

SW 386: Social Work Practice with American Indian Families Fall 2007

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Office hours:	Mon 1-2, Tues 10-11 and 12-2, Wed 3-4, Thurs 12-2
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Class Meets:	Mondays from 4 to 6:50 p.m., McCaskill Hall 143

Course Description

Addresses social work practice issues related to contemporary American Indian family life, including recognition of the importance of American Indian tribal contexts; development and implementation of the Indian Child Welfare Act; impact of sovereignty and other social policy issues on American Indian families; and effective approaches to use when helping American Indian families. Offers students an opportunity to better understand and work more effectively with American Indian families. Open to non-majors and can be used as a General Education diversity requirement. Cross-listed as FNS/SO W 386.

Philosophy and Rationale

This special topic course at UWS serves as a permanent social work elective. It is cross-listed with Indian Studies and is open to non-majors. The course was initiated by the UW-S Social Work Program curriculum for several reasons. American Indian people comprise the single largest minority group in the northern tier of Wisconsin and Minnesota. Because of the harsh historical, social, economic and political forces which American Indian people and communities have endured and which continue to have a strong impact on them, this population has long been one which is at significant risk for discrimination, economic deprivation, and oppression. Even though Indian and non-Indian people live and work in the same regional area, a significant lack of understanding and communication has continued between these groups. To practice effectively in this region, social workers and other related human service professionals must acquire a deeper understanding of and appreciation for American Indian people and their current issues. Indeed, the fostering of this kind of connection to regional American Indian communities is a significant part of the mission of this Social Work Program; this course directly supports that mission.

In learning to interact more effectively with American Indian people and communities, students also acquire the basis for developing competencies for working more effectively with other minority groups as well. Because they have experienced an in-depth examination of one group, regional American Indian people, they may be better prepared to continue to develop more sensitive and effective practice with other groups as well.

This course will first of all concentrate on the cultural historical contexts of a particular tribal group, the Ojibwa/Anishinabe/Chippewa. This will include an examination of the values and social policy history of these tribes generally. It will also examine the theory base that may be appropriate when working with American Indian families. Finally, the course will examine different problems and issues currently facing American Indian families. Students will develop skills for intervening effectively with American Indian Families.

Diversity Statement

Respecting and celebrating diversity is an inherent part of the missions of the UWS social work program and is a central theme of service when social workers are working in the community. In promoting the dignity, worth and empowerment of the individual client while working to improve and sustain the social environment, our program seeks to strengthen students' interest in, respect for, and skills in working effectively with diverse and vulnerable populations. Our program also seeks to sensitize and prepare students to help service systems toward constructive change when relating to diverse populations.

Course Text/s (Assigned Readings)

- American Indian Policy Center. To Build A Bridge (2001). St. Paul: American Indian Policy Center.
- Annie E. Casey Foundation. (2004). Family Economic Success in Communities. Maryland: Annie E. Casey Foundation.
- Benton-Banai, E. (1997). The Mishomis Book. St Paul, MN: Indian Country Press.
- Besaw, A., Kalt, J., Lee, A., Sethi, J., Boatwright Wilson, J., Zemler, M. (2004). The Context and Meaning of Strengthening Families in Indian America. Maryland: Annie E. Casey Foundation.
- Chaudhuri, J. (1985). American Indian policy: An overview. In Deloria, V. (Ed.), *American Indian policy in the 20th Century* (pgs. 15 – 33). Norman: University of Oklahoma Press.
- Cross, T., Earle, K., and Simmons, D. (2000). Child abuse and neglect in Indian country: policy issues. *Families in Society*, 81, 1. p. 49-58.
- Deloria, E.C. (1998). *Waterlily*. In P. Riley (Ed.), Growing Up Native American: Stories of oppression and survival. New York: HarperCollins Publishers. Pgs. 57-72.
- Dykeman, C., Nelson, J.R., Appleton, V. (1995). *Building strong working alliances with American Indian families*. *Social Work in Education*, 17, 3.
- Franklin, C., Waukechon, J. and Larney, P.S. (1995). *Culturally relevant school programs for American Indian children and families*. *Social Work in Education*, 17, 3, 183-93.
- Giago, T. (1998). *Indian-named mascots: An assault on self-esteem*. In Native American Voices, ed. by S. Lobo and S. Talbott (pgs. 204-206). New York: Longman Educational Publishers.
- Indian Health Service. (2007). "Facts on American Indian Health Disparities". Washington, D.C.: Indian Health Service. Downloaded 8/16/07 from www.ihs.gov.
- Indian Health Service. (2007). "Indian Health Service Fact Sheet". Washington, D.C.: Indian Health Service. Downloaded 8/16/07 from www.ihs.gov.
- Johnston, B. (1990). Ojibwe Heritage. New York, Columbia University.
- Mathews, J.J. (1993). *From Sundown*. In P. Riley (Ed.), Growing Up Native American: Stories of oppression and survival. New York: HarperCollins Publishers. Pgs. 191-203.
- McGaa, E. (2007). Native Wisdom: Perceptions of the Natural Way. Tulsa,OK: Council Oak Books. Chapter 3.

