

School of Social Work

Course Outline

SOWK 325

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the [xʷməθkʷəy̓əm](#) (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts

arts.ubc.ca

UBC COVID-19 Protocols for in-class learning

Faculty of Arts, COVID-19 Safety Guidelines

Wearing Masks

“You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement](#).”

If you forget a mask, please ask your instructor for one.

If you are sick

It is important that you stay home.

Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>

If you miss class because of illness

Connect with your “Class Buddy” for information about the class missed.

If a video was shown, refer to the listing of videos in the modules to locate the one you missed.

If you anticipate missing a class due to illness that includes a key activity you are part of, please contact your instructor to discuss.

If you anticipate not being able to meet an assignment deadline due to illness

Please contact your instructor to discuss options.

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

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.

Course Info

Year/Term	Term 1, Winter 2021-22, September 9–December 2, 2021
Course Title	SOWK 325: Indigenous Peoples and Critical Social Work Analysis
Credit Value	3 credits
Course Schedule	Thursdays, 9am–12pm
Course Location	Jack Bell Building, School of Social Work

Instructors	Office Location	Office Phone	Email Address	Office Hours
Marie Nightbird Section 001 (she, her, hers)	124	604.822.3520	marie.nightbird@ubc.ca	Thursdays, 12-1pm; other times available by appointment
Kat Norris Section 002	223	604.235.1403	kathie.norris@ubc.ca	Thursdays, 12-1pm

Prerequisite and/or Corequisite

There are no pre-requisites or courses that are required 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 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 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.

Course Structure and Learning Activities

This course is delivered in-person and there will be several virtual learning activities.

It is facilitated as Indigenous teaching and learning circles. Teaching and learning circles encourage equal participation and acknowledge that learning is a reciprocal and non-linear process. Learning activities include small group discussions, video clippings, documentaries, podcasts, self-reflection and guest speakers. Both sections will join together for some activities; students will be advised in advance when this will occur.

Students are required to complete the readings and watch the videos listed in the Course Schedule before each class.

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/remote 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.

Required Textbook(s) and Learning Materials

Each student is required to purchase *Decolonize First, a liberating guide and workbook for peeling back the layers of neocolonialism*, by Ta7taliya Michelle Nahanee. The cost is \$24.00.

The workbook can be ordered from:

<https://www.nahaneecreative.com/products/decolonize-first-a-liberating-guide-and-workbook-for-peeling-back-the-layers-of-neocolonialism>

Readings and videos are available in the Library Online Course Reserves (LOCR) in CANVAS and via links provided in the Course Schedule.

Supplemental readings and videos are available.

The online management system CANVAS will be used. Some activities will occur on Zoom.

Assessment of Learning

The following is a summary of the assignments for this course:

1. Story Sharing: 15 points
Story sharing will take place during classes from September 16 to December 2
2. Personal learning journey midpoint check-in: 15 points
Due October 14
3. Group Presentations: 25 points
Group presentations will take place during classes on November 18th, November 25th and December 2
4. *Decolonize First* Workbook Reflection: 25 points
Due December 9
5. Participation: 20 points

Course Schedule

Session 1:	Thursday September 9, 2021
Topic:	Welcome! Introductions; Course Overview; Canadian Narrative
Readings/ Videos:	<p>Part 3 Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel *Available as text and eBook in library and/or in the Library Online Course Reserves in Canvas – please note that LOCR may not be accessible until 2 weeks prior to the first class.</p> <p>Musqueam Through Time Part One (12:23 min) and Part Two (6:00 min) http://www2.moa.ubc.ca/musqueamteachingkit/video2.php Musqueam Elder Larry Grant Welcome Message (1:52 min) https://indigenous.ubc.ca/indigenous-engagement/musqueam-and-ubc/ For in class: Timeline: UBC Indian Residential School History and Dialogue Centre https://collections.irshdc.ubc.ca</p>
Session 2:	Thursday, September 16, 2021
Topic:	Story Sharing
	Residential School and Day School Legacies
Readings/ Videos:	<p>Chapter 20 Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel</p> <p>Senator Murray Sinclair on Reconciliation (2:55 min) https://www.youtube.com/watch?v=wjx2zDvyzsU</p> <p>Introduction. Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf</p> <p>Savage (6:02 min) http://lisajackson.ca/Savage #Beyond94 – Why language is vital for this Inuk residential school survivor (6:13 min) https://curio.ca/en/collection/indigenous-language-revitalization-2599/ Considering the Legal and Human Rights Framework for Addressing Mass Graves Connected to Indian Residential Schools https://irshdc.ubc.ca/about/publications-and-reports/</p> <p>Did you live near a residential school? https://www.cbc.ca/news2/interactives/beyond-94-residential-school-map/</p>

