

1-2004

JOUR 420.02: Native News Honors Project

Teresa Tamura

University of Montana - Missoula

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Recommended Citation

Tamura, Teresa, "JOUR 420.02: Native News Honors Project" (2004). *Syllabi*. 1216.
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J420 and J421 – Native News Honors Project

Spring 2004 • M 3:10-5:00 p.m. / W 3:10-4:00 p.m. • Rooms: JOUR 204/211

Sect. 1

Carol Van Valkenburg

Office: J202

Phone: 243-4008

E-mail: valken@selway.umt.edu

Sect. 2

Teresa Tamura

Office: J304C

Phone: 243-2601

E-mail: teresa.tamura@umontana.edu

“Adaptability has been the hallmark of Indian cultures. We wouldn’t be here today if it weren’t for our ability to adapt without losing our identity. The dominant culture has refused to see this. They assume they have the right to define us. This right to define is embedded in Western culture. Their definition of us was established at the height of colonialism. When they tell our story, they always stop at 1900. The complete story can’t be told without dealing with living Indian people. We are not a footnote to our own history.” – Bently Spang, Northern Cheyenne – artist, curator – Billings, Montana

INTRODUCTION

You have been selected to participate in Native News Honors Project because you are among the school’s best students. As such, we expect you will be intelligent and aggressive in researching story ideas and proposing stories that are unique and that show or tell readers about people whose lives illustrate an important issue in the Native American community.

We’re confident in your abilities to research, write, photograph and design. This is your chance to put that to work in a project with a major scope. We’ll be your coaches and editors, as will your partner and your other classmates.

EXPECTATIONS

- *Attendance at each class*

We’ll meet together once a week to share story ideas, learn from experts and get progress reports. Many meetings outside class will take place with your partner, your editor and one or both of the professors.

- *Solid research*

Know where your story is going. Know everything you can about the topic before you do your first interview. Document your facts. Share your ideas.

- *Consistent work*

Don’t neglect your work and try to whip this story out in a week. Though you’ll have only a few deadlines, you must work consistently to meet them.

- *Class participation*

You'll need to come to class each week prepared to discuss the status of your story idea or coverage. You'll also need to prepare yourself to make helpful suggestions about the projects other reporters and photographers are working on.

- *Teamwork*

You'll be assigned a partner (reporter or photographer) and an editor. All members of the team are equally responsible for research, story ideas and coverage. Never move ahead on a story without consultation with the other members of your team.

- *Adherence to deadlines*

This is *crucial*. The project must be completed by the last day of final exams. That means reporters and photographers must have their stories and photographs in by the deadline. You must leave adequate time for the editors to line-edit or photo-edit, and for the designers to design the pages. **If you don't meet deadlines, your grade will be severely affected.**

TEXTBOOKS (by request)

There are several reference books in Carol Van Valkenburg's office, Room 203. Some you might want to take a look at include *Montana's Indians: Yesterday and Today*, by William L. Bryan Jr., and *Tribal Government Today: Politics on Montana Indian Reservations*, by Jim Lopach, Margery Hunter Brown & Rich Clow. We'll also have a number of handouts for you to read.

Photography books related to Native Americans are in Teresa Tamura's office, Room 304C. Lippard, Lucy, *Partial Recall: Photographs of Native North Americans*, The New Press; Johnson, Tim, (editor), *Spirit Capture: Photographs from the National Museum of the American Indian*, Smithsonian Institution Press; Fields O'Connor, Nancy (compiler), *Fred E. Miller: Photographer of The Crows*, University of Montana, Carnan VidFilm, Inc.; McAndrews, Edward, (compiler) *American Indian Photo Post Card Book*, Big Heart Publishing Company; Cates, Gwendolen (Photography) and Alexie, Sherman, *Indian Country*, Grove Press.

TOPIC

The subject of the tab this year is **sovereignty**. The concept of sovereignty was originally recognized when the United States government began making treaties with the hundreds of Indian tribes that inhabited the territory. The treaties were agreements between two distinct governments, which inherently meant the tribes had some measure of sovereignty over their affairs. The legal concept of Indian sovereignty was defined in law in the 1831 Supreme Court case of *Cherokee Nation v. Georgia*, in which Chief Justice John Marshall called the tribes "domestic dependant nations."

