

**SW 420: Decolonizing Social Work with Indigenous
Communities**

**Humboldt State University
Department of Social Work**

**Spring 2015
Syllabus and Study Guide**

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SW 420: DECOLONIZING SOCIAL WORK WITH INDIGENOUS COMMUNITIES

"One of our people in the Native community said the difference between white people and Indians is that Indian people know they are oppressed but don't feel powerless. White people don't feel oppressed, but feel powerless. Deconstruct that disempowerment. Part of the mythology that they've been teaching you is that you have no power. Power is not brute force and money; power is in your spirit. Power is in your soul. It is what your ancestors, your old people gave you. Power is in the earth; it is in your relationship to the earth."

—Winnona LaDuke, Anishanabe

Course Description

Colonialism is the subjugation of one group by another (Young, 2003). Due to the control and exploitation of their lives and lands by the United States, Indigenous in the U.S. have been referred to as "captive nations" and "internal colonies" (Snipp, 1986). Indigenous Peoples' decolonization movements in the U.S. are building momentum; they continue a long tradition of resistance to the colonial stranglehold that the United States has upon their lives, lands, resources and rights. Indigenous scholar James Riding In (2004) maintains that decolonization "means that surviving genocide and ethnocide has strengthened the will of Indians to preserve and thrive in a rapidly changing and often hostile world by taking refuge within an indigenous cultural framework rooted in customary values, beliefs, technologies, and lifestyles."

Decolonizing social work with Indigenous Peoples' communities is relatively recent in origin and is new to mainstream "Western" social work literature, approaches, and theory. Understanding decolonizing social work requires deconstructing the American Master Narrative about Indigenous Peoples and the contemporary and issues that are ignored, trivialized, or censored in the grand American Master Narrative. The issues covered in this class include: history, education, treaties, sovereignty and self-determination, religions, natural resources, legislation, jurisdiction, reservation and/or urban status, federal trust relationship, tribal economics and enterprises, American Indian policy, federal recognition, and current issues both regional and local. The intent of the course is to prepare students to develop an understanding of and support for Indigenousness and Sovereignty (Self-Determination). The course is geared toward promoting awareness of the colonization and decolonization processes affecting Indigenous Peoples and an understanding of how social worker's can participate in the solutions of problems affecting these groups.

Rationale for Course

Our MSW and BSW programs are located on traditional Wiyot tribal territory. We respectfully acknowledge the Wiyot people and other tribal communities on the North Coast and in the northern California region. In consultation with local tribal communities, our program curriculum maintains an emphasis on working with Indigenous and other rural peoples and is designed to assist our students to engage in "*decolonizing social work*," which refers to (1) recognizing that most social work practice approaches and theories in the United States have been developed from "Western" paradigms that, in many cases, are not relevant to, or supportive of, Indigenous Peoples values, beliefs, culture, and rights; (2) privileging and actively supporting the sovereignty, well being, and cultural, spiritual, and land rights of Indigenous Peoples; and (4) working with Indigenous communities to implement traditional practices and philosophies in the contemporary context for the purposes of healing and empowerment of the community.

Prerequisites

None

Course Student Learning Outcomes

After completion of the course students will be able to:

4.0 Engage diversity and difference in practice.

- 4.01 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- 4.02 Gain self-awareness to minimize the influence of personal biases and values in working with diverse groups.
- 4.03 Recognize and communicate their understanding of the importance of difference and intersectionality in shaping life experiences.
- 4.04 View themselves as learners and engage those with whom they work as resources for information.

5.0 Advance human rights and social and economic justice.

- 5.01 Understand the forms and mechanisms of oppression and discrimination.
- 5.02 Advocate for human rights and social, environmental, and economic justice.
- 5.03 Engage in practices that advance social, environmental, and economic justice.

8.0 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- 8.01 Analyze, formulate, and advocate for policies that advance social well-being, human rights and social, environmental, and economic justice.
- 8.02 Collaborate with clients and colleagues for effective policy action.

