Welcome

**Course Objective**
This course will help manage and mentor students while they work with Native communities and organizations.

**Required and Recommended Classes**
Required: American Indian Studies 121: Working in Tribal Communities: Preparing for the Field

In AM IND 121, students should have chosen a project and will have already worked one quarter with the project staff, usually the director and law or graduate students, and will have gained some understanding and work experience with the project. Readings, speakers and writing assignments complement the students’ preparation. University rules and regulations and Tribal government and organization protocols for partnerships will be addressed in the AM IND 121 course. We believe it is difficult to send undergraduates to the field without sufficient preparation and guidance, and so we hope the one, or better two quarters, of preparation, as well as mentoring by the NNLPC and Tribal Legal Development directors and graduate and law studies already working on projects will greatly enhance the student learning experience and enable the students to make substantial and effective contributions to the projects. When a student enters AM IND 122 SL, s/he is allowed to participate fully in the project, including field visits, if and when that is required by the project.

**Required Number of Hours:**
Students are required to meet with the Tribal Learning Community and Educational Exchange (TLCEE) Director, who serves as mentor and team member of the NNLPC and TLDC. The TLCEE Director will also negotiate projects with faculty and sponsor some projects. Students should meet with the TLCEE Director as a group on a biweekly basis for group sessions for one hour. Students should meet individually with the TLCEE Director for one hour on a biweekly basis. Most of the student time will be managed and guided through their project director, in most cases the director of the Tribal Legal Development Clinic. The students are required to work on the projects for four hours each week, and carry out the group tasks with the TLDC and other graduate, law, and undergraduate students participating.

Students are stationed as UCLA and much of the work in research, preparation, and writing of products, will take place at UCLA, but can accompany the project group to the field for period visits and discussions with tribal government leaders, administrators, and community members. The students work and travel in the field as the project demands.

**A Definition of Service Learning:**
In the context of American Indian Studies, service learning means developing the cultural, social and political knowledge, skills, ethical understandings to be able to work sensitively and effectively within Native American communities and organizations. Students who are interested in work careers, research, and US-Native policy issues are encouraged to gain both the preparation knowledge and direct experience working on projects with Native community tribal governments, communities and organizations.
Community Partnerships:
The AM IND 122 SL courses is designed to enable undergraduates to participate and learn from the UCLA School of Law Tribal Legal Development Clinic (TLDC) projects as well as projects created in AIS 121/221. Projects for spring quarter 2006 include:

Native Hawaiian Sovereignty Project:
*Project:* Research and compile comparative tribal constitutional law relating to tribal citizenship/membership requirements; Design and carry out mini-trainings on the raw data acquired from the research.
*Site Visits:* Honolulu, HI, one visit
*Project Supervisor:* Professor Pat Sekaquaptewa; UCLA Tribal Legal Development Clinic Director

Taíno Sacred Site Protection Strategies
*Project:* Researching and drafting possible strategies for the Taíno community of Puerto Rico to protect their scared sites through inter-governmental agreements with local municipalities and/or the Commonwealth of Puerto Rico.
*Site Visits:* San Juan and Ciales, Puerto Rico; one visit
*Project Supervisor:* Naniki Reyes Ocasio, Esq.; Taíno Tribal Community Leader

San Manuel Band of Mission Indians Human Resources Development Project
*Project:* Creating Power Point presentations on tribal sovereignty for San Manuel employees to further their understanding that San Manual is more than an employer but a sovereign nation; present the Power Point presentation as part of the San Manuel Human Resources Orientation and train the orientation staff to present it in the future.
*Site Visits:* Highland, CA; ongoing visits
*Project Supervisor:* Karalee Vaughn, San Manuel Education Department Staff Member

Museum of Tolerance Project:
*Project:* Provide a framework for the Museum of Tolerance to include indigenous peoples’ experiences with genocide in within the purview of their existing exhibitions on genocide throughout the world.
*Site Visits:* Los Angeles, CA; on-going visits
*Project Supervisor:* DeAnna M. Rivera, TLCEE Director

Rumsen Ohlone Language “Reclamation” Project
*Project:* Assist with constructing the framework necessary to make a five-year plan for “reclaiming” the Rumsen Ohlone language; research on other language projects and use of indigenous-based interview style to facilitate community cooperation.
*Site Visits:* Southern CA; periodic visits to tribal council
*Project Supervisor:* Tony Cerda, Rumsen Ohlone Tribal Chairperson

Tongva Sacred Site Protection at Puvungna
*Project:* Create, coordinate, and conduct workshops for local high school and college age youth regarding the issues relating to Puvungna and the importance it holds for the Tongva people.
*Site Visits:* LA highs schools and colleges; periodic visits to various Tongva community members
*Project Supervisor:* Cindi Alvitre, Gabrieleno Tongva Tribal Community Member

Tribal Legal Development Clinic Human Subjects Code Evaluation and Research
*Project:* Research the need and create the template for a tribal human subjects research code for tribes to borrow from and implement in their own code systems.
*Site Visits:*
*Project Supervisor:* DeAnna M. Rivera, TLCEE Director
Graded Course Assignments:

Choosing a Project:
The students will be assigned tasks within an ongoing or new project. Each student will choose a project in the first week of class from the currently ongoing projects sponsored by the Native Nations Law and Policy Center (NNLPC), the IDP in American Indian Studies, or by individual Native Studies faculty. Students, who have taken AM IND 121 the previous quarter, are strongly encouraged to select the project they worked on for that preparation class.

Contact with Supervisor: (15%)
Students will make contracts with the course instructor and project director or faculty member and will meet with the AM IND 122 SL instructor and group on a weekly basis. Students are encouraged to meet with their project directors and individually with the class instructor several times throughout the term.

Journals: (15%)
The students will keep a journal of project assignments and activities

Final Paper: (70%)
The final paper will be a 10-12 page report analyzing the assigned tasks and project deliverables carried out during the quarter in support of their service learning project. Issues that students should address in their papers are:
- How does the project support community goals and values? How well does the project coincide with community organization?
- What is the process of innovation and change associated with project implementation?
- How enduring will be the project innovation?
- Comments and evaluate their project directors or faculty member and work out project tasks in conjunction with the course instructor, the TLCEE director, and the Tribal Legal Development director, all of whom will have a guiding role in the project.
- Students are expected to work collectively on their assignments with their project group.

Course Meetings
Week 1: An Introduction to the American Indian Studies Service Learning Program
   a. Introduction to current projects and organization of new projects.
   b. Students need to select a project to work on and associate with the faculty, students already engaged in the project. If a student doesn't have a preference, the student will be assigned a project.
   c. After receiving their project assignment, students will meet with their supervisors and the instructor.

Week 2 Seminar Discussion of Projects and Assigned Tasks (one hour)
Week 3 Seminar Discussion of Projects and Assigned Tasks (one hour)
Week 4 Seminar Discussion of Projects and Assigned Tasks (one hour)
Week 5 Seminar Discussion of Projects and Assigned Tasks (one hour)
Week 6 Seminar Discussion of Projects and Assigned Tasks (one hour)
Week 7 Seminar Discussion of Projects and Assigned Tasks (one hour)
Week 8 Seminar Discussion of Projects and Assigned Tasks (one hour)
Week 9 Seminar Discussion of Projects and Assigned Tasks (one hour)
Week 10 Student Presentation of Project and Service Learning Activities;

Final Paper Due on Last Day of Finals Week