

Salt Lake Community College Course Curriculum Outline

CATALOG INFORMATION

Course Abbreviation: ETHS **and Number:** 2440

Course Title: Native Amer. Culture (SS,DV)

Course Description: Intro to historical, political, social & cultural experiences of Native American groups in US society including the impact of privilege & discrimination; use of social work frameworks to increase competency in complex cultural & community issues.

Course Prerequisites: none

Number of credits: 3

Number of instructional contact hours: 3

Number of lecture hours per week: **Number of lab hours per week:** 0
(hours per week or equivalent number per week for a full semester or equivalent)

Type of credit: Transfer

Course Fee (if applicable): 0

Course will be offered: All

Semester of Implementation: Spring 2007

APPROVALS:

Faculty Submitting Proposal: Mequette Sorenson. M.S.W.

School Curriculum Committee: John McCormick, April 5, 2011

Technical Review: Danielle Mills, April 7, 2011

Received by Articulation: (Articulation advisor's name and date)

General Education Committee:

Other Committees (specify): (chair's name and date)

Curriculum Committee: Craig Ferrin, 04/25/2011

Accepted by Senate: 05/13/2011 Electronic Vote

Final Curriculum Approval: Dr. Christopher Picard, 05/13/2011

INSTITUTIONAL IMPACT

Rationale for the change or addition of course:

5 year review

Financial impact: What resources will be needed:

None

What programs will utilize this course?

As is, this course is an active part of an articulation agreement for students who are in the Social Work program and the Education programs. It will fulfill the diversity requirement for all SLCC students.

SYLLABI INFORMATION

<u>ASLO</u>	<u>Course Objectives/Student Outcomes</u>	<u>Assessments</u>
1	Students will demonstrate substantive knowledge of the historical, political, cultural and social experiences of the Native Americans living in the U.S.	1. In order to measure students' knowledge of the historical, political, cultural and social experiences of Native Americans living in the U.S. the instructor will include but is not limited to several of the following methods: -Exams/quizzes -Small group exercises -Essays -Reaction papers -Ethnographic assignments -Individual and group final projects -ePortfolio reflective responses
2, 5	Students will effectively discuss both orally and in writing events and/or practices prevalent among members within the Native American community.	2. In order to measure students' ability to communicate both orally and in writing their knowledge and understanding of events and/or practices prevalent among members within the Native American community the instructor will include but is not limited to several of the following methods:

		<ul style="list-style-type: none"> -Exams/quizzes -Small group exercises -Essays -Reaction papers -Ethnographic assignments -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses
2,4	Students will comparatively and analytically assess and articulate cultural patterns that have shaped the Native American family and its members.	<p>3. In order to measure students' ability to assess and articulate cultural patterns that have shaped the Native American family and its members the instructor will include but is not limited to several of the following methods:</p> <ul style="list-style-type: none"> -Exams/quizzes -Small group exercises -Essays -Reaction papers -Ethnographic assignments -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses
2, 4, 5	Students will demonstrate through communication both orally and in writing that they understand and can utilize culturally competent interpersonal skills when working with Native Americans.	<p>4. In order to measure students' ability to communicate both orally and in writing that they understand and can utilize culturally competent interpersonal skills when working with Native Americans the instructor will include but is not limited to the following methods:</p> <ul style="list-style-type: none"> -Exams/quizzes -Small group exercises -Essays -Reaction papers -Individual responses to in-class scenarios utilizing effective social

		<p>work frameworks</p> <ul style="list-style-type: none"> -Individual and group final projects -ePortfolio reflective responses
4, 5	<p>Students will apply theoretical frameworks and models of identity and self concept in order to understand how and why to respond more effectively with diverse groups in the community.</p>	<p>5. In order to measure students' ability to understand and apply theoretical frameworks and models of identity and self concept that result in more effective responses to diverse groups in the community the instructor will include but is not limited to the following methods:</p> <ul style="list-style-type: none"> -Exams/quizzes -Small group exercises -Essays -Reaction papers -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses
5	<p>Students will understand the complexity and differences embodied within the many diverse Native American communities, and that the members of each community do not necessarily view themselves as a homogenous group. This course focuses on the Native American experience, but will place that experience within the larger context of the Native American experience.</p>	<p>6. In order to measure students' ability to understand the complexities and differences embodied within the many diverse Native American communities the instructor will include but is not limited to the following methods:</p> <ul style="list-style-type: none"> -Exams/quizzes -Small group exercises -Essays -Reaction papers -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses

2, 4, 5	Students will be able to communicate both orally and in writing the identification of a specific issue in the Native American community and will utilize effective problem solving skills including using the expertise of professionals in the community to develop a strategic intervention to address the identified problem.	7. In order to measure students' ability to communicate the identification of a specific issues in the Native American community and utilize effective problem solving skills in the development of a strategic intervention the instructor will include but is not limited to the following methods: -Exams/quizzes -Small group exercises -Essays -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses
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Delivery Format(s): Lecture

Instructions on Specific Assignments and Processes:

The class will consist of instructor lectures, small and large group discussion of the readings, student presentations, and handouts. Class lectures and discussions may not cover all of the assigned readings, as the instructor will attempt to respond to the particular needs of students as a group in focusing classroom activity. Students will become culturally aware and gain a greater understanding of a specific group of Native Americans within our society so that they can become a more culturally aware working professional.

Students will be asked to explore through a variety of mediums including but not limited to lectures, guest lectures, readings, films, site visits, and class discussions to arrive at a more complete understanding of the Native American experience within the larger context of the multicultural U.S. society.

This course will facilitate students understanding the various social, economic and cultural contributions made by Native Americans to the United States. By engaging in this process students will be able to clearly distinguish contributions from stigmas and prejudicial attitudes.

As a SS designation various methodologies specific to social work will be incorporated into assignments. These methods will introduce the student

to the role as a change agent through the use of effective models, theories and frameworks utilized by social workers in assessing presenting issues and identifying possible interventions and available resources to minimize the presenting issue.

Sample instructions on specific assignments and processes:

Classroom Discussions

A very valuable way of assessing if a student is conceptualizing and integrating the information contained from the text and lectures is through class discussions. Through the articulation of thoughts and ideas prompted by inquiries posed by the instructor, the instructor can assess if the student understands key concepts, historical and current events that have shaped the life of the Native American as well as prevalent cultural patterns manifested in personal relationships with others. If a student fails in their integration of the material evidenced in their responses it is the responsibility of the instructor to re-assess their approach and find an alternative method in reaching the objective for the class.

Quizzes and Exams

Students may be required to take quizzes, mid-terms, and/or exams. These assessments should allow the student to demonstrate their basic knowledge of terms, ideas and reading comprehension.

Small Group Exercises

Students will be asked to participate in exercises with 4-6 members wherein they will be given a case study and asked to assess the underlying issue, apply applicable models to better understand the presenting issue and identify possible interventions and available resources to minimize the issue. Students will be given prompt questions to guide their assessment.

Outside Class Activities and Subsequent Reaction Papers

Students will be required to attend activities outside of the classroom. These activities may include cultural celebrations significant to the Native American, murals and art exhibits and other cultural sites reflective of the Native American experience. It is expected of students to develop an intellectual response to their attendance at an outside class activity. This reaction paper will require a discussion of thoughts, feelings and observations through the lenses of understanding of the social, economic, religious, educational and political influences. This understanding integrated into the knowledge gained from the classroom, the text and additional readings/experiences must be reflected throughout the

student's reaction to the outside class experience. Students will be given a prompt question to help guide the theme of their paper.

Research Project

By the end of the course the students will identify a specific issue related to Native Americans. Utilizing their knowledge gained of the Native American experience the student will provide research supporting the need for the change, develop a realistic strategy for addressing the identified issue, the cost of the proposed intervention, possible areas of resistance and an interview with a stakeholder in the community who would be committed to the change. The student will be assessed by scoring rubrics.

ADDITIONAL DESIGNATION(S)

This course requests Service Learning/Study Abroad/[General Education](#) designation as:

1. **Communication:**

This course asks students to communicate with one another orally during their group discussions and presentations. Students will understand and learn the importance of accurate identifiers when describing individuals of Native descent. Additionally, students will use interpersonal communication and interviewing skills when talking with community members and/or professionals about a community issue.

