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SW5900: Social Welfare and American Indians/Alaska Natives Course Syllabus

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Social Welfare and American Indians/Alaska Natives SW5900

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Classroom and course meeting times: Thursdays from 7-9 pm (Zoom)

I. School of Social Work Mission

CSUSB'S School of Social Work offers accessible, dynamic, and rigorous academic programs that prepare students with the professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

II. Course Catalogue Description

SW590 Special Topics in Social Work. An intensive study of some aspect of social work. This SW590 course focuses on the social welfare of American Indian and Alaska Native peoples and tribes.

III. Course Overview and/or Rationale

This course examines the social welfare of American Indian/Alaska Native (AI/AN) people, families, and tribes. Course materials introduce students to historic and contemporary social welfare issues among AI/AN people. Students will interrogate the public policies and practices that resulted in genocide, as well as widespread historical trauma and socio-economic disparities, among AI/AN people. Further, students will explore AI/AN resistance to these injustices, focusing particularly on interventions developed and implemented by AI/AN people.

An optional service-learning trip to the Pine Ridge Reservation (South Dakota), home of the Oglala Lakota Tribe, provides an opportunity for students to immerse themselves in the rich history and culture of one tribe. On this trip, students will work closely with Lakota community members to examine the ways historic policies and events have shaped contemporary life on the reservation. Most importantly, students will learn from Lakota leaders about the Tribe's efforts to support the well-being of individuals, families, and communities on the reservation.

IV. Student Learning Outcomes and EPAS Coverage

Upon completion of the course students will be able to:

<p>Apply a global human rights perspective to the experiences of diverse AI/AN tribes, communities, and people.</p> <ol style="list-style-type: none"> a. Covered by: readings, lectures, films in weeks 1, 3, 5, 7, 11 and trip b. Assessed by: discussion board, guided journal, trip presentation c. EPAS Competency 3: Advance human rights and social, economic, and environmental justice. Dimensions: knowledge, values.
<p>Critically assess the role of past and present public policies on contemporary AI/AN social welfare, including widespread historical trauma among AI/AN people.</p> <ol style="list-style-type: none"> a. Covered by: readings, lectures, films in Weeks 3, 5, 7 and trip b. Assessed by: Class discussion, discussion board posts, guided journal c. EPAS Competency 5: Engage in policy practice. Dimensions: Knowledge. Competency 3: Advance human rights and social, economic, and environmental justice. Dimensions: Knowledge, skills.
<p>Identify culturally responsive social welfare policies and practices in light of the diverse resources, needs, cultures, and experiences of AI/AN communities.</p> <ol style="list-style-type: none"> a. Covered by: readings, lectures, guest speakers in weeks 7, 9, 11, 13 and trip b. Assessed by: Class discussion, discussion board posts c. EPAS Competency 8: Intervene with individuals, families, groups, organizations, and communities. Dimensions: Knowledge, values, skills. EPAS Competency 3: Engage diversity and difference in practice. Dimensions: Knowledge, values, skills.
<p>Engage with AI/AN tribes, people, and issues as a learner, managing personal biases and recognizing AI/AN people as the experts on their own experiences, needs, and preferences.</p> <ol style="list-style-type: none"> a. Covered by: Readings, lectures, films, and guest speakers in weeks 3, 5, 7, 9, 11, 13 and trip a. Assessed by: Class discussion, exploration project, guided journal, final presentation b. EPAS Competency 2: Engage diversity and difference in practice. Dimensions: values, skills, behavior. Competency 6: Engage with individuals, families, groups, organizations, and communities.
<p>Analyze AI/AN social movements, activism, and interventions across diverse contexts and use these to inform social work policy, practice, and research.</p> <ol style="list-style-type: none"> a. Covered by: Readings, lectures, and guest speakers in Weeks 7, 11, 13 and trip. b. Assessed by: Class discussion, guided journal, final presentation. c. EPAS Competency 5: Engage in policy practice. Dimensions: Knowledge, skills, values. Competency 4: Engage in practice informed research and research-informed practice. Dimensions: Knowledge, skills, values.
<p>Examine the diversity of AI/AN peoples, tribes, cultures, and experiences. Use this knowledge to challenge the erasure and stereotyping of AI/AN people in American society and institutions.</p> <ol style="list-style-type: none"> a. Covered by: Readings, lectures, guest speakers in Weeks 1, 3, 5, 11, 13 and trip b. Assessed by: Guided journal, class discussion, exploration project, final presentation. c. EPAS Competency 2: Engage diversity and difference in practice. Dimensions: Knowledge, values. Competency 8: Intervene with individuals, families, groups, organizations, and communities. Dimensions: Knowledge, values, skills.

