Sw 658: American Indian Affairs

Fall Semester 2012
Tu 7:45 a.m. – 9:40 a.m.
Class Room: Social Work 114
Instructor: Anthony (AJ) Ernst, Ph.D.
Office: 129 Social Work Building
Email: ernst3@wisc.edu
Office Hours: By appointment

I. Catalog Description
Contemporary concerns and conditions of American Indians examined in historical, cultural and legal perspective. Prereq: Jr st. Cross-listed with American Indian Studies.

II. Course Overview
The purpose of this course is to help the student develop awareness and understanding of issues that are currently important in Indian Country. Many of the issues are best understood by considering the events and policies of the past along with the relationships that evolved between federal and state governments and Tribes. Legal, social, and political issues will be examined as well as the role of the social worker in working to assist American Indian people. By exploring American Indian issues, students will have a basis for realizing the conflicts which may often occur when traditional values are ignored in western models of practice. Lectures, videos, literature, and speakers will be utilized throughout this class.

III. Course Content

Week One, Tuesday, September 4 - Introductions and Course Overview

We will discuss course requirements and set the tone for open communication, class discussions, and small group presentations.

In class film: Way of the Warrior. Patty Leow uses personal stories of heroes and soldiers to examine the warrior ethic in Indian Country and to try to answer the question why military service is so highly valued in Native communities. These gripping stories from WWI, WWII, Korea and Vietnam weave a tapestry of positive and negative themes—the warrior ethic, prejudice and stereotypes, forced assimilation, poverty, cultural pride, redemptive acts and healing. The documentary uses historical footage, period photographs, Native music, personal diaries and interviews to reveal what it means to be “ogichidaa,” one who protects and follows the way of the warrior.

Week Two, Tuesday, September 11 - Cultural Norms

In-class exercise: The Cultural Exchange: this is an activity that creates opportunities for participants to experience cross-cultural communication in multicultural environments. This
process typically results in deeper understanding of: assumptions and misconceptions; stereotyping and prejudice; group identity; belonging; non-verbal patterns of communication; conflict development and resolution; and the depth and complexity of cultures.


Readings:
Stumblingbear-Riddle, G., PhD, and Romans, J. PhD (2012). Resilience among urban American Indian adolescents: Exploration into the role of culture, self-esteem, subjective well-being, and social support, American Indian and Alaska Native Mental Health Research, University of Colorado, (pp. 1 – 19).


**Week Three, Tuesday, September 18 - Health Disparities in Indian Country**

A discussion of health disparities representing differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by Native Americans.

Speaker: Gail M. Nahwahquaw, WI Department of Health Services, Inter-Cultural Program Coordinator

Readings:


**Week Four, Tuesday, September 25 - Indian Nations in Wisconsin**

A discussion of the history and current issues of Tribes in Wisconsin.

Speaker: Patty Loew, Associate professor in the Department of Life Sciences Communication at UW Madison, where she teaches Native American Environmental Issues and the Media and Digital Video production. She also produces documentary segments and hosts *In Wisconsin*, a statewide news and public affairs for Wisconsin Public Television. An enrolled member of the Bad River Band of Lake Superior Ojibwe, Loew has produced more than a dozen award winning documentaries on Native American topics, including *Way of the Warrior.*
Reading:
Loew, P. Indian Nations of Wisconsin: Histories of Endurance and Renewal. This important book presents the history of the Native peoples living in Wisconsin from their own perspective. 2002 Wisconsin Library Association Winner of the Outstanding Achievement Award.

Week Five, Tuesday, October 2 - Legal Issues: Sovereignty and Wellness

American Indian Nations possess an inherent and unique political status based on sovereignty. This legal political status conveys dual citizenship along with specific rights and responsibilities. This inherent political status sets American Indian nations apart from all other racial and ethnic groups in United States. The essence of tribal sovereignty is the ability to govern and to protect the health, safety and welfare of tribal citizens within tribal territory. This week we'll discuss sovereignty and selected legislation that impacts the wellness of American Indians and our role as social workers.

In Class Video: Lawless Lands: The Crisis in Indian Country (2008, 05:00)

Readings:
Deloria, V, Jr., Custer Died for Your Sins: An Indian Manifesto, (1988) based on a bumper sticker and a Native American slogan from the 1960s, "We Shall Overrun." The book was significant at the time of its publication, as the struggle for minority rights was gaining increased attention across the United States. It remains one of the most significant non-fiction books written by a Native American.

