

OGLALA LAKOTA COLLEGE

Department of Social Work
Syllabus: CD 223 Native American Substance Abuse

Course Number and Title: CD 223 Native American Substance Abuse

Credit Hours: 3

Course Location and Time:

Instructor and Contact Information: Devona Lone Wolf dlonew@olc.edu or
dlwolf@gwtc.net
Phone: Home 605-685-1347 Cell-441-8111

Course Description: A survey of the extent and the consequences of alcohol abuse among American Indian. The causes of origins of the disease of Alcohol will be explored as well as the different theories of addictions. In addition to the reservation experience the urban setting will be discussed. The prevention, treatment and recovery for American Indians Alcoholics will be addressed.

Prerequisites

ADAS 103 Introduction to Alcohol
ADAS 113 Introduction to Drug Abuse

Required Texts and Materials

Don L. Coyhis, 2007, *Understanding Native American Culture*, Coyhis Publishing & Consulting, Inc. Colorado Springs, Colorado
Don L. Coyhis, William L. White, *Alcohol Problems in Native America*, White Bison Inc. Colorado Springs, Colorado

Supplementary Materials

Articles and audio-visual materials relevant to the subject as assigned by instructor

Descriptive Reading Load

Approx. 33 pages a week from text
2 to 3 pages from handouts
Research material for writing assignments

Types and Amount of Writing Expected

Journal writing, reactions papers, exams and final project

Lakota Perspective Provided Through

Explore through research & discussion how the concepts are applied in everyday life of the Lakota people in the past and today and the relationship to the values and beliefs.

Applicable Policies:

Policies apply as per Student Handbook 2008-2009, including those covering tardiness, absenteeism, grievances, and more. Students are encouraged to refer to their copy of the Student Handbook for reference.

Guidelines and Expectations for student behavior

1. Regular class attendance and participation are expected. The class is based on lecture, class discussion and group activities. (POINTS MISSED THROUGH ABSENCES CANNOT BE MADE UP)
2. You should plan to complete the assigned readings prior to each class. Be sure to look up words that are unfamiliar to you but realize that some terms have specialized meanings in the field of psychology. Ask in class if you have not understood a term or idea. *Classroom etiquette: Come to class on time and be prepared.*
3. In class assignments and homework must be turned in on time
4. Take all quizzes
5. Take responsibility for your coursework

Intended Learning Outcome

1. Understand the scope of alcohol abuse among American Indians
2. Understand the historical events that occurred from the first contact with European Contact in 1492, and the effect they had on the Indigenous People.
3. Formulate a personal stance on Alcoholism by examining the causes and related issues of alcohol abuse among American Indians.
4. Understand differences and similarities between Reservation and Urban experience as it relates to Alcoholism and drug abuse.
5. Understand the current alcoholism and drug abuse issues on the reservation.
6. Understand current treatments available and investigate alternatives.

Assessment Methods

For each week's topic, students should be able to demonstrate knowledge relating to the learning outcomes for the course either in writing or orally.

An "A" grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an "A" grade a student must go above and beyond the basic expectations for the course.

A "B" grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in the entire course assignments and demonstrates (at the very least) a strong grasp of the material.

A “C” grade at the undergraduate level means that a student is doing at least satisfactory work, and meets the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “D” or “F” at the undergraduate level means that a student has missed more than 4 classes, did not complete the homework assignments, and received less than 65% on quizzes and exams.

Evaluation and Markings

1. Participation in class 15 x 10points.....	150pts
2. Journal entries..10 x 10points.....	100pts
3. Reaction papers 5 x 10points.....	50pts
4. 2 Quizzes X 50pts each	100pts
5. Mid-term exam.....	100pts
6. Final exam.....	<u>100pts</u>
	Total Points...600pts

- A = 538 to 600
- B = 479 to 537
- C = 418 to 477
- D = 360 to 417

Suggestions to the Student

1. Keep up on your reading and homework assignments
2. Attend all classes and participate in class activities
3. Be willing and ready to share your ideas and knowledge with others
4. Ask for help if needed
5. Start early on writing assignments

Communication:

Students are encouraged to communicate freely with each other and with the instructor: in person, by phone, or e-mail; e-mail will be used for group mailings and all students are expected to have an OLC e-mail account.

