



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work
Course Outline – SOWK425 (001+002)

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term	2016-2017 Term 2
Course Title	SOWK 425: First Nations Social Issues
Course Schedule	Monday, 9 AM to 12 PM (Section 001) Monday, 5 PM to 8 PM (Section 002)
Course Location	Jack Bell Social Work Building – Room 124

Instructor	Office Location	Office Phone	E-mail address
Marie Nightbird (Section 001)	SOWK 342	None, contact via email	marie.nightbird@ubc.ca
Jenny Morgan (Section 002)	SOWK 342	None, contact via email	jenny.morgan@ubc.ca
Office Hours	Marie Nightbird: Monday 12-1 PM Jenny Morgan: Monday 8-9 PM		

COURSE OBJECTIVES:

The purpose of this course is to provide students with knowledge and skills which will enhance their capacity to work with First Nations by engaging in critical analysis of the social, political, economic, and religious context of European/Canadians and First Nations relations. The historical and contemporary relationship between European/Canadians and First Nations over the past five hundred years will be analyzed in terms of the social/psychological impact upon First Nations individuals and their communities. As well the trajectory of Canadian policies/legislation aimed at First Nations and factors contributing to child abuse, family breakdown, violence against women and children, and drug and alcohol abuse are all considered with attention to implications for social work practice. Past and current influences of social work practice in justice/corrections, health, education, employment, economic development, self-government and Aboriginal rights are also considered within a holistic framework which can inform effective practice with Aboriginal individuals, families and communities.

LEARNING OBJECTIVES:

Students will gain an understanding of the history of First Nations peoples which was not totally of their own volition. Students will become familiar with First Nations' perspectives on the social, political and economic consequences of governmental policies and helping practices directed

towards them. Students will become aware of historical and contemporary aspects of identity, poverty, health, education, justice, homelessness and economic development.

Students will gain perspective that will enable them to situate themselves with respect to the historical and contemporary circumstances of First Nations peoples in urban and rural settings.

COURSE OBJECTIVES:

1. Critically analyze the impact of European political, social, and economic policies and religious efforts on First Nations people.
2. Critically analyze the strengths and weaknesses of major European/Canadian legislation and policies that have been and are currently directed at First Nations people.
3. Critically analyze the “diversity of experiences” that First Nations people have had in their relationship with European/Canadian society.
4. Critically analyze the historical and current roles of social workers as well as implications for practice.
5. Identify barriers to and strategies for effective social work with First Nations.
6. Apply principles of a holistic approach to social work practice with First Nations in the above analysis.
7. Assess the appropriateness of interventions aimed at First Nations.

REQUIRED COURSE TEXTS:

There are no required course texts. The articles, book chapters, and on-line sources that are required reading will be available on the internet or uploaded to Connect.

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should notify their instructors prior to the class.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Submitting Assignments:

Students can submit hard copies of their assignments or any correspondence to faculty or teaching assistants in class, or upload it to the course site.

Return and submission of student assignments:

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor's office or at the main office counter.

Late assignments:

Late assignments will result in one mark deducted for each late day. Tests may not be written after one week of the test date. Assignments are to be submitted on or before the specified due dates. Any extensions must be negotiated AT A MINIMUM OF 3 DAYS BEFORE the date the assignments are due.

Class participation:

Students are expected to complete the weekly readings before each class, participate in class discussions and group work.

**PLEASE READ REQUIRED READINGS BEFORE EACH SESSION.
ALL VIDEOS WILL BE WATCHED AND DEBRIEFED IN CLASS. DO NOT REVIEW VIDEOS BEFORE EACH CLASS.**

COURSE SCHEDULE:

Session #	Date and Content	Speakers / Due Dates
Session 1	January 9, 2017	
TOPIC	Introduction; review course syllabus Acknowledging the unceded Musqueam, Squamish and Tsleil Waututh territories.	
REQUIRED READING	<p>READ: Chapter 2 Menzies, P. & Lavallee, L. (2014). <i>Journey to healing: Aboriginal people with addiction and mental health issues</i>. Toronto: Centre for Addiction and Mental Health.</p> <p>READ: Musqueam Declaration (June 10, 1976). Retrieved from http://www.musqueam.bc.ca/sites/default/files/musqueam_declaration.pdf</p> <p>READ: Musqueam/UBC Memorandum of Affiliation http://aboriginal.ubc.ca/files/2011/01/UBC-Musqueam-MOA-signed1.pdf</p> <p>READ: Squamish Nation http://www.squamish.net/about-us/our-history/ http://www.squamish.net/about-us/our-culture/</p> <p>READ: Tsleil Waututh Nation - /The People of the Inlet http://www.twnation.ca/</p> <p>VIDEO: Elder Larry Grant's Welcome http://aboriginal.ubc.ca/community-youth/musqueam-and-ubc/</p>	

