

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

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

YEAR/TERM: 2018 - 19 Winter

COURSE TITLE: SOWK 425-001/002: TITLE: Indigenous Peoples and Critical Social Work Analysis

COURSE SCHEDULE: Monday, 17:00 – 20:00, Term 1

COURSE LOCATION Sec 001 ROOM #224 / Sec 002 ROOM #222

INSTRUCTOR(S)	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Marie Nightbird (Sec001)	355	Monday 20:00-21:00	Marie Nightbird: 604-822-3520	marie.nightbird@ubc.ca
Jenny Morgan (Sec002)	342		Jenny Morgan: 604- 822-9302	jenny.morgan@ubc.ca

COURSE DESCRIPTION

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 OUTCOMES

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.

UNIVERSITY POLICIES

“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 report to their instructors on return to classes.” (UBC Calendar)

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.

Retaining Assignments: Students should 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.

COURSE POLICIES

ATTENDANCE

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is *required* in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

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. Instructor will provide specific instructions about assignments during class.

RETURN OF MARKED 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 Canada Post 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.

LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

FORMAT OF THE COURSE:

In Class, Talking Circle Format

REQUIRED TEXTBOOK:

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 Canvas.

**STUDENTS ARE REQUIRED TO COMPLETE 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	September 10, 2018	
TOPIC	Introduction/Overview, review course syllabus	
REQUIRED READING	<p>READ: Chapter 2 Menziez, 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: "Aboriginal Experiences with Racism and its Impacts" https://www.ccnsa-nccah.ca/495/Aboriginal_Experiences_with_Racism_and_its_Impacts.nccah?id=131</p> <p>VIDEO: "What I Learned in Class Today: Aboriginal Issues in the Classroom" http://inthearts.arts.ubc.ca/video/</p>	
Session 2	September 17, 2018	
TOPIC	Profession of Social Work and Indigenous Peoples, Child Welfare	
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.fncfcs.com/sites/default/files/online-journal/vol4num1/Blackstock_pp28.pdf</p> <p>Each student will have been assigned to read <u>one</u> of the following:</p> <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>READ: “Broken Promises: Alex’s Story” https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-brokenpromises-alexsstory-feb2017-lo_web-2.pdf</p> <p>VIDEO: “Mansbridge One on One: Cindy Blackstock” https://www.youtube.com/watch?v=ahGQ0WBd0ng</p> <p><i>*please note, this session is a journal entry topic</i></p>	
Session 3	September 24, 2018	
TOPIC:	Truth and Reconciliation, Indian Residential Schools	
REQUIRED READING	<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_2_015_05_31_web_o.pdf</p> <p>VIDEO: Movie: “We Were Children” National Film Board.</p> <p><i>*please note, this session is a journal entry topic</i></p>	
Session 4	October 1, 2018	
TOPIC	Truth and Reconciliation, Calls to Action, Becoming an Ally	
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>READ: BCASW “Towards a New Relationship” http://www.bcasw.org/wp-content/uploads/2011/06/Reconciliation-Toolkit-Final_May-11.pdf</p> <p>READ: Chapter 17 Baskin, C. (2016). <i>Strong Helpers’ Teachings. The Value of Indigenous Knowledges in the Helping Professions (2nd ed.)</i>. Toronto: Canadian Scholars Press, Inc.</p> <p>Both sections (001+002) will be together at the UBC First Nations Long House. GUEST ELDER</p>	
Session 5	October 8, 2018	No Class
TOPIC		Thanksgiving
REQUIRED READING		
Session 6	October 15, 2018	
TOPIC	Story Sharing, Criminal Justice System	
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: “APTN Investigates: Cindy’s Story” http://aptnews.ca/2017/10/20/cindys-story/</p> <p>VIDEO: “#EldersSpeak: What would you say to your 20-year old self” https://m.youtube.com/watch?v=7P24MvQTyUc</p>	<p>Assignment #1: Story Sharing to be presented in class.</p> <p>Assignment #4: first two journal entries due.</p>
Session 7	October 22, 2018	
TOPIC	Inuit Perspectives, Missing and Murdered Indigenous Women + Girls	
REQUIRED	READ: Chapter 1 + Chapter 5	

