

Course Syllabus, October 1-2, 2009

Idaho's Journey for Diversity and Human Rights – Strategies for Sustainability

Course Number: FCS414, undergraduate or graduate – 1 credit hour

FCS405 (undergrad) or FCS505 (grad) - 1 professional development credit for teachers

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Course Dates and Locations

Course begins: October 1, 10am at the Human Rights Education Institute, 414 1/2 Mullan Avenue Coeur d'Alene, ID 83816, Phone: 208-292-2359 , info@hrei.org

Overnight accommodations: Sleeps Cabins, Sandpoint, ID

Course concludes: October 2, 4:00pm at the starting point: the Human Rights Education Institute

Final project due: November 2, 2009, 5pm.

Course Description

Idaho's Journey for Diversity and Human Rights is a hands-on learning experience exploring issues of human rights in Idaho. This year's program will focus on environmental and economic justice as human rights issues. Participants will travel throughout northern Idaho, learning about community and regional challenges and strategies for sustainability.

Course Objectives

- Participants will learn about the challenges of economic and environmental justice in North Idaho counties.
- Participants will meet and learn from the participants who have been instrumental in addressing those challenges.
- Participants will synthesize the relevance of Idaho's human rights issues to their working and community lives.

Activities: Idaho's Journey for Diversity and Human Rights includes two intense days of travel and presentations in north Idaho – for details, see the Schedule of Activities on the website, www.uidaho.edu/fcs/idahojourney.

Written Assignment

The goal of the written assignment is to provide students a chance to analyze a specific issue in depth, including its history as well as its current implications.

- **Paper Topic:** Choose an issue from one of the books in the reading list. Students should use the paper assignment to explore the development in their chosen issue over the course of history, and the current impact of that issue for their own current work and/or community roles. Students are encouraged to include any insights gained on the Idaho's Journey pertaining to the chosen topic.
- **November 2, 2009** – Submit class paper by 5pm. The paper should be 3-5 double-spaced pages in length. At the end of the paper include a bibliography with the reference sources listed. Papers should be submitted by November 2 to Arlinda Nauman by e-mail or mail –

see contact information above. Papers postmarked by 11/2/06 will be considered to have met the due date.

Reading List

- *Cadillac Desert: The American West and its Disappearing Water* by Mark Reisner, Penguin Group Publishers, 2003.
- *Silenced Rivers: The Ecology and Politics of Large Dams* by Patrick McCully, Zed Books, 2001.
- *Balancing Nature and Commerce in Gateway Communities* by Jim Howe, Edward T. McMahon, and Luther Propst, Island Press, 1997.
- *The Sustainability Revolution: Portrait of a Paradigm Shift* by Andres Edwards and David Orr, New Society Publishers, 2005.
- *Atlas of the New West: Portrait of a Changing Region*, James Robb and William Riebsame (Editors), Center for the American West, University of Colorado at Boulder, 1997.

Evaluation

The course is available on a pass-fail basis only. Successful completion of the course requires participation in the full set of field experiences on October 1 and 2, reading at least one book from the reading list, and submission of satisfactory written work by November 2, 2009. Failure to complete any part of these requirements will result in a failing grade for the course.

Other Readings of Interest

- Albinati, E. (2004). *Coming Back: Diary of a Mission to Afghanistan*. Hesperus Press. A personalized view of the migration of refugees returning to Afghanistan in 2002.
- Aronson, E. (2000). *Nobody Left to Hate: Teaching compassion after Columbine*. New York: W. H. Freeman. A brief introduction to the “jigsaw classroom,” a strategy to build an inclusive learning environment in a classroom setting.
- Aronson, E., & Patnoe, S. (1997). *The Jigsaw Classroom: Building cooperation in the classroom* (2nd ed.). New York: Addison Wesley Longman. A presentation of evidence from research and practice of a pedagogical strategy, the “jigsaw classroom,” that promotes intercultural contact and understanding in a classroom setting.
- Baker, R. (1995). *Los Dos Mundos* (Rural Mexican Americans, Another America), Utah State University Press, Logan UT. This book describes the separate world of Mexican and Anglo Americans living in the same Idaho town.
- Bieter, M., and Beiter, J. (2004). *An Enduring Legacy*, University of Nevada Press, Reno, NV. A chronicle of Basque presence in Idaho, from 1890 to the present.
- Dau, J. B. (2008). *God Grew Tired of Us: A Memoir*. National Geographic Society. The courageous journey of a teenage boy through the civil war in the Sudan, and subsequent adaptation to life in the U.S.
- Fadiman, A. (1998). *The Spirit Catches You and You Fall Down*, Farrar, Straus and Giroux. An inside view on challenges of culture in the world of medicine.
- Garcia, J. and Garcia, G. (2005). *Memory, Community and Activism: Mexican migration and labor in the Pacific Northwest*, JSRI Books. A collection of readings on migration and labor issues in the northwest area, including Idaho.

- Josephy, A. (Ed.) (2007). *Lewis and Clark through Indian Eyes: Nine Indian Writers on the Legacy of the Exposition* Vintage Press.
- Nisbett, R. (2003). *The Geography of Thought*. New York: Free Press. A strongly research-based discussion on cultural differences in cognition between Western and Asian peoples.
- Pipher, M. (2003). *The Middle of Everywhere: Helping Refugees Enter the American Community*, Harvest Books. An eye-opening view of the lives of contemporary refugees as they find their niche in America.
- Sweder, R. (2003). *Why Do Men Barbecue? Recipes for Cultural Psychology*. Cambridge, MA: Harvard University Press. A compendium of readings that make a good introduction to various aspects of cultural psychology.
- Taylor, Q. (1998). *In Search of the Racial Frontier: African Americans in the American West, 1528-1990*, Norton Books, New York. An engaging scholarly work on the African American experience at the key turning points in the history of the American West.
- Webber, B. (1989). *Indians along the Oregon Trail: The Tribes of Nebraska, Wyoming, Idaho, Oregon, and Washington Identified*, Webb Research Group, Medford, OR.