

**Issues of the Native American Experience
NAS/SWK 365**

Fall/ 2008

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Goals of the Social Work Program

1. Prepare students for beginning level generalist practice with individuals, families, small groups, organizations, and communities.
2. Prepare students to practice with diverse populations.
3. Promote professional student identities incorporating social work ethics and values.
4. Prepare students for continued professional growth and development.
5. Understand and apply the knowledge, and skills for professional social work practice.

Program Objectives--Students will be able to:

1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends (FPO: 3,5,1).
2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations and communities (FPO: 1, 3,B6, 8).
3. Understand and apply social work values and ethics in the context of professional practice (FPO: 2, 3, 5).
4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision (FPO: 3, 4, 9, 10, 11).
5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system (FPO: 1, 3, 5, 8, 12).
6. Analyze social policies and services effecting clients, social workers, and social agencies (FPO: 3, 8, 9, 10).
7. Apply principles, concepts and theories of evaluation to undergraduate generalist social work practice (FPO: 1, 3, 9).
8. Understand and assess professional practice through the application of qualitative and quantitative research methodology (FPO: 3, 8, 9).
9. Employ social work interventions sensitive to diverse, oppressed and disenfranchised populations (FPO: 1, 3, 4, 10, 11).
10. Apply the strengths perspective when working with individuals, families, small groups, organizations, and communities (FPO: 1, 3, 4, 6, 10).
11. Apply critical thinking skills when working with individuals, families, small groups, organizations, and communities (FPO: 1, 3, 8, 11, 12).
12. Understand and apply communication skills differentially (FPO: 1, 3, 4, B6, 10, 11, 12,).
13. Understand and appreciate international social work practice (FPO: 1, 2, 3,4, 5, 8,)

I. Course description.

The context of the Native American experience is considered as a system reflecting a unique organized set of beliefs and arrangements. This course examines Native American culture and values, social institutions and social systems. Issues emanating from being Native American are presented. Consideration is given to understanding the Native American experience from an historical perspective as well as the contemporary viewpoint. Understanding this experience in relation to the broader society is emphasized. This course provides the basic knowledge and skills essential for cross cultural interaction with Native American people in varied social contexts.

II. Course objectives: Students will be able to:

Knowledge

1. Identify the unique social arrangements, social systems and institutions of Native Americans.
2. Recognize and understand the similarity and differences between Native American culture and American culture.(CPS B 5.9, B5.7.5) (Program objectives: 2, 3)
3. Identify and develop beginning understanding of selected social problems/conditions and issues confronting Native Americans.(CPS B5.7.4, B5.7.6, B6.5, B6.6, B6.8) (Program objectives: 1, 2, 6, 9)
4. Identify, examine, and analyze the implications of selected social policies on the Native American experience including extermination, removal, assimilation, and self-determination. (CPS B5.7.8, B6.5, B6.6, B6.8) (Program objectives: 1, 6, 11)

Values

5. Begin to appreciate cultural diversity and how it interacts with the broader society.(CPS B5.9) (Program objectives: 3, 4, 11)
6. Use Native American culture and experiences to examine their own culture and life experiences. (CPS B5.7.7, B5.9) (Program objectives: 3)

Skills

7. Develop beginning cross-cultural skills with Native American people in an array of social settings.(CPS B5.7.10) (Program objectives: 2, 4, 11)

III. Texts and reading assignments

1. *Lame Deer: Lame Deer--Seeker of Visions*
2. *Katz: Messengers of the Wind*
3. *Utter: American Indians: Answers to Today's Questions*

IV. Schedule

Aug 28 *Get acquainted, overview of course and requirements*

Aug 2 *Origin of Native Americans*

In class exercise- Read the syllabus course description and course objectives and peruse/briefly review the content of all the books. Discuss/explain how the books/reading support or help achieve the course objectives.

Questions/discussion about reading

Required

Utter: Part I--The discovery issue. Columbus, Cabot, Vikings, Skraelings, Vinland, Doctrine of Discovery, Johnson vs. McIntosh

Lame Deer Chapter 1: Purpose of vision quest, vision quest vs organized church, purpose of being alone, significance of grandmother offering flesh, vision quest as understanding

In *Katz*, Track: 'We have to have ceremonies: Family roles, growing up in a village, husband-wife relationship, ceremonial functions, role of missionaries, native world view.

In *Katz*: *Kenny--Men and women live with the seasons. Role of native Alaskans, influence of elders, alcohol/drugs among Indians, impact of mission schools, marriage, sexual harassment, spouse abuse, Eskimo death and dying.*

In *Katz*: *James--People cared about one another. Making a basket reflective of Indian life*

Sep 4 & 9 *Current statistics of Native Americans*

Required

Utter: Part II--Section A. Who is an Indian, Are all Native American Indians, native population, off and on reservation Indians, what is the Indian problem, what defines a tribe, number of tribes with federal recognition, tribal membership, terminated tribe.

If you are interested in an international native perspective see World Indigenous issues at <http://www.cwis.org/>

Sep 11 *Overview of historical contact between native people and colonists*

Film: Savagery and American Indians

Required.

