



CC 422/622 Indigenous People and the Doctrine of Discovery (3 credits)

Term and Year Offered: Summer 2021

Learning Environment: Fully online course with synchronous and asynchronous components

Meeting Dates/Times/Place:

- July 12-30
- Reading Week: July 6-11
- Course ends July 30
- Synchronous sessions: Mondays, July 12, 19, 26. 6:00-7:30 pm CT via Zoom

About Your Instructor

The Rev. Canon Mary Crist, Ed.D. – Enrolled Blackfeet Nation (she/her)
Coordinator, Indigenous Theological Education, The Episcopal Church

Contact Information: Cell 949-337-0722 Email: mcrist@bexleyseabury.edu

Office Hours:

Available by phone, video conference, or email prior to and during the course. Please send email to request mutually convenient appointment time. (The professor will be in residence on the Blackfeet reservation in Montana July 6-11.)

Course Description:

This multi-media course uses Native voices to define the Doctrine of Discovery and its devastating effects on Indigenous peoples today. It surveys options for justice and reconciliation and honors Native spirituality, resilience, and sacred connections with Creator and the earth.

Course Goals and Outcomes:

Learning Goals and Outcomes for Masters-Level Students

Understanding of Cultural Context

Goal 3: Students who successfully complete this course will be able to use a variety of cultural resources and develop the cultural competencies needed for effective, empowering, and contextually appropriate leadership in diverse, multi-cultural congregations and communities.

- **Learning Outcome 3.3**
Students will be able to demonstrate understanding of how the intersection of historical experience, social identities (such as race, class, gender, physical ability, sexual orientation) and related systems of privilege, power, discrimination, and oppression shape, sustain, and transform the social contexts in which mission is articulated and in which ministry takes place.

- **Learning Outcome 3.4.**
Students will be able to demonstrate a critical awareness of their social location, culture, preconceptions and biases, and a sense of self that is informed by one's own cultural narrative.

Growth in Spiritual Depth and Moral Integrity

Goal 4: Students will grow in personal faith, spiritual depth, and moral integrity by developing self-awareness, cultivating personal and communal spiritual practices, and engaging in theological reflection, in preparation for living more authentically, responsibly, and sustainably into a life of ministerial service.

- Learning Outcome 4.3
Students will develop the ability to make connections between spirituality and the pursuit of justice.

Capacity for Ministerial and Public Leadership

Goal 5: Students will develop theoretical knowledge, practical skills, an inquisitive mind, and a bold entrepreneurial spirit for wise, compassionate, and innovative ministerial and public leadership.

- Learning Outcome 5.4
Students will demonstrate the ability to practice culturally sensitive, inclusive, and compassionate pastoral care.

Assignments to Assess Learning Outcomes for Masters-Level Students

- Assignment 1 Talking Circle Reaction/Reflections for each module. (MDIV 4.3)
 - Assignment 2 Health Scenario Analysis (MDIV 5.4)
 - Assignment 3 Land Acknowledgement (MDIV 3.3, 3.4)
 - Assignment 4A Social Justice Project. (MDIV 3.4, 4.3)
- OR CHOOSE**
- Assignment 4B Indigenous Spirituality Interview (MDIV 3.4, 4.3)

Goals and Outcomes for Doctor of Ministry Students

Advanced understanding of nature and purposes of ministry

Goal 1. Develop a theologically informed, contextually grounded, and integrated understanding of the nature, purposes, theories, and practices of ministry in the specialized area of Congregational Leadership and Development.

Outcome 1.1

Students will be able to demonstrate knowledge and understanding of the dynamics, contexts, and organizational structures of a religious congregation in relation to the diverse communities they represent, and in which they are embedded.

Competencies in pastoral analysis and ministerial skills as reflective practitioners and leaders

Goal 2. Develop sociocultural, analytical, diagnostic, and entrepreneurial competencies and organizational leadership skills within congregational contexts.

Outcome 2.1.

Students will be able to demonstrate the ability to facilitate discernment of congregational identity, to define and implement missional goals, and to respond creatively to missional opportunities within and beyond the church by employing methods of organizational, social, cultural, and contextual analysis

Growth in spiritual maturity and ethical professional standards

Goal 3. To develop and appropriate a personal and professional ethic in keeping with sound organizational principles, high ethical standards, and mature conduct in the leadership and development of vital and healthy congregations and communities.