Plagiarism:

Plagiarism is the term used when individuals “steal” other people’s intellectual productions. Copying other people’s written and spoken word and presenting it as your own fall under the heading of “plagiarism,” The minimum penalty for this is a grade of F in the work submitted without possibility of redoing the assignment. You must give credit to the author of an idea or piece of writing by appropriate references as footnotes and/or in your bibliography.

Incomplete Grades: Incomplete grades (I) may be granted under extraordinary circumstances.

Disputed Grades: Students may dispute a grade by following the policy as set out in the Student Handbook.

Make-up exams: Make-up exams must be arranged BEFORE the exam date, and can be taken only once.

Disclaimer: This syllabus is not a contract with the student and is subject to change if needed by the Instructor.

WEEK BY WEEK CALENDAR FOR TOPICAL CONTENT

The following is a guide. It is subject to change if needed.

Classes are held for 15 weeks. Follow the schedule below for each week of class. If you miss a class ask another student or the instructor for other assignments that may not be listed below.

All Classes will be Lecture and Discussion over reading assignments. Assignments will be about 25 to 35 pages a week. There will be discussion questions for the reading assignments each week. When there is a film, discussion will follow and a reaction paper is due the next class.

1st class:

Class Activities: Review of Syllabus and expectations. Introductions.
Film “Strangers in Our Own Land
Write a reaction paper on the flim.
Discussion.

Learning Objectives:

- Understand the course objectives and requirements.
- Gain knowledge of the many tribes in United States.
- Begin to understand differences and similarities between Reservation and Urban experience as it relates to Alcoholism and drug abuse.

2nd class:

Reading: “*Understanding Native Culture*” (pages 1-18)

Introduction (pages 1-5)

1. What is the difference between the numbers reported for the 2003 U.S. census in the reporting AIAN and AIAN in combination with one or more other races?
2. Which number is the best representation of the Native Americans?
3. What was the 1990 census numbers?
4. What does the term “Indian Country” mean?
5. What is your reaction to the statement that the Spanish Conquistadors read to either the wind or natives?
6. Describe the four distinct periods or eras which have affected Indian cultures in the United States.

Chapter 1 Substance Abuse and Cultural Issues in Indian Country (pages 7-18) (What are some of the main recovery and sobriety issues in Indian Country?)

1. How many federally recognized tribes are in the US?
2. What are some of the demographics and makeup of Native Americans?
3. What are some factors to take into consideration?
4. Explain FAS/ FAE and ADD.
5. What impact did the “Boarding Schools” have on the Native Americans?
6. What are some of the other historical traumas and cultural oppression?
7. What are some of the behaviors as a result of historical traumas and cultural oppression?
8. Explain the analogy of a forest as applied to the people.
9. What are the rates of sexual abuse for men and women?

10. What does “I’m traditional” mean?
11. Explain the concept of “The Healing Forest Model.
12. What is the difference between spirituality and religion?
13. What are some factors to take into consideration when counseling Native Americans?

“*Alcohol Problems in Native America: The Untold Story of Resistance and Recovery*”:
 “*The Truth About the Lie*”(pages 1-12)

Foreword; From Chickens to Eagles: Discovery of the Red Road

1. What was the meaning of the story?

Preface:

1. Why was alcohol, called “firewater?”
2. Read the 12 statements “About Native Peoples and Alcohol-Related Problems” and be ready to discuss them

Class Activities:

Lecture and discussion over the questions assigned for the reading.
 Movie “Red Road to Sobriety”
 Write a reaction paper on the movie
 Discussion

Learning Objectives:

- Know the population of Native Americans in the United States
- Understand some of the demographics of Native Americans in the US
- Began to learn about the effect boarding schools had on NA
- Began to learn about the historical traumas Native American suffered
- Learn about some of the behaviors associated with historical traumas and oppression.
- Explore the difference between spirituality and religion
- Learn some factors to take into consideration for counseling Native Americans
- Learn some historical facts about alcohol and Native Americans

