



# School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

*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 INFORMATION

<b>Year/Term/Dates</b>	Winter 2022-23, Term 1, September 8–December 1, 2022
<b>Course Title</b>	SOWK 325: Indigenous Peoples and Critical Social Work Analysis
<b>Credit Value</b>	3 credits
<b>Course Schedule</b>	Thursdays, 10am-1pm
<b>Course Location</b>	Jack Bell Building, 2080 West Mall, Room 124

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Marie Nightbird	Jack Bell Building	604.822.3520	marie.nightbird@ubc.ca
<b>Office Hours</b>	Thursdays, 1-3pm, and as arranged.		

Teaching Assistant	Office Location	Email Address
<i>To Be Announced</i>		
<b>Office Hours</b>		

## 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. It is facilitated in Indigenous teaching and learning circles. Elders, knowledge keepers and other guest speakers will join throughout the course. Small and large group activities, the viewing of documentaries/videos and other activities will take place.

Students are required to prepare for each class by completing the readings/watching the videos, etc. listed in the Course Schedule.

## 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. Identify respectful, effective social work practices 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. It is only available in hardcopy; shipping will take no more than two weeks.

The workbook can be ordered from:

<https://decolonizingpractices.myshopify.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 on the Course Schedule.

Supplemental readings and videos are available.

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

## Course Schedule

<b>SESSION 1:</b>	<b>Thursday, September 8</b>	<b>Guests/ Important information</b>
<b>TOPIC:</b>	<b>Welcome! Course Overview Introductions</b>	
<b>READINGS/ VIDEOS:</b>	The Self Is Always First in The Circle, C. Baskin  <a href="https://ebookcentral.proquest.com/lib/ubc/reader.act">https://ebookcentral.proquest.com/lib/ubc/reader.act</a>	

	<a href="#">ion?docID=6282091&amp;ppg=47</a> <a href="#">Vancouver's Three Host Nations:</a> <u>Squamish Nation – Official Site</u> <u>Musqueam Nation – Official Site</u> <u>Tsleil-Waututh Nation – Official Site</u>	
<b>SESSION 2:</b>	<b>Thursday, September 15</b>	
<b>TOPIC:</b>	<b>Canadian Narrative</b>	
<b>READINGS/VIDEOS:</b>	Part 3, Myth-Busting 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	
<b>SESSION 3:</b>	<b>Thursday, September 22</b>	
<b>TOPIC:</b>	<b>Indian Residential Schools: Blanket Exercise, Kairos</b>	Facilitators for Blanket Exercise
<b>READINGS/VIDEOS:</b>	Chapter 20, Monster, The Residential-School Legacy Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel  Senator Murray Sinclair on Reconciliation (2:55 min) <a href="https://www.youtube.com/watch?v=wjx2zDvyzsU">https://www.youtube.com/watch?v=wjx2zDvyzsU</a> Introduction (pp. 1 - 22).  Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada <a href="https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf">https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf</a>  Savage (6:02 min) <a href="http://lisajackson.ca/Savage">http://lisajackson.ca/Savage</a>  Stolen Children   Residential School survivors speak out (18:35) <a href="https://www.youtube.com/watch?v=vdR9HcmiXLA">https://www.youtube.com/watch?v=vdR9HcmiXLA</a>  Did you live near a residential school?	

	<a href="https://www.cbc.ca/news2/interactives/beyond-94-residential-school-map/">https://www.cbc.ca/news2/interactives/beyond-94-residential-school-map/</a>	
<b>SESSION 4:</b>	<b>Thursday, September 29</b>	
<b>TOPIC:</b>	<b>TRC Calls to Action, UNDRIP Sixties and Millennial Scoops</b>	
<b>READINGS/ VIDEOS:</b>	<p>Chapter 21, Our Stolen Generations Indigenous Writes: A Guide to First Nations, Métis &amp; Inuit Issues in Canada. C. Vowel</p> <p>UBC School of Social Work Inaugural Distinguished Indigenous Speaker Series: The Sixties Scoop with Dr. Raven Sinclair <a href="https://www.youtube.com/watch?v=X3vz5gAlyQ4">https://www.youtube.com/watch?v=X3vz5gAlyQ4</a> (1hr 20min)</p> <p>Truth and Reconciliation Commission Final Report (4:29 min) <a href="https://www.youtube.com/watch?v=IKKLqwlosaw">https://www.youtube.com/watch?v=IKKLqwlosaw</a></p>	
<b>SESSION 5:</b>	<b>Thursday, October 6</b>	
<b>TOPIC:</b>	<b>Indigenous Peoples and the Child Welfare System</b>	
<b>READINGS:</b> <u>Note:</u> During the September 15 class each student will be assigned to read <u>ONE</u> report in preparation for this class.	<p><u>Broken Promises: Alex's Story</u> <a href="https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/broken-promises-alex-s-story/">https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/broken-promises-alex-s-story/</a></p> <p><u>Paige's Story: Abuse, Indifference and a Young Life Discarded</u> <a href="https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/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/</a></p> <p><u>Red Women Rising: Indigenous Women Survivors in Vancouver's Downtown Eastside – just child welfare section and recommendations</u> <a href="https://online.flowpaper.com/76fb0732/MMIWRReportFinalMarch10WEB/#page=1">https://online.flowpaper.com/76fb0732/MMIWRReportFinalMarch10WEB/#page=1</a></p> <p><u>Skye's Legacy: A Focus on Belonging</u> <a href="https://rcybc.ca/wp-content/uploads/2021/06/RCY_Skyes-Legacy-June2021_FINAL.pdf">https://rcybc.ca/wp-content/uploads/2021/06/RCY_Skyes-Legacy-June2021_FINAL.pdf</a></p>	

