

	<b>THE UNIVERSITY OF BRITISH COLUMBIA</b> <b>School of Social Work</b> <b>Course Outline – SOWK 325</b> <b>Indigenous Peoples &amp; Critical Social Work Analysis</b>
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people.

**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.

**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.

<b>Year/Term</b>	2019 Winter, Term 1
<b>Course Title</b>	SOWK 325, Sections 001/002, Indigenous Peoples and Critical Social Work Analysis
<b>Credit Value</b>	3
<b>Course Schedule</b>	Thursday, 9:00 am to 12:00 pm
<b>Course Location</b>	<b>Section 001:</b> Room 124 / <b>Section 002:</b> Room 223, Jack Bell Building, School of Social Work

Instructor	Office Location	Office Phone	e-mail address
Marie Nightbird Section 001	335	604-822-3520	<a href="mailto:Marie.Nightbird@ubc.ca">Marie.Nightbird@ubc.ca</a>
<b>Office hours</b>	Thursday 1-2, or by appointment		
Instructor	Office Location	Office Phone	e-mail address
Jennifer-Lee Koble Section 002	342	604-322-6227	<a href="mailto:Jennifer-Lee.Koble@ubc.ca">Jennifer-Lee.Koble@ubc.ca</a>
<b>Office hours</b>	Thursday 1-2, or by appointment		

**PREREQUISITE and/or COREQUISITE:**  
 There are no prerequisites or required courses to be taken concurrently.

**COURSE DESCRIPTION:**  
 The purpose of this course is to provide students with knowledge and skills which will enhance their capacity to work with Canadian Indigenous peoples by engaging in critical analysis of the social, political, economic, and religious context of European/Canadians and First Nations, Inuit, and Métis relations. The historical and contemporary relationship between European/Canadians and Canadian Indigenous peoples over the past five hundred years will be analyzed in terms of the social/psychological impact upon First Nations, Inuit, and Métis individuals and their communities. As well, the trajectory of Canadian

policies/legislation aimed at Canadian Indigenous peoples 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 Indigenous peoples' rights are also considered within a holistic framework which can inform effective practice with First Nations, Inuit, and Métis individuals, families and communities.

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**COURSE STRUCTURE AND LEARNING ACTIVITIES:**

The course will include a combination of multiple learning modalities such as in class circles, experiential opportunities, group discussions, videos, self-reflection, and guest speakers. In addition, some classes will be held at Indigenous spaces on campus.

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**LEARNING OUTCOMES:**

The learning outcomes of this course are for students to:

1. Critically analyze the impact of colonization on Canadian Indigenous individuals, families, and communities.
2. Appreciate the differences and similarities among First Nations, Inuit, and Métis peoples.
3. Gain an understanding of the differences of resource allocation and experiences of rural and urban Indigenous peoples.
4. Identify social workers' roles in colonization and how this impacts ongoing social work practice, at both a personal and professional level.
5. Determine strategies for effective social work practice with Indigenous peoples.
6. Demonstrate an awareness of holistic social work practice when working with Indigenous peoples.
7. Develop an awareness of the ongoing resilience, strength, and wisdom of Indigenous peoples.

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**REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS:**

There are no required course texts. Readings will be available by link, UBC library, or uploaded to Canvas. Students are required to complete readings before each class. A supplemental reading list will be provided.

UBC Canvas is the online management system used.

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**ASSESSMENT OF LEARNING:**

The final grade for this course is based on the following:

1. Story Sharing	15%
2. Report Review	15%
3. Group Presentation	30%
4. Reflection Paper	20%
5. Attendance	20%

Rubrics for grading all assignments will be posted on Canvas.

**COURSE SCHEDULE:**

SESSION #	DATE & CONTENT	SPEAKERS / DUE DATES/LOCATION CHANGES
SESSION 1	September 05, 2019	
TOPIC	<b>Introductions and Course Overview</b>	
REQUIRED READING	<p>Chapter 2. Journey to Healing: Aboriginal People with Addiction and Mental Health Issues. P. Menzies &amp; L. Lavallee <a href="https://www.deslibris.ca/ID/467716">https://www.deslibris.ca/ID/467716</a></p> <p>Time Line UBC Indian Residential School History and Dialogue Centre <a href="https://collections.irshdc.ubc.ca">https://collections.irshdc.ubc.ca</a></p> <p><i>Aboriginal Experiences with Racism and Its Impacts</i> <a href="https://www.nccih.ca/495/Aboriginal%20Experiences%20with%20Racism%20and%20its%20Impacts.nccah?id=131">https://www.nccih.ca/495/Aboriginal Experiences with Racism and its Impacts.nccah?id=131</a></p>	
SESSION 2	September 12, 2019	<b>Both sections meet in room 124 and will walk to UBC Gardens 3461 Ross Drive</b>
TOPIC	<b>Indigenous Approaches to Health and Wellness</b>	Speakers: Jennifer Dehoney; UBC Garden representatives
REQUIRED READING	<p><i>First Peoples, Second Class Treatment</i> <a href="http://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf">http://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf</a></p> <p>First Nations Traditional Foods Fact Sheet <a href="http://www.fnha.ca/documents/traditional_food_fact_sheets.pdf">http://www.fnha.ca/documents/traditional food fact sheets.pdf</a></p>	
SESSION 3	September 19, 2019	Both sections meet in room 124
TOPIC	<b>The Canadian Narrative</b>	Speaker: Elder Oleman
REQUIRED READING	<p>Part 3. Indigenous Writes: A Guide to First Nations, Métis &amp; Inuit Issues in Canada. C. Vowel *Available as text and eBook in library</p>	