Course Competencies

After completion of this course, students will be able to:

1. Develop an understanding of the American master narrative of Indigenous Peoples in the United States.
2. Gain an understanding of the history before Columbus
3. Describe the invasion of the Americas and the response by Indigenous Peoples
4. Develop an understanding of the interactions between Indigenous Peoples and whites during the colonial and revolutionary period of America
5. Gain an understanding of Indigenous Peoples in the emergence of a new Nation (United States), including the development of Indian policy, regulating Indigenous lands, removal, and the foundations of federal Indian law
6. Describe the influences of American westward movement and the resistance to that movement by Indigenous Peoples
7. Gain an understanding of assimilation and detribalization policies

8. Describe the development of Indigenous Peoples self-determination, sovereignty, the rise of Indigenous Peoples militancy, and the struggle for preserving natural resources

9. Develop an understanding of contemporary Indigenous Peoples history since 1980, including the role of the Bureau of Indian Affairs, the demography of Native America, stereotypes, Indian gaming and education, and efforts to building the wellness of Indigenous communities

Required Text

Calloway, C.G. (2011). *First Peoples: A Documentary Survey of American Indian History*. Bedford/St. Martin's Press; Fourth Edition.

Course Overview

Class begins on March 23, 2015. Check the Course Schedule located at the end of this syllabus and on Moodle for more detail on the topics we will cover this semester and the outline for each week's readings and assignments. Messages from your instructor will be sent to you at the email address used in your Moodle profile. Check the email account listed in your Moodle profile regularly for updated information. Please note that this is not a *self-paced class*. In other words, all students will be working with the same material during a given week. Assignments, forum discussion prompts, etc. will appear one week ahead of due dates.

Getting Started

Begin by:

1. Thoroughly reviewing the [syllabus](#)
2. Review the [Grading Rubric for the Discussion Forums](#)
3. Review and Print the [Course Study Guide](#)
4. Go to the virtual student lounge (in the forums below) and introduce yourself to us.
5. After reviewing these above materials, go to Module 1: Introduction for your first activity.

The first step in getting started in this course is to thoroughly explore the instructional materials listed in the top section of the middle of the course main page.

- There are three important documents that you should read first which include the syllabus, course study guide, and guidelines for participating in the discussion forums. Read these carefully!
- Each new week will open with a new module on Monday. Begin by reviewing the **Week Overview**. Included in this section are any reading assignments, study guide questions for the week's lesson, supplemental materials, and the assigned activities for the week. Read and follow these instructions carefully. **Note that these are also included in the course study guide as well to allow you to work ahead if you have time or need.**

What to Expect Each Week:

Readings from the textbook and/or online resources are required each week. **This material will be posted no later than 9:00 a.m. on Saturday before the week begins.** Please read the material prior to any assignments and discussion forums.

For best results: Review each week's topic, objectives and study questions (if any), then complete readings and assignments. All initial postings (forum discussions) will be **due by Wednesday** of each week on or before 11:55 p.m. Responses to your classmates and all other assignments will be **due by Sunday** of each week on or before 11:55 p.m. Late posts will NOT be rated.

Course Policies

This course is offered online, over the Internet using the university's Moodle server. This allows you to access the course materials from a computer with any standard web browser already installed. (Firefox browser is recommended.)

Students are expected to devote the same amount of time for this course as you would expect to spend in a regular on-site course. One of the exciting advantages of online learning is that you can plan your class time to fit your schedule. However, it is important to balance this flexibility with a new responsibility of scheduling your own learning. *It is recommended that that you use a calendar or planner to schedule time for your weekly class participation and that you record when assignments are due in the calendar. **You are responsible for keeping track on when participation and assignments are due.***

Important Tips for Success as an Online Learner

1. ***Begin planning now for private, uninterrupted time in your schedule*** to complete the reading and writing assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind.
2. ***Check your email account regularly*** for updated information. If you prefer a different email account other than your HSU email account, be sure to update your preference using [Student Center](#).
3. Use e-mail for private messages to the instructor and other students. The discussion forum is for public messages.
4. If you have questions or confusion about an assignment, take action promptly. Check the "Questions?" forum to see if your concern has been addressed already, and post your question there if you don't see an answer.
5. Read directions carefully.
6. For posts to online discussion forums, conventions of [on-line etiquette \("netiquette"\)](#) which include courtesy to all users, will be observed.
7. Submit files as text/Word files (e.g., .doc, .rtf, .txt), PowerPoint files (.ppt), spreadsheet files (e.g., .xls, .wks), or web pages (.htm, .html) uploaded within the course in the designated areas for submitting assignments. Use other file formats at your own risk. If the instructor can't open them, they can't be graded.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong writing skills needed for expressing yourself in the discussion area
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Competency with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Internet navigation skills
- Download plug-ins from the Internet
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

HSU Policies

You are expected to adhere to all of Humboldt State University's Policies, especially:

- Academic Honesty
- Nondiscrimination Policy
- Attendance and disruptive behavior
- Rights and Responsibilities for a Campus Community

These can be located at the beginning of your course catalog, on Moodle, and at <http://studentaffairs.humboldt.edu/judicial/>. Violation of university policy may result in a grade of "F" in the course and other disciplinary action.