Red Horse, J. G., Lewis, R., Feit, M., & Decker, J. (1979). *Family behavior of the urban American Indians*. In G. Henderson (Ed.), *Understanding and counseling ethnic minorities* (pp. 307-317). Springfield, IL: Charles C Thomas.

Red Horse, J.G. (1997). Traditional American Indian family systems. *Families, Systems, & Health*, 15, 3. pp. 243-250.

Stedman, R.W. (1998). *Lingering shadows (movie stereotypes)*. In *Native American Voices*, ed. by S. Lobo and S. Talbott (pgs. 195-204). New York: Longman Educational Publishers.

The Council on Interracial Books for Children. *10 Quick Ways to Analyze Children's Books for Racism and Sexism*. New York: CIBC Sexism and Racism Resource Center.
Downloaded 8/16/07 at www.birchlane.davis.a.us/library/10quick.htm.

US Census. Profiles of Ojibwe Children, 2000. Minneapolis: Annie E. Casey Foundation.
Downloaded 8/16/2007 at www.kidscount.org.

Weaver, H.N. (2004). The elements of cultural competence: Application with Native American clients. *Journal of Ethnic & Cultural Diversity in Social Work*, 13, 1. pgs. 19-35.

Course Goals, Objectives and Outcome Measures

GOAL I: At the end of this course, students will have strengthened their capacity for conducting ethnic- and socially-sensitive, ecologically-based generalist social work practice with American Indian families. To demonstrate mastery of this goal, each student will be able to:

OC #	Each competency (Objective) will be met by successful completion of these course assignments →	Exams	Online discuss.	Paper	Participation	Presentation
1 2 6 7 8	Competency 1 Distinguish various American Indian community values and design interventions with American Indian family scenarios which reflect attention to these values.	X	X	X	X	X
2 6 7 8 9	Competency 2 Differentiate between the ethical and legal obligations social workers may encounter in practice situations with American Indian families and how these obligations may be used to support the empowerment and self-determination of American Indian families.	X	X	X	X	X
2 5 6	Competency 3 Analyze the impact of historical events, social policy, economic deprivation, social isolation and discrimination upon the lived experience of American Indian families today.	X	X	X	X	X
1 2 3 6	Competency 4 Identify and apply various theories of helping which may be used to design effective and empowering interventions with American Indian families, specifically those theories which support client self-	X	X	X	X	X

	determination, address social and economic injustice and promote understanding and effective interaction between American Indian families and other systems.					
1	Competency 5					
2	Plan and apply intervention					
3	approaches at the micro, mezzo and	x	x	x	x	x
4	macro levels which may be used to					
6	address the presenting issues of American Indian families.					

