

	<p style="margin: 0;"><b>THE UNIVERSITY OF BRITISH COLUMBIA</b>  <b>School of Social Work</b>  <b>Course Outline – SOWK 570B</b></p>
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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.

**MSW Mission:** The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

<b>Year/Term</b>	Summer 2020 Term 1: May 12- June 18
<b>Course Title</b>	SOWK 570B: Advanced Indigenous Peoples and Critical Social Work Analysis
<b>Credit Value</b>	3
<b>Course Schedule</b>	Tuesdays and Thursdays 9am-12pm
<b>Course Location</b>	Online

Instructor	Office Location	Office Phone	e-mail address
Jennifer-Lee Koble		604-322-6227	Jennifer-Lee.Koble@ubc.ca
<b>Office hours</b>	On phone/Zoom by appointment		

**PREREQUISITE and/or COREQUISITE**

There is no prerequisite or corequisite for this course.

**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, and economic 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, families 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 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.

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## **COURSE STRUCTURE AND LEARNING ACTIVITIES**

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

This course is facilitated as a teaching and learning Circle. 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, such recorded oral presentations, discussion boards, movie/videos, self-reflection, and guest speakers.

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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. Please note there is one book required to purchase for Assignment #2. Class readings will be available by link, UBC library, or uploaded to Canvas. Students are required to complete readings before each class. UBC Canvas is the online management system used.

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## **ASSESSMENT OF LEARNING:**

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|---------------------------------------|-----|
| 1. Indigenous Resource/Response Share | 30% |
| 2. Critical Book Analysis             | 50% |
| 3. Participation & Attendance         | 20% |
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## **COURSE SCHEDULE:**

SESSION #	DATE & CONTENT	GUEST SPEAKER / DUE DATES
SESSION 1	<b>Tuesday, May 12, 2020</b>	
TOPIC:	<b>Introductions, Course Overview</b>	
READING:	<p>The Self is Always First in The Circle - Cindy Baskin  <a href="https://mail.google.com/mail/u/0?ui=2&amp;ik=d83df3eb15&amp;attid=0.1.1&amp;permmsgid=msg-f:1622104143992987292&amp;th=1682df1feb641e9c&amp;view=att&amp;disp=inline">https://mail.google.com/mail/u/0?ui=2&amp;ik=d83df3eb15&amp;attid=0.1.1&amp;permmsgid=msg-f:1622104143992987292&amp;th=1682df1feb641e9c&amp;view=att&amp;disp=inline</a></p> <p>Timeline            UBC Indian Residential School History and Dialogue Centre  <a href="https://collections.irshdc.ubc.ca">https://collections.irshdc.ubc.ca</a></p>	
SESSION 2	<b>Thursday, May 14, 2020</b>	
TOPIC:	<b>Canadian Narrative</b>	<b>Guest Speaker:</b> Elder Gerry Oleman
READING:	<p>Part 3, pages 117 to 165            Indigenous Writes: A Guide to First Nations, Métis &amp; Inuit Issues in Canada. C. Vowel            *Available as text and eBook in library</p> <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>	
SUPPLEMENTARY 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>	
SESSION 3	<b>Tuesday, May 19, 2020</b>	
TOPIC:	<b>Residential School Legacy, TRC Calls to Action</b>	
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>	

<b>SESSION 4</b>	<b>Thursday, May 21, 2020</b>	
<b>TOPIC:</b>	<b>Indigenous Approaches to Health and Wellness</b>	<b>Guest Speaker:</b> Jennifer Dehoney
<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>	
<b>SUPPLEMENTARY READING:</b>	<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>Tuesday, May 26, 2020</b>	
<b>TOPIC:</b>	<b>The Sixties and Millennial Scoop</b>	Resource/Response Share x 2
<b>READING:</b>	<p>Chapter 21  Indigenous Writes: A Guide to First Nations, Métis &amp; Inuit Issues in Canada. C. Vowel</p> <p>Identity Lost and Found: Lessons from The Sixties Scoop  <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>	
<b>SESSION 6</b>	<b>Thursday, May 28, 2020</b>	
<b>TOPIC:</b>	<b>Indigenous Peoples and Child Welfare System</b>	Resource/Response Share x 2
<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>	

SESSION 7	<b>Tuesday, June 2, 2020</b>	
TOPIC:	<b>Inuit and Métis Perspectives</b>	<b>Guest Speaker:</b> Jesse Thistle Resource/Response Share x 2
READING:	Chapter 4 & Chapter 22 Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel	
SESSION 8	<b>Thursday, June 4, 2020</b>	
TOPIC:	<b>Criminal Justice</b>	Resource/Response Share x 2
READING:	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>  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>  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>	
SESSION 9	<b>Tuesday, June 9, 2020</b>	
TOPIC:	<b>Treaties and the Indian Act</b>	Resource/Response Share x 2
READING:	Each student will be assigned 2 of the following:  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>	