<b>SESSION 6:</b>	<b>Thursday, October 13</b>	
<b>TOPIC:</b>	<b>MMIWG</b>	Guest: Lorelei Williams
<b>READINGS/ VIDEOS:</b>	<p>National Inquiry into Missing and Murdered Indigenous Women and Girls: Reclaiming Power and Place: Executive Summary of the Final Report  <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> <p>Lorelei Williams - Butterflies in Spirit: Dance, Healing, and MMIWG (8:47 min)  <a href="https://www.youtube.com/watch?v=lyUaqVyD-jA">https://www.youtube.com/watch?v=lyUaqVyD-jA</a></p> <p>Protect Our Future Daughters (5:45 min)  <a href="https://www.nfb.ca/film/protect-our-future-daughters/">https://www.nfb.ca/film/protect-our-future-daughters/</a></p> <p>The River (19:29 min)  <a href="https://www.nfb.ca/film/this_river/">https://www.nfb.ca/film/this_river/</a></p> <p>It took 15 years of advocacy to get cell coverage on Highway of Tears  <a href="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-">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-</a></p>	
<b>SESSION 7:</b>	<b>Thursday, October 20</b>	
<b>TOPIC:</b>	<b>Indigenous Youth Leaders</b>	Guests: Youth Advisory Council, VACFSS
<b>READINGS/ VIDEOS:</b>	Hi-Ho Mistahey! (1:39) <a href="https://www.nfb.ca/film/hi-ho_mistahey_en/">https://www.nfb.ca/film/hi-ho_mistahey_en/</a>	
<b>SESSION 8:</b>	<b>Thursday, October 27</b>	
<b>TOPIC:</b>	<b>Criminal Justice</b>	
<b>READINGS/ VIDEOS:</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-">https://journals-sagepub-</a></p>	

	<a href="http://com.ezproxy.library.ubc.ca/doi/pdf/10.1177/0004865818778746">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>	
<b>SESSION 9:</b>	<b>Thursday, November 3</b>	
<b>TOPIC:</b>	<b>Indigenous Responses to Health and Wellness</b>	Guests
<b>READINGS/ VIDEOS:</b>	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>  People in Innu community of Pakua Shipu searching for clues about missing children (5:53 min) <a href="https://apple.news/AZtBa7dIASbqiAaBCGkeYSw">https://apple.news/AZtBa7dIASbqiAaBCGkeYSw</a>  The story of a separate and unequal Canadian health care system - podcast (31:28 min) <a href="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">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</a>	
<b>SESSION 10:</b>	<b>Thursday November 10  Remembrance Day</b>  Indigenous Veterans Day, November 8  <a href="https://www.veterans.gc.ca/pdf/remembrance/classroom/fact-sheets/indigenous-veterans.pdf">https://www.veterans.gc.ca/pdf/remembrance/classroom/fact-sheets/indigenous-veterans.pdf</a>  <a href="https://www.ictinc.ca/blog/indigenous-veterans">https://www.ictinc.ca/blog/indigenous-veterans</a>  <a href="https://vancouver.sun.com/news/indigenous-veterans-day-nov-8#:~:text=non%2DIndigenous%20veterans.-,On%20Nov.,armed%20forces%20for%2011%20years">https://vancouver.sun.com/news/indigenous-veterans-day-nov-8#:~:text=non%2DIndigenous%20veterans.-,On%20Nov.,armed%20forces%20for%2011%20years</a>	<b>No Class</b>