READING	http://www.mmiwg-ffada.ca/wp-content/uploads/2018/03/ni-mmiwg-interim-report.pdf VIDEO: “Sheila Watt-Cloutier on the Inuit View of the World” https://www.youtube.com/watch?v=vH4Ve9U769k VIDEO: “Performance for Missing and Murdered Indigenous Women” https://www.youtube.com/watch?v=q_vqIZJofo0 GUEST SPEAKER	
Session 8	October 29, 2018	
TOPIC	Stereotypes + Myths, Metis Perspectives	
REQUIRED READING	READ: Land, Family and Identity: Contextualizing Metis health and well-being” https://www.ccnsa-nccah.ca/495/Land_Family_and_Identity_Contextualizing_Metis_health_and_well-being.nccah?id=197 VIDEO: “Reel Injun” https://www.youtube.com/watch?v=YNZBpn9asng	
Session 9	November 5, 2018	
TOPIC	Indigenous Health, Connections with the Land	Assignment #2 Report Review due
REQUIRED READING	READ: First Peoples, Second Class Treatment http://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf READ: “Sparrow Case” https://indigenousfoundations.arts.ubc.ca/sparrow_case/ READ: Summary of the Tsilhqot’in Aboriginal Title Case (William Case) Decision http://www.tsilhqotin.ca/Portals/0/PDFs/2014_07_03_Summary_SCC_Decision.pdf VIDEO: “Dr. Barry Lavalley – Speaks on Type 2 Diabetes due to colonialism” https://www.youtube.com/watch?v=cFncAS-eHzg GUEST SPEAKER <i>*please note, this session is a journal entry topic</i>	
Session 10	November 12, 2018	No Class
TOPIC	<i>*please note, November 16, 2018 workshop is a journal entry topic</i>	Remembrance Day
REQUIRED READING		
Session 11	November 19, 2018	
TOPIC	60’s Scoop, United Nations Declaration on the Rights of Indigenous Peoples	
REQUIRED READING	READ: “Identity lost and found: Lessons from the sixties scoop” http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/25/63 READ: “United Nations Declaration on the Rights of Indigenous Peoples” http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf READ: Pg. 56-96. “UNDRIP Implementation Braiding International, Domestic and Indigenous Laws”	

	https://www.cigionline.org/sites/default/files/documents/UNDRIP%20Implementation%20Special%20Report%20WEB.pdf VIDEO: “Finding Cleo: How a CBC podcast solved the mystery of a missing Indigenous girl” http://www.cbc.ca/news/thenational/finding-cleo-how-a-cbc-podcast-solved-the-mystery-of-a-missing-indigenous-girl-1.4602576 VIDEO: “Senator Sinclair on Indigenous Rights” http://www.cbc.ca/player/play/683077187683	
Session 12	November 26, 2018	
TOPIC	Working respectfully with Indigenous communities.	Assignment #4: final two journal entries due.
REQUIRED READING	Both sections (001+002) will be together at the UBC First Nations Long House. TALKING CIRCLE LED BY GUEST ELDER POTLUCK	Assignment #3 Policy Paper due December 3, 2018

ASSIGNMENTS

Rubrics for grading all assignments will be posted on canvas.

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| 1. Story Sharing | 20% |
| 2. Report Review | 15% |
| 3. Policy Paper | 25% |
| 4. Reflection Journal | 20% |
| 5. Attendance | 20% |

Report Review and Policy Paper assignments should adhere to the APA Writing Guide, 6th Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head, per APA. An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

For assistance with writing, please consider the following resources:

- Writing assistance at UBC
<http://learningcommons.ubc.ca/improve-your-writing/>
- Online Writing Lab (OWL) at Purdue
<http://owl.english.purdue.edu/owl>

The best resource is the American Psychological Association *Publication Manual* (6th edition). It is not available on-line. You can find a copy at the UBC library or you may wish to purchase a copy for yourself.