Outcome 3.2 Demonstrates a critical awareness of one's own social location, culture, preconceptions, and biases and a sense of self that is informed by one's own cultural narrative.

Assignments to Assess Learning Outcomes for Doctor of Ministry Students

- Assignment 1 Reaction/Reflections. (DMIN 2.1)
- Assignment 2 Health Scenario Analysis (DMIN 1.1)
- Assignment 3 Indigenous Leaders Interview (DMIN 2.1)
- Assignment 4 Personal Cultural Narrative (DMIN 3.2)

Learning Methodology:

This course is designed using a webquest format to promote cognitive and affective engagement with content. A webquest guides the learners through a series of curated Internet resources that make course content come alive. Native voices will be heard again and again through historically significant documents, speeches, prayers, legal documents, readings, maps, videos, discussions, songs, and simulations. The intent is to immerse learners in the lives of Indigenous people before, during, and after they were decimated by colonization driven by the Doctrine of Discovery. Learners will struggle with the tragic reality that Indigenous people were stripped of their land, livelihood, spirituality, language, and traditions in the name of God, yet their resilience and spiritual strength allows them to survive today. The course begins examining the worldview of the Indigenous people in precolonial times and the complexities of their civilizations though they were not considered to be either holy or human. It concludes with truth and reconciliation activities and the voices of Native youth. Assigned readings provide an overview of the history of the Doctrine of Discovery and what led The Episcopal Church and other religious organizations to repudiate it. Assignments are structured to bring students into active involvement with Native people. At the end of each module, students will come together in an online Talking Circle to share their thoughts and feelings with one another. Students who have taken this course call it life-changing.

Required Readings and Resources

For students who wish to get most of their reading done during the reading week, the following are recommended. The Dunbar-Ortiz book should be read first. Other articles shown below can be read in the context of completing the modules if they are not completed during the reading week. All links are checked frequently, but sometimes they do change. Please let me know immediately if you have trouble accessing a resource.

Blackstock, C. (2011). The emergence of the breath of life theory. *Journal of Social Work Values and Ethics*, 8 (1). <https://jswve.org/download/2011-1/spr11-blackstock-Emergence-breath-of-life-theory.pdf>

Blackstock, C. (2019). Revisiting the breath of life theory, *The British Journal of Social Work*, 49(4), 854–859. doi: 10.1093/bjsw/bcz047

Dunbar-Ortiz, R. (2014). *An indigenous peoples' history of the United States*. Boston, MA: Beacon Press. **REQUIRED – READ FIRST**

Koch, A., Brierley, C., Maslin, M. M., Lewis, S.L. (2019). Earth system impacts of the European arrival and great dying in the Americas after 1492. *Quaternary Science Reviews*, 207, 13-36. <https://doi.org/10.1016/j.quascirev.2018.12.004>

McLachlin, B. (2017). Reflections on reconciliation after 150 years since confederation an interview with Dr. Cindy Blackstock. *Ottawa Law Review*, 49(1), 13-28.

Miller, R. J. (2012). The international law of colonialism: A comparative analysis. Symposium. The Future of International Law in Indigenous Affairs: The Doctrine of Discovery, the United Nations, and the Organization of American States. *Lewis and Clark Law Review*, 15(4), 847-922. Available as a pdf at https://www.researchgate.net/publication/228168439_The_International_Law_of_Colonialism_A_Comparative_Analysis/link/5c46288b458515a4c737000d/download (You can sign up for research gate for free.)

Newcomb, S. T. (1992) Five hundred years of injustice. *Shaman's Drum*, 18-20. http://ili.nativeweb.org/sdrm_art.html

Newcomb, S. T. (2009). Pagans in the promised land. Speaking at Bluestockings Bookstore, New York City. Transcript of presentation with videos embedded. <https://ratical.org/co-globalize/STN-PagansInThePromisedLand.html>

Newcomb, S.T. (2015). Presentation to the Indigenous Peoples Plenary at the Parliament of the World's Religions. <https://www.youtube.com/watch?v=4NmlJcy7RrA&list=PLjPPY3iAAnI615ea1otkpxy-4EIQrDG7y&index=5>

United Nations. (2007). United Nations declaration on the rights of Indigenous peoples. https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

United Nations. (2012). *Conference Room Paper on the Doctrine of Discovery for the 11th Session of the UN Permanent Forum on Indigenous Issues*. (Presented by the Haudenosaunee people, the American Indian Law Alliance, and the Indigenous Law Institute of North America). <https://www.un.org/esa/socdev/unpfii/documents/2012/session-11-CRP2.pdf>

Note: Other brief reading assignments and videos are embedded in the modules.

