

Course Syllabus

SALT LAKE COMMUNITY COLLEGE

Department of Social Work

ETHS 2440 SPRING SEMESTER 2014

NATIVE AMERICAN CULTURE

Instructor: Sally Anne Brown

Office:

Office Hours: By appointment

Phone: 801.455.1288

E-mail Address: sbrow174@mypage.slcc.edu or sannebrown@hotmail.com

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

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

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

Cultural Standards for Social Workers -

www.socialworkers.org/paractice/standards/NCSWCulturalStandards.pdf

General Education Statement

This course fulfills the Social Science and Diversity requirements 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.

The primary goal of ETHS 2440 is to introduce the student to historical, political and 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:

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 students in this course will gain culturally appropriate knowledge and 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. We will explore the historical, economic, political and social realities of the Native American experience and will critically examine the challenges facing this group in the U.S. Issues such as privilege, prejudice, and racism will be examined within the context of the Native American experience. We will also explore topics such as ethnic identity, stereotypes, self-concept, family structure as well as cultural expression (e.g. art, music, literature, film) that will aid students to gain a broader understanding of Native American culture.

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 study commonalities and differences amongst each group, in order to create culturally sensitive professionals who can effectively relate to specific minority group experience.

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 SLCC 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 o/or demonstrate competencies required by employers to be hired and succeed in the work place.

ETHS 2440 Learning Outcome: At the end of this course students should be able to 1) Demonstrate substantive knowledge of the historical, political, cultural and social experiences of the Native Americans living in the US, 2) Demonstrate an awareness of civil rights, 3) develop an understanding of historical discrimination and the challenges and pressures to assimilate in order to better understand the plight of Native Americans, 4) and to more effectively provide services to members of the Native American community.

SLC Learning Outcomes #2: Upon successful completion of a program, students should be able to communicate effectively.

ETHS 2440 Learning Outcome: At the end of this course students should be able to:

- 1) effectively discuss and write about events and/or practices prevalent among members within the Native American community,
- 2) effectively discuss and write comparable and in contrast about events and/or practices prevalent among members of the Native American community against the students' culture, and
- 3) 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 literacies necessary for their chosen field of study.

ETHS 2440 Learning Outcome: At the end of this course students should be able to: 1) interpret

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

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

ETHS 2440 Learning Outcome: At the end of this course students should be able to: 1) 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, 2) demonstrate key aspects of critical thinking through s Students will be able to demonstrate substantive knowledge in the historical, political, cultural and social the use of identifying applicable culturally acceptable interpersonal skills when working with Native American, 3) 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 workplace.

SLCC Learning Outcome #5: Upon successful 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.

ETHS 2440 Learning Outcome: At the end of this course students should be able to: 1) understand the complexity and differences embodied within the many diverse Native American Communities, and 2) understand that the members of each community do not “necessarily” view themselves as a homogenous group, 3) demonstrate an awareness of the need for social justice amongst disenfranchised, discriminated and oppressed groups, and 4) demonstrate skills of cultural competence that will enable the student to be civically engaged and work with others in a professional and constructive manner.

General Education e-Portfolios:

Each student in General Education courses at SLCC maintains 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 and this syllabus details the assignments and reflections you are to include.

Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and even post your resume. When you finish your time SLCC, your ePortfolio will be a multi-media showcase of your educational experience. For detailed information visit www.slcc.edu/gened/portfolio.

After you have picked an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own.

<https://sites.google.com/site/slccport>

<https://slccportfolio.wordpress.com>

<https://slccportfolio.weebly.com>

If you would like to start your ePortfolio in a computer lab with a person there to help you, sign up online for one of the free workshops at Taylorsville-Redwood Library:

<https://libweb.slcc.edu/services/forms/eportfolio>. You may also visit an ePortfolio Lab (in the Taylorsville-Redwood Library Lib 047 as well as in HTC 102a on the Jordan Campus) during business hours, and staff will help you without an appointment. Finally, questions regarding the ePortfolio can be directed to eportfolio@slcc.edu.

Accommodations for 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 DRS at the Student Center, Suite 244, Redwood Campus, 4600 South Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957-4947 or by email: linda.bennett@slcc.edu.

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.

