I. COURSE DOMAIN AND BOUNDARIES

This two-semester course will provide students with an understanding of Indigenous leadership. Students will explore, analyze and develop their personal and professional skills and values as emerging leaders. Students will be able to identify their value system and communicate this with others. This course is intended to prepare students for leadership practice in various roles within Indian country. The focus will be:

1. Indigenous leadership styles and theory, including the role of values within Indigenous leadership and management
2. Indigenous leaders and modern leadership issues
3. Project management and evaluation knowledge, financial acumen, transferrable skills and leadership practice with the Washington University in St. Louis annual Pow Wow. The modern Pow Wow is a gathering of Native American and non-Native American people to dance, sing, socialize, and honor Native history and culture. The Washington University in St. Louis Pow Wow is a student-run event that brings together the WUSTL community, the broader St. Louis community, and dancers and guests from across Indian Country.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage in policy practice | C5 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |
III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning
activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrath.
Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

This course’s unit will use several published manuscripts, chapters, and other supplemental readings on the subject of Indigenous leadership, the Pow Wow and the theme of the annual Pow Wow.

Required Readings:


Supplemental Readings:
(This book is not required but is recommended to use as support for essays, group discussion and for groups who would like to assign chapters to read prior to their discussion. There is a copy of this book in the Buder Center library that can be used, but should stay in the student room for community use.)


VI. ORGANIZATION OF COURSE

This is a year-long course that is divided into two units. The first unit will be completed in the fall semester and introduces several concepts/leadership styles, examines values, connects the concepts to practices in Indian Country, and encourages students to develop and learn their own leadership style. Additionally, it will focus on the development of appropriate strategies relevant to the individual committee roles and responsibilities. Students will select a committee and practice teamwork. The second unit in the Spring semester will focus on the practice of implementing the strategies and goals outlined in team projects by developing appropriate follow-up strategies and designing evaluation tools to assess specific assignments, tasks, and committee roles. Students will further develop their leadership styles through practice. Students will have the opportunity to listen and learn from Indigenous leaders in the field and be leaders of the WUSTL Pow Wow.

The course contains both core content/individual learning opportunities as well as group learning opportunities. We will cover course content through readings, internet and other electronic resources, peer-review feedback exercises, individual and group exercises, presentations, and
discussions designed to stimulate an appreciation for the importance of research, diversity, and evidence in your professional social work development.

An adult-learner model is the basis of the course. Active participation and full preparation by each student for each class is expected and will be graded. Regular and on time attendance, peer review, timely submission of assignments, and discussions of current event topics relevant to leadership in Indian Country will also count toward active participation.

VII. ROLE OF FACULTY AND STUDENT

Instructor’s role.
The instructor is responsible for the learning environment and course content. The instructor will grade assignments and provide appropriate feedback. The instructor will respond to student inquiries regarding the readings and course projects. The instructor and TA are available during their office hours and by email.

Student role.
Class attendance and participation: The developmental nature of learning in this class requires that students keep up with readings, assignments, and attend class sessions. Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If a student is unable to attend class, he/she should contact the instructor in advance, or failing that, immediately afterwards. It is the student’s responsibility to obtain class notes or updates from another student when class is missed. Students are expected to participate in class and work outside of class. It is the student’s responsibility to seek guidance and feedback from the instructor as needed to assure progress.

Seeking assistance: Proactive and creative problem solving is an essential social work competency. Prior to seeking assistance about an assignment or other matter, students are expected to A) have completed all the relevant readings; B) have attempted to frame the problem clearly and succinctly; C) have developed at least two alternative solutions with a list of the pros and cons for each; and, D) have a clear and concise question or request for assistance. This is what an employer would expect of you in a professional setting.

Writing requirements: If you did not write it, then you have to cite it.

