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The research paper will focus on different tribes among the different culture areas of North America, ie Southeast, Plains, Northeast, Southwest, Great Basin, Plateau, Sub Arctic, Arctic, North West Coast and California. The paper will center on the tribes that are well known for their storytelling. Cultural Traditions of Native Americans

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Research shows that Native American regions have the highest number of unemployment, school dropouts, alcoholism, poverty rates, and social distress in the community in the United States due to their engagement in gambling activities. Most of these enterprises are situated in remote regions with diminutive indigenous financial activities.

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The Native Americans Today - Research Paper. Submitted by admin on Sat, 09/24/2016 - 08:43. Introduction. North America was inhabited by many various Indian groups. Each group was distinct with its own language and customs. Several Indian groups often shared a single culture, the same worldview, language, religion, food, clothes and ...

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Riding on the success of Indigenous Social Work Around the World, this book provides case studies to further scholarship on decolonization, a major analytical and activist paradigm among many of the world's Indigenous Peoples, including educators, tribal leaders, activists, scholars, politicians, and citizens at the grassroots level. Decolonization seeks to weaken the effects of colonialism and create opportunities to promote traditional practices in contemporary settings. Establishing language and cultural programs; honouring land claims, teaching Indigenous history, science, and ways of knowing; self-esteem programs, celebrating ceremonies, restoring traditional parenting approaches, tribal rites of passage, traditional foods, and helping and healing using tribal approaches are central to decolonization. These insights are brought to the arena of international social work still dominated by western-based approaches. Decolonization draws attention to the effects of globalization and the universalization of education, methods of practice, and international 'development' that fail to embrace and recognize local knowledges and methods. In this volume, Indigenous and non-Indigenous social work scholars examine local cultures, beliefs, values, and practices as central to decolonization. Supported by a growing interest in spirituality and ecological awareness in international social work, they interrogate trends, issues, and debates in Indigenous social work theory, practice methods, and education models including a section on Indigenous research approaches. The diversity of perspectives, decolonizing methodologies, and the shared struggle to provide effective professional social work interventions is reflected in the

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international nature of the subject matter and in the mix of contributors who write from their contexts in different countries and cultures, including Australia, Canada, Cuba, Japan, Jordan, Mexico, New Zealand, South Africa, and the USA.

A resource for all who teach and study history, this book illuminates the unmistakable centrality of American Indian history to the full sweep of American history. The nineteen essays gathered in this collaboratively produced volume, written by leading scholars in the field of Native American history, reflect the newest directions of the field and are organized to follow the chronological arc of the standard American history survey. Contributors reassess major events, themes, groups of historical actors, and approaches--social, cultural, military, and political--consistently demonstrating how Native American people, and questions of Native American sovereignty, have animated all the ways we consider the nation's past. The uniqueness of Indigenous history, as interwoven more fully in the American story, will challenge students to think in new ways about larger themes in U.S. history, such as settlement and colonization, economic and political power, citizenship and movements for equality, and the fundamental question of what it means to be an American. Contributors are Chris Andersen, Juliana Barr, David R. M. Beck, Jacob Betz, Paul T. Conrad, Mikal Brotnov Eckstrom, Margaret D. Jacobs, Adam Jortner, Rosalyn R. LaPier, John J. Laukaitis, K. Tsianina Lomawaima, Robert J. Miller, Mindy J. Morgan, Andrew Needham, Jean M. O'Brien, Jeffrey Ostler, Sarah M. S. Pearsall, James D. Rice, Phillip H. Round, Susan Sleeper-Smith, and Scott Manning Stevens.

John Ogbu has studied minority education from a comparative perspective for over 30 years. The study reported in this book--jointly sponsored by the community and the school district in Shaker Heights, Ohio--focuses on the academic performance of Black American students. Not only do these students perform less well than White students at every social class level, but also less well than immigrant minority students, including Black immigrant students. Furthermore, both middle-class Black students in suburban school districts, as well as poor Black students in inner-city schools are not doing well. Ogbu's analysis draws on data from observations, formal and informal interviews, and statistical and other data. He offers strong empirical evidence to support the cross-class existence of the problem. The book is organized in four parts: *Part I provides a description of the twin problems the study addresses--the gap between Black and White students in school performance and the low academic engagement of Black students; a review of conventional explanations; an alternative perspective; and the framework for the study. *Part II is an analysis of societal and school factors contributing to the problem, including race relations, Pygmalion or internalized White beliefs and expectations, levelling or tracking, the roles of teachers, counselors, and discipline. *Community factors--the focus of this study--are discussed in Part III. These

