**DAPL Exercises and Resources from Dr. Rebekah Greene’s Spring 2017 LMC 3403 Class**

Individual Reading and Response Assignment

*Instructions:*

Read these articles, 1) “[Dakota Access pipeline: the who, what and why of the Standing Rock protests](https://www.theguardian.com/us-news/2016/nov/03/north-dakota-access-oil-pipeline-protests-explainer)” *(The Guardian*) and 2) “[What the Dakota Access Pipeline Protest is Really About](https://www.wsj.com/articles/what-the-dakota-access-pipeline-is-really-about-1481071218)” (*The Wall Street Journal*). After reading, please explore the [*Why Treaties Matter* virtual exhibit](http://treatiesmatter.org/exhibit/welcome/orientation/), before answering these questions using information from **all three** sources. Bring your typed answers so that you’re able to fully participate in our class discussion.

Note: these three sources have been selected to give you a rounded introduction to this topic. *The Guardian* is a British newspaper typically aligned with a more liberal political agenda, *The Wall Street Journal* is an American newspaper that typically tilts more towards the right and is interested in financial affairs, and *Why Treaties Matter* discusses the issue from a Native American perspective. For more information, please consult the resources guide at the end of this document.

1. What is the issue being debated here?
2. Which key stakeholders are involved?
3. Group these stakeholders—which ones support the issue identified in question one? Which are opposed?
4. What is the main argument in favor of proceeding?
5. What is the main argument in favor of opposition?
6. How many governments are involved in this issue and how do they communicate with each other?
7. Why are treaties important?

Small Group News Review Discussion Assignment

*Facilitator Note*: Divide the class into an even number of groups. Half of the groups should investigate question 1, while the others investigate question 2.

*Objective:* This assignment is designed to get students thinking about how decisions regarding technological developments and enhancements can sometimes impact overlooked constituencies and their needs.

*Instructions:*

With your group, take a look at [Google News](http://www,news.google.com) and search for “Standing Rock Sioux.” Take notes as you read and be prepared to share a short (no more than 5 minute) summary with your peers. (You will use your notes for your summary and then submit at the end of class.) Use the resources you locate in your Google News search to answer the following questions:

1. How has the evolution of the Dakota Access Pipeline protests raised awareness of environmental justice issues or the issues of voice and agency that many Native American nations face, in your opinion? (For more on voice and agency, check out this [short definition and discussion](https://serve-learn-sustain.gatech.edu/big-idea/voice-agency) from the Georgia Tech Center for Serve-Learn-Sustain.)
2. Think more about the roles that technology can play within the community, either as a benefactor or as a disruptive agent. How does the Dakota Access Pipeline emerge as an example of either, based upon the resources you’ve located?

A Collection of Resources For Further Discussion or Exploration:

*Government Agencies: US and State*

* [Environmental Justice for Tribes and Indigenous Peoples](https://www.epa.gov/environmentaljustice/environmental-justice-tribes-and-indigenous-peoples) (Environmental Protection Agency)
* [Bureau of Indian Affairs](http://www.bia.gov)
* [US Fish and Wildlife Service (Environmental Assessment Report)](https://www.fws.gov/uploadedFiles/DAPL%20EA.pdf)
* [North Dakota Office of the Governor](https://www.governor.nd.gov/)

*Native American Government Agencies and Affiliated Organizations*

* [Standing Rock Sioux Nation Official Website](http://standingrock.org/)
* [Standing Rock Sioux Facebook page](https://www.facebook.com/Standing-Rock-Sioux-Tribe-402298239798452/)
* [The Cherokee Nation Official Website](http://www.cherokee.org)
* [National Congress of American Indians](http://www.ncai.org/)
* [Treaty Education](http://treatiesmatter.org/exhibit/welcome/orientation/) (also includes Educator Resources)
* [#NoDAPL Archive: Standing Rock Water Protectors](http://www.nodaplarchive.com/)

*Corporate Interests*

* [Dakota Access Pipeline Facts and News from Energy Transfer Partners](https://daplpipelinefacts.com/the-legal-process/)

*Academic Articles*

* [Darren Ranco et al. “Environmental Justice, American Indians and the Cultural Dilemma: Developing Environmental Management for Tribal Health and Well-being.” *Environmental Justice* 4.4 (2011): 221-230.](file:///\\csls.nas.gatech.edu\csls\Staff\Courses\Teaching%20Resources_Tools\Toolkit\Content%20IP\Closing%20In%20on%20Development\DAPL%20Protests%20Toolkit\•%09http:\www.swinomish-nsn.gov\media\53995\swin_pr_2011_02.pdf)
* [Jamie Vickery and Lori Hunter. “Native Americans: Where in Environmental Justice Theory and Research?” *Society and Natural Resources* 29.1 (2015).](http://www.tandfonline.com/doi/full/10.1080/08941920.2015.1045644)
* [Megan O'Rourke, The Keystone XL Pipeline: Charting the Course to Energy Security or Environmental Jeopardy?, *Villanova Environmental Law Journal* 24.1 (2013).](http://digitalcommons.law.villanova.edu/elj/vol24/iss1/5)
* Students are strongly encouraged to search for their own academic articles using the Georgia Tech library’s databases. *JSTOR* and *Academic Search Complete* both return many results suitable for a wide variety of academic disciplines. You may wish to look for articles relating to the pipeline building process and engineering.
  + As you locate results results, please keep a list and let the SLS Office know what you have found so we can update this list!

*Popular Press*

* [Coverage from *The Guardian*](https://www.theguardian.com/environment/2017/jan/24/keystone-dakota-access-pipeline-executive-order)
* [Crane-Murdoch, Sierra. “Standing Rock: A New Moment For Native-American Rights.” (10/12/2016, *The New Yorker*)](http://www.newyorker.com/news/news-desk/standing-rock-a-new-moment-for-native-american-rights)
* Elbein, Saul. [“The Youth Group That Launched a Movement at Standing Rock.” (1/31/2017, *New York Times Magazine*)](https://www.nytimes.com/2017/01/31/magazine/the-youth-group-that-launched-a-movement-at-standing-rock.html?_r=0)
* [#NoDAPL Resources List](file://\\csls.nas.gatech.edu\csls\Staff\Courses\Teaching%20Resources_Tools\Toolkit\Content%20IP\Closing%20In%20on%20Development\DAPL%20Protests%20Toolkit\•https:\www.bustle.com\articles\196394-these-valuable-nodapl-resources-can-help-you-understand-the-movement-the-people-behind-it)

*Additional Teaching Resources*

* [Kate Harris and Michael Gonchar, “Battle Over an Oil Pipeline: Teaching About the Standing Rock Sioux Protests.”](https://www.nytimes.com/2016/11/30/learning/lesson-plans/battle-over-an-oil-pipeline-teaching-about-the-standing-rock-sioux-protests.html) (11/30/2016, *New York Times* Civics Lesson Plans)