

# Practicum in Tribal Law & Journalism

ethn 162

Winter 2015    Wednesday 5-7:50p, SOLIS 109 and CTR Hall 315 Computer Lab  
K. Wayne Yang    [kwayne@ucsd.edu](mailto:kwayne@ucsd.edu)

Salon / office hours:  
Wednesdays, 1:30-3 @ Intertribal Resource Center  
Tuesdays, 12:30-2 @ Black Resource Center  
(By appt): Wed, 10-1 @ PCYNH 257

Digital Publicist: Sara Kimmich, [skimmich@ucsd.edu](mailto:skimmich@ucsd.edu)

## Objectives

The main purpose of this practicum is to create an on-line open access library of information on pressing legal concerns facing Indigenous peoples in the Americas (with a focus on North America and where possible, California but open to hemispheric Indigenous issues as well), and to do so in a fun, engaging, and accessible way. This quarter, we will do this by producing a series of podcasts which will be published on-line. Sara Kimmich, as part of an independent study, will be helping us identify websites for publishing. Our main target audience will be Native youth and young adults, although the podcasts should be accessible to anyone with and interest in, but little knowledge of tribal affairs as well. It might be helpful to imagine someone on a road trip, listening to your podcast. The idea of a target audience is to help us maintain a narrative voice and approach to content that is accountable to Native communities.

This is a D.I.Y. class. We will be teaching ourselves Garage Band, listening to different kinds of podcasts in order to study their style and form, and learning how to publish our podcasts.

## Class format

Each class will begin with a discussion of podcasts form and style. We will pay special attention to the artistic techniques used to make podcasts interesting. We will think about the decisions that are made to help the narrative unfold, what to include and in what order.

Then, we will have brainstorm a concept map of interesting facts / stories that could turn into stories. Then people will make pitches about the stories to turn into podcasts.

At the computer lab, we will research, script, record, edit, and publish our podcasts.

### **Majoring or Minor in Ethnic Studies at UCSD**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor  
858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)

# Course Materials

## Readings

Readings for this class are meant to be used as research materials for

- [Indian Country Today Media Network](#) (on-line news source) read each week to keep up on news.
- [Indianz.com](#) (news feed) alternative to Indian Country Today
- **Various scholarly articles** – (I will email to you)
- **Various Podcasts** – (assigned each week)
- [Tribal Law Journal](#) – Search through past and present issues

## Computing software and electronics

- Garage Band sound production software (available in computer lab)
- Digital recorder (sign out from Media Lab or use your smart phone)
- Scapple (you can download for 30 day trial period at

## Major assignments

**20%. Two 2-minute tribal law podcasts (due week 3 and week 4) - 10%+10% = 20%**

**10% 5-7 minute Unscripted Conversation (due week 5)**

**30% Full length podcasts 10 to 30 minute podcast (draft due week 7, final due week 9)**

**20% Live radio show. (Week 10)**

### **20% Process assignments**

- Reading, Research
- Discussion, especially pitches
- Interviews
- Sound data
- Editing
- Bios and Resumes and Internet Presence

# Descriptions of Assignments

## **2-minute tribal law podcasts (due week 3 and week 4) - 10%+10% = 20%**

Each student individually (but you may work in pairs\*) will narrate two 2-minute podcasts, answering a brief but interesting question on tribal law. For example, “what is sovereignty?” would explain the three basic definitions of sovereignty from a European perspective, and then contrast them with Indigenous definitions of sovereignty. Choose one of the questions below, or create your own, to research and develop into a podcast:

- What is sovereignty?
- What is a confederated tribe?
- What is blood quantum?
- What are the rights of Indigenous Peoples? (United Nations Declaration of Rights of Indigenous Peoples)
- Who are Indigenous migrants?
- What is tribal enrollment?
- Where are reservations in California?
- What was California Indian Slavery?
- What is “unceded” land?
- How does the border affect Native people?
- What does the Hawai’ian Independence referendum mean for Hawai’i?
- Why are Alaska Native tribes corporations?
- What is the shell mound walk?
- What does the term “two-spirit” mean?

### **2-minute tribal law Podcasts will be evaluated on:**

1. Content - Is the podcast well researched and informative?
2. Audio quality - Does your podcast sound professionally produced?
3. Overall Engagement - Is the podcast fun and engaging to listen to?

## **5-7 minute Unscripted Conversation**

In small groups (2 - 4 people), we will produce a podcast based around some interesting story, issue or fact. It should feel like a fun conversation among very well-informed friends. Although it is “unscripted” you should have an outline of the conversation planned out. This way everyone will be speaking in their ‘natural’ voices, but you all know what topics will be touched on and the basic flow of the conversation.

### **5-7 minute Unscripted Conversations will be evaluated on:**

1. Content - Is the podcast well researched and informative?
2. Audio quality - Does your podcast sound professionally produced?
3. Overall Engagement - Is the podcast fun and engaging to listen to?

## **Full length podcasts 10 to 30 minute podcast (draft due week 7, final due week 9) - 40%**

In small groups (2 - 4 people), we will produce a longer podcast based around an multi-faceted theme, such as

- “Recognition”
- “Indigenous land and Indigenous migration”
- “Blackness and Indigeneity”
- “Tribal Gaming”
- “Indigenous / Citizenship”
- “American Indian movements (e.g. Idle no more)”

- “NAGPRA”
- “Hemispheric Indigeneity”
- “Indian Wars” (Torture Memo, Geronimo, etc.)

These podcasts will combine 2 or 3 stories under one theme, and will involve interviews, audio samples, music, and details around specific legal cases. This project will require you to conduct longer research agendas, develop relationships with interviewees, and edit much more extensively. You may choose to expand your 60 second podcast into this longer podcast. We will begin researching for these podcasts immediately, and you will decide on groups by week 3. Each subsequent week, you will present some element of the podcast for critique to the class.

**Full length podcasts will be evaluated on:**

1. Content - Is the podcast well researched and informative?
2. Relevance to target audience - Is it designed for Native youth/young adults?
3. Techniques and technical production quality - Does your podcast have the bells and whistles to make it feel like a professional production?
4. Responsiveness to critique - Did your group effectively consider class critiques of form and content?
4. Overall Engagement - Is the podcast well-paced, fun and engaging to listen to?

**Live radio show (TBD). Week 10**

The last class will be structured like a live radio show, with conversations among the radio hosts. It will feel similar to the podcasts, only livelier and funnier. You will need a sound engineer to play samples from your podcast (or your sound library). The hard part will be recruiting friends to attend as audience members.

## The Fine Print

**P/NP grading option:** In order to earn a passing grade for the course, you must receive a passing grade in section (C- or higher), and complete all assignments worth more than 1 point.

**Absences, Late Papers and Make-up Assignments:** Except emergencies, I do not excuse absences, nor allow late papers and nor allow make-up assignments. Please bring any exceptional circumstances to the attention of your TA. Do not double-schedule this class with another obligation: conflicts with other activities are not excused.

**ADA Statement:** If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.