Course Expectations and Assignments

Assignments to Assess Learning Outcomes for Masters-Level Students

Details for each assignment will be posted in Canvas. Please do not hesitate to ask questions if something is not clear.

- **Assignment 1 Reaction/Reflections for assigned modules**
After completing learning activities for each assigned module, students will interact with content by posting three brief reactions and/or reflections in the Discussion Forum and they will respond to the posting of at least one classmate. (MDIV 4.3) (25% of course grade). All postings due Mondays before the Talking Circle begins at 7:00 p.m. Central, except for the final posting due on the last day of the course. Module 1 is due 7/12. Module 2 is due 7/19. Module 3 is due 7/26. Module 4 is due 7/30.
- **Assignment 2 Health Scenario Analysis**
After viewing Dr. Warne's video, students will respond to a scenario in which Indigenous people are being shamed for their health issues. Students will demonstrate understanding of possible reasons for the health issues and possible interventions. (MDIV 5.4) (25% of course grade) Due Date: July 28 by midnight CT.
- **Assignment 3 Land Acknowledgement**
Using resources given, students will write a land acknowledgement statement for the land they inhabit or occupy for another purpose and post it in the Discussion Forum. (MDIV 3.3, 3.4). (25% of course grade) Due Date: July 24 by midnight CT.
- **Assignment 4A Social Justice Immersion Project. (Choose Assignment 4A or 4B)**
Working alone, or with one or two classmates, each masters-level student will participate in an online or face-to-face social justice project working with Indigenous people for a minimum of two hours and submit a written report about this experience. The purpose of the project is to encourage Indigenous and Non-Indigenous people to get acquainted as they strive to benefit members of a specific community needing assistance. (MDIV 3.4, 4.3) (25% of course grade) Due Date: July 25 by midnight CT.

OR CHOOSE

- **Assignment 4B Indigenous Spirituality Interview**

Masters-level students will interview at least one Indigenous member of the Episcopal Church or another Christian church about their spiritual beliefs and practices as Native and Christian. A minimum of two hours is required. Masters-level students will compare and contrast what they learned from Indigenous Christians about their spiritual beliefs and practices with their own Christian beliefs and practices in a two- to four-page report. (MDIV 3.4, 4.3). (25% of course grade). Due Date: July 25 by midnight CT.

Assignments to Assess Learning Outcomes for Doctor of Ministry Students

Details for each assignment will be posted in Canvas. Please do not hesitate to ask questions if something is not clear.

- **Assignment 1 Reflect on Your Learning**

After completing learning activities for each module, students will interact with content by posting three brief reactions and/or reflections based on their own learning, and they will respond to the posting of at least one classmate. (DMIN 2.1). (25% of course grade) All postings due Mondays before the Talking Circle begins at 7:00 p.m. Central, except for the final posting due on the last day of the course.

Due Dates: Module 1 is 7/12. Module 2 is 7/19. Module 3 is 7/26. Module 4 is 7/30.

- **Assignment 2 Health Scenario Analysis**

After viewing Dr. Warne's video, students will respond to a scenario in which Indigenous people are being shamed for their health issues. Students will demonstrate understanding of possible reasons for the health issues and possible interventions. (DMIN 1.1). (25% of course grade) Due Date: July 28 by midnight CT.

- **Assignment 3 Indigenous Leaders Interview**

DMIN students will participate in an online interview with a panel of Indigenous clergy and lay leaders of Episcopal churches serving predominately congregations. With information about the Doctrine of Discovery and its effects on Indigenous people in mind, DMIN students will research leadership models used by Indigenous peoples in churches and in Indigenous community government. Each DMIN student will prepare a final report to summarize what was learned from the panelists. The report will identify challenges faced by Indigenous church leaders and compare them with challenges faced by non-Indigenous church leaders. Questions will be given to panel members in advance. (DMIN 2.1). (25% of course grade). Due Date: July 29 by midnight CT.

- **Assignment 4 Personal Cultural Narrative**

DMIN students will each prepare an autobiographical statement that first relates their own cultural narrative and then hypothesize how their personal cultural narrative might have been different had their relatives been affected by the Doctrine of Discovery. The cultural narrative will include a land acknowledgement statement. (DMIN 3.2). (25% of course grade) Due Date: July 29 by midnight CT.