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/Pow Wow Paper: A reaction paper is an intellectual response in which you discuss **your** thoughts, feelings and observations as you relate the knowledge you've gained through this class to the outside class activity. Length of this paper should be 2-3 pages. **BECAUSE THE POW WOW SCHEDULE IS AT THE DISCRETION OF THE VARIOUS TRIBES, THIS PAPER IS NOT DUE UNTIL ONE WEEK AFTER THE FIRST POW WOW.** You will be kept apprised of the Pow Wow schedule in class.

Comparison and Contrast paper: 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. A compare and contrast paper is a discussion of these differences and similarities of particular characteristics of **your** own culture with those of the Native American culture. Length of this paper should be 2-3 pages. **THIS PAPER MUST BE HANDED IN ON MONDAY NIGHT, March 3, 2014**

Individual Research Project:

Each student will select one social issue related to Native Americans the student believes needs to be researched. The student will devise a realistic strategy for addressing the identified issue and bringing about needed change in that specific area. The implementation of the solution should address cost, possible resistance and any contact with the individuals in the community and community organizations that would be committed to the change. The paper should be written utilizing concepts discussed in class and presented as if to the tribal counsel.

This paper shall be written as if you were standing before the tribal counsel and will be a 7-9 page written report describing the area of concern, specific strategies for bringing about the change, the general cost of the plan, any anticipated resistance to the change process as well as an interview with an individual who would be committed to this change. A bibliography consisting of all references is required and should be attached on a separate page that does not count as a page of the text. The written report is due the last day of class. **THIS PAPER MUST BE HANDED IN ON MONDAY NIGHT,**

Presentation of Paper: Each student will present their paper to the class at the end of the semester. The class will grade the presentation on 1) realistic strategy, 2) cost, 3) resistance, 4) community contact, 5) and overall presentation.

Grading

2 examinations - 25 points each)	50
Reaction paper (Pow Wow)	20
Compare and Contrast	50
Individual Paper	50
Participation	50
ePortfolio	20
Presentation of Paper (graded by students)	50
Total	290

Participation

Participation through the articulation of thoughts, opinions, comments and application of knowledge to scenarios given in class will reflect the students' understanding of core concepts as well as their commitment to integrate the knowledge into interpersonal skills.

Given this value, 50 points is available at the instructor's discretion based upon engagement in class discussion, demonstration of competence in sensitivity to cultural aspects of Native Americans and attendance. It is the responsibility of the student to sign the role.

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 APA or MLA guidelines and be written in a 12-point font, double-spaced with 1" margins on all sides. No handwritten assignments will be accepted.

Late Work

All work is expected to be completed and turned in on or before the day it is due. **Late assignments/papers are 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. Students will be punctual to class to ensure the educational process will be maximized.

4. Ringing cell phones, beeping pagers, and text messaging is NOT ALLOWED during class.
5. Computers may be used **ONLY** for class notes. Use of computers for other classes, homework, texting, etc. is not allowed.

COURSE OUTLINE

Week 1: Mon. January 13: Who are Native Americans? Definition of Social Work and the goal of cultural competency. Historical perspective of Social Work services for Native populations.

Introduction and overview of the course.

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

Read *Exploration in Cultural Competence* – Chapter 1

Week 2: Mon. January 20 : No school Martin Luther King Day

Week 3: Mon. January 27:

Guest Speaker: Travis Parashonts, Director of Urban Indian Walk in Center, Piante Tribe

Week 4: Mon February 3: 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.

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

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

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. 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

Week 5: Mon. February 20:

Native American Reaction and the Seeds of Reform. Rise of Native American militancy.

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 6: Mon February 17: No Classes - Presidents Day

Week 7: Mon. February 24:

Guest Speaker: Lacey Harris, Ute Tribe

Week 8: Mon. March 3:

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

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

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

Compare and Contrast paper due

Week 9: Mon. March 10: No classes - Spring Break

Week 10: Mon March 17:

Native American Youth

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

Quiz #1 will be taken in class.

Week 11: Mon March 24:

Guest Speaker: Melissa Zito, Indian Health Liason/ Health Policy consultant

Week 12 Mon Mar 31: The Present Status of Native Americans

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

Week 13 Mon April 7:

Guest Speaker: Arlo Johnson, Flute

Week 14 Mon April 14:

Family Structure and Values

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

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

Week 15: Mon April 21: Contemporary Realities - Economic issues, unemployment and lack of opportunities on the reservation.

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.

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

Week 15 Mon April 28:

Individual research papers are due

Presentation of papers to class

Week 16, Mon. May Quiz #2