3rd Class:

Reading:

Read the assigned reading and answer the questions below for each book and be ready to present your answers for discussion

“*Understand Native American Culture*”

Chapter 2 Teaching of the Medicine Wheel (pages 19-30)

1. What were the key points to the questions posed to the Elders:
 - a. “What is it that you would like to tell the world about what is going on with mother earth and her inhabitants?
 - b. What is it that you could tell us about building families?
 - c. What is it you could tell us about communities?
 - d. What is it you could tell us about relationships

“*Alcohol Problems in Native America: The Untold Story of Resistance and Recovery*”: “*The Truth About the Lie*”

Part One: The Rise of Indian Alcohol Problems (pages 17-24)

Chapter One: Before Columbus: Ritualized and Ceremonial Drug Use

1. What were some of the plant-based medicines used by the indigenous peoples of the Americas?
2. What were the ways Native peoples induced altered states of consciousness?
3. What were the 8 strategies that the tribes who had alcohol that minimized the problems?

Class Activities:

Lecture and discussion over the questions assigned for the reading

Learning Objectives:

- Understand the concept of the “Medicine Wheel”
- Know some of the traditional ways of healing used by Native Americans
- Know some of the strategies that were successful in addressing alcohol use among some tribes.

4th Class:

Reading:

Read the assigned reading and answer the questions below for each book and be ready to present your answers for discussion

“Understanding Native Culture”

Chapter 3. Native American Values and Behaviors (pages 31-42)

1. Explain the following values and behaviors as applied to the Native American.
 - a. Cooperation
 - b. Group Emphasis
 - c. Patience
 - d. Non-materialism
 - e. Work to meet need
 - f. Right Brain orientation
 - g. Cooperate with nature
 - h. Religion-way of life
 - i. Listening/observation skills
 - j. No eye to eye contact
 - k. Character-source of status
 - l. Respect for tradition
 - m. Belief in the unseen

“Alcohol Problems in Native America: The Untold Story of Resistance and Recovery”: *“The Truth About the Lie”*(pages 27-31)

Chapter Two: Initial Post-contact Drinking Patterns (pages 27-31)

1. What invading groups came from which directions?
2. Summarize the history of the response to the initial contact with alcohol.
3. What were the five reasons to use alcohol after many of the tribes incorporated alcohol into their culture?

Class Activities:

Lecture and discussion over the questions assigned for the reading

Learning Objectives:

- Gain knowledge of some of the values and how they are applied in everyday life.
- Understand why it is important to know for counseling Native Americans.

5th Class:

Reading: Read the assigned reading and answer the questions below for each book and be ready to present your answers for discussion

“Understanding Native Culture”

Chapter 4 An Overview of the 12 Steps (pages 43-54)

1. Explain how the 12 steps are utilized in the Medicine Wheel.

“Alcohol Problems in Native America: The Untold Story of Resistance and Recovery”: *“The Truth About the Lie”*

Chapter Three: The Rise of Native Alcohol Problems (pages 35-42)

1. What are the three themes that emerge in historical accounts of the rise of alcohol related problems among Native tribes during the eighteenth and nineteenth centuries?
2. How was alcohol used as a weapon of manipulation in the acquisition of Native lands and the displacement of Native peoples?
3. What are some of the changes both in drinking patterns and reasons for drinking among the Native peoples?

Class Activities: Lecture and discussion over the questions assigned for the reading (Movie-Alkai Lake)

Learning Objectives:

- Understand the how the 12 steps are applied in the Medicine Wheel approach to treatment
- Know some of the result from alcohol used as a weapon of manipulation
- Understand the drinking patterns among Native Americans

6th Class:

Reading: Read the assigned reading and answer the questions below for each book and be ready to present your answers for discussion

“Understanding Native Culture”

Chapter 5 Case Study (pages 55-57)

1. What are some of the issues that Eddy faced? Use your knowledge that you have learned about special issues Native Americans face.