Regular Effective Contact

- All of us will check email communication on a daily basis.
- Timely feedback for communication is 24 hours* and may be handled by email, phone, or text.
- Timely feedback for assessed work is 72 hours* and 1-2 weeks* for major assignments (midterm, final, major project/paper) * After submission deadline and/or excluding weekends

Late Assignments

Late assignments are not routinely accepted, but if you are in an emergency situation, please contact me to request help. If I can help you, I will do so, but it is not always possible. It is very important that you do as many of the readings as you can during the reading week so as not to get behind. Please do not assume that late work will be accepted. Always contact me to ask.

***Late work will not be accepted after the course end date.**

Worship

Participation in worship, while not required, is an integral part of students' formation. Prayers will be offered each week. Indigenous worship resources will be posted in Canvas each week.

Course Evaluation

Students taking the course for credit must complete the student course evaluation before they can see their course grades in Populi. Auditors are encouraged to complete the evaluation as well.

Academic Policies

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:

- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance
- Writing guidelines and assistance
- Course Netiquette
- Prohibition of plagiarism

Course Grading & Feedback:

I will do my best to provide feedback and grading each week within the term and within one to two weeks of submission of final assignments. Assignments submitted via Canvas will be returned via Canvas, and papers submitted via email will be returned via email with comments and connections made to course objectives. Any questions about comments or grades should be directed to the professor via email.

Grading for this course:

DMin students will receive a Pass or Fail grade.

Masters-level students will receive a letter grade.

Students taking the course for credit must complete the student course evaluation before they can see their course grades in Populi.

Bexley Seabury requires a minimum grade of C to pass a course.								
Grade	Points	Description	Grade	Points	Description	Grade	Points	Description
A (4.00)	96-100	Superior/Mastery	A- (3.67)	90-95	Excellent	B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)	B- (2.67)	80-83	Good (low)	C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate						
F/NC (0)	<70	Unacceptable (Fail/No Credit)						

A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.

A Word About Assessment: From Course Outcome Assessment to Program Assessment

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes.

The designated assessment artifact for this course for masters-level students is Assignment 4A Social Justice Project or 4B Indigenous Spirituality Interview. For DMin students , the designated assignment is the Assignment 4 Personal Cultural Narrative.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Terry DeLisio, tdelisio@bexleyseabury.edu).

Course Schedule

MODULE 1 Clashing World Views (Pre-Reading/Reading Week - Tuesday, July 6 – Sunday, July 11)	
Topics	
	<p>Clashing World Views: The Doctrine of Discovery in North America</p> <p>Readings & Resources</p> <ul style="list-style-type: none"> • Read translation of Chief Seattle’s Statement • View video of Chief Seattle's teaching on the Indigenous relationship with the Creation. • View video on “enoughness” and restoration of balance • Read Blackstock’s report on the role of Blackfoot Indigenous thinking in Maslow’s theory of human motivation and his hierarchy of needs • View video of Ryan Heavy Head’s Blackfoot response to Maslow’s thinking
	<p>Introduction to the Doctrine of Discovery</p> <p>View video presentation by Steve Newcomb (Shawnee-Lenape)</p> <ul style="list-style-type: none"> • Note how the concepts of Christian domination and so-called discovery have been incorporated into U.S. federal Indian law where they remain to this day. • View video of Chief Oren Lyons and Chief Sid Hill of the Haudenosaunee on how colonizers justified taking the land of the Indigenous peoples.
	<p>The Papal Bulls</p> <ul style="list-style-type: none"> • View videos by Steve Newcomb explaining papal bulls and why the Doctrine of Discovery should be called the Doctrine of Christian Domination.
	<p>Columbus 1492</p> <ul style="list-style-type: none"> • Watch “What Really Happened” video to discover how the Spanish and the Tainos treated each other and what exactly happened in the next years after their encounter.
	<p>King Henry VII and John Cabot 1496</p> <ul style="list-style-type: none"> • Watch video telling how authority from King Henry VII in England gave Cabot the right to claim everything he could so long as he did not intrude on lands already claimed by the Spanish and the Portuguese.