Riley, M., Lawless Lands: The Crisis in Indian Country, DENVER POST (November 11-14, 2008). This series of four articles and related contributions was awarded a 2008 Silver Gavel by the American Bar Association in recognition of its outstanding journalistic effort to foster public understanding of the law. "On hundreds of Indian reservations across the country the sole authority to prosecute felony crimes lies with the federal government. But too often, those crimes go unprosecuted, those predators unpunished. A six-month investigation by The Post found that country's Indian reservations are plagued by a systematic breakdown in the delivery of justice."—

Week Six, Tuesday, October 9 - Historical Trauma

A discussion of the collective, intergenerational historical trauma of discrimination, racism, and oppression experienced by Native Americans.

Readings:
Brown, D, Bury My Heart at Wounded Knee expresses an American Indian perspective of the injustices and betrayals of the US government. Dee Brown views the government's dealings as continued efforts to destroy the culture, religion, and way of life of Native American peoples.

Week Seven, Tuesday, October 16 – Mid Term Exam

This exam will cover material presented in the readings and class discussions through October 9, and will provide an opportunity for you to synthesize and demonstrate an understanding of the issues and their challenges and solutions discussed in the course material. The exams will include both short answer questions and short essays. In successfully answering exam questions, you will demonstrate an understanding of cultural norms, health disparities, Indian Nations in Wisconsin, legal issues, and historical trauma.

Week Eight, Tuesday, October 23 - Tribal Law and Order Act

The Tribal Law and Order Act which President Obama signed into law on July 29, 2010, works to promote and improve justice, safety and health within American Indian and Alaskan Native communities. We’ll explore this law and the unfunded Tribal “mandate” within.


US Code Title 25, Chapter 26 Indian Alcohol and Substance Abuse Prevention and Treatment (pp. 1-34)


Indian Alcohol and Substance Abuse Memorandum of Agreement Between U.S. Department of Health and Human Services, U.S. department of the Interior and U.S. department of Justice

Week Nine, Tuesday, October 30 - Evidence-Based Practice and Practice-Based Evidence

American Indians are challenged by limited resources and under-representation in behavioral health research. Many traditional practices remain as the cornerstone of tribal communities’ resiliency and wellness. We will explore the challenges and strengths of western vs. traditional “science” in Indian Country.


Week Ten, Tuesday, November 6 – Land Issues

We will explore the long and contentious relationship regarding land between American Indians, States, and Federal government, and we’ll discuss the relationship of land to American Indians and their wellness.

Speaker: David Stanfield, Ph.D., Senior Scientist Emeritus, University of Wisconsin - Madison, College of Agricultural and Life Sciences; President, Land Tenure Specialist, Terra Institute, Mt. Horeb, WI.

In-class film: Legend Lake, A talking Circle, (2010) Terra Institute, David Stanfield, Executive Producer. This film recounts the saga of Legend Lake, a beautiful 5,160 acre lake development, formed by joining nine smaller lakes in the Menominee Indian Reservation in northern Wisconsin. Legend Lakes represents another chapter in the challenges of American Indians.

Readings:
Land Ownership and Estate Planning, Community Survey 2 (2004) Indian Land Tenure Foundation (pp.1-11). This brief report focuses on the results of the land ownership, usage and tenure survey. A letter requesting individuals participation in the survey was mailed out to 10,000 Indians across the United States.

Land Tenure and Wellness of Native Americans (2011), SAMHSA’s Native American Center for Excellence (pp. 1-13).

Week Eleven, Tuesday, November 13 – Suicide

Suicide is a major public health problem for American Indians in the United States. Published studies indicate that American Indians experience the highest rate of suicide of all ethnic groups in the United States. We’ll discuss the epidemiology and risk factors associated with suicide among American Indians, barriers to research, prevention, and mental-health services.

Readings:

To Live to See the Great Day that Dawns, Preventing Suicide by American Indian and Alaska Native Youth and Young Adults, (2010), U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration Center for Mental Health Services (pp. 1-184). The purpose of this guide is to support American Indian and Alaska Native communities and those who serve them in developing effective, culturally appropriate suicide prevention plans. This guide lays the groundwork for comprehensive prevention planning, with prevention broadly defined to include programs that a community can use to promote the mental health of its young people. The guide also covers actions a community can take in response to a suicide to help the community heal and thereby prevent related suicidal behaviors.