Students will also have the opportunity to communicate their understanding and integration of the material through several writing assignments. Some of these assignments may include reflective writing assignments, assessment and identification of resources exercises, case study reviews, compare and contrast papers, and a final research paper. The readings assigned by the Instructor will further serve the purpose of facilitating the communication process both orally and in writing in order to arrive at a deeper and richer understanding of Native Americans social, economic and cultural experience as well as their contributions to the social fabric of the U.S. thus, developing a more culturally competent professional.

2. **Creativity:**

By reading, writing and discussing the Native American experience, students will creatively engage in an analysis of the diverse contributions and issues of Native Americans as well as the positive

effects of the diverse social fabric of the U.S. The creative responses and expressions of Native American experiences within a dominant culture will be explored. Students will be required to use creative thinking and problem solving skills in developing a plan of action to address an issue facing Native Americans.

3. Critical Thinking:

Class assignments will utilize a variety of frameworks that will provide students with tools to effectively analyze and understand Native American issues; students will be required to use problem solving skills in developing an action plan for a community issue.

The various mediums utilized in the delivery of this course will provide students with the opportunity to discuss, explore, and analyze the rich social, economic and cultural diversity of the Native American culture within the U.S. Through discussions of the readings, lectures, and group presentations, students will be able to apply the information outside the classroom, thereby attaining a deeper and more thorough understanding of Native Americans.

4. Esthetics:

Students will be exposed to the richness of various Native American cultural expressions such as but not limited to writings, readings, art exhibits, films, music and lectures by guest speakers.

Students are also encouraged to examine their own attitudes and values as they relate to the subject matter.

5. Social Web:

The main focus of this course is to examine the experience of Native Americans within the diverse fabric of the U.S. This course is designed to encourage students to discuss with one another in small groups and in large group presentations relevant social, cultural, economical and political issues as well as any other relevant issues of the Native American population.

By watching films, visiting exhibits and/or museums, viewing murals, listening to guest speakers and attending cultural and community activities, students will gain a greater understanding of the common themes that are interwoven through the Native American culture.

6. Substance:

In order to become culturally responsive professionals, students will study principles, models, frameworks and other applications that facilitate understanding of Native American experience as well as their social, economic and cultural contributions to the U.S.

- 7. Interdisciplinary: NA
- 8. Diversity (only if requesting [DV](#) designation)
- 8a Course Content:

The course will focus on the historical, social, economic and cultural experience of Native Americans within the United States. It will introduce students to common characteristics of individuals of Native American descent. Students will explore the dynamics involved in a non-dominant group's attempt to overcome discrimination, stereotypes, marginalization and prejudice while also contributing to the socio-economic and cultural fabric of the U.S.

Students will identify possible issues that may result from the personal experiences of the Native American as well as effective interventions and resources to empower the Native American and support them in their endeavor for equality in today's society.

Essentially, this course will provide the student with a broader knowledge of the forces that shape the Native American descended peoples in today's society. We will recognize that there are diverse groups within what the government has designated "Native Americans"—which is fairly artificial terminology. We will focus on Native American experience while acknowledging commonalities and differences within the Native American experience in order to create culturally competent professionals who can effectively relate to this specific minority-group experience.

- 8b Methods:

The course will utilize a variety of methods to disseminate information and facilitate learning. These include lectures, small and large group discussions, reaction papers, debates, journals, group projects and presentations. In addition, there will be opportunities for exposure to Native American and Native American expression, including films, art and music.

The written assignments will bring together theoretical principles as well as historical, economic, social and cultural perspectives.

Community presenters will provide opportunities for practical application of Social Work theory related to Native Americans and will provide an experiential component to the course. Assignments will provide opportunities for articulation of Social Work frameworks and concepts. This knowledge will culminate in a final project whereby students will identify an issue facing the Native American community, research the issue, become aware of any community resistance, complete an interview with a professional working in the Native American community and create a viable and culturally competent intervention that would meet the needs of the population.

