

# SW 3I03 Social Work with Indigenous Peoples

* January 10 to April 12, 2022, Thursdays, 7:00 PM to 10:00 PM
* INSTRUCTOR: Randy Jackson
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# Course Overview

## Course Description:

This course introduces the student to the cultural identities of the Indigenous people of Canada and North America, examining their traditional values, cultural-based behaviours and the effects of colonialism and imperialism due to the consequences of social policies/legislation, social work practice and research. Attention will be given to the cultural-specific skills and approaches particular to traditional and current helping practices from an Indigenous worldview. This course also examines the current social systems in place which work with Indigenous People/Issues and explores their suitability. The interdisciplinary work of Indigenous scholars and practitioners in this course provides a knowledge base for examining strategies in building alliances between Indigenous and social work practitioners, while transforming our encounters in the context of social work practice, policy, and research.

## Course Objectives:

1. To provide students with an understanding of the historical, political, and social implications endured by Indigenous peoples in North America.
2. To provide students with an understanding of Indigenous perspectives of helping and healing through means of Indigenous philosophy/knowledge and culture.
3. To help students critically analyze policies, reports, social work practices, cultural competency and cultural safety when serving Indigenous peoples.
4. To evaluate strategies and to develop “best practice principles” as Allies and Indigenous social workers in the delivery of social work practice to Indigenous people/communities.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course will be delivered via a combination of in-person (2/3) and virtual (1/3) lectures. Please refer to the lecture schedule for dates we meet virtually. When meeting in person, hourly breaks will be provided for fresh air and a break from wearing masks. All course materials will be delivered via the following platforms: In-person, on Avenue to Learn, and will use Zoom for virtual lectures. Zoom links will be emailed and will also made available on Avenue to Learn the morning of the lecture. All lectures will be recorded and made available on Avenue to Learn. For privacy purposes, class discussions will not be recorded.

## Required Texts:

* Frideres, J. (2020). Indigenous Peoples in the Twenty-First Century. Don Mills, Ontario: Oxford University Press.

## Additional Suggested Readings

* Baskin, C. (2016). Strong Helpers’ Teachings: The Value of Indigenous Knowledges in the Helping Professions. Toronto, Ontario: Canadian Scholars’ Press.Graveline, FJ (1998). Circle Works: Transforming Eurocentric Consciousness. Winnipeg, Manitoba: Fernwood Publishing.
* Linklater, R. (2014). Decolonizing Trauma Work: Indigenous Stories and Strategies. Winnipeg, Manitoba: Fernwood Publishing.
* Sinclair, R., Hart, MA., Bruyere, G. (Eds.; 2009). Wicihitowin: Aboriginal Social Work in Canada. Winnipeg, Manitoba: Fernwood Publishing.
* Starblanket, G. & Long, D. (2020). Visions of the Heart: Issues Involving Indigenous Peoples in Canada. Don Mills, Ontario: Oxford University Press.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Personal Reflection on Allyship or Indigenous Identity (25%) due February 3 to 10, 2022
2. Critically Analyse Policy (30%) due March 3 to 10, 2022
3. Attendance Reading, and Participation (15%) due March 22 to 29, 2022
4. Transforming Relationships with Indigenous Peoples (30%) due April 7 to April 14, 2022

## Requirement/Assignment Details

### Personal Reflection on Allyship or Indigenous Identity (25%) due February 3 to 10, 2022

Students will critically reflect, prepare, and submit a written (no more than five pages), a short video (2 to 3 minutes in length), or an audio recorded (2 to 3 minutes in length) response to a recent news article (your selection and properly cited) focused on some aspect of Indigenous experience that requires a social justice response. Writing or speaking in a first-person voice, respond to the following questions:

* In your own words, comprehensively and carefully summarize the news article (5%)
* How does the material stimulate your thinking or practices towards respectfully working with Indigenous peoples (e.g., what social justice issue is being described in the new article?; What are the practice/policy responses? etc.) (10%)
* In thinking about the future, and thinking more broadly, what further efforts are needed by the social work profession to transform the situation for Indigenous peoples? As a social worker, taking up principles of self-determination, how might you ally yourself with Indigenous peoples? (10%)

### Critically Analyse Policy (30%) due March 3 to 10, 2022

Read and review the material under each of the topic areas focused on policies that impact Indigenous peoples.

1. The Indian Act (choose one of the following to focus on where the Indian Act was applied: residential schools, banning of ceremonies/congregating, 60s scoop, banning of ownership of agricultural equipment, disenfranchisement for university education and enlisting in military services, Bill C-31, exclusion of Metis peoples).

Indian Act (pdf file) at this website: <http://laws.justice.gc.ca/PDF/Statute/I/I-5.pdf>

1. United Nations Declaration on Rights of Indigenous Peoples (background of this document, Canada’s delayed position in adopting, any impact after it was adopted, how it has bettered the social conditions for Indigenous peoples).

<https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf>

1. An Act respecting First Nations, Inuit and Métis children, youth and families, Bill C-92 (what is this Bill about. what policies support this Bill, what are the promises and challenges regarding this Bill for Indigenous children, youth, and families)

<https://www.parl.ca/DocumentViewer/en/42-1/bill/C-92/royal-assent>

1. Truth and Reconciliation (TRC) Call to Action (Directive) (choose one of the 94 Calls to Action to focus; how has the government responded, how have Canadian groups (non-Indigenous, religious, education, etc.), what are the criticisms of the TRC and by whom).

