



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 xʷməθkʷəyəm (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.*

School Mission Statement: *Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, 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

Year/Term/Dates	2023 Winter, Term 1, September 5 - December 7, 2023
Course Title	SOWK 325: Indigenous Peoples and Critical Social Work Analysis
Credit Value	3 credits
Course Schedule	Thursdays, 2pm - 5pm
Course Location	MCLD 3002 - MacLeod Building, Room 3002 Breakout Rooms MCLD 2012, 2014

Instructor	Office Location	Office Phone	Email Address
Marie Nightbird	Jack Bell Building	604.822.3520	marie.nightbird@ubc.ca
Office Hours	Thursdays, 12.30pm to 1.30pm, and other times as arranged.		

Teaching Assistant	Office Location	Email Address
Darryl Gray	Jack Bell Building	dgray08@student.ubc.ca
Office Hours	Thursdays, 12.30pm to 1.30pm, and other times as arranged.	

Teaching Assistant	Office Location	Email Address
Shay Bernier-O’Kane		sbernok@mail.ubc.ca
Office Hours	Thursdays, 1.00pm to 1.30pm	

Teaching Assistant	Office Location	Email Address
Cyndi Peters		cyndi01@mail.ubc.ca
Office Hours	Thursdays, 1.00pm to 1.30pm	

Prerequisite and/or Co-requisite

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 incorporates Indigenous teachings 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. Engage in critical analysis to assess the profound influence of colonial histories and contemporary realities on individuals, families, and communities within the Canadian Indigenous context.
2. Cultivate an informed awareness of the nuances and commonalities inherent in the cultural identities of First Nations, Inuit, and Métis communities.
3. Acquire insights into the disparities in resource allocation and the distinctive experiences encountered by Indigenous populations in rural/remote settings versus urban environments.
4. Recognize the historical contributions of social work to the process of colonization, comprehending how these dynamics continue to impact social work practice on both personal and professional levels.
5. Appraise and pinpoint culturally safe and effective social work practices suitable for engagement with Indigenous peoples.
6. Exhibit a good comprehension of the principles underpinning wholistic social work practices, particularly in the context of interactions with Indigenous individuals, families, and communities.
7. Foster an appreciation for the enduring resilience, strength, and wisdom consistently demonstrated by Indigenous peoples, acknowledging their ongoing contributions to society.

Required Textbook(s) and Learning Materials

- 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 and provided in either course schedule or in Canvas.

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

Personal Self-Care

As Social Workers, it is essential to emphasize the importance of personal self-care in practice during this course. Especially, when learning about forms of colonization that form part of the content in this course. Indigenous history and contemporary oppressive realities may be new to some of you, while other peers may have more experience with this content. The new learning comprehension in the course, further explorations, classroom materials, and conversations may evoke for you unexpected emotions and give rise to unpredicted behaviours. It is important that you consider self-care strategies to support yourself in your personal responses or triggers. Some suggestions include:

- Take time to debrief and respond to emotions through talking with others, whether a friend, colleague, or instructor, or counsellor.
- Follow up with your instructor(s).
- Contact the University of British Columbia Counselling Services if you need to discuss course triggers or coping mechanisms or need to talk to another person. UBC Counselling Services- 604-822-381

Course Schedule

SESSION 1:	Thursday, September 7	GUESTS/ IMPORTANT INFORMATION
TOPIC:	Welcome! Course Overview Introductions	
READINGS/ VIDEOS:	Baskin, C. (2016). <i>Strong Helpers' Teachings: The Value of Indigenous Knowledges in the Helping Professions</i> (2 ed.). Canadian Scholars. Chapter 2, The Self Is Always First in The Circle https://ebookcentral.proquest.com/lib/ubc/reader.action?docID=6282091&ppg=47 Vancouver's Three Host Nations: Squamish Nation – Official Site Musqueam Nation – Official Site Tsleil-Waututh Nation – Official Site	