8c Miscellaneous:

While this course examines the specific historical, social, economic and cultural experiences of the Native American it is also designed to provide the students with broad perspective and sensitivity that can be applied to other groups within the broader society. As a Social Work course cultural competence is acquired through frameworks of Social Work.

SALT LAKE COMMUNITY COLLEGE
Department of Social Work

ETHS 2440
NATIVE-AMERICAN CULTURE

Instructor: Sally Anne Brown
Office:
Office Hours: By appointment
Phone: 801.545.0294 OR 455.1288
E-mail Address: Sbrow174@mypage.slcc.edu

Required Text: *Native Americans in the Twentieth Century*, by James S. Olson & Raymond Wilson

A History of Utah's American Indians, edited by Forrest S. Cuch

Explorations in Cultural Competence in Social Work Practice, by Hilary N. Weaver

Required Readings: E. Williams and F. Ellison, 1996. *Culturally informed social work practice with American Indian clients; Guidelines for non-Indian Social Workers*. *Social Work*, (2), 147-151 (accessed through data base at SLCC library)

R. Lewis & M. Ho, 1989. *Social Work with Native Americans*. *Social Work* (20), 379-382

Cultural Standards for Social Workers -
www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf

Other handouts/readings as assigned

Course Description

Social Work has always condemned prejudice and discrimination. As a helping profession, Social Work has developed a growing awareness of the importance of cultural competence. Through the use of Social Work concepts and frameworks the students in this course will gain culturally appropriate knowledge and thereby acquire culturally competent skills.

This course is designed to provide students an introduction and overview of cultural experiences for Americans of Native American descent through a social work lens. Students will gain a broader understanding into the general threads of the Native

American culture as they explore ethnic identity, stereotypes, self-concept, family structure, public policy, economics, music, literature as well as prejudice, discrimination, and racism.

Essentially, this course will provide the student with a broader knowledge of the forces that shape the Native American-descended peoples in today's society. It is intended to create culturally sensitive professionals who can effectively relate to this specific minority-group experience and thus provide effective services, instruction and/or direction to individuals of Mexican American descent.

Learning Outcomes:

The primary goal of ETHS 2440 is to introduce the student to historical, political, social and cultural experiences of Native Americans in US society. The course will examine the impact of stereotypes, prejudice and discrimination as well as apply social work frameworks to increase competency in complex cultural & community issues. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

SLCC Learning Outcome #1: Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

ETHS 2430 Learning Outcomes: At the end of this course students should be able to:

- demonstrate substantive knowledge of the historical, political, cultural and social experiences of the Native Americans living in the U.S.
- demonstrate an awareness of civil rights, an understanding of historical discrimination and the challenges and pressures to assimilate in order to better understand the plight of Native Americans and to more effectively provide services to members of the Native American community

SLCC Learning Outcome #2: Upon successful completion of any program, students should be able to communicate effectively.

ETHS 2430 Learning Outcome: At the end of this course students should be able to:

- effectively discuss and write about events and/or practices prevalent among members within the Native American community.
- effectively discuss and write about their understanding of issues specific to the Native American community and utilizing effective problem solving skills to develop strategic interventions to address the challenges.

SLCC Learning Outcome #3: Upon successful completion of any program, students should develop quantitative literacy's necessary for their chosen field of study:

ETHS 2430 Learning Outcome: At the end of this course students should be able to:

- Interpret information represented in data, graphs, tables, statistics and research studies to more effectively understand individual and group patterns of behavior amongst the Native American communities.

SLCC Learning Outcome #4: Upon successful completion of any program, students should be able to think critically.

ETHS 2430 Learning Outcome: At the end of this course students should be able to:

- demonstrate key aspects of critical thinking in comparatively and analytically assessing and articulating cultural patterns that have shaped the Native American family and its members.
- demonstrate key aspects of critical thinking through the use of identifying applicable culturally acceptable interpersonal skills when working with Native Americans.
- demonstrate key aspects of critical thinking through the understanding of racial development models of identity and self concept that will facilitate more effective interpersonal approaches when working with diverse groups in the community.