Add/Drop Policy

Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. <http://www.humboldt.edu/~reg/regulations/schedadjust.html>.

Emergency Evacuation

Please review the evacuation plan for the classroom (posted on the orange signs), and review http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: **826-INFO** or <http://www.humboldt.edu/emergency>.

Student Disability

If you are eligible for disability related accommodations as per determination by our campus Disability Resource Center, please contact me as soon as possible to discuss these. Our campus Student Disability Resource Center (DRC) can assist you with determining eligibility for accommodations and can be reached at: (707) 826-4678, (707) 826-5392 TDD. The SDRC is located in the Lower Library.

Academic Honesty

A guideline for academic honesty can be found at <http://sorrel.humboldt.edu/~jgv1/COMM214web/honesty.html>
Purdue University has a helpful web site on "Avoiding Plagiarism" at
<http://courses.washington.edu/hsstudev/studev/OWLhandout.pdf>

Late Assignments

Each student is expected to complete all course assignments by the date indicated on the syllabus unless previously discussed with me. If you are unable to complete an assignment on the given date, please notify me by email prior to the date. Any person failing to contact me before the time of the exam or assignment will not receive credit. Only very compelling reasons for not meeting a due date will be considered. You are responsible for doing the reading and class discussion material. Most of the assignments are to be completed on an individual basis not in groups.

Evaluation

Evaluation of this course is based on the following activities/ assignments:

I.	Professional Accountability	60%
II.	Final Presentation	40%

Depending on your reading and writing skills, you should expect to spend at least 4 hours per week on this course. See the "Assignment Details" page for specific information about each assignment, including how it will be evaluated.

Need [instructions for submitting assignments online](#)? If you have problems submitting your assignments, contact the Humboldt State Help Desk (help@humboldt.edu or 707-826-4357) immediately by phone or email to resolve the problem. Because this is an online course designed to get feedback on assignments to you electronically, you must make prior arrangements with the instructor before submitting an assignment by other methods (e.g., personally delivered, via fax, or the postal service).

Incomplete Grades

Incompletes are only used when a student has minimal unfinished assignments remaining due to an unavoidable circumstance. This needs to be discussed with the professor, since "I" are rarely given.

Assignment Details

I). Blog Posts & Discussion Forums: [Professional Accountability, 300 points] Each week you are expected to provide one individual forum post responding to a specific question or questions asked by an instructor or from questions taken from the readings. The length of this post should be comparable to a quarter or third of a page of regular text. Your forum posts can be split between what you've read in the text and from "questions for consideration" before every group of documents and after each picture essay in the Calloway text. There are common themes between the readings; your posts should reflect this.

Recall that this course is intended to promoting awareness of the colonization and decolonization processes affecting Indigenous Peoples. It is important to make sure that your posts reflect on examples of American colonization in history, the American master narratives v. Indigenous Peoples' narratives, and resiliency and strengths of the groups affected. Please refer to the "Grading Rubric for forum posts" that has been posted in the first week on the Moodle syllabus.

In addition, each week you are expected to post at least two brief responses to the comments made by one other student or the instructor. You are expected to analyze what said by enlarging and adding relevant ideas and information to the post.

II). "Live" session through Blackboard Collaborate, 4/23 6-8 pm. Plan to log into Blackboard 10 minutes early.

III). Final Paper and Presentation: [Final, Total 200 points for presentation and paper] In this assignment you will create a presentation (narrated PowerPoint or other similar presentation) encompassing key points in the course content (including relevant pictures, documents, etc.). Your presentation must be prepared as a professional training tool that you would use to exemplify decolonizing social work in a presentation. This can be completed by groups of 2-3 people. The presentation is worth 100 points.

For your final paper, you will synthesize your own ideas, theories, and understanding of the decolonizing process, as well as the plight of Indigenous Peoples from the pre-colonial period through today based on what you learned in this class and write a 5-7 page paper.

The final paper is worth 100 points and should include a summary of your understanding of the role of colonialism in current Native American societies and how this evolved over time. Be sure to discuss your thoughts about decolonizing and what that might look like in the field of social work.

Assignment of Grades

Professional accountability will be based on the following criteria:

Engagement: The appropriate, respectful, and relevant participation in one's own learning as well as contributions to the learning of others. Inappropriate engagement can negatively effect your professionalism grade (disrespectful comments and inappropriate comments).