Session 3:	Thursday, September 23, 2021
Topic:	Virtual class Zoom link will be provided
	School of Social Work's Virtual Orange Shirt Day Event
Readings/ Videos:	<p>Etuaptmumk: Two-Eyed Seeing (14:22 min) https://www.youtube.com/watch?v=bA9EwcFbVfg</p> <p>The Self is Always First in The Circle Cyndy Baskin https://ebookcentral.proquest.com/lib/ubc/reader.action?docID=6282091&ppg=47</p> <p>Reflections on Reconciliation after 150 Years Since Confederation: An Interview with Dr. Cindy Blackstock https://www.canlii.org/en/commentary/doc/2017CanLIIDocs84#!fragment/zoupio-Tocpdf_bk_1/BQCwhgziBcwMYgK4DsDWszlQewE4BUBTADwBdoAvbRABwEtsBaAfX2zhoBMAzZgl1TMAjAEoANMmylCEAlqJCuAJ7QA5KrERCYXAnmKV6zdt0qAynIIAhFQCUAogBI7ANQCCAQQDC9saTB80KTsliJAA</p>
Session 4:	Thursday, September 30, 2021
	NO CLASS National Day for Truth and Reconciliation and Orange Shirt Day UBC Closed
Session 5:	Thursday, October 7, 2021
Topic:	Story Sharing
	Indigenous Peoples and Child Welfare System
Readings/ Videos:	Note: During the September 16 class each student will be assigned to read <u>ONE</u> report for this particular class.

	<p>Broken Promises: Alex's Story https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/broken-promises-alex-s-story/</p> <p>Paige's Story: Abuse, Indifference and a Young Life Discarded https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/paige-s-story-abuse-indifference-and-a-young-life-discarded/</p> <p>Red Women Rising: Indigenous Women Survivors in Vancouver's Downtown Eastside – child welfare section and recommendations https://online.flowpaper.com/76fb0732/MMIWReportFinalMarch10WEB/#page=1</p> <p>Skye's Legacy: A Focus on Belonging https://rcybc.ca/wp-content/uploads/2021/06/RCY_Skyes-Legacy-June2021_FINAL.pdf</p>
Session 6:	Thursday, October 14, 2021
Topic:	<p>Story Sharing Personal learning journey midpoint check-in due</p> <p>Sixties and Millennial Scoops; Allyship</p>
Readings/ Videos:	<p>Chapter 21 Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel</p> <p>UBC School of Social Work Inaugural Distinguished Indigenous Speaker Series: The Sixties School with Dr. Raven Sinclair https://www.youtube.com/watch?v=X3vz5gAlyQ4 (1hr 20min)</p> <p>Ally Bill of Responsibilities http://www.lynngehl.com/uploads/5/0/0/4/5004954/ally_bill_of_responsibilities_poster.pdf</p> <p>10 Ways to Be a Genuine Ally to Indigenous Communities https://www.amnesty.org.au/10-ways-to-be-an-ally-to-indigenous-communities/</p> <p>Working with Elders https://fpcc.ca/wp-content/uploads/2021/05/FPCC-Working-with-Elders_FINAL.pdf</p>
Session 7:	Thursday, October 21, 2021
Topic:	<p>Story Sharing</p> <p>TRC Calls to Action; United Nations Declaration on the Rights of Indigenous Peoples; Indigenous Health</p>
Readings/ Videos:	Note: The Calls to Action, UNDRIP and In Plain Sight will also be reviewed in class.