Academic honor: Academic honesty in the composition of assignments is expected. If the instructor believes an act of academic dishonesty has been committed during drafts or final submissions (e.g., inappropriate citation or failing to cite), the student will receive sanction in accordance with the university/school’s policies and procedures. There is zero tolerance for violations of academic honesty in the preparation of draft or final assignments (e.g., copying or plagiarizing published work or the work of another student, falsifying data, etc.). This includes Power Point Presentations.
VIII. ASSIGNMENTS AND GRADING CRITERIA

Assignments
All assignments are due on the due date. Late assignments will not be accepted. All assignments must be typewritten or word-processed (unless otherwise specified). Except when otherwise indicated, papers are expected to utilize academic sources, although they may be supplemented by other types of sources. Since written communication is a key component of professional social work, assignments should be clearly written and professionally presented. Therefore, papers and presentations with excessive typos, spelling errors, and/or grammatical errors will lose points on the grade. Students are expected to write papers/presentations and cite references according to the style manual of the American Psychological Association.

Description of assignments:
1. Professionalism (10 points): This is denoted as preparing for class by reading assignments, asking questions for clarification, communicating with instructor(s) at least two times per unit, communicating with team members, turning in assignments on time, and showing respect to instructors and team/committee members, including being on time for class. Students are expected to share knowledge, experience and discussion in a respectful way. Computers should not be used during lectures, presentations or discussions, unless otherwise indicated. Examples of unprofessional behavior include arriving late, falling asleep, leaving early, inappropriate use of technology and social media, expressing intolerance for differing viewpoints. All classes.

2. Attendance and participation (20 points): Attending class is mandatory. You will be expected to attend all classes to receive full credit. Any absences will be considered as related to approval prior to class date. Students will be graded on their active participation and overt engagement in the course, including participation in discussions related to themes, taglines, head staff, activities, presentations, and committee work. All classes.

3. Professional presentation of Pow Wow content (15 points, rubric on Canvas):
   a. 2nd year on committee only. Presentation on September 20, 2019. This presentation will consist of students who are in their second year and have been on the committee previously. You will be expected to prepare a 5-6 minute presentation on: committee roles and expectations, committee plan for the year, summarize tasks by month up til Pow Wow (using historical knowledge from the previous year and provided/updated action checklist), summarize your committee feedback from the Pow Wow 2019 report, explain interactions with Pow Wow guests (vendors, attendees, dancers). NOTE: 2nd year co-chair will present on committees that do not have a second year representative and the co-chair role including financial updates.
   b. 1st year on committee only. Presentation on December 6, 2019. This presentation will consist of students who are in their first or second year and have not been on a committee previously. You will be expected to prepare a 5-6 minute presentation on: committee tasks that have been finalized in the fall semester, summarize upcoming tasks through Pow Wow (using updated timeline),
committee plan for the spring semester, lessons you have learned from 2nd year committee member, class and co-chairs, and priority tasks in January upon return. NOTE: 1st year co-chair will present on co-chair updates, outstanding committee updates, financial updates.

4. Group discussion Indigenous leadership content (15 points, rubric on Canvas): Due October 4 (Groups 1 and 2), or November 8 (Groups 3 and 4). This activity will allow students to work with individuals outside of their committees to explore and lead a class discussion on the Indigenous value they have been assigned. Groups are expected to lead discussions on one of the four values that are identified during the first day of class (25-30 minutes). Students should use the readings and other supplemental information to prepare a discussion, presentation or activity that will engage the class, in further understanding of their Indigenous value, including the importance of their value within leadership systems and organizations and a description of their value in relation to this year’s Pow Wow theme/tagline. Groups must submit at least one supplemental required reading one week before class (Thursday by 5pm) that will be shared with the class to read in preparation. Groups should bring in examples of leaders who highlight their assigned value. Students that are not presenting are expected to listen, participate and engage in discussion and ask questions. (Note: As a two-semester class, instructors will review highlighted leaders and take this into account for potential Spring semester guest speakers.)

5. Essay (15 points): Individually develop a 3-4 page essay, which provides a synopsis of your Indigenous value, including a summary of your professional presentation content (1 pages minimum/3 points), reflection on the process of presenting and working within their group (1 page minimum/3 points) and a synopsis of all values discussed in group discussions in relation to your personal development, students can incorporate additional values not discussed in detail, but must comment on the four discussed in the first day of class (1 page minimum/9 points). This essay must be done individually and include at least four citations, in APA style. Due on November 22, 2019.

