



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Social Work**  
**Course Outline – SOWK 325 - Indigenous Peoples and**  
**Critical Social Work Analysis**  
**3 Credits**

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.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

<b>Year/Term</b>	Winter 2020, September 10-December 3, 2020
<b>Course Title</b>	SOWK 325-001/002 Indigenous Peoples and Critical Social Work Analysis
<b>Credit Value</b>	3
<b>Course Schedule</b>	Thursdays 9am-12pm PT (Vancouver Time)
<b>Course Location</b>	Zoom Online

<b>Instructors</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Marie Nightbird Pronouns: She/Hers (Section 001)	Zoom	604-822-3520	<a href="mailto:Marie.Nightbird@ubc.ca">Marie.Nightbird@ubc.ca</a>
<b>Office Hours</b>	By appointment		
Jennifer-Lee Koble Pronouns: She/Hers (Section 002)	Zoom	604-322-6227	<a href="mailto:Jennifer-Lee.Koble@ubc.ca">Jennifer-Lee.Koble@ubc.ca</a>
<b>Office Hours</b>	By appointment		

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### **PREREQUISITE and/or COREQUISITE**

There is no prerequisite or corequisite for this course.

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### **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, Métis, and Inuit by engaging in critical analysis of the social, political, and economic context of European/Canadians and First Nations, Inuit, and Métis relations. The historical and contemporary relationship between European/Canadians and First Nations, Métis, and Inuit over the past five hundred years will be analyzed in terms of the social/psychological impact upon First Nations, Inuit, and Métis individuals, families and their communities. As well, the trajectory of Canadian policies/legislation aimed at Indigenous people and factors contributing to child abuse, family breakdown, violence against women and children, and drug and alcohol use 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.

## **COURSE STRUCTURE AND LEARNING ACTIVITIES**

This course is delivered online through Canvas and Zoom. Video attendance and contribution is a required feature of this course.

This course is facilitated as Indigenous teaching and learning circles. The intention is to encourage equal participation and to acknowledge that learning is a reciprocal and non-linear process.

The course will include a combination of multiple learning modalities, movie/videos, podcasts, self-reflection, and guest speakers.

Students are required to complete readings before each class.

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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**

You are required to purchase *Decolonize First, a liberating guide and workbook for peeling back the layers of neocolonialism*, by Ta7talíya Michelle Nahanee; either hardcopy or electronic: <https://www.nahaneecreative.com/products/decolonize-first-a-liberating-guide-and-workbook-for-peeling-back-the-layers-of-neocolonialism> for Assignment # 2.

There is one book required to purchase or access from the library for Assignment #3. Class readings will be available by link, UBC library, or uploaded to Canvas.

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**ASSESSMENT OF LEARNING:**

1. Reflective Journals	25%
2. <i>Decolonize First</i> Reflection	20%
3. Critical Book Analysis	35%
4. Attendance	20%

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**COURSE SCHEDULE:**

SESSION #	DATE & CONTENT	GUEST SPEAKER
SESSION 1	<b>Thursday September 10<sup>th</sup></b>	
TOPIC:	<b>Introductions, Course Overview</b>	
READING:	Timeline UBC Indian Residential School History and Dialogue Centre (Scroll down home page and find "Timeline") <a href="https://collections.irshdc.ubc.ca">https://collections.irshdc.ubc.ca</a>	

SESSION 2	<b>Thursday September 17<sup>th</sup></b>	
TOPIC:	<b>Residential School Legacy, TRC Calls to Action</b>	<b>Guest Speaker</b> TBA
READING:	Chapter 20 Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel  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>	
SESSION 3	<b>Thursday September 24<sup>th</sup></b>	<b>Guest Speaker</b> Elder Gerry Oleman
TOPIC:	<b>Canadian Narrative</b>	
READING:	Part 3, pages 117 to 165 Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel *Available as text and eBook in library	