SLCC Learning Outcome #5: Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

SW 2430 Learning Outcome: At the end of this course students should be able to:

- understand the complexity and differences embodied within the many diverse Native American communities, and that the members of each community do not “necessarily” view themselves as a homogenous group.
- demonstrate an awareness of the need for social justice amongst disenfranchised, discriminated and oppressed groups.
- demonstrate skills of cultural competence that will enable the student be civically engaged and work with others in a professional and constructive manner.

Class Format

Because learning involves not only the acquisition of facts and information, but the examination of prior knowledge, possible misconceptions and personal experience the format of this class will be largely open discussion. Through the learning of general Native American cultural aspects students will learn how to apply this understanding through Social Work frameworks to clientele/populations of Native American descent thereby creating more culturally sensitive professionals.

The course will also make frequent use of outside class activities, audiovisual material and structured exercises of comparison and contrast to the host culture. The learning experience will depend heavily on the commitment of the student to be prepared to

participate in classroom discussions, exercises and activities. Attendance and participation are crucial to your learning and that of others in class.

Additional communication with Students

I will utilize the “*Course Webpage*” throughout the course. Please visit the site to access links and view photos that I have posted to facilitate my instruction. Also, to view if an opportunity for an activity arises in the community to fulfill your community activity requirement

Course Requirements:

Examinations: There will be two examinations. These examinations will be based on assigned readings, lectures, class discussions, videos and other class activities.

Reaction paper: A reaction paper is an intellectual response in which you discuss your thoughts, feelings and observations through the lenses of understanding of the social, economic, religious, educational and political influences that you have learned in this class. Through the use of prompts students thoughts will be directed while integrating the knowledge gained from the classroom, the text and other outside class experiences to their response reflected in the reaction paper.

Comparison and Contrast assignment: This course will provide you with general knowledge of the Native American culture that will enable you to see both similarities and distinct differences to your own culture and family dynamics. A compare and contrast assignment will include a discussion of these differences as well as similarities of particular characteristics of your own culture with those characteristics common amongst many of the Native American culture.

Case study reviews: A review of a case study will provide the student with substantive knowledge to complete the case study review. Through small group exercises students will conceptualize the presenting issues, apply applicable models and frameworks, integrate effective interventions and utilize available resources resulting in effective interactions, minimize presenting issue and empower the individuals of the case.

Attendance of Outside Class Activity: Attendance at Native American community activities, art exhibits, guest lecturers and/or pow wows in the community is required. A reaction paper (see above for description requirement) for each event will be required.

Research Project: Each class member will select one social issue related to Native Americans that the member believes needs to be addressed to better serve the Native American communities. The project should include two parts; the first part is the research project and paper and the second part is the reflective writing addition to the final paper.

The poster and final paper should include: 1) research supporting the reason for change or implementation; 2) a realistic strategy for addressing the identified issue and bringing

about needed change in that specific area; 3) the cost of the proposed program; 4) possible areas of resistance and 5) identify and interview individuals in the community and/or community organizations that would be committed to the change. For example, the Utah State Division of Indian Affairs is committed to ensuring that more low-income housing is available to provide affordable housing to Native American individuals. The Housing Authority is committed to providing affordable housing to families struggling with lower socio-economic challenges.

The student will also prepare a poster describing their individual plan of action. The poster is worth 30 points. On the last day of class the posters will be displayed.

The student will also submit a 5-7 page final paper consisting of the information from the poster. A bibliography consisting of at least 3 different sources in addition to the interview references is required and should be attached on a separate page that does not count as a page of the text.

In addition to the paper the student must include 2-3 paragraphs reflecting on their work. The reflection should address the following question: *Discuss in 2-3 paragraphs how your participation in this assignment demonstrated either achievement or progress towards at least 3 separate Student Learning Outcomes.* (see page 1 syllabi)

The written report and the reflection piece are due the last day of class and are worth 70 points (50 points for the research paper and 20 points for the reflection piece). This report with its accompanying ePortfolio must be submitted

General Education ePortfolios:

Each student in General Education courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with a reflective writing piece. It is a requirement in this class for you to add to your ePortfolio.

Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and even post your resume if you choose. As you complete your coursework here at SLCC your ePortfolio will be a multi-media showcase of your educational experience.

For detailed information including a Student ePortfolio Handbook, video tutorials for each ePortfolio platform, classes, locations and times of free workshops and other in-person help, visit www.slcc.edu/gened/portfolio

Other Useful Information:

Students with Disabilities

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these

accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by email: linda.bennett@slcc.edu

General Education Statement

This course fulfills the Social Science and Diversity requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

Attendance and Participation

In order to truly acquire the material disseminated in this class it is required that the student must be attendance in class. Your participation through the articulation of thoughts, opinions, comments and application of knowledge to questions/comments/scenarios given in class will reflect the student's understanding of core concepts as well as their commitment to integrate the knowledge into interpersonal skills

Given this value, 25 points is available at the instructor's discretion based upon engagement in class discussions, demonstration of competence in understanding cultural aspects of Native Americans and integration of this knowledge into applicable social work frameworks that promote positive changes for the Native American/s.

Writing Expectations

It is expected that all papers, essays and reports will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product should follow MLA or APA guidelines and be written in a 12-point font, double-spaced with one inch margins on all sides.

Late Work

All work is expected to be completed and turned in on or before the day it is due. **Late assignments/papers are accepted under only dire circumstances and graded at 50% of the total grade.**

Classroom Rules

1. Self –disclosure can often be an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal disclosures made in class will be **respected**, will be held in confidence by students and should not be repeated outside of the classroom.
2. All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, all feelings will be respected.
3. Tardiness is disruptive to the learning process for both the teacher and the students. I expect that students will be punctual to class to ensure that the educational process will be maximized.
4. Ringing cell phones, beeping pagers, and text messaging is not permissible during class.

Grading

2 examinations - 25 points each)	50
Pow Wow paper	20
Compare and Contrast	50
ePortfolio posting submission	20
Attendance at Community Activity	10
Final Project Paper	50
Participation	<u>50</u>
Total	250

Grading Scale:

237 - 250 A	171 - 183 C+	106 -118 D-
224 - 237 A-	158 - 170 C	105 and below E
211 - 223 B+	145 - 157 C-	
197 - 210 B	132 - 144 D+	
184 - 196 B-	119 - 131 D	

COURSE OUTLINE

Week 1: Who are Native Americans? Definition of Social Work and the goal of cultural competency. Historical perspective of Social Work services for Native populations.

Wed. 1/10: Introduction and overview of the course.

Homework – Read *Native Americans in the Twentieth Century* – Chapter 1

Read *Exploration in Cultural Competence* – Chapter 1

Read online “Social Work Cultural Standards”
www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf

Week 2: Historical Background of Native Americans beginning with the Life of Native Americans prior to the arrival of European explorers and the Conquest of Native Americans to present.

Wed. 1/17: Overview of historical background. Native American life prior to conquest of Native America. Discussion of competing racial, religious, use of resources, foraging economies, culture and assimilation. Manifest destiny. Genocide, sovereignty, placement and relocation. Treaties, Native American policy and compensation. Imposition of Anglo values. Social reform and empowerment.

Homework – Read – *A History of Utah’s American Indians* – Introduction and Chapter 1

Read - *Native Americans in the Twentieth Century* – Chapters 2, 3

Week 3: The context of Federal policies and regulations upon the Native people.

Wed. 1/24: Dominance of white Anglo-Saxon Protestant values. Assimilation policies. Assault on tribalism. Discussion of BIA – past decisions, corruption and present actions. Definition of sovereignty, role of sovereignty and contemporary tribal governments. Current social policies. Guest Speaker, Forrest Cuch, Director of Indian Affairs. Effective Social Work theoretical models used in combating social injustice and facilitating advocacy work.

Homework – Read *Native Americans in the Twentieth Century* – Chapter 4 and 5

GUEST: Forrest Cuch, Director for Office of Native American Affairs

Week 4: Native American Reaction and the Seeds of Reform. Rise of Native American militancy.

