Semester/Year: Spring 2015

Lecture Hours: NET        Lab Hours: tba        Credit Hours: 3

Class Time: NET          Days: NET          Room: NET

Instructor’s Name:

Diana Quealy-Berge
Brandon Kosine

Instructor’s Contact Information:    Office Phone: 307 268 2590    Email:
dquealyberge@caspercollege.edu
bkosine@caspercollege.edu

Office Hours: Individual appointments with instructors

Course Description:
This course will use lecture, discussion, small group work, multimedia presentations and service learning to
explore Native American substance use, prevention and treatment. In this course students will learn about and
discuss current and historical cultural, political, sociological factors impacting substance use and abuse in the
Native American population. This course is designed with a service-learning component which will provide
students with an immersion experience. Students will learn both classic and unique theories on addiction,
observe first-hand the impact of current events on addiction, engage in activities that are working to address
addiction and synthesize the contributing factors to addiction that are culturally embedded. The course will
consist of three parts:

Part 1: Students will meet 1/30/2015 from 1-4 for a face to face orientation
Part 2: Students will participate in weekly online discussions and preparation for the trip [January –
May 15 2015]
Part 3: Students will participate in Casper College Service Project to benefit the Pine Ridge Reservation
- Spring 2015
Part 4: Students will meet 5/15/2015 face to face from 1-4 for final preparation for the trip.
Part 3: Students will travel to the Pine Ridge Reservation and participate in service learning
educational opportunities. [0500 Saturday May 16 – 27, 2015]

Statement of Prerequisites: instructor permission

Goal: Provide students and faculty with an experiential learning opportunity that combines service to the
community with understanding of the complexities of substance abuse prevention and treatment.
Casper College General Education Outcomes: This course’s objectives link to outcomes 3, 4, and 7.

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

Outcomes:
Following completion of this course, students will be able to:
1. Identify historical and current factors that impact substance use and abuse among the Native American Population. (Gen Ed Outcome #4)
2. Identify cultural solutions to substance abuse and use among the Native American Population. (Gen Ed Outcome #3)
4. Identify culturally appropriate substance abuse treatment interventions for individuals, groups, and families. (Gen Ed Outcome #3)
5. Identify treatment concerns for a number of social work client populations, including Adolescents, the elderly, and the mentally ill (i.e., dually-diagnosed). (Gen Ed Outcomes #4 &7)

Methodology:
The course is a lecture/discussion and will meet weekly. Students are expected to engage in class discussions incorporating material from course readings, lectures, and personal/professional experiences. Educational material is also presented in video format. Regular class attendance and participation, as well as, participation in the field experience service learning are expected. Students must complete all reading, written and experiential assignments.

Evaluation Criteria:
• Attendance and Participation in weekly class meetings = 300 points (20 pts * 15 weeks)
• Maintain a journal throughout the semester, including the service trip. = 150 points
• Submit a final learning product capturing their experience. = 200 points
  Total points possible: 650
  Grading Scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50% and below = F

**Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.**
Required Text, Readings, and Materials:
- Textbook: On the Rez by Ian Frazier paperback
- Textbook: God is Red by Vine Deloria, Jr.
- Textbook: Custer Died for your Sins by Vine Deloria, Jr.
- Textbook: Mitakuye Oyasin “We are all related”: America before Columbus, based on the oral history of 33 tribes. By Ehanamani [Dr. A.C. Ross]. This book must be ordered online through Amazon or another source.
- Unpacking your Invisible Knapsack by Peggy Macintosh
- Additional materials will be made available on Moodle or in print.

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade:
Students are expected to demonstrate professionalism.
Attend all course meetings.
Attend and participate in the service trip to Pine Ridge May 11-18 2013.
Attend and participate in all group activities, including but not limited to daily debriefings while on the service trip.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Background [retrieved from http://www.re-member.org/pine_ridge_reservation.aspx August 31 2012]

RE-MEMBER, an organization that exists to recall this country’s treatment of Native Peoples of the Americas
and to repair the broken pieces of that relationship.

RE-MEMBER is a non-profit organization which works with the Oglala Lakota Nation on Pine Ridge Reservation, South Dakota. Volunteers comprised of individuals and groups (adult and youth) from churches, high schools, colleges, and corporations join us at our facility on Pine Ridge for one week at a time. Our volunteers participate in various work projects across the Reservation, helping to rebuild relationships, homes, and lives.

**Purpose**

Guided by the aspirations of the Oglala Lakota Indian communities we serve, RE-MEMBER seeks to improve the quality of reservation life through relationships, shared resources, and volunteer services. Through site visits and cultural immersion, we continue to develop a growing circle of advocates standing in solidarity with the Indian people of Pine Ridge, South Dakota.