	<p>VIDEO: Linc Kesler's Welcome http://aboriginal.ubc.ca/community-youth/musqueam-and-ubc/</p> <p>VIDEO: Musqueam Through Time Part 1: https://www.youtube.com/watch?v=FiekdmBRhoo</p> <p>VIDEO: Musqueam Through Time Part 2: https://www.youtube.com/watch?v=oCt3loAobeM</p>	
Session 2	January 16, 2017	
TOPIC	Aboriginal Identity, Profession of Social Work and Aboriginal Peoples	
REQUIRED READING	<p>READ: Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. <i>First Peoples Child & Family Review</i>, 4, (1), 28-37. http://www.fnfcfs.com/sites/default/files/online-journal/vol4num1/Blackstock_pp28.pdf</p> <p>READ: "Terminology" and "Aboriginal Identity & Terminology" http://indigenousfoundations.arts.ubc.ca/home/identity/terminology.html http://indigenousfoundations.arts.ubc.ca/home/identity/aboriginal-identity-terminology.html</p> <p>READ: BCASW "Towards a New Relationship" http://www.bcasw.org/wp-content/uploads/2011/06/Reconciliation-Toolkit-Final_May-11.pdf</p> <p>VIDEO: "Cindy Blackstock on Tribunal Ruling" https://www.youtube.com/watch?v=FEoNAgoQz10</p> <p>VIDEO: "What I Learned in Class Today: Aboriginal Issues in the Classroom" http://www.intheclass.arts.ubc.ca/video.html</p>	
Session 3	January 23, 2017	
TOPIC:	Residential Schools	
REQUIRED READING	<p>READ: "What We Have Learned: Principles of Truth and Reconciliation" to page 8 http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Principles_2015_05_31_web_o.pdf</p> <p>READ: "Honouring the Truth, Reconciling for the Future. Summary of the Final Report of the Truth and Reconciliation Commission of Canada" to page 22 http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf</p> <p>VIDEO: Announcement by former UBC President Stephen Toope http://aboriginal.ubc.ca/indian-residential-school-centre/</p> <p>VIDEO: The National Truth and Reconciliation Final Report https://www.youtube.com/watch?v=IKKLgwlosaw</p> <p>VIDEO: Movie: We Were Children. National Film Board.</p>	
Session 4	January 30, 2017	
TOPIC	Residential School Experiences/Truth and Reconciliation Calls to Action	
REQUIRED READING	<p>READ: "Truth and Reconciliation Commission of Canada: Calls to Action" http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf</p> <p>VIDEO: The National "Death at Residential Schools" https://www.youtube.com/watch?v=9FydzlzkndA</p> <p>VIDEO: Gord Downie's "The Secret Path" https://www.youtube.com/watch?v=yGd764YU9yc</p>	

Session 5	February 6, 2017	
TOPIC	Historical Trauma, Intergenerational Trauma, Lasting Impact	
REQUIRED READING	<p>READ: Assembly of First Nations Fact Sheet - Quality of Life of First Nations http://www.afn.ca/uploads/files/factsheets/quality_of_life_final_fe.pdf</p> <p>VIDEO: Dr. Maria Yellowhorse BraveHeart http://www.healingcollectivetrauma.com/dr-maria-yellow-horse-brave-heart-historical-trauma-in-native-communities.html</p> <p>GUEST: Elder</p>	
Session 6	February 13, 2017	No Class
TOPIC		BC Family Day
REQUIRED READING		
Session 7	February 20, 2017	No Class
TOPIC		Mid Term Break
REQUIRED READING		
Session 8	February 27, 2016	
TOPIC	Resource Finding + Locating/Story Sharing, Child Welfare and Aboriginal Peoples	
REQUIRED READING	<p>READ: "Paige's Story: Abuse, Indifference and A Young Life Discarded" https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-pg-report-final.pdf</p> <p>VIDEO: "Hidden Colonial Legacy: The 60's Scoop" http://www.cbc.ca/8thfire/2012/01/hidden-colonial-legacy-the-60s-scoop.html</p> <p>GUEST SPEAKER</p>	Assignment #1: Resource/Story Sharing to be presented in class.
Session 9	March 6, 2017	
TOPIC	Indigenous Health/Métis Perspectives	
REQUIRED READING	<p>READ: First Peoples, Second Class Treatment http://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf</p> <p>VIDEO: The Agenda with Steve Paikin: Being Métis https://www.youtube.com/watch?v=4uk-gPzeXoE</p> <p>GUEST SPEAKER</p>	
Session 10	March 13, 2017	
TOPIC	Criminal Justice System and Aboriginal Peoples	
REQUIRED READING	<p>READ: Maclean's "Canada's prisons are the 'new residential schools'" http://www.macleans.ca/news/canada/canadas-prisons-are-the-new-residential-schools/</p> <p>VIDEO: 8th Fire "The Story Behind that Life Sentence" http://www.cbc.ca/8thfire/2012/02/the-story-behind-that-life-sentence.html</p> <p>VIDEO: Provincial Court "First Nation Court-New Westminster" https://www.youtube.com/watch?v=Bq1BN4ZNuiE</p> <p>GUEST SPEAKER</p>	
Session 11	March 20, 2017	
TOPIC	Inuit Perspectives	
REQUIRED READING	VIDEO: Movie: Atanarjuat The Fast Runner. (2003)	