A 1973 Montana case decided in the U.S. Supreme Court that dealt with gambling on the Blackfeet Reservation made more explicit the court's view of sovereignty: "No doubt the Indian tribes were at one time sovereign and even now the tribes are sometimes described as being sovereign. The blunt fact, however, is that an Indian tribe is

sovereign to the extent that the United States permits it to be sovereign — neither more nor less.” Tribes today are considered “quasi-sovereign,” meaning they cannot do what Congress forbids.

What does that mean for tribes today? As you’ll see in a panel discussion taped last fall, the questions you’ll want to ask first are: *What is it? What can the tribes do? What should tribes do?* Sovereignty affects nearly every aspect of tribal members’ daily life. Here are some of the kinds of topics you may choose to investigate, in relation to sovereignty:

- Education

- Resource management

 - Water rights

 - Control of hunting, fishing and recreation on tribal lands

- Law and order

 - What authority do tribes have over non-Indians

 - Do state courts recognize tribal court decisions

- Health care

- Indian child welfare act

- Separation of powers

 - Can tribal councils overrule tribal court decisions

- Gambling

CLASS & MEETINGS

We will meet each week on Mondays from 3:10 to 5. On Wednesdays from 3:10-4 the reporters and editors will meet together as a team, as will the photographers, photo editor and designers. Team 1 in Room 211; team 2 in Room 204.

Share your contacts with one another. This project stresses teamwork. Your work will be published in a tab, and eventually, we hope, online.

TRAVEL EXPENSES

You will pay for travel expenses and then be reimbursed. If you need an advance, a budget must be done at least a week before you leave. Receipts also have to be accounted for and any unused money returned. **You must keep lodging and gasoline receipts or you can’t be reimbursed.** Period. Turn in your expenses to Kathleen Whetzel, the Dean’s assistant, in room 206B.

Here’s the reimbursement schedule:

- \$23 per day for food (no receipts needed)
- \$35 plus tax (must have receipt) per day for lodging—no phone calls included (That’s not a typo; that’s the state rate.) You can have a maximum of four nights lodging.
- Gasoline receipts for actual use.

PHONE CALLS

You will be able to make long distance telephone calls using phone cards that we will distribute, one to each team. You’ll need to work it out with your team member as to sharing the card. Do not use Kaimin telephones for Native News long distance calls.

ASSIGNMENTS & DEADLINES

Reporters

You will be expected to do research and come up with **two well-documented story ideas**. At every point, you should consult with the photojournalist and editor. Teamwork is critical. You may write either one or two stories, but that will be decided after consultation. *We expect the writing to be creative, insightful and authoritative.*

SUBMIT 20 HARD COPIES OF YOUR STORIES.

Deadline for your completed story: 3 p.m. April 9.

Photojournalists

Native News is an opportunity for photojournalists to learn to work as a team with a reporter. Photojournalists in Native News will combine shooting skills with reporting skills and in the process, become experts on the subjects they will be covering. Each photojournalist will conduct research and contribute two story ideas.

As a photojournalist, you will be responsible for gathering your own caption information to supplement the text written by the reporter. When stories that work well for reporters don't lend themselves to strong visuals, photographers should be prepared to suggest alternatives that will work for them.

Photojournalists will be required to do a photo story, as well as provide photos for the reporter's story. Remember, you will be required to write complete captions for all your photographs. You need to scan your pictures in as follows: 10" maximum for verticals or horizontals. Please scan in at 300 dpi. Save a raw scan and a tweaked version. Your tonal ranges should be as follows: 8 for your highlights, 80 for the shadows. Save your images as TIFFs.

Deadline for photos and captions: 3 p.m. Fri. April 9

There will be a Quickshow prepared by the photo editor and shown to the entire class on Monday, April 19, 2004

Designers

Designers will also participate in the story research and selection. You will pay special attention during the research phase to story ideas that can be told graphically. You will also be designing a project that will appear as a special insert.

Deadline for the final design: 11 a.m. Mon. April 12

All students

We will continue to build our database of contacts and places to stay. **You must turn in a list of contacts/sources, their titles, and phone numbers on a Macintosh-formatted zip disc in Microsoft Word.** Also provide a list of places you stayed with phone numbers, addresses and a brief description of the place and include the cost of the room per night for one and two people. Also, please add any web sites that you discovered to be helpful.