Lame Deer Chapter 2: Indian polygamy, shirt wearer, counting coup, how Lame Deer's father received his name?, Lame Deer's father didn't talk much, Indian child rearing, Lame Deer's first encounter with non-Indians, daily living, "squaw cooler, moon counting stick, purpose of self mutilation upon death, children's games, child discipline, moral of duck and spider (Iktome) stories, why Indians don't have heart trouble, giveaways at death, eye of the heart.

Lame Deer Chapter 3. How does money reflect the differences between Indians and non-Indians? generosity, Lame Deer's jobs, peyote

In Katz: Whitehorse—In the family women run everything. Navaho women and ownership, marriage & divorce, missionary influence on familial roles, female puberty ceremony, traditional marriage ceremony. .

In Katz: Bluestone—From my grandmother, I learn sadness. Indian white relationships, humor keeps Indians going.

In Katz: Salinas—Still grieving over the loss of the land. Boarding schools, detrimental effects of allotment on Indians, relocation.

In Katz: Washinawatok--Power comes from within. Indian reorganization act, termination policy, why Indian people drink?, urban Indians.

In Katz: Espinosa--Cottonwood tree talks to me. Importance of Indian name, International Treaty Council,

In-class exercise-- Do you agree or disagree with the World's Work magazine statement that reads "losing one's identity is the one essential act of a democratic society? Take a position and justify your position.

Sep 16 *Fry bread test*

Indian culture and values

Required

Lame Deer Chapter 4. Why Indians drink to excess?, poverty on reservation, treatment of Indians by police, lack of employment on reservation, holy water, life of carousing,

In Katz: Wittstock--We are all members of a family. Great tree of peace, Indian women roles, female-male roles, American Indian Movement, Longhouse religion.

In Katz: Smith--I see incredible force within native people. Affect of relocation on Indians, growing up political in Indian communities.

In Katz: Chrystos--I give you the seeds of a new way. Growing up outside the tribal circle,

Sep 18 *Culture contact game*

Required

Lame Deer Chapter 5. Lame Deer's views about Mount Rushmore and Crazy Horse, as social activism.

In Katz: Bennett--Puyallup tribe rose from the ashes. Ownership and importance of land, creation, elders, fishing right

In Katz: Holmes--Pipe ceremony is really good.. Importance of pipe, menstruation, racism

Sep 23 *Myth, misinformation and stereotyping of Indians*

Film: Searching for Native American Identity

Required

Utter--origin of phrase red man, use of scalping, effects of alcohol, politically correct term for Indians, sports mascots, stereotypical images of Indians and of whites.

Sep 25 *The Native American family system Online lecture—West Nebraska trip*

There are some negative Native American images in the reading (Lame Deer and Katz), do they support the stereotypes of Indians?

Sep 30 *Contributions of American Indians*

Film: More Than Bows and Arrows

Oct 2 *Fundamental aspects of the Indian-governmental relationship: treaties.*

Required

Utter (Section C): Definition of treaty, beginning of treaty making, land rights of treaties, treaties between tribes, difference between treaty and agreement,

"Indians and the U.S. Government" <http://www.nativecalling.org/archives/topics/politics.html>

and if you are interested in international perspective: see Canadian Indian treaties at <http://ellesmere.ccm.emr.ca/wwwnais/select/indian/english/html/indian.html>

In-class exercise--If you were assigned as mediator in the Black Hills land dispute (described by Lame Deer), how would you approach the problem and how would you solve it considering the legal, cultural, social, and political ramifications?

Oct 7 *Indian child-rearing*

Required

Lame Deer Chapter 6. Symbols, Owl Woman, significance of rocks and red pipestone, spiritual essence of everything, four supernatural, sacred numbers, four Indian virtues (men and women), significance of names,
In Katz: Poole--You take care of the land. Green Corn ceremony, matrilineal society, disciplining children,
In Katz: Steele--We give energy to each other. Freedom of Indian women, doing well as an Indian, child rearing, INMED, Alkali Lake,

Oct 9 *Conceptual framework for studying Indian policy*

Required

Lame Deer Chapter 7. Types of animal power--buffalo, badger, eagle, elk, ant, coyote, spider.
In Katz: Whiteman--Let us survive. Matrilineal nature of society, interconnectedness, slow change in Indian country?

Oct 14 **Midterm Exam**

Oct 16 *Fundamental aspects of the Indian-governmental relationship: jurisdiction*

Required

Utter--Section H. Legal status and tribal self government. Wards of federal government, citizenship, paying taxes of Indians, trust relationship, criminal and civil jurisdiction, tribal sovereignty, Indian self determination.

"Taxing Non-Indians on the Rez" ["http://www.nativecalling.org/archives/topics/economics.htm"](http://www.nativecalling.org/archives/topics/economics.htm)

Oct 25 *Reservation and urban Native American economic development.*

Required

Lame Deer Chapter 8. Indian shyness, affection in public, teepee creeping, Indian courtship, marriage, if a child dies, divorce, in-laws, menstruation, two spirit people (winktes).