Wed. 1/31: Demonstrations, protests and sentiment leading to the creation of AIM (American Indian Movement). Review of tactics used by AIM to address social injustice and the benefits to Native Americans. Further discussion of advocacy. Review course materials, review expectations of midterm and important points for test

Homework – Read *Native Americans in the Twentieth Century* – Chapter 6 and 7

Read – *A History of Utah’s American Indians* – Chapter 2

Week 5: Privilege, Prejudice, Racism, Stereotypes and Racial Identity Development

Wed. 2/14: Introduction of development models and significance upon the adolescent and adult. Discussion of prevalent stereotypes and the impact upon identity development in the Native American, Majority race as well as other races.

Effects upon self-concept and its manifestation in behavior. Application of Social Work concepts in order to work effectively with the Native American population.

Homework – Read *A History of Utah's American Indians* – Chapter 3

Read *Exploration in Cultural Competence* – Chapter 2 - 4

Week 6: Guest Speaker

Wed. 2/21: Arlo Johnson, Indian Flute Player

Exam #1 due next week

Week 7: Outside Class Activity

Wed. 2/21: Attend a Pow Wow and the Native American Film Festival.

Homework – Complete reaction paper (see explanation in syllabus) DUE FEB. 28.

Read - *A History of Utah's American Indians* – Chapter 4

Week 8: Contemporary Realities – Economic issues, health care, unemployment and lack of opportunities on the reservation.

Wed. 2/28: Discussion of unemployment, lack of economical opportunities on the reservation and other plausible reasons that do not facilitate economic independence on the reservation. Presentation of Social Work empowerment concepts and review of available resources on the reservation to facilitate skill building and economic independence.

Guest speaker: Melissa Zito, Native American Liaison for Department of Health

Homework – Read *A History of Utah's American Indians* – Chapter 5

Week 9: Family Structure and Values

Wed. 3/7: Overview of family dynamics, cultural conflicts and social issues including divorce, domestic violence, drug and alcohol abuse, poverty, unemployment and health issues. Guest Speaker: Dr. Steve Tyner. Discussion of Social Work frameworks/interventions to enable successful treatment with individuals of the Native American populations.

Indian Business Development

Guest Speaker: Bruce Parry, Tribal Chairman, Northwestern Band of Shosone Indians

Homework – Read *A History of Utah's American Indians* – Chapter 6

Complete Comparison and Contrast Paper (see explanation in syllabus) DUE MAR. 14

Week 10: Spring Break

Week 11: Native American Youth

Wed. 3/21: Discussion of social issues affecting youth of Native American descent and relevant federal policies. Review issues of education, bi-cultural identity, loss of cultural identity, low rates of graduation and current interventions for cultural retention. Presentation of effective tools to address issues affecting loss of culture, racial identity issues, facilitate higher rates of graduation and early intervention and prevention approaches. Review course materials, review expectations of midterm and important points for test.

Homework – Read *A History of Utah's American Indians* – Chapter 7
Read *Native Americans in the Twentieth Century* – Chapter 8

Week 12: Mid-Term Examination

Wed. 3/28:

Homework – Read *Explorations in Cultural Competence* – Chapter 5
Read R. Lewis & M. Ho, 1989. *Social Work with Native Americans*. Social Work (20), 379-382

Week 13: The Present Status of Native Americans

Tues. 4/5: Review of prominent Native American cultural aspects including thoughts, customs, beliefs, values and perceptions. Discuss current rates of socio-economic status, employment patterns, educational levels, health status, and contributions of Native Americans. Review spiritual approaches used within the Native American culture. Effective skills for cultural competency. Distribute list of community resources and social agencies organized to provide services to Native Americans.

Homework – Read *A History of Utah's American Indians* – Conclusion: The Contemporary Status of Utah Indians.

Read *Explorations in Cultural Competence* – Chapter 13

Read E. Williams and F. Ellison, 1996. *Culturally informed social work practice with American Indian clients; Guidelines for non-Indian Social Workers*. Social Work, (2), 147-151 (accessed through data base at SLCC library)

Prepare for group presentation

Week 14: Research Project Presentations

Week 15: Research Project Presentations

Week 16: Research Project Presentations

Week 17: Final Project Paper Due