YOU MUST ALSO GIVE US A LIST OF SOURCES YOU INTERVIEWED, ALONG WITH THEIR ADDRESSES, SO THAT WE CAN MAKE CERTAIN THEY ARE MAILED A TAB.

Deadline: April 26

WEB SITES

Check out these Web sites. When you find other good ones let us know and we'll add them to our list.

Department of Justice's policy on Indian sovereignty:

<http://www.usdoj.gov/otj/sovtrb.htm>

Tribal chairman contacts (Montana Intertribal site).

<http://tlc.wtp.net/tribal.htm>

Or at: <http://www2.state.mt.us/css/govt/tribal.asp>

A list of tribal colleges, contacts, Web sites (not just in Montana)

<http://www.aihec.org/college.htm>

Also at: http://www2.state.mt.us/css/education/higher_edu.asp

Some good background about understanding tribal issues.

<http://www.opi.state.mt.us/IndianEd/Index.html>

From this site there is a link to some other good Internet resources.

There are many other resources you can find yourself on the net. Be careful, however, to recognize whether a site offers dispassionate, well-researched and unbiased information, unless you're looking for pro and con arguments about sovereignty.

Some other resources you might find helpful as your stories and planning progresses:

Montana Vital Statistics, compiled by the State Department of Public Health and Human Services. You can look at all sorts of data by age, race and county, including fertility rates, causes of death, chronic illnesses, etc. The latest available data are from 2002. I have a hard copy in my office, or you can check it on the Web.

<http://www.vitalrec.com/mt.html>

Names of motels, restaurants, etc., where you might want to stay. You can look at this later, when you're planning your trip.

<http://indiannations.visitmt.com/>

Bureau of Indian Affairs (Has been taken off-line due to Cobell suit, but may get reposted though it's been offline quite a long time. Does have phone numbers.)

www.doi.gov/bureau-indian-affairs.html

Index of Native American Resources on the Internet:

(covers all of Native America, lots of info):

<http://www.hanksville.org/NAresources/>

See legal resource books as a link on this site:

<http://www.hanksville.org/NAresources/indices/archive.php?choice=legal>

You may want to check those that interest you in the Mansfield Library.

A website with photographs by Danny Lyon which includes images from his book, Indian Nation.

<http://www.bleakbeauty.com>

John Well-Off-Man, a member of the Chippewa-Cree tribe, was born and raised on the Rocky Roy Reservation in Havre, Mont. His black-and-white photographs and artwork can be seen on the <http://www.welloffman.com>

Criteria used to determine grades

- Depth of research
- Teamwork
- Class participation and attendance
- How well you write/photograph/edit/design your stories
- Your demonstrated ability to meet deadlines and fulfill requirements

PHOTOGRAPHERS: Meagan Brown, Adam Bystrom, Mike Cohea, Lisa Hornstein, Chandler Melton, Noelle Teixeira, Heather Telesca

Photographers duties:

Research reservations and story ideas

Photograph on the assigned reservation

Gather accurate caption information on site, not from the reporter afterwards

Process and scan in all selected images

Immediately caption each image

Make a B&W print out of each photo with caption info visible : **3 p.m. Fri. April 9**

Follow instructions noted below:

Save a raw file at 300 DPI, 10 inches maximum high or wide.

Under "File info" CAPTION: enter the file name, your complete name, date the photo was taken, the reservation, person photographed, the specific location and any other pertinent info. This needs to be added in the RAW file.

Save a raw scan and a tweaked version. For newspaper reproduction, your tonal ranges should be as follows: 8 for your highlights, 80 for the shadows. Save your images as TIFFs.

Please follow this file name format:

For RAW files: RESERVATION NAME_YOUR LAST NAME_BRIEF ID_RAW.tif

For tweaked files: RESERVATION NAME_YOUR LAST NAME_BRIEF ID.tif

Once you come back from the reservation, process your film immediately. Do an initial edit of your selects by marking your film with a grease pencil. Set up a meeting with the photo editor to review and discuss the final edit. Promptly scan in the final selects and add the basic caption info outlined above. These captions will be edited later but it's important to get the basic info saved in the RAW scan.