	<p>Truth and Reconciliation Commission Final Report (4:29 min) https://www.youtube.com/watch?v=IKKLqwlosaw</p> <p>Truth and Reconciliation Commission of Canada: Calls to Action* https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf or TRC Calls to Action</p> <p>United Nations Declaration on the Rights of Indigenous Peoples* https://www.justice.gc.ca/eng/declaration/un_declaration_EN1.pdf</p> <p>In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care* https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Full-Report.pdf</p> <p>People in Innu community of Pakua Shipu searching for clues about missing children (5:53 min) https://apple.news/AZtBa7dIASbqiAaBCGkeYSw</p> <p>The story of a separate and unequal Canadian health care system - podcast (31:28 min) https://www.cbc.ca/radio/thesundayedition/revolver-at-50-canada-s-history-of-segregated-healthcare-frog-march-firings-penny-lang-1.3707673/the-story-of-a-separate-and-unequal-canadian-health-care-system-1.3707678</p>
Session 8:	Thursday, October 28, 2021
Topic:	Story Sharing
	Criminal Justice
Readings:	<p>Canada's Prisons are the 'New Residential Schools' http://www.macleans.ca/news/canada/canadas-prisons-are-the-new-residential-schools/</p> <p>Overrepresentation of Indigenous Youth in Canada's Criminal Justice System: Perspectives of Indigenous Young People https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/pdf/10.1177/0004865818778746</p> <p>Office of the Correctional Investigator: Indigenous People in Federal Custody Surpasses 30% Correctional Investigator Issues Statement and Challenge https://www.oci-bec.gc.ca/cnt/comm/press/press20200121-eng.aspx</p>

Session 9:	Thursday, November 4, 2021
Topic:	Virtual class from <u>5 to 7:00 pm.</u> Missing and Murdered Indigenous Women and Girls; School of Social Work's Virtual Distinguished Indigenous Speaker Series
Readings/ Videos:	<p>National Inquiry into Missing and Murdered Indigenous Women and Girls: Reclaiming Power and Place: Executive Summary of the Final Report https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf</p> <p>Lorelei Williams - Butterflies in Spirit: Dance, Healing, and MMIWG (8:47 min) https://www.youtube.com/watch?v=lyUaqVyD-jA</p> <p>Honoring the Voices of Butterflies in Spirit https://www.culturalsurvival.org/news/honoring-voices-butterflies-spirit</p> <p>Protect Our Future Daughters (5:45 min) https://www.nfb.ca/film/protect-our-future-daughters/</p> <p>The River (19:29 min) https://www.nfb.ca/film/this_river/</p> <p>It took 15 years of advocacy to get cell coverage on Highway of Tears https://www.aptnnews.ca/national-news/it-took-15-years-of-advocacy-to-get-cell-coverage-on-highway-of-tears-and-families-say-there-is-still-much-work-to-do</p>
Session 10:	Thursday, November 11, 2021 NO CLASS Remembrance Day Indigenous Veterans Day, November 8 https://www.ictinc.ca/blog/indigenous-veterans https://www.veterans.gc.ca/eng/remembrance/history/historical-sheets/indigenous-veterans
Session 11:	Thursday, November 18, 2021
Topic:	Story Sharing Inuit Perspectives Group Presentations

Readings/ Videos:	<p>Chapter 22 Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel</p> <p>Inuit Offenders (4:23 min) https://www.youtube.com/watch?v=0mIC3zVoWRM</p> <p>The Inuit and their Indigenous Foods (21:44 min) https://www.youtube.com/watch?v=ReCQrz0-7n0</p>
Session 12:	Thursday, November 25, 2021
Topic:	Story Sharing
	Métis Perspectives Group Presentations
Readings/ Videos:	<p>Chapter 4 Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel</p> <p>Did you Know? The History of Louis Riel (10:31 min) https://www.youtube.com/watch?v=t5YrtvO7FDs</p> <p>Louis Riel Day, November 16th https://www.mnbc.ca/wp-content/uploads/2020/06/Louis_Riel_Day.pdf</p> <p>Land, Family and Identity: Contextualizing Métis health and well-being https://www.nccih.ca/495/Land_Family_and_Identity_Contextualizing_Metis_health_and_well-being.nccah?id=197</p>
Session 13:	Thursday, December 2, 2021
Topic:	Story Sharing
	Group Presentations Closing Circle