SESSION 10	<b>Thursday, June 11, 2020</b>	
TOPIC:	<b>Murdered and Missing Indigenous Girls</b>	<b>Guest Speaker:</b> Lorelei Williams Resource/Response Share x 2
READING:	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>	
SESSION 11	<b>Tuesday, June 16, 2020</b>	
TOPIC:	<b>Indigenous Social Work Practice in Action</b>	<b>Guest Speaker:</b> Jeanne Steil Resource/Response Share x 2
READING:	Reflections on Reconciliation after 150 Years Since Confederation: An Interview with Dr. Cindy Blackstock <a href="https://go.gale.com/ps/anonymou?id=GALE%7CA540209594&amp;sid=googleScholar&amp;v=2.1&amp;it=r&amp;linkaccess=abs&amp;issn=00482331&amp;p=ONE&amp;sw=w">https://go.gale.com/ps/anonymou?id=GALE%7CA540209594&amp;sid=googleScholar&amp;v=2.1&amp;it=r&amp;linkaccess=abs&amp;issn=00482331&amp;p=ONE&amp;sw=w</a>  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>	
SESSION 12	<b>Thursday, June 18, 2020</b>	
TOPIC:	<b>Allyship</b>	Resource/Response Share x 2
READING:	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>  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>  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>	

## **ASSIGNMENTS:**

### **Assignment #1:**

Indigenous Resource/Response Share: 30%

**Dates will be assigned during the first class.**

You will record an oral presentation on Canvas about one Indigenous designed and led resource/response that was developed to address colonial policies and practices. In your presentation clearly identify the policies and impacts to Indigenous individuals, families and/or communities that created the need for the resource or individual/community response. Highlight and center the resilience and resurgence of Indigenous peoples. Discuss connections to course material, how the resource is valuable to social work and why you chose this resource/response. Your recorded presentation will be 20 minutes. You will also develop three questions to post on the discussion board to generate discussion around your resource or the reason for the resource. Your recording must be posted before start of the class on your assigned date.

Examples:

National Inuit Suicide Prevention Strategy (NISPS) in Kuujuaq, Nunavik

<https://www.northernpublicaffairs.ca/index/volume-6-issue-3-the-fight-for-our-lives-preventing-suicide/the-national-inuit-suicide-prevention-strategy-an-inuit-led-approach-to-suicide-prevention/>  
or

[Jeremy Dutcher Keeps His Ancestors' Language Alive | The Walrus](#)

### **Assignment #2:**

Critical Book Analysis: 50%

**Due Monday June 22 by 11pm**

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.

## BOOKS CHOICES:

I have provided subject groups, but you will find overlap in the impacts and issues within all the stories.

### Mental Health:

- Heart Berries -Terese Marie Mailhot
- A Mind Spread Out on the Ground -Alicia Elliot
- Split Tooth -Tanya Tagaq
- Birdie -Tracey Lindberg
- The Break -Katherena Vermette

### Residential School:

- Indian Horse -Richard Wagamese
- Marrow Thieves -Cherie Dimaline

### Métis:

- From the Ashes -Jesse Thistle
- Half Breed -Maria Campbell
- In Search of April Raintree -Beatrice Mosionier

### Two-Spirit:

- Jonny Appleseed -Joshua Whitehead
- This Wound Is A World -Billy Ray Belcourt

### Decolonizing, Story, Land Knowing

- The Accident of Being Lost -Leanne Betasamosake Simpson
- Green Grass Running Water -Thomas King

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

## **Assignment #3**

### Participation & Attendance:

Participation and attendance are essential to individual learning and to the success of this course. Each student is expected to participate and to be critically reflective and engage in the teaching and learning Circles.

This portion of the grade is based upon:

- attending every class with cameras on
- completing the assigned readings prior to each class and meaningfully participating in class reading discussions
- submitting a thoughtful response of 75-100 words to **one** of the presentations on the discussion posts after watching the **two** Resource/Response Shares for each class May 26<sup>th</sup> onward. Posts must be made before 12pm Sunday of the week the Presentation was made.
- Submitting a thoughtful reflection in either an audio recording or written format (75-100) after watching movies/videos with a focus on personal impact and professional learnings. Posts must be made before 12pm Sunday of the week the movie/video was assigned.

\*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>

**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). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. SOWK526 – 2019-2020 Page 4 of 7 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.

**UBC GRADING CRITERIA:**

<b>UBC GRADING CRITERIA</b>			
<b>Letter Grade</b>	<b>Percent Range</b>	<b>Mid-Point</b>	
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.