V. Required Texts/Readings

Texts

Orange, T. (2018) There, there: A novel. New York: Knopf. Students may use print, e-book, or audio book.

Additional Required Readings

All other required readings, videos, and other course materials will be posted to Blackboard.

VI. Course Requirements and Expectations

Attendance/Participation

Students are expected to attend all class sessions and to participate fully in all class activities, discussions, and assignments. Students are expected to communicate clearly and professionally all discussions, whether in-person or online.

In addition, students who participate in the trip are expected to actively engage in all group/assigned activities (e.g. jobs/duties, site visits, etc.) and to follow all Tribal and Re-Member policies while on the reservation (no alcohol or substance use). Students are expected to represent themselves and the university in a positive manner, demonstrating cultural humility and willingness to learn, in spite of whatever conditions may arise (e.g. schedule changes, unexpected weather).

Absences and/or Late Arrivals

Students are expected to attend all class sessions and remain for the duration of the session. Students who miss more than 2 sessions may fail the course.

Cellphone/Computer Use

Students are expected to refrain from using cellphones and computers during class sessions, unless that use is specifically related to course topics.

During the trip, students are expected to refrain from using cell phones (no laptops or tablets are allowed), except during regularly designated cell phone use times. Instructors will have cell phones available for emergency use at all times.

Late Submission of Assignments

Students are expected to complete and to submit all assignments on time. Extensions may be granted in emergency situations; however, the instructors reserve the right to refuse to accept late work.

VIII. Assignments and Grade Policy

Breakdown of course assignments and points:

Assignment	%	Points
Participation in Class Discussion	20	20
Discussion Board Posts	20	20
Exploration Project	20	20
Guided Journal (trip only)	20	20
Final Presentation (Option A: trip, Option B: Exp. Project)	20	20
Total	100%	100

This course is based on a possible 100-point scale. The grading scale is as follows:

Percent	Letter grade
100-96	A Excellent
95-90	A- Very good
89-86	B+ Good
85-83	B Satisfactory
82-80	B- Poor
79-76	C+ Below course expectations
75-73	C Seriously below expectations
≤ 72	F Failed course

Participation in Class Discussion (20%)

Students are expected to attend every session and to engage with course materials, classmates, instructors, and guest speakers in meaningful ways. Students should come to class prepared to critically discuss course materials, to share their perspectives, and to learn from one another.

Students participating in the trip are expected to participate in all group and assigned activities (e.g. work assignments, site visits, nightly guest lectures, and group discussions). Especially during our time on the reservation, students are expected to exhibit the utmost respect in all interactions with community members, elders, and program staff. Students who engage in disruptive or disrespectful behavior will be sent home at their own expense.

Discussion Board Posts (20%) In addition to attending, students are expected to discuss course materials and respond to instructor posted questions on the class discussion board (on Blackboard). These discussion board posts are designed to help students reflect on course materials between class sessions.

Exploration Project (20%)

Each student will select and explore a topic (e.g. tribe, event, person, cultural practice, etc.) related to American Indian/Alaska Native social welfare. Students are encouraged to select topics that pique their interests. Students will develop individual learning plans to guide their

independent study and will regularly share their progress with the class, prior to giving a brief presentation on their topic during the last class session.

Guided Journal (20%)

During the trip, students will complete handwritten journals (no computers allowed) about their experiences. Instructors will provide daily prompts connecting course topics to trip activities and experiences. Students are also encouraged to include journal entries unrelated to these prompts. All journals will be submitted to the instructors at the end of the trip and will be returned to students after grading.

Trip Presentation (20%)

After the trip, each student will create an online presentation (e.g. Powerpoint, podcast, video, etc.) detailing their experiences on the trip. Students will be expected to examine their experiences in light of course materials and to reflect on their own growth as a result of this trip. *Contingency Plan: In the event the trip is cancelled, students will complete a formal presentation on their Exploration Project topic in lieu of the trip presentation.*

Writing Coach: Writing Coach

The School of Social Work has a writing coach especially for its students. Our coach, Francesca Astiazaran, will help you identify problems you might have with your writing and assist you in finding solutions. You can visit the writing coach at any stage in your writing: as early as brainstorming and/or understanding your prompt to the final stages of your paper (and, of course, everything in between). Francesca can meet with you on campus during her available hours, online (Via Google Hangouts), or by email. While she is not an editor and cannot simply go through your paper and "fix" things, she can help you with issues such as grammar, sentence structure, and word choice as well. All contact information for Francesca is at <http://socialwork.csusb.edu/tutor/index.htm>.