**Pine Ridge Reservation**

From 1980 to 2000, the counties that make up Pine Ridge Indian Reservation in South Dakota comprised the poorest of our nation's 3,143 counties. The 2000 census found them the third poorest, not because things got better on Pine Ridge, but because things got worse on two other South Dakota Indian Reservations.
Population

While the 2000 census reported a population of 15,521, a study by Colorado State University and accepted by U.S. Housing & Urban Development (HUD) estimated the population at 28,000. Tribal Government records show 38,000 enrolled members living on Pine Ridge Reservation.

Extreme Poverty

The poverty on Pine Ridge can be described in no other terms than third world. It is common to find homes overcrowded, as those with homes take in whoever needs a roof over their heads. Many homes are without running water, and without sewer.

Pine Ridge Statistics as of 2007

- Unemployment rate of 80-90%
- Per capita income of $4,000
- 8 Times the United States rate of diabetes
- 5 Times the United States rate of cervical cancer
- Twice the rate of heart disease
- 8 Times the United States rate of Tuberculosis
- Alcoholism rate estimated as high as 80%
- 1 in 4 infants born with fetal alcohol syndrome or effects
- Suicide rate more than twice the national rate
- Teen suicide rate 4 times the national rate
- Infant mortality is three times the national rate
- Life expectancy on Pine Ridge is the lowest in the United States and the 2nd lowest in the Western Hemisphere. Only Haiti has a lower rate.

Calendar or schedule indicating course content:
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Activity</th>
<th>Reading and Assignments Due</th>
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| 1 Jan 20 15 | Introductions
Understanding Ancestral Guilt and Shame Intentions
Ribbon Ceremony
Lakota Creation Story [film] | Syllabus & Introductions |
| 2 Jan 26 15 | Guest Speaker: Ted Hanson educator who taught on the Pine Ridge Reservation 11 years. | In class writing on this week's reading assignments
Custer Died for your Sins – Chapter 1
Mitakuye Oyasin “We are all related” pages 1-59; pages 122-141 |
| 3 Feb 2 15  | Journey to Forgiveness – White Bison Documentary on the Boarding School Era | In class writing on this week's reading assignments
The Fort Laramie Treaty of 1868
Custer Died for your Sins – Chapter 2 |
| 4 Feb 9 15  | Understanding White Privilege                                                      | In class writing on this week's reading assignments
- The Destructive nature of the Term of Race: Growing Beyond a False Paradigm by Cameron and Wycoff
- White Racial Identity Development
- White Privilege: Unpacking the Invisible Knapsack by McIntosh |
| 5 Feb 16 15 | Brandon – Poverty
20/20 special with Diane Sawyer | In class writing on this week's reading assignments
Ruby Payne Resources
Custer Died for your Sins Chapter 5 |
| 6 Feb 23 15 | Thunder-Being Nation                                                                | In class writing on this week's reading assignments
Custer Died for your Sins Chapter 9 |
| 7 Mar 2 15  | Guest Speaker Steve Weber, Sundancer and Ceremony Man                               | In class writing on this week's reading assignments
Custer Died for your Sins Chapter 7
Collect Re-Member paperwork and collect course fee |
| 8 Mar 9 14  | Pleasure Unwoven
Understanding Addiction
SPRING BREAK | In class writing on this week's reading assignments
On the Rez pages 3-69 |
| 9 Mar 30 15 | Native American Culturally based prevention and treatment of addictions | In class writing on this week's reading assignments
On the Rez pages 70-152 |
| 10 Apr 6 15 | Battle for Whiteclay                                                               | In class writing on this week's reading assignments
On the Rez pages 153-236 |
| 11 Apr 13 15 | Guest Speaker Tanaya Moon,                                                          | In class writing on this week's reading assignments
On the Rez pages 237-279 |
| 12 Apr 20 15 | Dreamkeeper                                                                      | In class writing on this week's reading assignments
Neither Wolf Nor Dog pages 1x-62 |
| 13 Apr 27 15 | Ancestor Knowledge [the Seventh Generation]
Healing the Soul Wound                                                     | In class writing on this week's reading assignments
Neither Wolf Nor Dog pages 63-142 |
| 14 May 4 15  | Powwow Highway                                                                    | In class writing on this week's reading assignments
Neither Wolf Nor Dog pages 143-204 |
| 15 May 11 15 | Bury my Heart at Wounded Knee                                                      | In class writing on this week's reading assignments
Neither Wolf Nor Dog pages 205-266 |
| 16 May 15 14 | Loose ends, final thoughts, reactions, fears, preparation for departure            | In class writing on this week's reading assignments
Neither Wolf Nor Dog pages 267-334 |
| 17 May 16  | Depart CC
Ft Robinson
Lunch Chadron |                                                               |
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>May 17-21</td>
<td>Arrive Re-Member</td>
<td>Daily verbal debriefing and journal writing</td>
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| May 22, 2015 | Depart Re-Member  
Wind Caves SD  
Crazy Horse Monument | Pulling it all together. Final writing on lessons learned and your personal and civic social responsibilities. |