Week Twelve, Tuesday, November 20 – Child Welfare Issues
The separation of American Indian children from their families is perhaps the most tragic and destructive aspect of American Indian life. Historical trauma has shaken the foundation of American Indian families, while mainstream expectations about what makes a good home continue to conflict with expectations that tribal communities and families hold. The Indian Child Welfare Act (ICWA) was enacted by Congress in 1978 in response to the disproportionately high number of Indian children being removed from their homes and placed in non-Indian foster care or adoptive homes. Today, several states have passed legislation involving ICWA-related issues. We’ll discuss these issues and components of ICWA.

In-class film: Reclaiming Our Children: A Story of the Indian Child Welfare Act / film by Marcella Ernest; produced by Native Voices, Seattle, Wash.: Native Voices; (2007, 28:00). This documentary is an examination of the child welfare system, ICWA, and the laws, policies, and attitudes that work against it.

Readings: United States Code Title 25, Chapter 21, Indian Child Welfare

**Week Thirteen, Tuesday, November 27 – In class student presentations**

**Week Fourteen, Tuesday, December 4 – In class student presentations**

**Week Fifteen, Tuesday, December 11 – In class student presentations**

**IV. Required Texts and Reading Materials for the Course**

Loew, P., (2001). *Indian Nations of Wisconsin: Histories of Endurance and Renewal*. From origin stories to contemporary struggles over treaty rights and sovereignty issues, *Indian Nations of Wisconsin: Histories of Endurance and Renewal* explores Wisconsin’s rich Native tradition. Each chapter is a compact tribal history of one of the state’s Indian nations—Ojibwe, Potawatomi, Oneida, Menominee, Mohican and Brothertown, and Ho-Chunk—and the book relies on the historical perspectives of Native people. Author Patty Loew focuses on oral tradition—stories, songs, the recorded words of Indian treaty negotiators, and interviews—as well as other untapped Native sources, such as tribal newspapers, to present a distinctly different view of history. Elders and tribal historians from each of the twelve Native communities represented in the book participated in the book’s development—making suggestions, recommending sources, and offering criticism. *Indian Nations of Wisconsin* is illustrated with more than seventy photographs.

Brown, D., *Bury My Heart at Wounded Knee* (2007). Immediately recognized as a revelatory and enormously controversial book since its first publication in 1971, *Bury My Heart at Wounded Knee* is universally recognized as one of those rare books that forever changes the way its subject is perceived. Brown expresses an American Indian perspective of the injustices and betrayals of the US government. Dee Brown views the government’s dealings as continued efforts to destroy the culture, religion, and way of life of Native American peoples.
Deloria, V. Jr., (1988) *Custer Died for Your Sins: An Indian Manifesto*. This collection of essays, written by Indian activist Vine Deloria Jr., explores how Indians have been treated by white agencies (including churches and the government), documenting the effects of such treatment and proposing options for future action by Indian leaders. The book was significant at the time of its publication, as the struggle for minority rights was gaining increased attention across the United States. It remains one of the most significant non-fiction books written by a Native American.

In an effort to save paper, other readings for the course will be posted online at the Learn@UW website.

**V. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods**

1. *Class attendance and engagement (25%)*
   Participation in class discussions of the course readings and group work are important in this class as a way of deepening your understanding of the main ideas of the course. Participation means both listening and talking. Helping others expand, refine, and enhance ideas is useful to all of us.

2. *Reaction Papers (25%)*
   These short reflections will allow you to integrate course readings and help you prepare for class discussion. They are required to be 2-3 pages in length, double spaced, 12 point font. Your analysis will be guided by three questions: What did the week’s readings say? What does the information mean? What difference does the substance of the readings make (or so what?). The papers should include some conscious analysis of self: your lenses, sensibilities, and sense-making. Over the course of the semester, you will need to complete 10 papers (you choose which weeks). Papers are due at the beginning of class the same week of the required readings.

3. *Midterm Examination (15%)*
   This exam will cover material presented in the readings and class discussions through October 9, and will provide an opportunity for you to synthesize and demonstrate an understanding of the issues and their challenges and solutions discussed in the course material. The exams will include both short answer questions and short essays. In successfully answering exam questions, you will demonstrate an understanding of cultural norms, health disparities, Indian Nations in Wisconsin, legal issues, and historical trauma.

4. *Final presentation (15%) and paper (20%).*
   Throughout the semester, the reaction papers will serve to track the ways in which your understandings deepen, as beliefs and assumptions are confirmed or reassessed. Your final paper can be seen as an extension of these papers in that you will be expected to draw on insights from the course as you weave together a paper on a topic of your own choosing that addresses some aspect of American Indian issues.