	<p>Terra Nullius: What is it and How it Came to Be</p> <ul style="list-style-type: none"> • Read introduction to concept of terra nullius. • Watch video about the 1992 landmark case brought by an Indigenous person, Mabo, the High Court of Australia abolished <i>terra nullius</i> and recognized the rights of the Indigenous peoples to the land they had occupied for 65,000 years.
	<p>How the Anglican Church Got Involved: 1587 and Forward</p> <ul style="list-style-type: none"> • Read introduction to what happened to the lost colony of Roanoke. • View video about early relationship between the Indigenous people of the land and the English colonists sent from England to represent King James. It is one of the few films that includes the arrival of Black slaves.
	<p>Johnson and Mc’Intosh in 1823</p> <ul style="list-style-type: none"> • Watch video, “Johnson and Mc’Intosh” to learn how Johnson v. M’Intosh established once and for all that Indigenous people have the right to occupy their land, but they have no right to sell it. • Read excerpt from Wilkins, “Deconstructing the Doctrine of Discovery.”
	<p>Why is the Doctrine of Discovery Important Today?</p> <ul style="list-style-type: none"> • Read through Miller’s report on the International Law of Colonialism. This is a long paper, but worth your time because it gives the big picture of the legalities deriving from the Doctrine of Discovery that are still in effect today.
<p>Assignments</p>	<p>Reflect on Your Learning</p> <ul style="list-style-type: none"> • Discussion Forum 1 After completing reading week assignments, please post your thoughts and feelings about Module 1 content in Discussion Forum 1 in a few sentences. Respond to the posting of at least one classmate. (MDIV 4.3) (Posting reflections in four Discussion Forums and participating in three Talking Circles counts as 25% of course grade.) <u>Due date for posting comments for Discussion Forum 1 covering Module 1 is July 12th before 7:00 pm.</u> • Talking Circle 1 meets July 12, 7:00-8:30 pm Central. Meet classmates and participate in 90-minute synchronous online discussion in which each class member discusses their learning from the assigned readings for Module 1. The Zoom conversation link will be posted in Canvas. (<u>attendance optional</u>) • Masters-level students begin Assignment 4A or 4B by choosing which assignment you prefer. If you choose Assignment 4A, decide whether you will work alone or with a team and identify possible team members. Decide the type of social justice project in which you wish to

	participate. If you choose Assignment 4B, identify the person(s) you will interview and begin writing questions to be considered. (MDIV 3.4, 4.3). (25% of course grade). <u>Due date to email Assignment 4 to the professor for grading is Sunday, July 25th by midnight.</u>
MODULE 2 Colonizing the Promised Land and Beyond (Week 1 - Monday, July 12 – Sunday, July 18)	
Topics	
	<p>Overview: Five Hundred Years of Injustice: Colonizing the Promised Land</p> <ul style="list-style-type: none"> • Read “The Legacy of Fifteenth Century Religious Prejudice” by Steve Newcomb.
:	<p>Time-Lapse Map</p> <ul style="list-style-type: none"> • Explore Interactive Time-Lapse Map Showing US Take-Over of 1.5 Billion Acres
	<p>The Blanket Exercise</p> <ul style="list-style-type: none"> • Watch video of an interactive simulation of how it feels when one's land is taken away. The exercise begins with the floor covered by blankets representing Indigenous lands. Participants stand in various places on the blankets as representatives of the Indigenous people who first lived on these lands.
	<p>Colonial Efforts to Introduce Anglican "Christian Civility"</p> <ul style="list-style-type: none"> • Read the story of Manteo, the first aboriginal convert into the Church of England in 1857. • Read excerpts from <i>A Handbook of the Church's Mission to the Indians, 1873-1883</i> by William Hobart Hare • Read Heyrman, “The Church of England in Early America.” • Read <i>The Indigenous/First Nations/Native American Experience in the Episcopal Church</i>, Excerpted from the Report for the House of Bishops from its Theology Committee, 2020
	<p>Manifest Destiny and the Indian “Problem”</p> <ul style="list-style-type: none"> • Read article on Manifest Destiny. • Watch video, “The Indian Problem.”
	<p>How the U.S. Stole Thousands of Native American Children</p> <ul style="list-style-type: none"> • Read “Kill the Indian, and Save the Man” and listen to podcasts. • Watch video, “How the U. S. Stole Thousands of Native American Children”