Session 12	March 27, 2017	
TOPIC	GROUP RECONCILIATION PROJECT PRESENTATIONS	
REQUIRED READING		Assignment #2 Presentations and Written Component due
Session 13	April 3, 2017	
TOPIC	Working Respectfully with Indigenous Communities Talking Circle led by Elder	
REQUIRED READING	GUEST: Elder	Assignment #3 Reflection Journals due

ASSIGNMENTS:

Rubrics for grading all assignments will be handed out in class and posted on connect.

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| 1. Resource/Story Sharing | 10% |
| 2. Group Reconciliation Project Ideas | 40% |
| 3. Reflection Journal | 15% |
| 4. Final exam | 35% |

1. Resource/Story Sharing: Due on February 27, 2017

You are to share information about 2 Aboriginal-specific organizational resources, or stories from a newspaper, magazine or radio show. You will share how this information highlights resilience/resurgence within Aboriginal communities. Your oral presentation is to be 3-5 minutes. When thinking about what to discuss consider any connections you make to course material, how the resource or story may be valuable to social workers, and what it was about the resource or story that captured your interest. There is no written component.

2. Group Reconciliation Project Ideas: Due on March 27, 2017

In this group project you will work in groups of 4. You can choose and form your own groups by January 23, 2017. Your group is to identify a social work issue/theme that your group thinks needs reconciliation of either social work practice or social work policies with Indigenous people. The issue/theme your group identifies needs to be based upon your groups' independent study of at least one source written or produced by a self-identified Indigenous person or group after 2006. Your group needs to link information from this source(s) as well as knowledge gained throughout this course in your description of how to engage respectfully and work effectively towards reconciliation with Indigenous peoples on the social work issue/theme your group selected.

Your group will have the opportunity to discuss your project with your instructor at least once. There is a group presentation in class and an individual paper both due on March 27, 2017.

Group Presentation component: 20%

Each group will give a presentation of 20 minutes in class. Each group is to have a visual about their project, that may include a combination of a power point presentation, poster board, artifact or object, role playing, or other creative ideas your group may come up with. All group members to be involved in the group presentation.

Written component: 20%

Each group member needs to submit a summary of the project. The summary is to be 4 pages. The appropriate use of APA and the clarity, coherence, and grammar will all be considered. Section 001 to upload in connect by 9:00am. Section 002 to upload in connect by 5:00pm.

3. Reflection Journal: Due on April 3, 2017

Your journal is to include 5 reflections made on the following topics in these sessions: 2 (Aboriginal Identity/Profession of Social Work and Aboriginal Peoples), 4 (Residential School Experiences/Truth and Reconciliation Calls to Action), 8 (Child Welfare and Aboriginal Peoples), 9 (Indigenous Health), 10 (Criminal Justice System and Aboriginal Peoples). Reflections are to be based on your personal and professional learning related to the course. Your entries may be writings, poems, drawings, pictures, etc. Journal reflections may include themes such as: were there any surprises, what you would like to learn more about, what was emotionally challenging or disturbing, what you found uplifting, etc. Ensure that the topic of the 5 entries are easily identifiable. Section 001 to upload in connect by 9:00am. Section 002 to upload in connect by 5:00pm.

4. FINAL EXAM. To be completed during exam period.

This will be a closed book exam, written during exam period. All formal exams in the exam period are 3 hours. The format will be written responses to questions on course materials including readings, information presented, videos, films, and guest presentations. Date of exam will be provided when date is scheduled.

GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 73.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.