Integration: The demonstration of appropriate efforts to make connections, both conceptual and practical, between the course curriculum and your experience. Inappropriate efforts (clear lack of having done reading, raising questions that are not related to the conversation or discussion)

Attendance/Participation: Attendance in this Distributed Learning course is measured by your timely forum posts and responses to other student/instructor posts. *If you fail to provide 3 posts by the expected time you will fail this course.* You may make up only 2 posts as long as they are submitted by the end of the module. However, you will lose points if you choose this option. If you fail to submit two posts the highest grade that you can receive is a B.

Timely: Completion of assignments and activities on or by the date due. No credit will be given for late submissions.

The above criteria are used by the professor to evaluate your work. The scale below indicates how the criteria are considered to develop your grade.

HSU Department of Social Work Grading Standards

The following grading standards are for course assignments and course grades. Some grading categories are not used by the university for course grades – but may be used for assignments. The department has worked to establish this grading scale for all courses based on academic and practice standards of excellence. These standards may be different from other courses at HSU, however you will find the same standard used for all social work courses. We use this standard to help you achieve your own level of mastery of the material and demonstrate competency in the practice behaviors that are the hallmark of professional social work.

- A+, (98-100) - Superior work which meets a level of professional competence and expertise worthy of publication and/or public presentation. (The University does not award an A+, however you may receive this grade on assignments).
- A , (95-97) - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.
- A-, (90-94) – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.
- B+, (87-89) - Great work which meets a level of professional competence that with some changes could be worthy of publication and/or presentation.
- B, (84-86) – Very Good work which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.
- B- (80-83) - Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.
- C+, (77-79) - Above Average work which minimally meets professional standards of competence, that through addressing the challenges may at some point be worthy of publication and/or presentation.
- C, (74-76) – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- C-, (70-73) – Below Average work which barely meets professional standards of competence and is unlikely to be published or presented without tremendous amounts of work. Minimum passing grade
- D+ (67-69) – Barely adequate work that does not meet minimum professional standards of competence and is not worthy of publication and/or presentation. This is and any score below this is not a passing grade
- D (64-68) – Inadequate work which does not meet professional standards of competence and is not worthy of publication and/or presentation.

F (63 or below) – Unacceptable work that does not meet minimum course expectations.

Incomplete work. Students are given an INCOMPLETE only if circumstances were such that it was beyond the control of the student to complete course work or assignments during the regular/relevant instruction period. This mark cannot be given to raise a grade. (Time management is considered within the control of the student). This grade is not an automatic process; you must consult with the instructor as soon as you foresee a problem completing the requirements.

As long as you have an incomplete you will not be eligible for admission to the Humboldt State University, Master of Social Work program.

Course Materials

Minimum Hardware and Software Requirements

1. You will need access to a computer and the Internet. Most late model computers have adequate processing capabilities for online courses. For specific questions about the technical suitability of your home computer or laptop, contact the HSU Help Desk (707-826-4357 or help@humboldt.edu). If you do not have a computer at home or work but do spend time on campus, you can use any of the computer labs during open hours. A laptop with wireless capability will provide maximum flexibility for accessing the course when on campus.
2. If you plan to connect to the Internet from home, you will need Internet access. High speed Internet access with a cable modem or DSL is recommended. For either connection method, you will need an Internet Service Provider (ISP).
3. You also will need word processing software (e.g., Microsoft Word). If you need a word processor, contact the HSU Bookstore for reduced pricing on Microsoft Office (includes Microsoft Word word processing software) available to registered HSU students. An acceptable alternative is [OpenOffice's Writer program](#) available at no cost. [Review documentation](#) on using this MS Word substitute.
4. Free web browsing software can be downloaded from the Internet but is usually already installed on modern computers (e.g., Firefox only for Macs; Firefox or Internet Explorer 6 or later for PCs only).

If you have questions about the course, such as concepts covered in your assignments or scores post your question in the "Questions?" forum in the top section of the course main page for the speediest assistance—including aid from classmates. (Be sure to offer your assistance there too when you can!) You can also contact the course instructor via email or phone. For technical questions, such as the suitability of your home computer for the course, installing plugins, problems with your password, etc., HSU Help Desk (help@humboldt.edu or 707-826-4357).