IX. University Policies & Resources

Plagiarism and Cheating

Students are expected to be familiar with the University's definition of and consequences for plagiarism and cheating (Under "Academic Regulations" in the [Bulletin of Courses](#)). Among the possible consequences for plagiarism and/or cheating is expulsion.

Support for Students with Disabilities

The School of Social Work supports the University commitment to diversity and the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodations to any student with a disability who is registered with the Office of Services to Students with Disabilities that needs and requests accommodations as recommended by that office. If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at (909) 537-5238.

Cal State San Bernardino Statement of Commitment to Diversity Excerpt

"In our commitment to the furthering of knowledge and fulfilling our educational mission, this campus seeks a climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-

curricular life of the campus community...Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age". (From the CSU San Bernardino [University Diversity Committee Statement of Commitment to Diversity](#), 2010)

Dropping and Adding

It is the student's responsibility to ensure that they have enrolled in their classes, or officially dropped them if they do not intend to attend, by Census Date.

Emergency Event Procedures

The CSUSB campus is typically a very safe place. However, unforeseen events can happen anywhere. The purpose of this section of the syllabus to review different types of emergencies together to have a plan in mind. 911 can be called any time there is a need for an emergency response. The non-emergency phone number for campus police is 537-5165. (On campus phone the number is 75165). The campus escort service for company walking to your car is 909-537-5165.

If a class is canceled due to campus closing, please go to your course Blackboard site to see if there is an alternative assignment for that class session or for other updates.

Emergency Preparedness Checklist for First Class Session Discussion

- Building Alarm goes off (fire or other). Evacuate building calmly. Only use stairs. Proceed as a group to the grass area beyond Parking Lot M (in front of Visual Arts Building). Stay there until building Marshall (wearing reflective vest) indicates all clear. There may be no Marshall in the evening, so go to the grassy area beyond parking lot M and wait for instructions. If someone in your class cannot use the stairs, assist the person to the safest place in the building and inform the police/ fire department of their whereabouts so they can be safely evacuated. Please make sure you have familiarized yourself with where the nearest exit is, how to use stairs to get to the ground floor, and where Parking Lot M is.
- Earthquake. Building phones should sound alarm and give instructions, generally to duck under a desk, table, doorway to up against a wall. It is ok to hold on to a secure object. Make sure the door is open to your classroom if possible. Cover the back of your neck with your hands. Stay away from unsecured furniture. Once the shaking has stopped, proceed as quickly as possible to the stairs and evacuate. Do not use the elevators.
- Medical Emergency: Call 911 and report. Use any first aid available if trained.
- Dangerous person: Leave the area as soon as possible and let others know there is a dangerous person in the area. Call 911 and report.
- Shots fired/active shooter: Move away from the immediate path of danger, If possible, exit the building. Otherwise, SHELTER IN PLACE (definition below). Notify anyone you may encounter to avoid the location of gunshots. After evacuating the area of the shooting, seek shelter and stay there until emergency responders arrive and advise you what to do.
 - Definition of "Shelter in Place" and alternative safe locations. Go to the nearest room or office, close and lock the door. If the door has an interior lock, please lock, Turn off the lights. Seek protective cover. Stay away from doors and windows. Keep quiet and act as if no one is in the room. Do not answer the door.

Wait for police to assist you out of the building. Call 911 from an on-campus phone. Faculty may suggest alternative safe locations.

- Identify who in the class has training in the following areas: CPR, other first aid, shots fired/active shooter training.
- Discuss helping mobility, hearing, or sight impaired classmates.
- Look at the following websites and bookmark on phone:
 - <http://riskmanagement.csusb.edu/emergencymanagement/preparednessReferenceGuide.html>
 - <http://www.bucks.edu/resources/security/activeshooterprotocol/>
 - <https://www.dhs.gov/options-consideration-active-shooter-preparedness-video>