6. Pow Wow Committee contribution (25 points):
   a. Head staff nominations – each student must submit a minimum of two head staff nominations with biographies. Due to Wynette Whitegoat on October 3, 2019 by 7:00pm (4 points).
   b. Students are expected to fully and enthusiastically participate in committee activities. Committees must work together during the time designated for such activities. Students must select and have an approved committee during the September 21 class. Each committee must update the action checklist saved in WUSTL Box throughout the semester (At minimum - during or before the following classes: 10/4, 11/8, 12/6, it is your responsibility to ensure instructor or TA is aware of your update) (9 points).
   c. Committees must meet outside of class twice per semester. Meeting dates, times and agenda items must be saved in the WUSTL box action checklist. Committee members are expected to respond to all emails from Instructor, TA and co-chairs regarding Pow Wow and class tasks. (8 points)
d. Funding is a critical component of the Pow Wow, sustainability and future planning depend on this. One silent auction item per student and four sponsorship companies with mailing names and addresses are due to Wynette Whitegoat before or during class on December 6, 2019 (4 points/early submissions are encouraged!).

Grading:
Please be sure to review the section of your student handbook titled “Grading System.” Understand that a grade of “A” is only given for work that is “outstanding and exceeds the expected level of performance for graduate study.” Your expectations about the grade you receive should be wholly based on (1) your efforts, (2) the extent to which you respond to assignment objectives (an “A” is given for exceeding expectations, not merely for meeting baseline expectations), (3) the quality of your writing (to include grammar and spelling, organization, and clarity) and class participation, (4) your ability to demonstrate critical thinking and to make connections between class content and your career objectives in social work, and (5) how your work compares to the work of other students. If there is something about an assignment that is unclear to you, it is your job to seek clarification at least one week before the due date. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing (email is sufficient) prior to a meeting with the instructor in person.

1. Professionalism 10
2. Attendance and participation 20
3. Professional presentation 15
4. Group discussion 15
5. Essay 15
6. Pow Wow committee contribution 25
Total points 100

For Credit:
A 95-100  B+ 85-89  C 70-75
A- 90-94  B 80-84  F 69 or less
B- 75-79

Pass/Fail:
HP 90-100  P 80-89  LP 70-79  F 69 or less

IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS and COURSE ACTIVITIES</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>C1, C2, C3, C6</td>
<td>Values, knowledge, cognitive processes</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>C1, C2, C4, C6</td>
<td>Values, knowledge, skills, cognitive processes, affective processes</td>
</tr>
<tr>
<td>Professional presentation</td>
<td>C1, C2, C4, C7, C9</td>
<td>Values, knowledge, skills, cognitive processes</td>
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<tr>
<td>Group discussion</td>
<td>C1, C2, C3, C5, C6, C8</td>
<td>Values, knowledge, skills, cognitive processes, affective processes</td>
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<tr>
<td>Essay</td>
<td>C1, C2, C3, C4</td>
<td>Values, knowledge, skills, cognitive processes</td>
</tr>
<tr>
<td>Pow Wow committee contribution</td>
<td>C1, C2, C4, C6, C8, C9</td>
<td>Values, knowledge, skills, cognitive processes, affective process</td>
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### X. COURSE OUTLINE

Pow Wow Committee: Students are divided into committees. Each committee must ideally have at least one 1st year student and one 2nd year student, this is necessary for the Co-Chair position. Committees will work together, collaboratively throughout the year on different tasks. Identify and select a committee from the following:

1. Co-Chairs (2; this position is voted on). Includes food (food for head staff and dancers and Indian taco food booth)
2. Arts and Crafts Vendor
3. Dancing/Contesting
4. Other Booths - Information and Children’s Booth
5. Media/Marketing
6. Volunteer
7. Assessment