	<p>Aboriginal Experiences with Racism and Its Impacts  <a href="https://www.nccih.ca/495/Aboriginal_Experiences_with_Racism_and_its_Impacts.nccah?id=131">https://www.nccih.ca/495/Aboriginal_Experiences_with_Racism_and_its_Impacts.nccah?id=131</a></p> <p>SUPPLEMENTARY READING</p> <p>Chapter 2  Journey to Healing: Aboriginal People with Addiction and Mental Health Issues. P. Menzies &amp; L. Lavallee</p>	
<b>SESSION 4</b>	<b>Thursday October 1<sup>st</sup></b>	
<b>TOPIC:</b>	<b>Indigenous Approaches to Health and Wellness</b>	<b>Guest Speaker</b> TBA
<b>READING:</b>	<p>“All My Relations”: Experiences and Perceptions of Indigenous Patients Connecting with Indigenous Elders in An Inner-City Primary Care Partnership for Mental Health and Well-Being  <a href="https://www.cmaj.ca/content/190/20/E608/tab-article-info">https://www.cmaj.ca/content/190/20/E608/tab-article-info</a></p> <p>First Peoples, Second Class Treatment  <a href="https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf">https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf</a></p> <p>SUPPLEMENTARY READING</p> <p>Partnering with Indigenous Elders in Primary Care Improves Mental Health Outcomes of Inner-City Indigenous Patients  <a href="https://www.cfp.ca/content/65/4/274/tab-article-info">https://www.cfp.ca/content/65/4/274/tab-article-info</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>	
<b>SESSION 5</b>	<b>Thursday October 8<sup>th</sup></b>	
<b>TOPIC:</b>	<b>The Sixties and Millennial Scoop</b>	
<b>READING:</b>	<p>Chapter 21  Indigenous Writes: A Guide to First Nations, Métis &amp; Inuit Issues in Canada. C. Vowel</p>	

	<p>Coming Home: Raven Sinclair and the Sixties Scoop  <a href="https://www.discoursemagazine.ca/wp-content/uploads/2019/04/Raven-Sinclair-with-cover.pdf">https://www.discoursemagazine.ca/wp-content/uploads/2019/04/Raven-Sinclair-with-cover.pdf</a></p>	
<b>SESSION 6</b>	<b>Thursday October 15<sup>th</sup></b>	
<b>TOPIC:</b>	<b>Indigenous Peoples and Child Welfare System</b>	
<b>READING:</b>	<p>Each student will be assigned 1 of the following reports:</p> <p>Broken Promises: Alex’s Story  <a href="https://rcybc.ca/reports-and-publications/reports/cid-reviews-and-investigations/broken-promises-alex-s-story/">https://rcybc.ca/reports-and-publications/reports/cid-reviews-and-investigations/broken-promises-alex-s-story/</a></p> <p>Paige’s Story: Abuse, Indifference and a Young Life Discarded  <a href="https://rcybc.ca/reports-and-publications/reports/cid-reviews-and-investigations/paige-s-story-abuse-indifference-and-a-young-life-discarded/">https://rcybc.ca/reports-and-publications/reports/cid-reviews-and-investigations/paige-s-story-abuse-indifference-and-a-young-life-discarded/</a></p> <p>Red Women Rising: Indigenous Women Survivors in Vancouver’s Downtown Eastside *<b>Only child welfare section and recommendations</b>  <a href="https://online.flowpaper.com/76fb0732/MMIWReportFinalMarch10WEB/#page=1">https://online.flowpaper.com/76fb0732/MMIWReportFinalMarch10WEB/#page=1</a></p>	
<b>SESSION 7</b>	<b>Thursday October 22<sup>nd</sup></b>	
<b>TOPIC:</b>	<b>Inuit and Métis Perspectives</b>	
<b>READING:</b>	<p>Chapter 4 &amp; Chapter 22  Indigenous Writes: A Guide to First Nations, Métis &amp; Inuit Issues in Canada. C. Vowel</p>	
<b>SESSION 8</b>	<b>Thursday October 29<sup>th</sup></b>	
<b>TOPIC:</b>	<b>Criminal Justice</b>	
<b>READING:</b>	<p>Canada’s Prisons are the ‘New Residential Schools’  <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></p>	

