Course # and Title: ML/CC 413: Natives in Chicago
Instructor: Prof. Gordon Straw and Dr. Dorene Wiese
Semester/Year: Fall 2018

Course Rationale and Description
(Why do we offer this course? Which of LSTC’s degree program learning outcomes does it address?):
This course is part of a collection of courses that help to complete requirements for the American Indian/Alaska Native curricular emphasis at LSTC. However, it is not simply for students pursuing that emphasis. This course will examine the history, the socio-economic make-up, political realities, and current issues of American Indians and Alaska Natives living in Chicago. The Chicago American Indian community is one of the oldest urban native populations in the U.S. As a center for relocation of tribal peoples since the early 1950s, Chicago has a vastly diverse Native population. The Chicago Native community has long been organizing for the needs of Native people in Chicago, as well. This course will not only look at the historical, philosophical and theological issues at hand, but will also engage with the Chicago Native community directly, becoming guests in their community places. Students will learn about the needs, the solutions, and the effective strategies for work and ministry among Natives and within urban Native communities, from the community members themselves. This course satisfies the LSTC learning outcomes for #3- History and Theology and #5- Cultural Context.

Course Learning Outcomes (Learners will be able to):
(What difference will this course make to students’ knowledge, skills, attitudes, and practices?)
This course will increase the knowledge and awareness of students regarding tribal nations within the U.S. and what that means for urban Natives, in particular. Students in this course will learn the tenets of Federal Indian Law, historical realities such as the doctrine of discovery and manifest destiny, which directly impact Native peoples even today, which then directly impacts work with Native people. Students will learn how to work with and among native peoples with respect and integrity. Students will learn the ramifications of working in a diverse community, with vastly different goals and cultural values among different tribes. Students will gain real experience working with community leaders and elders on the things that matter most to the community. Students will learn what it means to be an ally with Native peoples and what that will require.

Strategies for Learning:
(How shall we go about achieving these outcomes?)
These outcomes will be achieved through: 1) reading and discussion of historical, legal, philosophical, and theological topics; 2) engagement with Native community members directly; 3) focusing on a specific project or issue to delve more deeply into; and 4) reflecting and discerning one’s own call to ministry in light of the history of the church among Native nations and peoples and how one’s ministry ought to be different.

Assessment:
(How shall we know if we—students and instructors—have been successful in achieving the outcomes?) Due to the experiential nature of this course and the encounter with cultural values that prize learning in ways that are not traditionally academic, this course will be graded pass/fail. There will be clear expectations and feedback in the course, however. Students will be assessed on:

1) their participation in all course-related events and respectful engagement with others,
2) evidence of completing reading assignments by completion of a written “reading journal” of 10-12 pages,
3) evidence of understanding what community leaders deem important by completion of a written “reflection journal” of 6-10 pages,
4) evidence of growth in one’s attitudes, knowledge, and respect for a culture other than their own, by completing a project which documents such growth on a specific issue or learning of the student’s choosing. This project will be shared on the last day of class as either an oral presentation of at least 15 minutes or a 6-8 page paper.

Bibliography:

<table>
<thead>
<tr>
<th>Text Title</th>
<th>Author</th>
<th>ISBN# (Required)</th>
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<tbody>
<tr>
<td>City Indian: Native American Activism in Chicago, 1895-1934</td>
<td>Rosalyn R. LaPier</td>
<td>978-0-8032-4839-7</td>
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<tr>
<td>Indian Metropolis: Native Americans in Chicago, 1945-75</td>
<td>James B. LaGrand</td>
<td>978-0252072963</td>
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<tr>
<td>Power and Place: Indian Education in America</td>
<td>Vine Deloria, Jr. and Daniel Wildcat</td>
<td>1-55591-859-X</td>
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Additional information:
This course will require the ability to travel to parts of the Chicagoland area. Travel will be arranged as a group. The class will meet these six Fridays of the semester: 9/21; 9/28; 10/6; 10/26; 11/9; 11/30. It is very important that students are able to attend all day (**9 am to 4 pm**) on these specific days. Also note that 10/6 is on a Saturday, not Friday.