SESSION 2:	Thursday, September 14	
TOPIC:	Canadian Narrative	
READINGS/ VIDEOS:	<p>Vowel, C. (2016). <i>Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada</i>. Portage & Main/HighWater Press. Part 3, Myth-Busting</p> <p>Available as text and eBook in library and/or in the Library Online Course Reserves in Canvas</p>	
SESSION 3:	Thursday, September 21	Class will be held in MATHX 1100
TOPIC:	Indigenous Issues in Australia	Guests: Aboriginal and Torres Strait Islander social workers
READINGS/ VIDEOS:	<p>Green, S., & Bennett, B. (2018). Wayanha: A Decolonised Social Work. <i>Australian Social Work</i>, 71(3), 261-264. https://doi.org/10.1080/0312407X.2018.1469654</p> <p>Terare, M., & Rawthorne, M. (2020). Country is Yarning to Me: Worldview, Health, and Well-being Amongst Australian First Nations People. <i>British Journal of Social Work</i>. 50(1). 944-960. https://doi.org/10.1093/bjsw/bcz072</p> <p>Reconciliation Australia – Voice to Parliament https://www.reconciliation.org.au/reconciliation/support-a-voice-to-parliament/</p>	
SESSION 4:	Thursday, September 28	
TOPIC:	Blanket Exercise at the First Nations House of Learning	Guest Facilitators for Blanket Exercise
READINGS/ VIDEOS:	<p>Nayar, K. (2014). The Journey of a Ts'msyen Residential School Survivors: Resiliency and Healing in Multi-Ethic Milieus. <i>BC Studies</i>, 183, 63-87. https://doi.org/10.14288/bcs.v0i183.184353</p>	

<p>READINGS/ VIDEOS:</p>	<p>Hatala, A., Desjardins, M., & Bombay, A. (2016). Reframing Narratives of Aboriginal Health Inequality: Exploring Cree Elder Resilience and Well-Being in Contexts of Historical Trauma. <i>Qualitative Health Research</i>, 26(14), 1911-1927. https://doi.org/10.1177/1049732315609569</p>	
<p>SESSION 5:</p>	<p>Thursday, October 5</p>	
<p>TOPIC:</p>	<p>Indian Residential Schools</p>	
<p>READINGS/ VIDEOS:</p>	<p>Charles, C., Quinn, A., Escutin, M., Bird-Matheson, H., McLennan, H., Minhas, J., & Ji, J. (2023). <i>Dark Secrets</i>. University of British Columbia. Book will be distributed in class.</p> <p>Senator Murray Sinclair on Reconciliation (2:55 min) https://www.youtube.com/watch?v=wjx2zDvyzsU</p> <p>Introduction (pp. 1 - 22). https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf</p> <p>Savage (6:02 min) http://lisajackson.ca/Savage</p> <p>Supplementary: Did you live near a residential school? https://www.cbc.ca/news2/interactives/beyond-94-residential-school-map/</p>	
<p>SESSION 6:</p>	<p>Thursday, October 12 Make-up Monday</p>	

TOPIC:	Indigenous Social Services Agency Fair	
Event Location:	The Agency Fair will be at the UBC First Nations House of Learning from 2 to 3 pm.	
SESSION 7:	Thursday, October 19	
TOPIC:	TRC Calls to Action, UNDRIP Sixties and Millennial Scoops	
READINGS/VIDEOS:	<p>Palmater, P. (2014). Genocide, Indian Policy, and Legislated Elimination of Indians in Canada. <i>Aboriginal policy studies</i>, 3(3), 27-54. https://doi.org/10.5663/aps.v3i3.22225</p> <p>UBC School of Social Work Inaugural Distinguished Indigenous Speaker Series: The Sixties Scoop with Dr. Raven Sinclair https://www.youtube.com/watch?v=X3vz5gAlvQ4 (1hr 20min)</p> <p>Truth and Reconciliation Commission Final Report (4:29 min) https://www.youtube.com/watch?v=IKKLqwl0saw</p> <p><u>Supplementary:</u></p> <p>Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada. C. Vowel Chapter 21, Our Stolen Generations</p>	
SESSION 8:	Thursday, October 26	
TOPIC:	Indigenous Peoples and the Child Welfare System	
	<p>During the September 21st class students will be assigned to read <u>one</u> of the following in preparation for this class:</p> <p>A Place Where it Feels Like Home: The Story of Tina Fontaine https://manitobaadvocate.ca/wp-content/uploads/MACY-Special-Report-March-2019-Tina-Fontaine-FINAL1.pdf</p>	