“Alcohol Problems in Native America: The Untold Story of Resistance and Recovery”: *“The Truth About the Lie”*

Chapter Four: “Firewater Myths”; Ideas as Weapons of Colonization” (pages 47-60)

1. Explain the four firewater myths.
2. Briefly explain the four facts explaining the use and abuse of alcohol.
3. What was the function of the firewater myths?
4. What are the three ways the firewater myths impact Native peoples.

Class Activities: Lecture and discussion over the questions assigned for the reading

Learning Objectives:

- Know some of the special issues Native Americans face
- Know the myths of “fire water”, their function and the effect on native Americans

7th Class:

Reading: Read the assigned reading and answer the questions below for each book and be ready to present your answers for discussion

“Understanding Native Culture”

Chapter 6 An Historical Overview of the Boarding School Era (61-78)

2. When did the U.S. government stopped making treaties with Indian Tribes? Why is this date significant?
3. Why is the boarding school era called “education abuse”?
4. What does “Manifest Destiny” mean and how did it affect the Native Americans?
5. What was meant by “Kill the Indian” and save the man”?
6. Explain the ”Dawes Act or General Allotment Act of 1887.
7. What were some of the conclusions from the “Merriam Report”.
8. Explain “The Indian Reorganization Act of 1934”
9. Explain the role of the “National Congress of American Indians”.

“Alcohol Problems in Native America: The Untold Story of Resistance and Recovery”: *“The Truth About the Lie”*

Part Two: Early Resistance and Recovery**Chapter 5; Native Responses to Alcohol and Alcoholism; An Overview (pages 67-73)
(Movie “Alkali Lake)**

1. What were the five approaches used to address the growing alcohol problem?
2. Define what a “wounded healer” was.
3. What were some of the ways the Native political leaders used to address the alcohol issue?

Class Activities: Lecture and discussion over the questions assigned for the reading
(Movie “Where the Spirit Lives”)

Learning Objectives:

- Know when the US Government stopped making treaties with Indian tribes and what were some of the outcomes.
- Understand “education abuse” as it is applied to the boarding school era
- Understand how “Manifest Destiny” effected the Native Americans
- Know some of the legislative acts and the effect on Tribes

8th Class:

Reading: Read the assigned reading and answer the questions below for each book and be ready to present your answers for discussion

“Understanding Native Culture”

Chapter 7 The Boarding School Era (pages 81-95)

2. Briefly describe what the early boarding schools were like.
3. Explain “historical trauma” of the boarding schools.

“*Alcohol Problems in Native America: The Untold Story of Resistance and Recovery*”: “*The Truth About the Lie*”

Chapter Six: The Delaware Prophets (pages 77-81)

1. What was the new world view that the Prophets conceptualized?

Chapter Seven: Redemption and Recovery: The Indian Preachers (pages 83-91)

1. Briefly summarize the influence Indian Preachers had on the sobriety movement.

Class Activities:

Lecture and discussion over the questions assigned for the reading

Learning Objectives:

- Know how and why boarding school were implemented
- Understand “historical trauma” and how it contributes to alcohol use and abuse
- Understand how religious orders contributed to the sobriety movement

9th Class:

Reading: 9th class

Read the assigned reading and answer the questions below for each book and be ready to present your answers for discussion

“*Understanding Native Culture*” (pages 97-109)

Chapter 8 From Intergenerational Trauma to Intergenerational Healing (pages 97-109)

1. Explain what is meant by “Our Culture is Prevention” and “Our Culture is Intergenerational Healing”.
2. What are the four major intervention components for historical trauma?
3. What are the four generations or age groups among Native people?