Assignments

#1: Story Sharing: 15 points

During classes from September 16 to December 2 each student will share information about one Indigenous specific news story. Presentations are to be five minutes. Dates will be arranged in the first class.

The story is to connect with the week's topic and is to highlight Indigenous resilience/resurgence. Please note that the topic for the December 2 class is any topic that was not previously covered. Presentations are to include connections to course material, how the story may be valuable to social work practice and what it was about the story that captured the presenter's interest. Stories are to come from the news, newspapers, magazines, or radio shows/podcasts. The source is to be included. There is no written component, including no power points.

#2: Personal learning journey midpoint check-in Due October 14: 15 points

Students are to provide an overview of their learning journey in the course to-date in either a two-page paper or a five-minute audio-clip.

Students are to review their initial assessment completed during the first class and discuss their progress towards their self-identified learning goal(s) and any new insights and personal actions related to Truth and Reconciliation.

Papers are to be double-spaced and written in first person style, from the writer's perspective with the use of personal pronouns such as "I". Audio recordings are to be of a good volume with clarity of speech and good pacing. Instructors will advise how papers are to be submitted.

#3: Group Presentations: 25 points

Students will work in groups of four or five. Presentations will occur during the **November 18**, November 25 and December 2 classes. Topics, presentation dates and group formation will be finalized during the October 7 class.

Each group will focus on one of the following topic areas*:

Housing/Homelessness	Land defenders
Health & wellness	Treaties; Indian Act
Men and men's health	Safety and security
Education	Two Spirit
Land Defenders	Families
Food sovereignty/food security	Colonization
Reservation system	

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

There are two components to this assignment: a group presentation and a poster board.

1. Group presentations are to:
 - be 20 minutes followed by 10 minutes for questions, reflections and/or discussion
 - provide an overview of the topic area
 - articulate how the policies and practices of colonization have and continue to impact the topic area while balancing with the resilience/resurgence of Indigenous peoples
 - identify the role of social work and allyship
 - identify two community resources that address the topic area; at least one resource is to be available to those who live in rural or remote communities
2. Poster boards are to:
 - capture highlights of the presentation
 - act as a visual aid during the group presentation

Posters will be displayed in the Jack Bell building after presentations.

#4: Decolonize First Workbook Reflection Due December 9: 25 points

Students are to complete the *Decolonize First* workbook and provide a reflection in either a four-page paper or a 10-minute audio-clip.

The reflection is to highlight four significant learnings from the journey of completing the workbook. Students are to consider their learnings from a wholistic lens (mentally, spiritually, emotionally, physically) and discuss how the learnings impact them personally as well as their developing social work practice.

Papers are to be double-spaced and written in first person style. Additional sources are not required. Direct quotes from the workbook are to be referenced according to APA. Audio recordings are to be of a good volume with clarity of speech and good pacing. Students do not submit their completed workbook – the workbook is a personal record of a journey in and beyond the course. Instructors will discuss how papers are to be submitted.

#5: Participation: 20 points

To foster individual and group learning students are expected to attend classes and other events and to be critically reflective and engaged in teaching and learning circles and other activities.

Rubrics for assignments will be provided.

School/Course Policies

Names and 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 pronoun(s) you use for yourself.

Attendance

Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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.

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/>

A wonderful resource for Indigenous topics is X̱wi7x̱wa library: <https://xwi7xwa.library.ubc.ca/about/>

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>

Access and Disability Accommodations: UBC School of Social Work and the instructors/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>

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.

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

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