1. **STORY SHARING: October 15, 2018 (20%)**

You will work in pairs (you can choose your own partner) and share information about 1 Indigenous specific news story from a newspaper, magazine or radio show/podcast. Choose a story that highlights resilience/resurgence within Indigenous communities. Each pair's oral presentation is 5 minutes in length, both partners must participate. When thinking about what to discuss consider any connections you make to course material, how the story may be valuable to social work practice and what was it about the story that captured your interest. There is no written component.

2. REPORT REVIEW: November 05, 2018 (15%)

This four-page paper is to be based on class discussions (September 17, 2018; October 22, 2018) and your thorough reading of one of the following reports that impact Indigenous peoples.

- Paige's Story: Abuse, Indifference and A Young Life Discarded
- Broken Promises: Alex's Story
- Interim Report, The National Inquiry Into Missing and Murdered Indigenous Women and Girls, Our Women and Girls are Sacred

Include the following:

1. Provide two clear examples where systems failed Indigenous peoples.
2. Provide two clear examples of systemic racism.
3. What are two recommendations from the report that are important for all social workers to be aware of? Why?
4. After reading the report, what areas would you like to further develop in your practice, and why?

3. POLICY PAPER: December 3, 2018, 5:00pm (25%)

In this six-page paper, critically analyze one of the following policies that impact Indigenous peoples.

- The Indian Act (choose two of the following to focus on where the Indian Act was applied: residential schools, banning of ceremonies/congregating, 60s scoop, banning of ownership of agricultural equipment, disenfranchisement for university education and enlisting in military services, Bill C-31, exclusion of Metis peoples).
- United Nations Declaration on Rights of Indigenous Peoples (background of this document, Canada's delayed position in adopting, any impact after it was adopted, how it has bettered the social conditions for Indigenous peoples).
- Jordan's Principle (catalyst event that led to the creation of Jordan's Principle. Identify issues that Jordan's Principle addresses. Identify key people who fought for the creation of Jordan's Principle. What is the First Nations Health Authority in BC's actions on Jordan's Principle).

Content is to be based on a minimum of five resources.

Include the following:

1. What purpose does the policy serve?
2. Whose voices are included in the policy?
3. What suggestions would you make for revising this policy?
4. How does this policy influence your developing role as a social worker?

4. REFLECTION JOURNAL: October 15, 2018 + November 26, 2018 (20%)

In this assignment, you will write ideas, personal thoughts, experiences, as well as reflections and insights. It provides an opportunity to integrate your learnings, identify areas you would like to know more about, and provides a means to debrief sensitive topics discussed. Journaling will assist you to understand and define your role as a social worker working with Indigenous communities in respectful and safe ways.

Your journal is to include 4 reflections on the following topics in these sessions: **2** (Profession of Social Work and Indigenous Peoples, Child Welfare), **3** (Truth and Reconciliation, Indian Residential Schools), **9** (Indigenous Health, Connections with the Land), **10** (November 16, 2018 workshop). Each journal entry is worth 5%. Your entries may be your personal/original writings, poems, drawings. Typed entries will be 2 pages (double spaced). Poems, drawings, require 2-3 typed paragraphs (double spaced) describing how it connects to the session.

- Journals for: **2** (Profession of Social Work and Indigenous Peoples, Child Welfare), **3** (Truth and Reconciliation, Indian Residential Schools), are due October 15, 2018 at 5:00pm.
- Journals for: **9** (Indigenous Health, Land Based Connections with the Land), **10** (November 16, 2018 workshop), are due November 26, 2018 at 5:00pm.

5. ATTENDANCE (20%)

Regular attendance is expected. You are required to sign in for each class. It is your responsibility to email your instructor in advance, if possible, with a reason for an unavoidable absence. This level of communication and accountability reflects expectations for professional social workers in their place of employment.

Please note: any fraudulent sign in signature is a violation of the School's Professional Conduct for Social Work Students.

Other than facing possible disciplinary action, both parties (who signed for other and who have other to sign for them) will also have all the 20% deducted.

UBC GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
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.