Read the Handouts:

“*Domestic Violence In Native American Communities: The Effects of Intergenerational Post Traumatic Stress*”, by Eduardo Duran Ph.D, Bonnie Guillory-Duran MPH & Phil Tingley, MSW

1. What are some of the things forced on the Native American that led to the destruction of Native American families?
2. Native American people have been subjected to one of the most systematic attempted genocides in the world’s history. What are the psychological ramifications from this?
3. What are some of the finding of similarities between Native Americans and Holocaust survivors?
4. Another form of ongoing trauma is through the forcing of acculturation of Native American people. The followings are 6 points that cover how the trauma progressed as the colonial process continued its genocidal policies. Briefly explain each point.
 - a. First Contact
 - b. Economic Competition
 - c. Invasion War Period

- d. Subjugation and Reservation Period
- e. Boarding School Period
- f. Forced relocation and termination period
5. The Psychology of the Colonized Native American Male: What are some of the key findings of the impact of the defeated warrior?
6. Define primary PTSD and secondary PTSD.

Activities: Lecture and discussion over the questions assigned for the reading (Movie “Once Were Warriors)

Learning Objectives:

- Understand “Our Culture is Prevention” and “Our Culture is Intergenerational Healing”.
- Know the intervention strategies for “historical trauma”
- Know some of the psychological effect of the most systematic attempted genocides in the world’s history.
- Know some of the similarities between Native Americans and Holocaust survivors
- Understand some of the trauma that occurred through the forcing of acculturation of Native American people.
- Understand PTSD

10th Class:

Reading: Read the assigned reading and answer the questions below for the book and be ready to present your answers for discussion

“Alcohol Problems in Native America: The Untold Story of Resistance and Recovery”: *“The Truth About the Lie”*

Chapter Eight: Handsome Lake Movement (pages 93-99)

1. What was the influence of Handsome Lake?

Chapter Nine: The Prophets: American Indian Prophets, Temperance Societies and the Indian Shaker Church (pages 101-111)

1. What was the similarity between Handsome Lake and Tenskwatawa?
2. What tribes were influenced by Tenskwatawa’s total abstinence campaign?

Activities: Lecture and discussion over the questions assigned for the reading

Learning Objectives:

- Understand the influence the Indian Shaker Church and temperance movement had on alcohol use and abuse.

11th Class:

Reading: Read the assigned reading and answer the questions below for the book and be ready to present your answers for discussion

“Alcohol Problems in Native America: The Untold Story of Resistance and Recovery”: *“The Truth About the Lie”*

Chapter Ten: Peyote, the Native American Church and Recovery from Alcoholism. (pages 115-124)

1. How was peyote regarded?
2. Who was the central figure in the rise of Peyotism?
3. What was the ethical code of conduct of the Peyote Way (Peyote Road:Tipi Way)?
4. Describe the role “peyote religion” played in addressing alcoholism.
5. How many members are there in the “Native American Church” with how many tribes are there?
6. What are the five things that the Native American Church provides?
7. Describe the role of peyote in the treatment of alcoholism.

Chapter 11: “The Ghost Dance Movements and the Sun Dance and Gourd Dance” (pages 127-133)

1. What did Wovoka’s new religion focus on?
2. What are the values and way of life the Sun Dance purposes?
3. What were the four therapeutic mechanisms that rituals such as the Sun Dance and the Gourd Dance provides.

Activities: Lecture and discussion over the questions assigned for the reading
Learning Objectives:

- Understand the role the “Native American Church” had on sobriety

12th Class:

Reading: Read the assigned reading and answer the questions below for the book and be ready to present your answers for discussion

“Alcohol Problems in Native America: The Untold Story of Resistance and Recovery”: *“The Truth About the Lie”*

Chapter Twelve: The “Indianization “ of Alcoholics Anonymous: Culturally-Congenial Alcoholism Treatment and the Rise of Community Recovery Movements (pages 139-149)

1. What are the three historical bridges between the abstinence-based religious and cultural revitalization movements of the 18th , 19th and early 20th centuries and the emergence and maturation of a vibrant Wellbriety movement in Indian Country?
2. What are some of the ways AA was Indianized?
3. What were the eight therapeutic functions that can out of the culturally-rooted recovery frameworks?
4. What are the goals of culture-congenial alcoholism treatment?
5. According to evaluations of Native alcoholism programs, what four characteristics show the greatest promise for treatment?
6. Define “community recovery movement”?