SESSION 4	September 26, 2019	
TOPIC	<b>Story Sharing; Residential School Legacy; TRC Calls to Action</b>	Assignment #1: Story Sharing (2 students)
REQUIRED READING	<p>Chapter 20. Indigenous Writes: A Guide to First Nations, Métis &amp; Inuit Issues in Canada. C. Vowel</p> <p>TRC Calls to Action <a href="http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf">http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</a></p>	
SESSION 5	October 03, 2019	Assignment #1: Story Sharing (4 students)
TOPIC	<b>Story Sharing; The Sixties and Millennial Scoops</b>	
REQUIRED READING	<p>Chapter 21. Indigenous Writes: A Guide to First Nations, Métis &amp; Inuit Issues in Canada. C. Vowel</p> <p><i>Identity lost and found: Lessons from the sixties scoop</i> <a href="http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/25/63">http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/25/63</a></p> <p><u>During class each student will be assigned <b>one</b> of the following to read for next class:</u></p> <p><i>Broken Promises: Alex's Story</i> <a href="https://www.rcybc.ca/sites/default/files/documents/pdf/reports/publications/rcy-brokenpromises-alexsstory-feb2017-lo_web-2.pdf">https://www.rcybc.ca/sites/default/files/documents/pdf/reports/publications/rcy-brokenpromises-alexsstory-feb2017-lo_web-2.pdf</a></p> <p><i>Paige's Story: Abuse, Indifference and a Young Life Discarded</i> <a href="https://www.rcybc.ca/sites/default/files/documents/pdf/reports/publications/rcy-pg-report-final.pdf">https://www.rcybc.ca/sites/default/files/documents/pdf/reports/publications/rcy-pg-report-final.pdf</a></p> <p><i>Red Women Rising: Indigenous Women Survivors in Vancouver's Downtown Eastside</i> *child welfare section and recommendations <a href="https://online.flowpaper.com/76fb0732/MMIWReportFinalMarch10WEB/#page=1">https://online.flowpaper.com/76fb0732/MMIWReportFinalMarch10WEB/#page=1</a></p>	
SESSION 6	October 10, 2019	Assignment #1: Story Sharing (4 students)
TOPIC	<b>Story Sharing; Indigenous Peoples and Child Welfare System</b>	
REQUIRED READING		

SESSION 7	October 17, 2019	Assignment #1: Story Sharing (4 students) Assignment #2: Report Review Due
TOPIC	<b>Story Sharing; Inuit Perspectives</b>	Guests
REQUIRED READING	Chapter 22. Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel	
SESSION 8	October 24, 2019	Assignment #1: Story Sharing (4 students)
TOPIC	<b>Story Sharing; Métis Perspectives</b>	
REQUIRED READING	<i>Land, Family and Identity: Contextualizing Metis health and well being</i> <a href="https://www.nccih.ca/495/Land, Family and Identity Contextualizing Metis health and well-being.nccah?id=197">https://www.nccih.ca/495/Land, Family and Identity Contextualizing Metis health and well-being.nccah?id=197</a> Chapter 4. Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel	
SESSION 9	October 31, 2019	Assignment #1: Story Sharing (2 students)
TOPIC	<b>Story Sharing; Indigenous Peoples and Criminal Justice System</b>	
REQUIRED READING	<i>Canada's prisons are the 'new residential schools'</i> <a href="http://www.macleans.ca/news/canada/canadas-prisons-are-the-new-residential-schools/">http://www.macleans.ca/news/canada/canadas-prisons-are-the-new-residential-schools/</a>	
SESSION 10	November 07, 2019	
TOPIC	<b>Story Sharing; Indigenous Social Work Practice in Action</b>	Assignment #1: Story Sharing (4 students)
REQUIRED READING	<i>The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work</i> <a href="http://www.fnfcfs.com/sites/default/files/online-journal/vol4num1/Blackstock_pp28.pdf">http://www.fnfcfs.com/sites/default/files/online-journal/vol4num1/Blackstock_pp28.pdf</a>	
SESSION 11	November 14, 2019	Assignment #3: Group Presentation (3 groups) Assignment #1: Story Sharing (4 students)