	<p>Overrepresentation of Indigenous Youth in Canada’s Criminal Justice System: Perspectives of Indigenous Young People  <a href="https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/pdf/10.1177/0004865818778746">https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/pdf/10.1177/0004865818778746</a></p> <p>Office of the Correctional Investigator:  Indigenous People in Federal Custody Surpasses 30%  Correctional Investigator Issues Statement and Challenge  <a href="https://www.oci-bec.gc.ca/cnt/comm/press/press20200121-eng.aspx">https://www.oci-bec.gc.ca/cnt/comm/press/press20200121-eng.aspx</a></p>	
<b>SESSION 9</b>	<b>Thursday November 5<sup>th</sup></b>	
<b>TOPIC:</b>	<b>Treaties and the Indian Act</b>	
<b>READING:</b>	<p>Each student will be assigned 2 of the following:</p> <p>Assembly of First Nations <a href="http://www.afn.ca/Home/">http://www.afn.ca/Home/</a>  Metis National Council <a href="http://www.metisnation.ca/">http://www.metisnation.ca/</a>  Native Women’s Association of Canada <a href="http://www.nwac.ca/">http://www.nwac.ca/</a>  National Association of Friendship Centers <a href="http://nafc.ca">http://nafc.ca</a>  First Nations Child and Family Caring Society of Canada  <a href="https://fncaringsociety.com/">https://fncaringsociety.com/</a></p>	
<b>SESSION 10</b>	<b>Thursday November 12<sup>th</sup></b>	
<b>TOPIC:</b>	<b>Missing and Murdered Indigenous Women and Girls</b>	<b>Guest Speaker</b> TBA
<b>READING:</b>	<p>National Inquiry into Missing and Murdered Indigenous Women and Girls : Reclaiming Power and Place- Executive Summary  <a href="https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf">https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf</a></p>	
<b>SESSION 11</b>	<b>Thursday November 19<sup>th</sup></b>	
<b>TOPIC:</b>	<b>Indigenous Social Work Practice in Action</b>	<b>Guest Speaker</b> TBA
<b>READING:</b>	<p>Reflections on Reconciliation after 150 Years Since Confederation:  An Interview with Dr. Cindy Blackstock</p>	

	<p><a href="https://go.gale.com/ps/anonymous?id=GALE%7CA540209594&amp;sid=googleScholar&amp;v=2.1&amp;it=r&amp;linkaccess=abs&amp;issn=00482331&amp;p=AWONE&amp;sw=w">https://go.gale.com/ps/anonymous?id=GALE%7CA540209594&amp;sid=googleScholar&amp;v=2.1&amp;it=r&amp;linkaccess=abs&amp;issn=00482331&amp;p=AWONE&amp;sw=w</a></p> <p>The Occasional Evil Of Angels: Learning From The Experiences Of Aboriginal Peoples And Social Work  <a href="http://www.fncfcs.com/sites/default/files/online-journal/vol4num1/Blackstock_pp28.pdf">http://www.fncfcs.com/sites/default/files/online-journal/vol4num1/Blackstock_pp28.pdf</a></p>	
SESSION 12	<b>Thursday November 26<sup>th</sup></b>	
TOPIC:	<b>Allyship</b>	
READING:	<p>Dr. Peter Henderson Bryce: A Story of Courage  <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>10 Ways to Be a Genuine Ally to Indigenous Communities  <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>Ally Bill of Responsibilities  <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	<b>Thursday December 3<sup>rd</sup></b>	
TOPIC:	<b>Closing Circle</b>	



## ASSIGNMENTS:

**Assignment #1: Reflection Journal: 25%** There are a total of 12 reflections, they are due at noon PT on Sundays starting September 13<sup>th</sup> ending November 29<sup>th</sup>:

This is an opportunity to debrief, reflect on new perspectives, integrate course materials, and to reflect on questions, places of curiosity, and areas of confusion/tension. Each reflection is to be no longer than 500 words double spaced. It does not require outside sources. It is to be written in your voice, i.e. the use of "I".