   Final papers are to be 10 pages in length, double spaced, and 12 point font. They will be due no later than in class December 11, 2012.
In a 10 minute presentation on November 27, December 4, or December 11, you will share with the class an account of what you have learned from writing this paper, about yourself, and about American Indian issues over the semester. Your presentation should be engaging, clear, and well organized. If you wish to present with a partner for a 20 minute presentation, you may do so.
Grading

A  94-100  outstanding; surpasses expectations in all areas
AB  88-93  surpasses expectations in many areas
B  82-87  meets expectations in all areas
BC  76-81  meets expectations in some areas; below in others
C  70-75  below expectations in most areas, not acceptable graduate work
D  64-69  below expectations in several areas
F  <64  fails to meet minimal expectations in all areas, not acceptable work

The grade you receive on your written assignments will be based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), (3) your ability to demonstrate critical thinking, and (4) your efforts. If there is something about the assignments that is unclear to you, it is your job to bring this to my attention immediately.

There will be no final exam.

VI. Policies

Reading Assignments:
You are expected to have completed assignments prior to the class date they are listed, and be prepared to discuss the readings in class. Reading and critically evaluating the material is necessary to actively participate in class discussions and to successfully complete your written assignments.

Late Assignment Policy:
All assignments are due at the beginning of the specified class. A student who has a legitimate reason for handing in assignments after the listed due date should contact the instructor and obtain permission, prior to the due date. Unapproved late assignments will be marked down half a grade for each day at the instructor’s discretion.

Written Assignment Policy:
All written assignments are to be APA style, and typed or computer-generated. Please format assignments to have one inch margins, double-spacing, and 12 point font. The final paper must include a cover sheet (not counted as one of the required pages) with the following information: your name, the date, the title for the assignment, the course number and title. All assignments should be checked thoroughly for correct spelling and grammar. Multiple pages should be stapled together. Students are encouraged to visit the UW writing center for assistance with their writing.
A special note for social work students:

Social Work Education is framed by a competency based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 10 core areas. Competency is achieved through the attainment of measureable practice behaviors learned through classroom and field experiences and which are derived from social work knowledge, values and skills.

### Course Competencies and Practice Behaviors and Assignments

Successful completion of this course implies that social work students will have progressed towards achieving the core social work competencies by demonstrating the following behaviors

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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<tr>
<td><strong>2.1.1: Identify as a social worker and conduct oneself accordingly.</strong></td>
<td>* Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Reaction Papers, Final Paper</td>
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| **2.1.2: Apply SW ethical principles to guide professional practice** | * Recognize and manage personal values in a way that allows professional values to guide practice.  
* Make ethical decisions by applying standards of the NASW.  
* Apply strategies of ethical reasoning to arrive at principled decisions. | Reaction Papers, Final Paper, Final Presentation |
| **2.1.3: Apply critical thinking to inform and communicate professional judgments** | * Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
* Analyze models of assessment, prevention, intervention and evaluation.  
* Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. | Reaction Papers, Final Paper, Mid Term Examination, Final Presentation |
| **2.1.4: Engage diversity and difference in practice** | * Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  
Recognize and communicate an | Reaction Papers, Final Paper, Mid Term Examination, Final Presentation |
| 2.1.5: Advance human rights and social and economic justice | * Understand the mechanisms of oppression and discrimination.  
* Advocate for human rights and social and economic justice.  
* Engage in practices that advance social and economic justice. | Reaction Papers, Final Paper, Final Presentation |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 2.1.6: Engage in research-informed practice and practice-informed research | * Use research evidence to inform practice.  
* Use practice experience to inform scientific inquiry. | Reaction Papers, Final Paper, Final Presentation |
| 2.1.7: Apply knowledge of human behavior and the social environment | * Critique and apply knowledge to understand person and environment  
* Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. | Reaction Papers, Final Paper, Final Presentation |
| 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social services. | * Analyze, formulate, and advocate for policies that advance social well-being.  
* Collaborative with colleagues and clients for effective policy action. | Reaction Papers, Final Paper, Final Presentation |
| 2.1.9: Respond to contexts that shape practice. | * Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  
* Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | Reaction Papers, Final Paper, Final Presentation |
| 2.1.10d: Engage with individual, families, groups, organizations, and communities. | * Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.  
* Use empathy and other interpersonal skills. | Reaction Papers, Final Paper, Final Presentation |