Chapter Thirteen” The Modern Wellbriety Movement: Birth of the Wellbriety Movement. (pages 153-176)

1. What are the four laws of change?
2. What does Wellbriety mean?
3. What stand out the most for you of the reading from the Elder’s Conference?
4. What are the four gifts of the sacred hoop?

Chapter Fourteen: The Wellbriety Movement Comes of Age (pages 179-202)

1. Write a one page reaction paper on the chapter

Activities: Lecture and discussion over the questions assigned for the reading

Learning Objectives:

- Know how AA was Indianized and why the changes were beneficial to Native Americans.
- Understand what “Wellbriety” means.

13th Class

Reading: Read the assigned reading and answer the questions below for the book and be ready to present your answers for discussion

“Alcohol Problems in Native America: The Untold Story of Resistance and Recovery”: *“The Truth About the Lie”*

Chapter Fifteen: Addiction, Recovery and the Processes of Colonization and Decolonization (pages 207-218)

1. What are the four ways alcohol’s role in establishing and sustaining patterns of domination and subordination between groups of people is maintained?
2. Explain the following when drugs were used for cultural conquest and the healing movements
 - Problem development
 - Problem attribution
 - Solution Framing
 - Indoctrination of the colonized (internalized oppression)
 - Social control
 - Drugs use as protest
 - Internalized rage
 - Therapeutic and cultural revitalization movements
 - Context for emergence
 - Problem redefinition
 - Solution Framing

Second Part of Chapter 15: Kinetic Ideas and Closing Reflections (pages 219-230)

1. What are the two messages from the abstinence-based cultural revitalization movements?
2. What are some of the shared elements of the prophetic movements?
3. What is identity reconstruction?
4. Explain “Culture as Treatment”
5. Define “suppression as it is applied to the cultural revitalization movement.

Activities: Lecture and discussion over the questions assigned for the reading

Learning Objectives:

- Understand what the processes of colonization and decolonization apply in the role of addiction and recovery
- Understand what “Culture as Treatment” means

14th Class:

Reading: Read the assigned reading and answer the questions below for the handouts and be ready to present your answers for discussion

“The Causation of Psychological Factors Underlying Alcoholism Among Indians”, Mni Wakan & The Sioux: Respite, Release and Recreation, Edited by Rodger Hornby and Richard H. Dana, Jr., Justin Publishing, Manitoba, Canada 1984 ISBN 0-920127-01-0

1. What are the nine main psychological mechanisms of Indian excessive drinkers?

“Cultural Theories on the Causation of Indian Alcoholism” Mni Wakan & The Sioux: Respite, Release and Recreation, Edited by Rodger Hornby and Richard H. Dana, Jr., Justin Publishing, Manitoba, Canada 1984 ISBN 0-920127-01-0

1. Explain the following:
 - “Defiance to Prohibition” Theory
 - “Cultural Disruption” Theory
 - “Governmental Paternalism” Theory
 - “Drinking Celebration” Theory
 - “Curative” Theory
 - “Permissiveness” Theory

“Red Lake: A Tragedy of Denial”

1. What was the role Alcohol played in this tragedy? What are some of the other tragedies that are happening to the Red Lake youth?

“Drinking As Part of An Adjustment Syndrome Among The Oglala Sioux”

1. What are some of the drinking patterns of use?
2. What are some of the attitudes towards drinking?
3. What are some of the key points in the conclusion?

“What Welfare Did To Thomas Dutton” by William Ecenbarger, Reader’s Digest, Dec. 1996

1. Compare and contrast this story to Native Americans.

“How Alcoholism Wipes Out Indian Culture” Speech presented at the Indian Health Conference on April 15, 1977 by John Woodenlegs, Lame Deer, Mt.

1. Although this was written 33 years ago, what is written is true today. Write a reaction paper on this.

Significant Patterns of Use of Alcohol Among Native American: A compiled list from students in the “Native American Substance Abuse” course over the last five years. Have the students review the lists, agree or disagree and add to it if they can.

Activities: Lecture and discussion over the questions assigned for the reading

Learning Objectives:

15th Class:

Reading: No Reading

Activities: **Take Final and have potluck**