**Assignment #2: Decolonize First Workbook Reflection: 20% Due November 13<sup>th</sup> at 11pm PT**

You will complete the *Decolonize First* workbook and write a two-page paper or submit a 7 to 10 minute audio-clip that highlights 3 significant learnings from your journey of completing this workbook. Consider your learning from a wholistic lens (mentally, spiritually, emotionally, physically) and discuss how the learnings impact you personally as well as your developing social work practice.

Your paper is to be double spaced. Additional sources are not required. If you include direct quotes from the workbook you must reference according to APA. To be written in your voice i.e. use of "I". Do not submit your completed workbook to your Instructor.

**Assignment #3: Critical Book Analysis: 35% Due December 10<sup>th</sup> by 11pm PT** Choose one book from the list below and write a 7-8 page paper that examines contemporary social issues impacting Indigenous individuals, families and/or communities within the context of colonization.

Your analysis will integrate your worldview, articulate how the policies and practices of colonization have and continue to impact Indigenous individuals, families and communities and the resilience and strengths of Indigenous peoples. Your paper will:

- Clearly identify the resilience, resurgence and strengths of culture of Indigenous peoples and provide 2-3 clear examples.
- Identify the role of social work and the learning impacts for your developing social work practice. If social work is not clearly identified in the story how do you see where social work could have been useful in the lives of the characters.
- Identify the role and importance of allyship and how you would show up as an ally in the story.
- Explore the allocation of rural vs urban resources and the relevance to the lives of the characters.
- Share the personal impacts from this story and what resonated for you.
- Provide 1-2 examples drawn from the course readings, guest speakers and movies that correlate to the events and experiences in the story.

Please choose a book from the following list:

- Heart Berries -Terese Marie Mailhot
- A Mind Spread Out on the Ground -Alicia Elliot
- Split Tooth -Tanya Tagaq
- The Break -Katherena Vermette
- Indian Horse -Richard Wagamese
- Marrow Thieves -Cherie Dimaline
- From the Ashes -Jesse Thistle
- Half Breed -Maria Campbell
- In Search of April Raintree -Beatrice Mosionier
- Jonny Appleseed -Joshua Whitehead
- The Absolutely True Diary of a Part-Time Indian- Sherman Alexie

\*This paper is APA format: double space, 12 point, in-text citation and reference page.

<https://guides.library.ubc.ca/apacitationstyle#s-lg-box-16030388>

#### **Assignment #4: Attendance: 20%**

Attendance is essential to individual learning and to the success of this course. Each student is expected to attend and to be critically reflective and engage in the teaching and learning circles.

\***Rubrics** for grading assignments will be provided on Canvas.

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#### **NAMES AND GENDER PRONOUNS:**

Class rosters are generally provided to the instructor with students' legal names; however, I will respect your request to address you by the name and/or gender pronoun(s) you use for yourself. If you need general support around this issue, please also be aware that Trans and Gender Diversity at UBC can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. <https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>

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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/2019/07/Handbook\\_2019-20.pdf](https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.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>

<https://students.ubc.ca/health/counselling-services>

**Attendance:** *“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 Honesty and Integrity:** All work submitted in this course must be your own and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have prior approval of the instructors). It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person’s ideas and present them as yours without proper citations. It is plagiarism to use another student’s work (current or past) as your own. Violations of academic honesty will be taken seriously. 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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation. Consequences may include failure in the course and suspension from your academic program.

**Access and Disability Accommodations:** UBC School of Social Work and the instructor/teaching assistants for this course are committed to providing accommodations for students with disabilities. Accommodations are collaborative efforts between students, faculty, and the Centre for Accessibility. Students with accommodations approved through the Centre for Accessibility Office are responsible for contacting the course instructors prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet registered with the Centre for Accessibility should do so immediately (<http://you.ubc.ca/ubc-life/campus-community/students-disabilities/> ).

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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 course.

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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.

**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	73.5	
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.