<b>SESSION 11:</b>	<b>Thursday, November 17</b>	
<b>TOPIC:</b>	<b>Métis Perspectives Group Presentations</b>	Guest
<b>READINGS/ VIDEOS:</b>	Chapter 4, You're Métis? Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel  <u><a href="https://www.youtube.com/watch?v=t5YrtvO7FDs">Did you Know? The History of Louis Riel (10:31 min)</a></u> <u><a href="https://www.youtube.com/watch?v=t5YrtvO7FDs">https://www.youtube.com/watch?v=t5YrtvO7FDs</a></u>  Louis Riel Day, November 16 <u><a href="https://www.mnbc.ca/wp-content/uploads/2020/06/Louis_Riel_Day.pdf">https://www.mnbc.ca/wp-content/uploads/2020/06/Louis_Riel_Day.pdf</a></u>	
<b>SESSION 12:</b>	<b>Thursday, November 24</b>	
<b>TOPIC:</b>	<b>Inuit Perspectives Group Presentations</b>	Guest
<b>READINGS/ VIDEOS:</b>	Chapter 22, Human Flagpoles: Inuit Relocation Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel  Experimental Eskimos (43:29) <u><a href="https://vimeo.com/53401893">https://vimeo.com/53401893</a></u>  <u><a href="https://www.itk.ca/wp-content/uploads/2016/07/ITK_Social_Determinants_Report.pdf">Social Determinates of Inuit Health in Canada</a></u> <u><a href="https://www.itk.ca/wp-content/uploads/2016/07/ITK_Social_Determinants_Report.pdf">https://www.itk.ca/wp-content/uploads/2016/07/ITK_Social_Determinants_Report.pdf</a></u>	
<b>SESSION 13:</b>	<b>Thursday, December 1</b>	
<b>TOPIC:</b>	<b>Group Presentations Closing Circle</b>	Guest Elder

## Assignments

**#1 Community Engagement and Reflection Paper: 25%**

**Due December 16**

In this assignment, students will attend an Indigenous-specific event/location such as a museum, community event, cultural centre, theatre performance, etc. Students will write a reflection of three-to-four pages in which they describe any tensions experienced, any key learnings, questions that were answered or formed and potential ways to learn more, and insights about social work practice and/or policy that emerged. Reflections may include poems or drawings created by the student with a description of how it connects to their community



engagement experience.

The event/location and the date are to be clearly identified and writing is to be of a good quality, i.e., clear, coherent, consideration to word choice, grammar, etc.

**#2 Decolonize First Workbook Reflection: 25%**

**Due December 9**

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For this assignment, students are to complete the *Decolonize First* workbook and provide a reflection in a four-to-five-page paper OR a 10-minute audio-clip.

The reflection is to highlight four key learnings from the journey of completing the workbook. Students are to consider their learnings from a wholistic lens (mentally, spiritually, emotionally, physically) and to describe how such learning contributes to their emerging social work practice with Indigenous people and communities.

Papers are to be double-spaced and written in first person style. Additional materials 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.

**#3 Reconciliation Group Presentation: 30% In class November 17, November 24, December 1**

Students will work in groups of four or five and make a presentation about an issue in social work practice (policy or direct services) with Indigenous people that requires changes in the journey towards reconciliation. Groups will select an issue from one of the many fields of social work (health, education, justice and corrections, housing, employment, healing and wellness).

Presentations are to be approximately 30 minutes long. Approximately 10-15 minutes is to consist of presenting information about the issue and the remainder of the presentation is to consist of further exploration with class interaction (questions and answers, role plays, small group discussions with guided questions, etc.).

The presentation is to include:

- An overview of the issue in social work practice (policy/direct services) including a recent example highlighting the necessity for change.
- Identification of respectful, effective actions social workers can engage in to work towards reconciliation.
- Identification of an Indigenous-led response (person/organization) to the area requiring change.

Course materials as well as additional materials are to be integrated. Each group will provide a reference list on the date of presentation. All members are to participate in the assignment including the presentation.

Groups and dates of presentations will be arranged in class.

#### **#4 Attendance and Participation: 20%**

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Attendance: 10      Participation: 10

Attendance and participation are essential to individual learning and to the success of this course. Attendance includes arriving on time. Participation includes involvement in discussions and other activities and being prepared to discuss assigned readings/videos. Students are required to sign in for each class and to email the instructor in advance, if possible, with a reason for an unavoidable absence. Students will complete a self-evaluation of their attendance and participation that will be taken into consideration.

Grading rubrics are provided in Canvas.

### **Assignment Submission Process**

Assignments are to be uploaded to Canvas or as advised. Due dates are posted above. Students need to discuss a possible extension with the Instructor.

## **SCHOOL/COURSE POLICIES**

### **COVID-19**

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

### **Attendance**

The attendance policy is in the student handbook on page 8. You can find the student handbook on the 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/>

## 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>

## 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 may not record class or group discussions without prior permission of all individuals in attendance.

## Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](http://earlyalert.ubc.ca)).

## GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the
A	85-89	87	

A-	80-84	82	subject and shows personal engagement with the topic.
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.