	<p>How the Indigenous People Attempt to Reclaim Rights via the United Nations</p> <ul style="list-style-type: none"> • Read brief descriptions of Indigenous attempts to reclaim land through the United Nations. • Examine the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>. This report took 20 years to be adopted by the United Nations. It emphasizes the rights of indigenous peoples to live in dignity, to maintain and strengthen their own institutions, cultures and traditions and to pursue their self-determined development, in keeping with their own needs and aspirations. • Read the excerpt of the recommendations of the UN Permanent Forum on Indigenous Issues issued its own report in agreement with the petitioners. What began in 1493 was formally repudiated by the United Nations in 2012. It is notable that the Doctrine of Discovery was repudiated by The Episcopal Church at General Convention in 2009.
<p>Assignments</p>	<p>Reflect on Your Learning</p> <ul style="list-style-type: none"> • Discussion Forum 2 After completing all Module 2 assignments, please post your thoughts and feelings in the Module 2 Discussion Forum. Respond to the posting of at least one classmate. (MDIV 4.3) (Posting reflections for all four modules and participating in three Talking Circles counts as 25% of course grade.) <u>Due date for posting comments for Module 2 is July 19 before 7:00 pm Central.</u> • Talking Circle 2 meets Monday July 19, 7:00-8:30 pm Central time. Participate in 90-minute synchronous online discussion in which each class member comments on their learning from the content and activities for Module 2. The Zoom conversation link will be posted in Canvas. <u>(attendance optional)</u> • Assignment 3 Land Acknowledgement Using resources given, masters-level students will write a land acknowledgement statement for the land they inhabit or occupy for another purpose and post it in the Discussion Forum. <u>Due date to post in Discussion Forum is Saturday, July 24 by midnight.</u> (MDIV 3.3, 3.4). (25% of course grade) Note: Required for DMIN students as part of Assignment 4 Personal Cultural Statement. • Continue work on Assignment 4A or 4B. (MDIV 3.4, 4.3). (25% of course grade). <u>Due Date to email assignment to the professor for grading is Sunday, July 25th by midnight.</u>

MODULE 3 Historical and Ecological Trauma (Week 2 - Monday, July 19– Friday, July 25)	
Topics	
	<p>Eco-Trauma: The Great Dying and the Little Ice Age</p> <ul style="list-style-type: none"> • Watch the Little Ice Age video that summarizes what happened to the earth's temperature as a result of the death of 55 million Indigenous peoples following the landing of Columbus. • Read article: “The Doctrine of Discovery and Eco-Trauma: The Great Dying and the Little Ice Age
	<p>Tribal Sovereignty: Now You See It. Now You Don’t. Now You Do.</p> <ul style="list-style-type: none"> • Watch two videos about Tribal Sovereignty to understand its importance. A good definition is found in the first video, and an exciting Supreme Court decision made in July, 2020, is discussed in the second video. • Read the summary of legal points related to tribal sovereignty.
	<p>The Doctrine of Discovery and Historical Trauma</p> <ul style="list-style-type: none"> • View the short video produced in Australia to explain historical trauma and its effects. It is included to remind all of us that the Doctrine of Discovery has global effects that are on-going today. • View the video, “Trauma on American Indian Health Equity.” It will require an hour of your time, but it is worth it. Dr. Donald Warne (Lakota) presents an articulate overview and explanation of the historical factors that lead to health inequities. You will refer to this video in completing Assignment 3. • Study the handout for Disaster Responders: “Understanding Historical Trauma When Responding to an Event in Indian Country.”
	<p>Additional Resources on Epigenetics and Historical Trauma</p> <ul style="list-style-type: none"> • Download the article that showed how adverse childhood experiences (ACEs) can contribute significantly to negative adult physical and mental health outcomes and affect more than 60% of adults. • Have a look at other resources posted.