Katz: Rose-You.who have removed us at what cost. Repatriation act, Indians who attend college.

Oct 28 *Presentation/debate—Should Columbus Day be repealed?*

Required

Utter--Section I: Bureau of Indian Affairs. administrative roots, mission, objectives Section J: Health. goals, structure and function, alcoholism and AIDS

Oct 30 *Presentation/debate on use of Indian names and school mascots*

Nov 4 & 6 *Indian education and associated issues*

Film: Where the Spirit Lives

The boarding school experience and its influence on contemporary Indian life

Required

Utter--Section K. Education. general history of Indian education,

Nov 11 *Native religion and spirituality*

Required

Utter--Section C--Culture and Religion. Common cultural heritage, Indian Arts and Crafts Act, religious practices, universal force, taboo, spirits, visions, shaman, communal ceremony, outlawing of Indian religious ceremonies, Native American Church, American Indian Religious Freedom Act, origin of word pow-wow

Required

Lame Deer Chapter 9. Types of medicine people, ways of becoming a medicine person.

Lame Deer Chapter 10. Grandfathers breath, bird stones, all my relatives.

Lame Deer Chapter 11. Features of Yuwipi,

Lame Deer Chapter 12. Significance of suffering, Sun Dance purpose,

In Katz: Mann--We have a long history here. Naming ceremony, living conditions, Indian Religious Freedom act,

In Katz: James--We are the Caribou people. Family life, going to school, tribal decision making, celebrating earth day.

In Katz: Nahgahnub--They're trying to sell our treaties. Dream catchers, Indian gaming, treaty buyouts, honoring and watching animals.

In Katz: Hilbert--The spirit takes of us. Mortuary practice, naming ceremony

"Peyote: Narcotic or Medicine" <http://www.nativecalling.org/archives/topics/religion.html>

Nov 13 *Debate/presentation: Should non-Indians be allowed to participate in traditional Native American spiritual ceremonies?*

Nov 18 Black Indians

Required

Lame Deer Chapter 13. Native American Church, history, peyote, road man, symbols,
Lame Deer Chapter 14. What does roll up the world refer to?, beginning of Ghost Dance, purpose of Ghost Dance
Lame Deer Chapter 15. Nature of clowns, thunder dreamers,
Lame Deer chapter 16. Blood turned into stone?, origin of pipe,
In Katz: Barstow--There's some kind of healing force here. Growing up on reservation.
In Katz: McCloud--You defend what's sacred to you. Healers role, Indian home life, Women of All Red Nations.
In Katz: Looking Horse--Our cathedral is the Black Hills. White Buffalo Calf Woman, children as sacred, Womanhood ceremony.

"African and Native American Heritage and History" <http://www.nativecalling.org/archives/topics/civil.html>

Nov 20 Presentation/debate on: Should churches be sued for past wrongs perpetrated on Indian children while attending boarding school?

Nov 25 Mexican Indians

Lecture and exercise

Nov 27 *Land and development*

Required

Utter--Section G. Land, Resources, and economics. Definition of reservation, largest and smallest, difference between federal and state reservations, Indian conception of land ownership, aboriginal title, tribal natural resources, environmental racism, earning a living

Dec 2 & 4 Catch up and Jeopardy game

Dec 9 & Dec 11 film--Smoke Signals

Dec 15 **Final Exam**

V. Evaluation and grading

1. Exams = 2 in-class exams, 100 points each=200 points
2. Debate/discussion = 100 points--about 10 minutes long for each student..

Students participate in one debate/discussion about a topical issue. This assignment is worth 50 points and is graded. Instructions are handed out and discussed in class.

Presentation/debate Guidelines/Evaluation

- ____ Organization and clarity of the topic and completes presentation within time allotted(20 pts)
- ____ Issues/problems adequately reflected and level of sophistication/depth of the topic(20 pts)
- ____ Bibliography—four references minimum (20 pts)
- ____ One page outline giving the *important* areas of the presentation (20 pts)

Please make two copies--one for your presentation and one for me to follow.

____ Addresses personal, professional, organizational, and value considerations (20 pts.)

Grading and point assignment

Total points=300. To calculate your grade, multiply the following percentages times your point total.

93% and above= A, 87%--92%=B+, 83%--86%=B 77%--82%=C+ 73%--76%=C 63%--72%=D Under 62%=F

Attendance policy

You may miss two (2) classes for any reason. However, after two missed class, five (5) points are deducted from your total points for each absence.

Academic dishonesty is a serious offense in the College of Arts Sciences. Students are required to read the academic dishonesty policy at <http://puffin.creighton.edu/ccas/FacStaff/polManual/polManual.htm> to ascertain the College's policy. Specific details about the policy are delineated along with adjudication procedures, notification of relevant parties, application of penalties, and student's right to appeal. Penalties for academic dishonesty in any course assignment may include an "F" or an "F" for the entire course

The Department of Social Work passed a departmental wide policy prohibiting the use of laptops in all social work courses beginning fall 2008.

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