READINGS:	<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 – just 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>	
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SESSION 9:	Thursday, November 02	
TOPIC:	Indigenous Allyship	Guest: Lynda Gray
READINGS/ VIDEOS:	<p>Gray, L. (2022). <i>First Nations 101</i> (2nd ed.). Adaawx Publishing. Complimentary resource: First Nations 101</p> <p>In Our Voices – Being an effective Ally to Indigenous communities (7:07) https://www.youtube.com/watch?v=nDoOGLJ8lb4</p> <p>Indigenous Ally Toolkit, Montreal Urban Aboriginal Community Strategy Network https://gallery.mailchimp.com/86d28ccd43d4be0cfc11c71a1/files/102bf040-e221-4953-a9ef-9f0c5efc3458/Ally_email.pdf</p> <p>Ally Bill of Responsibilities, Dr. L. Gehl https://www.lynngehl.com/uploads/5/0/0/4/5004954/ally_bill_of_responsibilities_poster.pdf</p>	

	<p>Baskin, C. (2016). <i>Strong Helpers' Teachings: The Value of Indigenous Knowledges in the Helping Professions</i> (2 ed.). Canadian Scholars. Chapter 17, So You Wanna Be an Ally https://ebookcentral.proquest.com/lib/ubc/reader.action?docID=6282091&ppg=7</p> <p><u>Supplementary:</u> 'You can't Have Reconciliation Without Justice': How Non-Indigenous Participants in Canada's Truth and Reconciliation Process Understand their Roles and Goals https://link.springer.com/chapter/10.1007/978-981-10-2654-6_9</p>	
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SESSION 10:	Thursday, November, 09	
Topic:	MMIWG	
	<p>Hansen, J., & Dim, E. (2019). Canada's Missing and Murdered Indigenous People and the Imperative for a More Inclusive Perspective. <i>The International Indigenous Policy Journal</i>, 10(1), 1-18. https://doi.org/10.18584/iipj.2019.10.1.2</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-</p> <p><u>Supplementary:</u> 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>	
SESSION 11:	Thursday, November 16	
TOPIC:	Métis Perspectives	Guest: Jake Seaby Palmour

<p>READINGS/ VIDEOS:</p>	<p>Truth and Reconciliation Commission of Canada. (2015). <i>Canada's Residential Schools: The Métis Experience</i> (Vol. 3). McGill-Queen's University Press. Introduction, pages 3 to 5. Retrieve from: Volume 3 Metis English Web.pdf (exactdn.com)</p> <p>Vowel, C. (2016). <i>Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada</i>. Portage & Main/HighWater Press. Chapter 4, You're Métis?</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 16 https://www.mnbc.ca/wp-content/uploads/2020/06/Louis_Riel_Day.pdf</p>	
<p>SESSION 12:</p>	<p>Thursday, November 23 Group Presentations</p>	
<p>TOPIC:</p>	<p>Indigenous Responses to Health and Wellness</p>	<p>Guest: Sabine Bruyere</p>
<p>READINGS/ VIDEOS:</p>	<p>Truth and Reconciliation Commission of Canada. (2015). <i>Canada's Residential Schools: The Legacy</i> (Vol. 5). McGill-Queen's University Press. Chapter 4, pages 149 to 159 and 170 to 183. Retrieve from: Volume 5 Legacy English Web.pdf (exactdn.com)</p> <p>First Peoples, Second Class Treatment https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.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 13:	Thursday, November 30 Group Presentations	
Topic:	Justice and Indigenous Peoples	Guests: Rick Lavellee & Kirk Rattray
READINGS/ VIDEOS:	<p>Truth and Reconciliation Commission of Canada. (2015). Canada's Residential Schools: The Legacy (Vol. 5). McGill-Queen's University Press. Chapter 5, pages 218 to 234. Retrieve from: Volume 5 Legacy English Web.pdf (exactdn.com)</p> <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><u>Supplementary</u> Truth and Reconciliation Commission of Canada. (2015). Canada's Residential Schools: The Legacy (Vol. 5). McGill-Queen's University Press. Pages 234 to 256. Volume 5 Legacy English Web.pdf (exactdn.com)</p>	
Session:	Thursday, December 07	
Topic:	Closing Circle and potluck at the First Nations House of Learning	Guest: Elder