<p>Assignments</p>	<p>Reflect on Your Learning</p> <ul style="list-style-type: none"> • Discussion Forum 3 After completing learning activities for Module , please interact with content by posting a total of three brief reactions and/or reflections in Discussion Forum 3. Respond to the posting of at least one classmate. (MDIV 4.3) (Posting reflections for all four modules counts as 25% of course grade.) <u>Due date for posting for Module 3 is July 26 before 7:00 pm Central.</u> • Talking Circle 3 meets Monday July 26 from 7:00-8:30 pm Central. Participate in 90-minute synchronous online discussion in which each class member comments on their learning from the content and activities for Module 3. The Zoom conversation link will be posted in Canvas. (<u>attendance optional</u>) • Assignment 2: Health Scenario Analysis (masters-level students) Email to the professor by midnight on July 28. (MDIV 5.4) (25% of course grade)
<p>MODULE 4 Lamentations, Reparations, and Healing (Week 3 – Begin by Monday, July 26 – Friday, July 30)</p>	
<p>Topics</p>	
	<p>Introduction to Lamentations</p> <ul style="list-style-type: none"> • Read introductory paragraph. • Listen to music by Buffy Sainte Marie.
	<p>The Episcopal Church Repudiates the Doctrine of Discovery 2009</p> <ul style="list-style-type: none"> • Read article from <i>Indian Country Today</i>
	<p>Exposing the Doctrine of Discovery: Episcopal Church Resources</p> <ul style="list-style-type: none"> • Read through the resources provided. • Watch Episcopal Church video exposing the Doctrine of Discovery.
	<p>Healing and Justice: Reclaiming Native Truth</p> <ul style="list-style-type: none"> • Reclaiming Native Truth is a groundbreaking national effort to foster cultural, social and policy change by empowering Native Americans to counter discrimination, invisibility and the dominant narratives that limit Native opportunity, access to justice, health and self-determination. Watch video, “Reclaiming Native Truth.”

	<ul style="list-style-type: none"> • Explore the two guides posted that offer specific things people can do to help Indigenous peoples change the narratives about them.
	<p>Toxic Stereotyping Research Report by IllumiNative</p> <p>IllumiNative presents significant research findings from the Native Truth Report about toxic stereotyping in Native Americans and how to respond to it.</p> <ul style="list-style-type: none"> • Watch the slide show presenting the research findings. • Think about how you might respond if you experienced toxic stereotyping.
	<p>Looking Toward the Future: The Voices of Native Youth</p> <ul style="list-style-type: none"> • For nearly a hundred years, it was illegal to practice Lakota customs. Now, the Cheyenne River Youth Project is working with young people like Genevieve to create a stronger economic and cultural future—and they’re using their Lakota heritage to get there. Watch their video.
	<p>What’s Next: Actions You Can Take to Promote Indigenous Healing</p> <ul style="list-style-type: none"> • Indigenous people live in two worlds. Can the Episcopal Church bless both worlds? Here are some ways to get us started. Read the list of suggestions and pick out your favorite one to get going. • Whose land are you on? Read this information and use it to help you complete the land acknowledgement assignment you have for this course.
	<p>Examples of Healing and Reconciliation Efforts</p> <ul style="list-style-type: none"> • Listen to Leonard Cohen's <i>Come Healing</i> used in the healing service at Church of the Apostles in Seattle, WA and read the words provided. • A Dakota elder explains what happened in the video clip from the film <i>Dakota 38</i> you are to watch. Listen to the words of the song the men sang before they met their death on the day after Christmas in 1862. They died strong and proud, singing "it is a good day to die" as a tribute to their faith in God and God' caring for them, even in death. Watch as <i>Dakota 38</i> memorializes the victims, then the film documents reconciliation attempts brought forth by the government in Mankato, Minnesota in 2014. Indigenous and non-Indigenous residents came together in order to live together. • Listen to the hymn, <i>Many and Great</i>, also known as the <i>Dakota Hymn</i>. This song was first published in the Dakota Indian Hymnal (1916).

Assignments	
	<p>Reflect on Your Learning</p> <ul style="list-style-type: none"> • Discussion Forum 4 After completing learning activities for Module 4, please interact with content by posting a total of three brief reactions and/or reflections in Discussion Forum 4. Respond to the posting of at least one classmate. (MDIV 4.3) (Posting reflections for all four modules counts as 25% of course grade.) <u>Due date for posting for Module 4 is July 30 before 7:00 pm Central.</u> • Talking Circle 3 meets Monday July 26 from 7:00-8:30 pm Central. Participate in 90-minute synchronous online discussion in which each class member comments on their learning from the content and activities <u>for Module 3</u>. You will not have completed Module 4 yet. The Zoom conversation link will be posted in Canvas. (<u>attendance optional</u>)
	<ul style="list-style-type: none"> • Email Assignment 4A Social Justice Project or 4B Indigenous Spirituality Interview to the professor by <u>midnight on July 25</u>. (Masters-level students). (25% of course grade)
	<ul style="list-style-type: none"> • Email Assignment 3 Indigenous Leaders Interview to the professor by <u>midnight on July 29</u>. (DMIN students) (25% of course grade)
	<ul style="list-style-type: none"> • Email Assignment 4 Personal Cultural Narrative to the professor by <u>midnight on July 29</u>. (DMIN students) (25% of course grade)