Print out a black-and-white proof with the caption info visible.

Copy and paste your captions into a Word Document. Name the file:
RESERVATION NAME_YOUR LAST NAME_CAPTIONS

Along the way, also keep track of contacts, helpful web sites, hotel names and costs, phone numbers, etc. Burn a CD or copy onto a zip disc. Turn it in with a hard copy printed out with your name included at the top. Turn this in by April 19th.

PHOTO EDITOR: Kate Medley

Photo editor's duties include:

- Research reservations and topic issue
- Present a historic overview to the class – see sked for deadline
- Edit film
- Size and check level adjustments for pre-press production
- Proofread and edit photo captions
- Prepare images for a Quickshow presentation to class – see sked for deadline
- Make sure all necessary images are available to the designer when needed

DESIGNER(S): Liz Grauman and Yogesh Simpson

Yogesh's duties:

- Assist in conceptualizing the prototype designs
- Assist in conceptualizing the final design

Liz's duties:

- Initial research into some reservations
- Create two prototypes by **Feb. 25** with 2003 material including:
 - Cover
 - Table of contents
 - Double page spread
- Create the final design with 2004 material by **11 a.m. Mon. April 19**
 - Create a style book listing the specific typeface and point size for each of the following:
 - Main Headlines
 - Drop heads (deck)
 - Body copy (text)
 - Pull quotes
 - Credit lines & bylines
 - Captions
 - Space / gutters
 - Folios (type at the top of an inside page giving the newspaper's name, date and page number)
 - Page numbers
 - Photographic borders (frames or rules around each photo)
 - Collect fonts, photos and page design for final product production – Save to CD

Note: Save layouts as Quark 4.0 documents. For the mock up, use low res jpeg images. Template can be found in Professors_Tamura_J420. Please make a copy and keep the original in the folder.

CLASS SCHEDULE

This outline is subject to change.

WEEK 1

M Jan. 26	Introduction Video "American Indian Heritage Day" History of the project. Team Expectations. Syllabus review. Questionnaire.
W Jan. 28	Annouce the teams
WEEK 2	
M Feb. 2	GUEST SPEAKER - Rich Clow, NAS professor Initial research about reservations
W Feb. 4	GUEST SPEAKER: - Ray Cross, Law professor
WEEK 3	
M Feb. 9	GUEST SPEAKER: Ron Selden (specific issues) ? Reports on subjects
W Feb. 11	Meet as group for discussion.
WEEK 4	
M Feb. 16	Holiday - no class
W Feb. 18	Teresa - Meet designers / photographers separately - Prescott House Two story ideas due from each person.
WEEK 5	
M Feb. 23	Story idea discussion
W Feb. 25	Designers/ photographers - review prototypes
WEEK 6	
M March 1	Photo slide show - Kate GUEST SPEAKER:
W March 3	Photographers: Video - Edward Curtis
WEEK 7	
M March 8	Working as a team / writing & photography
W March 10	Teresa meets with photographers / Kurt Wilson
WEEK 8	
M March 15	Team meetings. Finalize story ideas.
W March 17	Review design prototype with group.

WEEK 9

- M March 22 Final meetings with each team.
Reminder of expenses/receipts. Arrange editing schedules.
- T March 23 Finish final meetings
- W March 24 No scheduled class.

WEEK 10

March 29-April 2 SPRING BREAK – Teams work on location

WEEK 11

- M April 5 Reports from the field
Edit film
- W April 7 Photojournalists – critique photos – plan on a longer class
- Fri. April 9 **3 p.m. photos due**

WEEK 12

- M April 12 Guest speaker: Ruth Fremson 3 p.m. Gallagher Building – photographers to attend
- W April 14 Review stories as a group.

WEEK 13

- M April 19 **11 a.m. final design due**
Photography Quickshow / continue discussion about stories
Turn in list of contacts
- W April 21 Meet as group. Review cover design, complete pages with unedited stories.

WEEK 14

- M April 26 TBA

W April 28

TBA

WEEK 15

- M May 3 Final projects due / evaluations

W May 5

TBA

WEEK 16

Final meeting to review completed project: 3:20 p.m. Wed. May 12