Assignments

#1 Community Engagement and Reflection Paper: 30%

Due: December 16

For this assignment, students are to attend/participate in an Indigenous-specific event/location and write a reflection on their attendance/participation. Students will engage in all activities with the utmost respect. Activities can include attending a museum, community event, cultural centre, or theatre performance.

Each reflective journal should be three-to-four-pages in length OR a 10-minute audio-clip. Title and reference pages are not included. Reflections may include poems or drawings created by the student with a description of how it connects to their community engagement experience.

Students are to describe any key learnings, any tensions experienced, any questions answered or questions formed and potential ways to seek out information/answers, and insights into emergent social work practice and/or policy.

The event/location and the date are to be clearly identified. Ideas for activities will be discussed in class.

#2 Two Reflective Journals on two course sessions: 30% Due: December 9

For this assignment, students are to complete two reflective journals on their choice of any two sessional instructional weekly topics. Each reflective journal should be two-to-three-pages in length OR a 6-minute audio-clip. Title and reference pages are not included.

Reflections should highlight the students' sessional learnings from a wholistic lens (mentally, spiritually, emotionally, physically) and describe how such learning contributes to their emerging social work practice with Indigenous peoples and communities. In writing their journal, students will highlight key learnings from the session and draw on at least one new resource that they find in their own research.

Papers are to be double-spaced and written in first person style. Audio recordings are to be of a good volume with clarity of speech and good pacing. The dates of the sessions and the topics need to be clearly identified

#3 Reconciliation Group Presentation: 30% In class: November 23 and November 30

For this assignment, students will work in groups of six to create a presentation on an issue in social work practice (policy or direct service). The groups are to present a social work policy or direct service with Indigenous peoples that requires change or incremental shifts in our journey towards reconciliation. The groups will select an issue from one of the many fields of social work (health, education, justice and corrections, housing, employment, healing and wellness).

The presentations are to be approximately 30 minutes in length. The breakdown of the 30 minutes is to be 10-15 minutes 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 or incremental shifts.
- Highlight respectful and effective practices for social workers to engage in the work towards reconciliation.
- Identification of an Indigenous-led response (person/organization) to the area requiring change.

Students are to use sessional course materials and draw on new resources that you find in your own research. Each group will provide a reference list on the date of the presentation. All group members are to participate in the presenting of the assignment.

Groups and dates of presentations will be arranged in class.

#4 Attendance: 10%

Attendance is essential to individual learning and to the success of this course. Attendance includes arriving at each class on time and being ready to participate. Students are required to sign-in for each class. If a student is going to be absent from class, please, email the instructor in advance. Each student will complete a self-evaluation of their course attendance and participation that will be taken into consideration.

Grading Rubrics

The grading rubrics for assignments are provided on 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

Library Resources

A valuable resource is Xwi7xwa Library

<https://xwi7xwa.library.ubc.ca/>

SCHOOL/COURSE POLICIES

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/>

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham (Christine.Graham@ubc.ca).

Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

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>

Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: view overall class progress; review statistics on course content being accessed to support improvements in the course; assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

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 subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

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