Grading and evaluation

Assignment	Date due	Points
Class attendance and participation	Ongoing	17
Class presentation on a topic related to American Indian families	Weeks 8-14	15
Novel/paper assignment	12/17	40
Online discussions (4 discussions, 7 points each)	9/28, 10/19, 11/30, 12/7	28
TOTAL		100

Students will be evaluated on a point system, with the following ratio of points to letter grade:

95-100 = A	74-76 = C
90-94 = A-	70-73 = C-
87-89 = B+	67-69 = D+
84-86 = B	64-66 = D
80-83 = B-	60-63 = D-
77-79 = C+	Less than 60 = F

Course Calendar

Wk		Topic	Readings	Activities
1	9/3	No class – Labor Day		
2	9/10	Get acquainted Developing culturally competent skills and knowledge in working with American Indian families	American Indian Policy Center. <u>To Build A Bridge</u> (2001). St. Paul: American Indian Policy Center.	Small group discussions
3	9/17	American Indian families and communities- context and history	Dykeman, C., Nelson, J.R., Appleton, V. (1995). <i>Building strong working alliances with American Indian families</i> . Social Work in Education, 17, 3. US Census. Profiles of Ojibwe Children, 2000. Minneapolis: Annie E. Casey Foundation. Downloaded 8/16/2007 at www.kidscount.org .	Small group discussions American Indian tribal sovereignty pre-test
4	9/24	Tribal sovereignty	Chaudhuri, J. (1985). American Indian policy: An overview. In Deloria, V. (Ed.), <i>American Indian policy in the 20th Century</i> (pgs. 15 – 33). Norman: University of Oklahoma Press.	Video: Treaty Rights and Tribal Sovereignty (1 hour) Small group discussion Online discussion #1 on tribal sovereignty (due 9/28)
5	10/1	Tribal structure and clans system	Johnston, B. (1990). <u>Ojibwe Heritage</u> . New York, Columbia University. Mathews, J.J. (1993). <i>From Sundown</i> . In P. Riley (Ed.), <u>Growing Up Native American: Stories of oppression and survival</u> . New York: HarperCollins Publishers. Pgs. 191-203.	Note: On 10/5 (Friday) Sherman Alexie speaks at Langley Thorpe Auditorium at 6:00 p.m. Registration is necessary (\$5 for students). Go to www.uwsuper.edu/health .
6	10/8	Tribal values and belief systems	Benton-Banai, E. (1997). <u>The Mishomis Book</u> . St Paul, MN: Indian Country Press. McGaa, E. (2007). <u>Native Wisdom: Perceptions of the Natural Way</u> . Tulsa,OK: Council Oak Books. Chapter 3.	Small group discussions Video – “We Look in All Directions”
7	10/15	Parenting styles and the role of	Red Horse, J. G., Lewis, R., Feit, M., &	Guest speaker: Dr. John Red Horse

		the family/clan	<p>Decker, J. (1979). <i>Family behavior of the urban American Indians</i>. In G. Henderson (Ed.), <i>Understanding and counseling ethnic minorities</i> (pp. 307-317). Springfield, IL: Charles C Thomas.</p> <p>Red Horse, J.G. (1997). Traditional American Indian family systems. <i>Families, Systems, & Health</i>. 15, 3. pp. 243-250.</p> <p>Besaw, A., Kalt, J., Lee, A., Sethi, J., Boatwright Wilson, J., Zemler, M. (2004). <u><i>The Context and Meaning of Strengthening Families in Indian America</i></u>. Maryland: Annie E. Casey Foundation.</p>	Online discussion #2 on American Indian families (due 10/19)
8	10/22	Indigenous child development	Deloria, E.C. (1998). <i>Waterlily</i> . In P. Riley (Ed.), <u><i>Growing Up Native American: Stories of oppression and survival</i></u> . New York: HarperCollins Publishers. Pgs. 57-72.	Student presentation
9	10/29	Indian Child Welfare Act		Field trip to Fond du Lac Health and Human Services Speaker: Bunny Jakola, MSW Student presentation
10	11/5	Indian Child Welfare Act	Cross, T., Earle, K., and Simmons, D. (2000). Child abuse and neglect in Indian country: policy issues. <i>Families in Society</i> , 81, 1. p. 49-58.	Student presentation
11	11/12	Healthcare and the Indian Health Service	<p>Indian Health Service. (2007). "Facts on American Indian Health Disparities". Washington, D.C.: Indian Health Service. Downloaded 8/16/07 from www.ihs.gov.</p> <p>Indian Health Service. (2007). "Indian Health Service Fact Sheet". Washington, D.C.: Indian Health Service. Downloaded</p>	<p>Guest speaker: Dr. Arne Vainio, physician at Mi-no-aya-win Clinic at Fond du Lac Reservation</p> <p>Student presentation</p>