Course Outline (SW420)

Week	Topic	Readings	Due
1	Introduction: America's Master Narrative & Indian History: A Shared Past	Syllabus Review Study Guide Calloway- Ch. 1, 2	Initial Posting Due by Wednesday Responses Due by Sunday
2	Early Colonial Period	Calloway- Ch. 3, 4	Initial Posting Due by Wednesday Responses Due by Sunday
3	Experiences & Consequences of Expansion	Calloway- Ch. 5	Initial Posting Due by Wednesday Responses Due by Sunday
4	Detribalization	Calloway- Ch. 6, 7	Initial Posting Due by Wednesday Responses Due by Sunday
5	Self- Determination & Sovereignty	Calloway- Ch. 8, 9	"Live" session on Blackboard Collaborate Thursday 4/23 6-8
6	Resurgence in Contemporary Times	Calloway- Ch. 10	Initial Posting Due by Wednesday Responses Due by Sunday
7	Making Sense of it all		Final Presentations posted to the Community Wall by Due by Wednesday, responses to your classmate's presentation due Sunday Final Paper due May 15th

Note: So that your interests can be met, the above course outline may be modified during the semester. Due dates and assignments will not be changed (unless agreed upon) and late submissions will be penalized.

WEEK 1: INTRODUCTION

1.1 Chapter One: America's Master Narrative and Indian History: A Shared Past

1.2 Chapter One: Glimpses of Pre-contact society: Hunters of the Plains and Farmers of the Southwest; Mound Builders of the Eastern woodlands; Emerging Tribes and Confederacies, Navajo Emergence Story, Iroquois Great Law of Peace

1.3 Chapter Two: Invasions of Americas (1492 –1680): First Contacts and Columbia Exchange; Changing landscapes and Biological Catastrophes; Indigenous Peoples confront the Spanish and the French

TO DO LIST:

1. Read - Calloway- Ch. 1 & 2
2. Post - To discussion forum 1 and responses to atleast 2 classmates

Thought Questions:

What has history generally shown the American Master Narrative of Native Americans (Indigenous Peoples) to be?

What basic themes emerge from historical narrative of the "pre-contact society" of Indigenous Peoples? Comment on what happened during some of the first contacts that are regarded to be most important to shaping later relations between Indigenous and non-Indigenous Peoples in the United States.

WEEK 2: EARLY COLONIAL PERIOD

2.1 Chapter Two: Indigenous Peoples confront the English; Documents: De Soto Invasion; Pueblo Revolt; Jesuits in New France; Mi'kmaq question French civilization; Views of King Philip; Picture Essay

2.2 Chapter Three: Indigenous Peoples in Colonial and Revolutionary America; Economic and cultural exchanges, Fur trade, War and Diplomacy

2.3 Chapter Four: Indigenous Peoples in the American Revolution: Drawing lines, taking sides, and peace treaties; Documents: Franciscans and Caddos in Texas; Penobscot response to English treaty, A captive narrative, Revolution and the Cherokee, and Picture Essay

TO DO LIST:

1. Read - Calloway- Ch. 3 & 4
2. Post - To discussion forum 2 and responses

Thought Questions:

In what ways, if any, did the Spanish, French, and English differ in their dealings with Indian people? Share examples.

As Native peoples and Europeans encountered one another, what types of relationships did they establish? Share examples.

What distinguished Native American experiences in the East from those in the West in the latter half of the eighteenth century?

WEEK 3: EXPERIENCES AND CONSEQUENCES OF EXPANSION

3.1 Chapter Four: Indigenous Peoples and the New Nation (1738 – 1838); Expansionism, Indigenous People confront expansion, Indian Removal and surviving in the Frontier

3.2 Chapter Four: Documents – Treaty of Fort Finney with the Shawnees; Lewis and Clark Expedition; Foundations of Federal Indian Law and a Native Response (Cherokee V. Georgia, 1831 and Worcester V. Georgia 1832); Picture Essay

3.3 Chapter Five: Defending the West – The Indigenous Peoples West before 1830; Invaders from the East (Ravages of smallpox and Ethnic cleansing in Texas and California)

TO DO LIST:

1. Read - Calloway- Ch. 5

Post - To discussion forum 3 and responses

Thought Questions:

Please describe the main outcomes of what is referred to as "The Marshall Trilogy." Note how each of the three parts of the "trilogy" have been shaping of life for Indigenous *and* non-Indigenous people since. Address present day effects as well.

After reading the selection for today, what do you find yourself thinking and/or feeling that is new for you? How might things be different for you in the world after learning this?