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include the educational impact of opportunity structure, collective identity, cultural and language or dialect frame of reference in schooling, peer pressures, and the role of the family. This research focus does not mean exonerating the system and blaming minorities, nor does it mean neglecting school and society factors. Rather, Ogbu argues, the role of community forces should be incorporated into the discussion of the academic achievement gap by researchers, theoreticians, policymakers, educators, and minorities themselves who genuinely want to improve the academic achievement of African American children and other minorities. *In Part IV, Ogbu presents a summary of the study's findings on community forces and offers recommendations--some of which are for the school system and some for the Black community. *Black American Students in an Affluent Suburb: A Study of Academic Disengagement* is an important book for a wide range of researchers, professionals, and students, particularly in the areas of Black education, minority education, comparative and international education, sociology of education, educational anthropology, educational policy, teacher education, and applied anthropology.

An extraordinary compilation of the plants used by North American native peoples for medicine, food, fiber, dye, and a host of other things. Anthropologist Daniel E. Moerman has devoted 25 years to the task of gathering together the accumulated ethnobotanical knowledge on more than 4000 plants. More than 44,000 uses for these plants by various tribes are documented here. This is undoubtedly the most massive ethnobotanical survey ever undertaken, preserving an enormous store of information for the future.

Jimmy McClean is a Lakota boy--though you wouldn't guess it by his name: his father is part white and part Lakota, and his mother is Lakota. When he embarks on a journey with his grandfather, Nyles High Eagle, he learns more and more about his Lakota heritage--in particular, the story of Crazy Horse, one of the most important figures in Lakota and American history. Drawing references and inspiration from the oral stories of the Lakota tradition, celebrated author Joseph Marshall III juxtaposes the contemporary story of Jimmy with an insider's perspective on the life of Tasunke Witko, better known as Crazy Horse (c. 1840-1877). The book follows the heroic deeds of the Lakota leader who took up arms against the US federal government to fight against encroachments on the territories and way of life of the Lakota people, including leading a war party to victory at the Battle of the Little Bighorn. Along with Sitting Bull, Crazy Horse was the last of the Lakota to surrender his people to the US army. Through his grandfather's tales about the famous warrior, Jimmy learns more about his Lakota heritage and, ultimately, himself.

American Indian Youth Literature Award

The reported population of American Indians and Alaska Natives has

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grown rapidly over the past 20 years. These changes raise questions for the Indian Health Service and other agencies responsible for serving the American Indian population. How big is the population? What are its health care and insurance needs? This volume presents an up-to-date summary of what is known about the demography of American Indian and Alaska Native population--their age and geographic distributions, household structure, employment, and disability and disease patterns. This information is critical for health care planners who must determine the eligible population for Indian health services and the costs of providing them. The volume will also be of interest to researchers and policymakers concerned about the future characteristics and needs of the American Indian population.

Indigenous cultures meticulously protect and preserve their traditions. Those traditions often have deep connections to the homelands of indigenous peoples, thus forming strong relationships between culture, land, and communities. Autoethnography can help shed light on the nature and complexity of these relationships. Indigenous Research of Land, Self, and Spirit is a collection of innovative research that focuses on the ties between indigenous cultures and the constructs of land as self and agency. It also covers critical intersectional, feminist, and heuristic inquiries across a variety of indigenous peoples. Highlighting a broad range of topics including environmental studies, land rights, and storytelling, this book is ideally designed for policymakers, academicians, students, and researchers in the fields of sociology, diversity, anthropology, environmentalism, and history.

"Intense and well-researched, . . . ambitious, . . . magisterial. . . . Surviving Genocide sets a bar from which subsequent scholarship and teaching cannot retreat."--Peter Nabokov, New York Review of Books In this book, the first part of a sweeping two-volume history, Jeffrey Ostler investigates how American democracy relied on Indian dispossession and the federally sanctioned use of force to remove or slaughter Indians in the way of U.S. expansion. He charts the losses that Indians suffered from relentless violence and upheaval and the attendant effects of disease, deprivation, and exposure. This volume centers on the eastern United States from the 1750s to the start of the Civil War. An authoritative contribution to the history of the United States' violent path toward building a continental empire, this ambitious and well-researched book deepens our understanding of the seizure of Indigenous lands, including the use of treaties to create the appearance of Native consent to dispossession. Ostler also documents the resilience of Native people, showing how they survived genocide by creating alliances, defending their towns, and rebuilding their communities.

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of

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the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. *Communities in Action: Pathways to Health Equity* seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

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