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>September 6</td>
<td>1. Introductions, review syllabus, topics, assignments</td>
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<tr>
<td>12:30-2:30</td>
<td>2. Indigenous leadership styles, theory, values</td>
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<td>3. Class value share</td>
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<td>4. Discussion groups and dates selected</td>
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<td></td>
<td>Graded assignments: professionalism, attendance, participation</td>
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<td></td>
<td>Readings to be done in preparation for class: Syllabus</td>
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<tr>
<td>September 20</td>
<td>1. Indigenous leadership styles, theory and values review</td>
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<tr>
<td>12:30-4:30</td>
<td>2. Guest lecture by Dr. Tim Bono, Assistant Dean in the College of Arts &amp;</td>
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<td>Sciences, Lecturer in Psychological &amp; Brain Sciences, Washington University (1-2PM). Positive psychology and research</td>
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<td>3. WUSTL Pow Wow lecture and discussion – What is a Pow Wow, 30th</td>
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<td>anniversary Pow Wow, goals, management, fundraising, committee roles and</td>
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<td>responsibilities</td>
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<td>4. Professional presentation – 2nd year on committee only</td>
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<td>5. Tagline selection (Theme: “Indigenous Knowledge/Indigenous Ways of</td>
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<td>Knowing”)</td>
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<tr>
<td></td>
<td>Graded assignments: professionalism, attendance, participation; professional presentation 2nd year committee members only</td>
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<td>Readings to be done in preparation for Friday:</td>
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</table>


**September 21**

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00-1:00</td>
<td>1. Indigenous Knowledge. How do leaders utilize Indigenous ways of knowing in their work? How do we utilize that in our work as leaders?</td>
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<td>2. Activity</td>
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<td>3. WUSTL Pow Wow - nominate and select first year co-chair, committee assignments, discuss head staff (nomination and selection process), logo contest, action checklist review, fundraising</td>
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<td></td>
<td>4. Committee breakouts and report back to group (Other things to consider: How to incorporate theme into committee work day of Pow Wow/before? Ideas for 30th annual celebration.)</td>
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</tbody>
</table>

Graded assignments: professionalism, attendance, participation

Readings to be done in preparation for Saturday:


**September 26**

Groups 1 and 2 send supplemental readings to Wynette Whitegoat for discussion content (one article or multiple, do not exceed 20 pages) by 5:00pm.

**October 3**

Graded assignments due: Pow Wow committee contribution. Head staff
nominations due on October 3 by 7:00pm, must send two nominations with bios.

| October 4 12:30-2:30 | 1. Group 1 – Value to be assigned in class 1  
2. Group 2 – Value to be assigned in class 1  
3. Head staff nominations review and selections, logo contest memo and due date of 11/7, committee work  
Graded assignments due: Pow Wow committee contribution; group discussion (groups 1 and 2)  
Readings to be done in preparation for class:  
Supplemental readings: TBD and posted on Canvas by September 27. |
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<tr>
<td>October 31</td>
<td>Groups 3 and 4 send supplemental readings to Wynette Whitegoat for discussion content (one article or multiple, do not exceed 20 pages) by 5:00pm.</td>
</tr>
</tbody>
</table>
| November 8 12:30-2:30| 1. Group 3 - Value to be assigned in class 1  
2. Group 4 - Value to be assigned in class 1  
3. Announcements: Logo selection in class, head staff selection  
4. Fundraising - trivia night and silent auction, sponsorships  
5. Committee work  
Graded assignments due: professionalism, attendance, participation; group discussion (groups 3 and 4)  
Readings to be done in preparation for class:  
Supplemental readings: TBD and posted on Canvas by November 1. |
| November 22          | Graded assignments due: Essay |
| December 6 12:30-2:30 | 1. Reflection on theme and Indigenous personal leadership development  
2. Professional presentations – 1st year committee members only (committee report out)  
3. T-shirt updates, trivia night and silent auction discussion continued  
4. DUE: 1 auction item; 4 sponsorship names  
Graded assignments due: professionalism, attendance, participation; professional presentation 1st year committee members only; Pow Wow committee contributions of one silent auction item and four sponsorship companies |