			8/16/07 from www.ihs.gov .	
12	11/19	Education and tribal schools	Franklin, C., Waukechon, J. and Larney, P.S. (1995). <i>Culturally relevant school programs for American Indian children and families</i> . <u>Social Work in Education</u> , 17, 3, 183-93.	Student presentation
13	11/26	Social stereotyping	Stedman, R.W. (1998). <i>Lingering shadows (movie stereotypes)</i> . In <u>Native American Voices</u> , ed. by S. Lobo and S. Talbott (pgs. 195-204). New York: Longman Educational Publishers. Giago, T. (1998). <i>Indian-named mascots: An assault on self-esteem</i> . In <u>Native American Voices</u> , ed. by S. Lobo and S. Talbott (pgs. 204-206). New York: Longman Educational Publishers. The Council on Interracial Books for Children. <i>10 Quick Ways to Analyze Children's Books for Racism and Sexism</i> . New York: CIBC Sexism and Racism Resource Center. Downloaded 8/16/07 at www.birchlane.davis.a.us/library/10quick.htm .	Student presentation Online discussion #3 on American Indians in the public eye (due 11/30)
14	12/3	Environment (physical, economic) and its impact on American Indian communities and families	Annie E. Casey Foundation. (2004). <u>Family Economic Success in Communities</u> . Maryland: Annie E. Casey Foundation.	Student presentation Guest speaker: Bob Miller Online discussion #4 on social work with American Indian communities (due 12/7)
15	12/10	American Indian families and social work practice implications – final thoughts	Weaver, H.N. (2004). The elements of cultural competence: Application with Native American clients. <u>Journal of Ethnic & Cultural Diversity in Social Work</u> , 13, 1. pgs. 19-35.	Case studies and small group discussions
16	12/17	Finals week: PAPERS DUE 12/17		

Comment [mrd1]: CONFIRMED

This is a tentative schedule and may change during the semester as opportunities arise. The instructor will give at least a one week notice for any changes in topics, or two weeks for changes in assignments.

Course assignments (methods of evaluation)

This class will employ a number of learning methods: library research, lecture, presentations, discussion, field trips, speakers, and group discussion.

Attendance and Participation = 17 points

As this is a seminar, much of the class structure depends upon class attendance and participation (being active in class discussions, small groups, and online postings, and preparing appropriate questions for guest speakers). More than one absence may affect the final grade. Given the length of the term and students' responsibilities, absences may occur. Should you need to miss a class, please contact me before the day of the class to discuss makeup assignments.

Class Presentation = 15 points

Students will pair up to do a presentation on a topic of interest as it relates to American Indian families. Topics may include (but are not limited to) spirituality, clan or tribal structures, tribal sovereignty, Indigenous language, tribal and federal policies (ICWA), and other topics. A final topic selection will be determined by the third week of the course. The presentation will include an outline handout for class. Presentations will begin the 8th week of class.

When preparing the class presentation, students should use their own experiences and current literature (journal articles) to answer the following questions:

1. What is the issue under study? How can it be defined?
2. What is the history of the issue? How has it changed over the course of time?
3. How does the issue affect American Indian families?
4. How does the issue affect social work practice?

The presentation should reflect the strengths perspective.

Students will sign up for class presentations during the third week of class. During the 20-30 minute class presentation, students may use creative methods to inform their classmates, such as case studies, scenarios, and class activities. If videos are to be used, they cannot take up more than 5 minutes of the total presentation time.

A reference list with at least 10 social work (or other fields such as education, sociology, or American Indian studies) journal articles, and an outline of the presentation must accompany the presentation.

Novel/book assignment (40 points)

Each student will write a 6-8 page paper, APA style, on an American Indian family as portrayed in a novel or book. Options for novels include:

- Night Flying Woman by Ignatia Broker
- A House Made of Dawn by M. Scott Momaday
- Gardens in the Dunes by Leslie Marmon Silko.
- The Antelope Wife by Louise Erdrich.
- Crazy Dave by Basil Johnston.
- Other books may be chosen; just check with me first.