WEEK 4: DETRIBALIZATION

4.1 Chapter Six: Losing the West; Documents of Kiowa history, protection and exploitation in California, Struggle for the Black Hills, Chief Joseph's Please for Freedom; Picture Essay of the Battle of the Little Big Horn in Myth and History

4.2 Chapter Seven: Killing the Indian and Saving the Man (1870 – 1920), Policies of Detribalization, resistance, Dawes Allotment Act, Indian Territory becomes Oklahoma; Educational Assault on Indigenous Children.

4.3 Chapter Seven: A Changing World – new generation of leaders, Indigenous Peoples in mainstream society, in the military and as citizens the Great Depression; Documents: Dismantling tribes and their homelands, an Indian view of the BIA, Sioux school experiences; Picture Essay

TO DO LIST:

1. Read - Calloway- Ch. 6 & 7

2. Watch: Unseen Tears: The Impact of Native American Boarding Schools (29:40 min)

3. Post - To discussion forum 4 and responses

Thought Questions:

What do the extracts for Chief Joseph's speech tell about the war's causes and the conduct of United States Indian Policy?

First, what were the goals of the Indian boarding schools, and in what ways did Native students use the kind of education they received there?

Second, describe your reaction to viewing *Unseen Tears*. Here are some questions to guide your responses: How do you think this history affects how Native Americans view external authority? How do you think this experience affected children and parents? How would respond/feel if another group/race of people came into your community and home and took your children without your permission and put them into an institution far, far away?

Compare Montezuma's view of Indian society and Indian policy with that expressed by Merrill Gates. In what essential ways do they differ?

WEEK 5: SELF-DETERMINATION AND SOVEREIGNTY

5.1 Chapter eight: From the Great Crash to Alcatraz (1929 – 1969); Shifting Policies and Indian Activism; Termination Policy; A Younger Generation Responds (Urban Indians, Indian Militancy, Wounded Knee)

5.2 Chapter nine: Self Determination and Sovereignty (1970-2010) (from paternalism to partnership, sovereignty goes to court); The struggle for Natural Resources

TO DO LIST:

1. Read - Calloway- Ch. 8 & 9

2. Watch: Wilma Mankiller (2:21 sec)

3. Watch: Vine Deloria, Jr.- The Last Interview

4. Blackboard Collaborate Session: April 23, 6:00- 8:00 pm (PST), Date To Be Confirmed

Thought Questions:

How do the documents in Chapter 8 seem to define tribal sovereignty, and why is sovereignty so important to indigenous people?

What do Vine Deloria and Wilma Mankiller regard as the major challenges confronting indigenous people at the end of the twentieth century?

WEEK 6: RESURGENCE IN CONTEMPORARY TIMES

6.1 Chapter Ten: Nations Within a Nation: Indian Country since 1980 – Changes at the BIA, Self-Rule and Self Help, Numbers, Identities, and Images, Stereotypes Old and New, Choosing Homelands over Wastelands, Building prosperity (Indian Gaming); Building Well Nations (confronting Alcohol and other drugs, Ways of healing, repatriation)

6.2 Chapter Ten: Documents of Indian Leadership for the current world, Tribal Colleges, Playing Indian and Fighting over Mascots, Indian Museums, Picture Essay (History, Tradition, and Innovation in Contemporary Art)

TO DO LIST:

1. Read - Calloway- Ch. 10
2. Post - To discussion forum 6 and responses
3. Begin work on your final presentation

Thought Questions:

You are a social worker at a public information session about Indigenous Peoples sovereignty presenting to a mostly non-Indigenous crowd. You have just graduated the Humboldt State University, MSW program and have been hired by the county to engage in community, political work on behalf of Indigenous Peoples' sovereignty. The question and answer part of the session is opened and the first several speakers are angry non-Indigenous sportsmen and land owners. They say that they resent the "special" fishing, hunting, and gathering privileges that Indigenous Peoples have and "it's not fair, we're tax paying Americans and we don't have these rights; and besides we conquered them, which means they shouldn't any special rights." Using the concepts identity, nations within nations, and recognized v. non-recognized tribes from our readings what should you say?

Using the United Nations Declaration on the Rights of Indigenous Peoples, point out the articles that demonstrate where the United States has historically denied Indigenous Peoples in the US their rights.

WEEK 7: MAKING SENSE OF IT ALL

TO DO LIST:

1. Submit your Decolonizing Social Work Presentation & Paper by 5/15 at 11:55 pm.
2. Upload your completed final presentation to this week's community wall by Wednesday and post responses to the other presentations by Sunday at 11:55pm.

