <b>travel</b> and <b>human subjects</b> research policies.</p> <p>Students are encouraged to participate in this optional trip, but it is not required. The primary <b>service-learning</b> work of the course will occur after Spring Break and via distance.</p>
Meeting Times & Locations	<p>The course will be conducted <b>off-campus</b> via distance (a computer with internet connection and audio and a microphone is needed to participate).</p> <p>Many weeks of the course will be completed as self-paced (but time-sensitive) <b>online modules</b>.</p> <p>Students should expect to devote 3-5 hrs per week to the course. <b>The course will be “front loaded,” with the majority of instruction occurring before Spring Break. The class will conclude in mid-April.</b></p>
Grading / evaluation methods:	<p>This is a <b>credit / no credit course</b> (see credit disclaimer below). “Credit” will be awarded based on participation and the quality of completed assignments.</p> <p>Community partners will be encouraged to offer feedback on student service work (and the course, in general). The emphasis of assignments, however, will be on student learning (process) and not community deliverables (products).</p>
Pre-requisites:	<p>It is hoped that <b>students with little or no previous experience</b> with sustainable development, American Indian issues, service-learning, and/or technology use will participate in this course!</p>
Distance Learning Rationale:	<p>The class is structured as a distance learning course primarily to encourage skill development related to establishing and facilitating distance service-learning projects with American Indian community partners.</p> <p>Distance learning is also being tested as a teaching approach in order to encourage more UT students and recent graduates to develop and facilitate DemTex courses of their own.</p>
Condensed Schedule Rationale:	<p>The course is designed to conclude in <b>mid-April</b> in order to provide students with the most instruction prior to any optional Spring Break site visit / service trip that students might organize, and in order to free students from responsibilities for this course at the conclusion of the semester.</p>
Budget Disclosure:	<p>The instructor has not received any type of financial reimbursement either for the creation or facilitation of this course.</p>
Credit Disclaimer:	<p>Currently, <b>DemTex</b> courses cannot be counted towards a degree. Students are working to change this. There is also the potential to earn credit for this course via independent study with UT faculty members - an option that requires much student initiative, but will be explored with qualified and interested students.</p>

### Primary Assignment:

The primary assignment of the course is the *process* of students attempting to develop brief course-relevant **distance service projects** in partnership with American Indian community partners, and documenting and reflecting on their attempted service.

Students of this course will:

- identify an American Indian organization, project, or community that they would like to learn more about and potentially work in partnership with on a service project related to the objectives of the course.
- research their proposed community partner and the issues they address.
- review UT policies governing experiential learning.
- attempt to develop and complete a brief (2-3 week) course-relevant service project in partnership with the community partner.
  - structuring their project in accordance with any UT **human subjects research standards** that might govern their work.
  - Establishing some type of **benefits agreement** with community partners clarifying the intended benefits of the project for students, community partners, and UT.
  - developing and completing their projects based on their and their community partner's understanding of ethical experiential learning and sustainable development.
- document the process of attempting to develop and complete a distance service project. Students do not need to have "successful" project experiences to complete the primary assignment of the course.
- reflect on their work with this assignment through their documentation efforts.

Students will most likely work in small groups (depending on class size and interests) to complete the primary course assignment.

### Other Course Requirements:

In addition to the primary course assignment, it is expected that students will complete all other supplemental course assignments **by their due dates** to participate in this course. Students can expect the course load to be heaviest in the first weeks of the course - in terms of reading and supplemental assignments.

### Policy on Academic Dishonesty:

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>

### Policy on Travel and Human Subjects Research:

This service-learning course will be conducted in accordance with:

- existing **UT travel policies** ([www.utexas.edu/student/vpsa/travel/](http://www.utexas.edu/student/vpsa/travel/))
- existing **human subjects research policies** ([www.utexas.edu/research/rsc/humanresearch/whatis.php](http://www.utexas.edu/research/rsc/humanresearch/whatis.php))
- the current criteria for **academic service-learning** courses at UT ([www.utexas.edu/provost/academicsevicelearning/](http://www.utexas.edu/provost/academicsevicelearning/))

**Course Outline (subject to change)**

<b>Week 1</b> (Jan 15-21)	Course introduction / Ethical Experiential Learning / Just & Sustainable Communities / The Thanksgiving Story
<b>Week 2</b> (Jan 22-28)	Community Projects – the New Colonialism? / The New Missionaries? / Charity vs. Reparations for American Indians
<b>Week 3</b> (Jan 29- Feb 4)	Asset-Based Community Development / Conquering ‘Expertise?’ / The “Architecture of Democracy and Participation” Academic Charisma & University Practice / Youth as Resources
<b>Week 4</b> (Feb 5-11)	American Indian Communities – Political & Demographic Trends / Black Indians / Urban Indians / Eco-Urban Citizenship
<b>Week 5</b> (Feb 12 – 18)	<b>Optional Class Film Meet-Up:</b> “Smoke Signals” (if not able / interested in attending, please plan to view this film on your own at this time)
<b>Week 6</b> (Feb 19 – 25)	<i>Killing the White Man’s Indian</i> – Current Myths & Contradictory Realities / Eco-Apartheid? Ecocide? The Ecological Indian? / Cradle-to-Cradle Design / Nanotechnology / Challenging Technology Neutrality / ‘Participatory GIS?’
<b>Week 7</b> (Feb 26 – Mar 4)	Service-Learning as Democratic Education / Traditional American Indian Governance & the Evolution of Democracy / American Indian Education
<b>Week 8</b> (Mar 5 – 11)	Defining Sustainable Development / Sustainable Tourism / Virtual Communities
<b>Week 9</b> (Mar 12 – 18)	<b>Optional Class Meet-Up:</b> ‘Little Big Man’ (if not able / interested in attending, please plan to view this film on your own at this time)
	<b>Optional American Indian Community Site Visit / Service Trip</b> (depends on student interest)
<b>Week 10</b> (Mar 19 – 25)	Human Subjects Research / Community Benefits Agreements / Protecting Communities in Research
<b>Week 11</b> (Mar 26 – Apr 1)	Distance service project work
<b>Week 12</b> (Apr 2 – 8)	Distance service project work
<b>Week 13</b> (Apr 9 – 15)	Distance service project work
<b>Week 14</b> (Apr 16 – 22)	Distance service project work
<b>Week 15</b> (Apr 23 – 29)	Service Project Reports Due In / Course Evaluation