In the paper, student must discuss each of the following areas:

1. Tribal identity and characteristics of the tribal community.
2. Family structure (caregivers and children, roles and responsibilities).
3. The impact of European contact on the family, whether current day or in the past.

4. The family's coping mechanisms.
5. The impact of federal, state and tribal policy (as appropriate) on the family.
6. The impact of social work systems on the family.
7. Appropriate skills and activities a social worker could use to strengthen and support the family.

Online discussions

During the course, students will be expected to participate in four online discussions (7 points each). A brief description of the discussions is included below, with a full description in the course site.

September: Discuss the impact of tribal sovereignty on social work practice with American Indian families. What are important policies and guidelines to remember? List at least two resources (organizations, books, etc.) which reflect the strengths perspective. (Due 9/28.)

October: Discuss characteristics of a healthy American Indian family. How can a social worker support these characteristics? (Due 10/19.)

November: Research a newspaper article which discusses an American Indian community. Discuss what was reported, what a reader would learn from the article, and what information you would want to add to educate the community about American Indian families. What is the role of a social worker in educating the community? (Due 11/30.)

December: Thinking back on your own experiences, coursework, and this class, develop a list of "what social workers need to know when working with American Indian communities". Student lists will be compiled to discuss in class. (Due 12/7).

Expectations of students when posting to the online discussion

Each individual posting must include the following:

- The student's own **personal thoughts and ideas** regarding the question or topic. Please be clear and respectful in your communication.
- **Research** on the question or topic. In postings 1-3, you should include at least two journal references. Cite them in your posting using APA style. Field trips and guest speakers should also be referred to. Each student is expected to refer to at least one community organization or speaker during *each* online discussion.
- **Application of your research.** Given the discussions and your journal findings, what is the role of the social worker in the different situations?

An important note on papers and projects

All papers, including the annotated bibliography, must follow APA style. Your resource for this is the American Psychological Association Manual, 5th Edition. It can be found in the bookstore, library, and social work department. The accompanying webpage is www.apa.org.

I encourage you to talk to me during office hours or email me if you have any questions regarding papers and/or projects. I will be asking students for updates on both periodically. Please think ahead and begin both well before the time they are due.

Whether you consider yourself a good writer, or believe that you need development in this area, everyone can continue to develop their writing and communication skills. With this assumption in place, I expect every student to continue to improve during the semester (and during their time in the Social Work program). Towards that goal, I am willing to offer each student who turns in a rough draft of their paper and projects 10 extra credit points. Rough drafts must be

turned in at least 2 weeks before the final copy is due. In doing so, you can help your grade, improve your skills, and have a clear idea of what I expect in the assignment.

Evaluation

Evaluations will be given to ascertain learning in the classroom. I fully encourage open and honest feedback, both to me as an instructor and to your classmates. We can learn from one another. I use a style that encompasses adult learning: the instructor and student are partners in the teaching/learning process, emphasis is placed on the student's self-directed learning, and feedback on performance is valuable. While I present the opportunities and objectives for learning, the student determines how much learning will take place through their efforts.

Attendance

Students are expected to attend all sessions. If a student has unusual circumstances, which necessitate an absence, the instructor must be informed before class if possible. Students are responsible for make up work for any class time missed. Students who attend class 95% of the time will receive bonus points.

Academic Misconduct Policy

In 1994-95 students requested through the Social Work Student Advisory Committee to have the following statement included on all syllabi: *Academic misconduct will be pursued by students and social work faculty whenever it occurs.* The full policy can be found in the [Social Work Program Student Handbook](#).

UW-Superior Policies

This URL is now being used rather than distribute pages of UWS policy relating to class cancellation, disability accommodation and so forth. Please go there to check these out as they may affect your life on campus considerably.