X. Course Calendar

Subject to change with advanced notice

Week	Topic and Reading Assignments (posted to Bb)	Assignment(s) Due
1	<p>Introduction & Indigenous Human Rights</p> <ul style="list-style-type: none"> • Weaver, H. N. (1999). Indigenous People and the Social Work Profession: Defining Culturally Competent Services. <i>Social Work</i>, 44(3), 217-225. • Canby, W. C. (2009) American Indian Law in a Nutshell: Chapter 2 Historical overview of Federal Indian Law and Policy. Thomson Reuters, p. 12-30. 	
2	NO CLASS	
3	<p>Historical Trauma</p> <ul style="list-style-type: none"> • There, There: Prologue • Evans-Campbell, T. (2008) Historical trauma in AI/AN communities: A multilevel framework for exploring impacts on individuals, families, & communities. <i>Journal of Interpersonal Violence</i>, 23(3), 316-338. • Brave Heart, M. Y. H. (2000). Wakiksuyapi: Carrying the historical trauma of the Lakota. <i>Tulane Studies in Social Welfare</i>. 	<ul style="list-style-type: none"> • Submit topic for exploration project
4	NO CLASS	
5	<p>Tribal Sovereignty & Structures</p> <ul style="list-style-type: none"> • There, There: Part 1 • Film: Beyond Recognition • National Congress of American Indians: Tribal Governance http://www.ncai.org/policy-issues/tribal-governance 	<ul style="list-style-type: none"> • Submit trip paperwork
6	NO CLASS	
7	<p>Protecting AI/AN children & families: Boarding Schools, The Indian Adoption Project, & ICWA</p> <ul style="list-style-type: none"> • Films: Blood Memory & Dawnland • Setting the Record Straight: The Indian Child Welfare Fact Sheet, National Indian Child Welfare Association https://www.nicwa.org/wp-content/uploads/2018/10/Setting-the-Record-Straight-2018.pdf 	<ul style="list-style-type: none"> • Exploration project updates
8	NO CLASS	
9	<p>Health & Wellness</p> <ul style="list-style-type: none"> • There, There: Part 2 	

	<ul style="list-style-type: none"> Jernigan et al., (2015) Beyond health equity: Achieving wellness within AI/AN communities. <i>American Journal of Public Health, 105(S3), S376-S379.</i> 	
10	NO CLASS	
11	AI/AN Activism: AIM, DAPL, & MMIW <ul style="list-style-type: none"> Guest speaker: Lupe Lopez, DV Advocate on Missing and Murdered Indigenous Women Cooper, L., Native American Activism: 1960's to Present Woodard, S. (2017) The Spirit of Standing Rock on the Move. <i>Yes!</i> 	<ul style="list-style-type: none"> Exploration project updates
12	NO CLASS	
13	Culture & Traditions <ul style="list-style-type: none"> There, There: Part 3 Guest speakers: The Marshall-Lieras family Digital Storytelling: Native American Health Center: https://www.nativehealth.org/content/digital-storytelling Native American Culture: Language: The key to everything, TED talk by Ron (Muqsahkwat) Corn, Jr. https://www.youtube.com/watch?v=KSYRajT3aOE 	
14	NO CLASS	
15	Reflection, Review, & Exploration <ul style="list-style-type: none"> There, There: Conclusion 	<ul style="list-style-type: none"> Exploration Projects Oral Presentations
FINALS	Trip Prep Meeting TBA	
Post-trip		<ul style="list-style-type: none"> Guided Journal due to instructors at end of trip Final presentation due on Bb 2 weeks after return

XI. Course Assignment Detailed Instructions

Instructions Self-Guided Exploration Project SW590 Spring 2020

The purpose of this assignment is to allow students to deeply explore a topic related to American Indian/Alaska Native people. Each student will identify a topic (e.g. tribe, event, individual, cultural art, practice), develop a plan to learn about that topic, and regularly share (informally) with the class information about that topic. Students are encouraged to select topics that pique their interests; topics need not be directly related to social welfare.

Each student should identify a topic and propose a brief (1 paragraph) plan for exploring the topic (see course calendar for due date).

Contingency plan: In the event the trip portion of the course is cancelled, students will create and submit a formal presentation related to their Exploration Project in place of the final presentation related to the trip experience.

Here are some of my ideas for Exploration Projects, but you should be creative and choose something that interests you! I'm happy to consult with you individually to help identify your interests and potential resources (e.g. books, films, websites, historical documents, oral histories...there are so many options).