TOPIC	<b>Story Sharing; Group Presentations</b>	
REQUIRED READING		
SESSION 12	November 21, 2019	Assignment #3: Group Presentation (4 groups)
TOPIC	<b>Group Presentations; Allyship</b>	
REQUIRED READING	<p>Chapter 17. Strong Helpers' Teachings. The Value of Indigenous Knowledges in the Helping Professions. C. Baskin (2nd ed.). *PDF in canvas</p> <p><i>Dr. Peter Henderson Bryce: A Story of Courage</i>  <a href="https://fncaringsociety.com/sites/default/files/Dr.%20Peter%20Henderson%20Bryce%20Information%20Sheet.pdf">https://fncaringsociety.com/sites/default/files/Dr.%20Peter%20Henderson%20Bryce%20Information%20Sheet.pdf</a></p> <p><i>10 Ways to Be a Genuine Ally to Indigenous Communities</i>  <a href="https://www.amnesty.org.au/10-ways-to-be-an-ally-to-indigenous-communities/">https://www.amnesty.org.au/10-ways-to-be-an-ally-to-indigenous-communities/</a></p> <p><i>Ally Bill of Responsibilities</i>  <a href="http://www.lynngehl.com/uploads/5/0/0/4/5004954/ally_bill_of_responsibilities_poster.pdf">http://www.lynngehl.com/uploads/5/0/0/4/5004954/ally_bill_of_responsibilities_poster.pdf</a></p>	
SESSION 13	November 28, 2019	Both sections meet in First Nations Longhouse Assignment #4: Reflection Paper Due
TOPIC	<b>Closing Circle</b>	Guest Elder Potluck

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**ASSIGNMENTS:**

**Assignment #1: Story Sharing: During classes from September 26 to November 14, 2019 (15%)**  
**Dates will be assigned during the first class.**

In class, you will share information about 1 Indigenous specific story from a newspaper, magazine or radio show/podcast. Choose a story that highlights resilience/resurgence. Your presentation is to be 8 to 10 minutes in length. Consider discussing connections to course material, how the story is valuable to social work practice, and what was it about the story that captured your interest. There is no written component.

**Assignment #2: Report Review: October 17, 2019 by 8:00 a.m. (15%)**

This 4-5 page paper is based on class discussions and your thorough reading of one of the following reports:

*Broken Promises: Alex's Story*

*Paige's Story: Abuse, Indifference and a Young Life Discarded*

*Red Women Rising: Indigenous Women Survivors in Vancouver's Downtown Eastside*; only the child welfare and recommendation sections.

Include the following in your paper:

1. Two clear examples of when systems failed Indigenous peoples.
2. Two clear examples of systemic racism.
3. Two recommendations from the report that are important for social workers to be aware of and why.
4. Identify and analyze one aspect of the report that will have an influence on your developing social work practice.

The paper 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 is not required.

**Assignment #3: Group Presentation: During classes on November 14th and November 21st (30%)**  
**Dates and topics will be agreed upon during the October 24<sup>th</sup> class.**

For this assignment you will work in a group of four. Each group will focus on one of the following topic areas\*:

Housing	Missing and Murdered Indigenous Women & Girls
Health & wellness	Families
Men and Men's Health	Addiction
Education	Rural and urban resources
Suicide	Criminal justice system

\*Or groups can discuss another topic with the instructor for approval.

There are 3 components to this assignment:

1. Group presentation (10% Group members receive the same mark.)
2. Poster Board (10% Group members receive the same mark.)
3. Individual paper (10% Due at 8:00 a.m. day of presentation.)

**1. Group Presentation**

The presentation is to be 20 minutes followed by 10 minutes for facilitated discussion. Your presentation is to:

- a. Provide an overview of the topic area.

- b. Articulate how the policies and practices of colonization have and continue to impact this area while balancing with the resilience and resurgence of Indigenous peoples.
- c. Identify the role of social work and allyship.
- d. Provide two community resources that address the topic area.

**Assignment #4: Reflection Paper: Due no later than November 28, 2019 8:00 a.m. (20%)**

For this assignment, you will visit two Indigenous-specific sites, locations, or events and write a 2-3 page reflection for each, for a total of 4-6 pages. Your writings are to demonstrate connections to the course content, personal insights, and how the experience contributes to your emerging social work practice. Possibilities include but are not limited to the Bill Reid Gallery, the Museum of Anthropology, the Vancouver Museum, and the Raven Transforming Cabaret Festival at the Cultch.

**Assignment # 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. Please note: any fraudulent sign in signature is a violation of the School's professional conduct policy. As well as facing possible disciplinary action, both parties (who signed for other and who have other sign for them) will have 20% deducted.

Rubrics for grading all assignments will be posted on Canvas.

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**SCHOOL/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. 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.

Other school policies can be accessed through the school of social work student handbook [https://schoolsocialwork.sites.olt.ubc.ca/files/2018/07/Handbook\\_2018-19.pdf](https://schoolsocialwork.sites.olt.ubc.ca/files/2018/07/Handbook_2018-19.pdf)

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**LEARNING RESOURCES:**

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>



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**UNIVERSITY POLICIES:**

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:

<https://senate.ubc.ca/policies-resources-support-student-success>

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**LEARNING ANALYTICS:**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this class.

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**COPYRIGHT:**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record classes.

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**UBC GRADING CRITERIA**

<b>UBC GRADING CRITERIA</b>			
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.