<http://www.uwsuper.edu/provost/Welcome%20Week/StdInfo-SyllabusAtt.pdf>

**WORKING WITH AMERICAN INDIAN PEOPLE AND COMMUNITIES (SOW 386)
Fall 2007**

- Adopting Native American children. (1993). *CQ Researcher*, 3 (44), 1047.
- Attneave, C. (1984). American Indians and Alaska Native families: Emigrants in their own homeland. In Monica McGoldrick, John K. Pearce, and Joseph Giordano (Eds.), *Ethnicity and family therapy*. New York: Guilford Press.
- Brown, E.F., Limb, G.E., Clifford, C.A., Munoz, R., & Whitaker, L.S. (2004). Using tribal/state Title IV/E agreements to help American Indian tribes access foster care and adoption funding. *Child Welfare*, 83, 293-316.
- Brown, E.F., & Gunderson, B.N. (2001). Organization and community intervention with American Indian tribal communities. In R. Fong and S. Furuto, *Culturally Competent Practice: Skills, Interventions, and Evaluations* (pp.299-312). Boston: Allyn and Bacon.
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- Cross, T.L., Bazron, B.J., Dennis, K.W., & Isaacs, M.R. (1989). *Towards a culturally competent system of care: A monograph for effective services for minority children who are severely disturbed*. Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center.
- Deloria, V. (1985). *American Indian policy in the twentieth century*. Norman: University of Oklahoma Press.
- Diller, J.V. (2007). Working with Native American clients: An interview with Jack Lawson. In *Cultural diversity, a primer for the human services* (3rd ed.). Belmont, CA: Brooks/Cole.
- Dorris, M. (1989). *The broken cord*. New York: Harper Collins Publishers.
- DuBray, W.H. (1993). *Mental health interventions with people of color*. St. Paul, MN: West.
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- Edwards, E.D., & Edwards, M.E. (1995). Social work practice with American Indians and Alaskan Natives. In Armando Morales and Bradford Sheafor, *Social work a profession of many faces* (pp. 493-526). Boston: Allyn and Bacon.
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- Fuller-Thomson, E., & Minkler, M. (2005). American Indian/Alaska Native grandparents raising grandchildren: Findings from the Census 2000 Supplementary Survey. *Social Work*, 50, 131-139..
- Gilbert, D.J., & Franklin, C. (2001). Developing culturally sensitive practice evaluation skills with Native American individuals and families. In R. Fong and S. Furuto, *Culturally Competent Practice: Skills, Interventions, and Evaluations* (pp. 396-411). Boston: Allyn and Bacon.
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Herring, R. (1989). The American Native family: Dissolution by coercion. *Journal of Multicultural Counseling and Development*, 17 (1), 4-13.

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LaFramboise, T.D. (1993). American Indian mental health policy. In Donald R. Atkinson, George Morten, and Derald Sue, eds., *Counseling American minorities, a cross cultural perspective* (pp.123-144). Madison, WI: Brown and Benchmark.

LaFramboise, T.D., Trimble, J.E., & Mohatt, G. (1993). Counseling intervention and American Indian tradition: An integrative approach. In Donald R. Atkinson, George Morten, and Derald Sue (Eds.), *Counseling American minorities, a cross cultural perspective* (pp. 145-170). Madison, WI: Brown and Benchmark.

Lewis, L.G. (2001). Program evaluation with Native American/American Indian organizations. In R. Fong and S. Furuto, *Culturally Competent Practice: Skills, Interventions, and Evaluations* (pp. 412-425). Boston: Allyn and Bacon.

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Limb, G.E., Chance, T., & Brown, E.F. (2004). An empirical examination of the Indian Child Welfare Act and its impact on cultural and familial preservation for American Indian children. *Child Abuse and Neglect*, 28, 1279-1289.

Mannes, M. (1995). Factors and events leading to the passage of the Indian Child Welfare Act. *Child Welfare*, 74, 264-281.

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Matheson, L. (1996). The politics of the Indian Child Welfare Act. *Social Work*, 41 (2), 232-235.

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- Murphy, S.B., Risley-Curtiss, C., & Gerdes, K. (2003). American Indian women and domestic violence: The lived experience. *Journal of Human Behavior in the Social Environment, 7* (3/4), 159-181.
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- Shkilnyk, A.M. (1985). *A poison stronger than love: The destruction of an Ojibwa community*. New Haven, CT: Yale University Press.
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