- **Culture:** American Indian Beadwork
 - Use library and internet resources to examine history/variations of beads, patterns, uses, & meanings (e.g. Kansas Historical Society).
 - Visit (virtually) museum beadwork collections, exhibits, and preservation projects (e.g. The Henderson Beadwork Collection at the College of William & Mary; The Apsaalooke Women and Warriors exhibit at The Field Museum, and the Smithsonian Institution Collections).
 - Watch beading demonstrations virtually via Western Folklife Center

- **Arts:** Contemporary Native American Music
 - Learn about most recent winners of Native American Music Awards, including Pine Ridge Flute Society, whose coach, Will Peters, we'll meet in June.
 - Watch Netflix documentary Rumble: The Indians who Rocked the World and examine Native roots of modern rock music.
 - Listen to contemporary Native artists and learn their stories. Make a playlist for the van ride!

- **People:** Black Elk
 - Learn about Black Elk, revered Lakota Medicine man from Pine Ridge, currently proposed for sainthood within the Catholic Church. On the reservation, we will have lunch at Bette’s Kitchen, owned by Black Elk’s great, great granddaughter.
 - Read “Black Elk Speaks” a book based on interviews with Black Elk, as well as the many writings, statements of Black Elk traditional Lakota spirituality and Catholicism.
 - Examine the many historical photos of Black Elk, in which he appears in both traditional and western dress, available online and in museum collections.

- **Places:** Pueblo Archeology & Architecture
 - Using online resources, examine archeological sites and research on the architecture of Pueblo Cultures. Explore the ways Puebloan builders incorporated landscape features and astronomy into their communities.
 - Review historical media accounts of archeological pillaging and subsequent protective measures for these sites. Examine contemporary threats (e.g. climate change, vandalism, etc.) to these places.
 - Examine everyday life for the people who lived in these places and for their descendants who live in the Southwest today.

- 1) **Issues:** American Indian/Alaska Native Ancestry, Identity, and Representation
 - Listen to the “All My Relations” podcast [Matika Wilbure (Swinomish & Tulalip) and Adrienne Keene (Cherokee Nation)], discussing a variety of historical and contemporary issues. Exceptionally good discussions of Native identity, tribal membership, Blood Quantum, DNA testing, and Native appropriation.
 - Examine the National Indian Law Library website, “Tracing Native American Family Roots,” to examine the records, processes, and challenges associated with tracing Native Ancestry. Explore the American Indian Records section of the National Archives website, which includes the Dawes Rolls, Military Service Records, and Boarding School Records.
 - Examine the use of Native imagery in American marketing, sports, & media, including why these images persist well into the 21st century.

Contingency instructions if trip is cancelled:

- 1) **Exploration Powerpoint Presentation** (20 points - takes place of final post-trip presentation). Students must create a powerpoint presentation to be posted on Blackboard and shared with classmates prior to the last class session (Thursday, June 11) at 7:00 pm.
 This presentation should address the following elements:
 - Introduce and explain the topic.
 - Provide context on the topic (e.g. the topic’s relationship to a particular time, event, Tribe, policy, contemporary representation, etc.).

- Connect the topic to materials covered in the course.
- Explore the topic's relevance to social welfare. How might knowledge of this topic be incorporated into social welfare practice, policy, or research?

2) **Exploration Oral Presentation** (20 points). Students must give a brief (5 minute) overview of their exploration project during our last class session (Thursday, June 11) from 7-9 pm. This oral presentation should summarize or highlight key information from the powerpoint presentation.

Exploration Powerpoint Presentation				
	Poor (2.8 or <)	Fair (3.2)	Good (3.6)	Excellent (4)
Topic Overview	Overview not presented or mostly unclear.	Overview included, but lacks clarity and detail.	Mostly clear overview with some details.	Detailed, clear, thorough overview.
Context	Provides no context or wrong context.	Provides minimal context with many gaps.	Provides some context, with minor omissions.	Thoroughly situates topic in time, place, and people.
Connection to Course	Does not connect topic to course materials.	Provides one connection to course material.	Provides multiple connections to course materials and explains connections somewhat.	Thoroughly connects topic to multiple course materials and explains connections thoroughly.
Relevance to Social Welfare	Does not connect topic to social welfare.	Attempts to identify relevance to social welfare.	Explains one or two relevant connections between topic and social welfare.	Thoroughly explains relevance of topic to multiple aspects of social welfare.
Appearance	Unclear presentation with significant errors and lack of engaging material.	Somewhat clear presentation with many errors.	Mostly clear with minor errors and mostly engaging presentation.	Clear, error-free, uncluttered, engaging presentation.
TOTAL:				/20