Once material is reviewed, critically analyse one of the policies (your choice) that impact Indigenous peoples. Content is to be based on a minimum of five resources, properly cited, includes an introduction and conclusion, and responds to the following questions in six pages or less:

* What purpose does the policy or policy directive serve? (6%)
* Whose voices are included or not included in the policy or policy directive? (7%)
* What suggestions would you make for revising this policy or policy directive? (7%)
* How does this policy or policy directive influence your developing role as a social worker? (10%)

Note: If a policy or policy directive is not listed and you want to explore a different policy area, please talk with the instructor well before the assignment is due.

### Attendance, Reading, and Participation (15%) due March 22 to 29, 2022

In assigning yourself a grade for the instructor to consider, provide no more than a two-page, doubled-spaced written reflection that strives to respond to the following questions:

* When you did attend lecture and discussion groups, how do you feel about your level of engagement (‘I do not feel confident’ to ‘I feeling very confident’) and why? (3%)
* What three salient take-away messages did you receive from attending the course? (7%)
* What questions remain unanswered and how might you address these moving forward (5%)

1. Transforming Relations with Indigenous Peoples (30%) due April 7 to April 14, 2022

Read and review the material under each of the topics that impact Indigenous peoples.

1. Failing First Nations Children <https://fncaringsociety.com/16x9-failing-canada%E2%80%99s-first-nations-children-global>

Jordan’s Principle (<https://www.afn.ca/policy-sectors/social-secretariat/jordans-principle/>)

Jordan’s Principle – Presentation <https://www.youtube.com/watch?v=KbIMmdJE07I>

Compensation of First Nations Children

<https://www.canada.ca/en/indigenous-services-canada/news/2019/11/joint->statement-by-the-minister-of-indigenous-services-and-the-minister-of-justice-and-attorney-general-of-canada-on-compensation-for-first-nations.html

1. Interim Report, The National Inquiry Into Missing and Murdered Indigenous Women and Girls, Our Women and Girls are Sacred

<https://www.mmiwg-ffada.ca/publication/interim-report/>

Film: Finding Dawn <https://www.nfb.ca/film/finding_dawn/>

1. Restorative Justice Approach, Gladue Rights

<https://www.justice.gc.ca/eng/rp-pr/csj-sjc/ccs-ajc/rr12_11/rr12_11.pdf>

Graphic Novel video <http://factum.mylawbc.com/posts/tag/Gladue>

Video: Justice resurging as Hollow Water community deals with controversial resource project

<https://aptnnews.ca/2019/05/24/justice-resurging-as-hollow-water-community-deals-with-controversial-resource-project/>

or

Film: Spiritual Roots of Restorative Justice – Documentary

<https://www.youtube.com/watch?v=pLTlgDalDvk&t=9s>

Once material is reviewed, respond to the following questions in six pages or less, double spaced, and properly cited:

* Provide two clear examples where systems have failed Indigenous peoples, clearly and comprehensively discuss the context, and describe what actions are needed to take a social justice approach. (8%)
* In detail, what two recommendations from the material reviewed are important for all social workers to be aware of? Why? (8%)
* After reviewing material, what areas would you like to further develop in your practice and why? (14%)

Note: If there is another area that impacts Indigenous peoples/communities that is not list that you want to explore, please talk with the instructor well before the assignment is due.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced (unless otherwise noted) and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced unless otherwise noted) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.
* The structure of arguments in paper, as well as grammar and spelling matter.

## Avenue to Learn Zoom

In this course, we will be using Avenue to Learn and Zoom. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss with the course instructor.

### Submitting Assignments & Grading

* Submit all assignments to your individual Dropbox on Avenue to Learn between or on the due dates provided;
* Unless a new deadline has been negotiated prior to the original deadline, late assignments will be docked 2% per day, weekends included; and
* Submit all assignments in Microsoft Word. Assignments submitted in PDF format will not be accepted as it is difficult to provide comprehensive feedback.

### Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Course Attendance

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

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### Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## **Authenticity/Plagiarism Detection**

## Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

## Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity) .

### Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

### Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

### Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording.
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities, and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

In courses such as the 3D06 and 4D06 integrative seminars it is recognized that students participate and learn by discussing their placement and lived experiences. As such, it is important to identify issues of confidentiality that arise in addition to those related to client confidentiality. Each student will be required to review the Confidentiality Agreement for 3D06 and 4D06 Integrative Seminars and sign off to indicate their understanding and agreement. <https://socialwork.mcmaster.ca/documents/confidentiality-agreement-3d-4d-2020.docx/view>

### E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator ([millet@mcmaster.ca](mailto:millet@mcmaster.ca) ) or Jennie Vengris, Undergraduate Chair ([vengris@mcmaster.ca](mailto:vengris@mcmaster.ca)). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (*[*millet@mcmaster.ca*](mailto:millet@mcmaster.ca) *) or* *Jennie Vengris, Undergraduate Chair (*[*vengris@mcmaster.ca*](mailto:vengris@mcmaster.ca)*).*

Course Weekly Topics and Readings

*This lecture schedule is based upon current university and public health guidelines and may be subject to changes during the term. Any changes to the schedule or course delivery will be communicated on the course announcements section on Avenue to Learn. Please check the announcements prior to attending class.*

## Week 1: January 13, 2022—Virtual/Synchronous with Zoom

### Topics: Introduction to Social Work with Indigenous Peoples

### Required Readings: None

## Week 2: January 20, 2022

### Topics: Knowing your History

### Readings: Frideres, Chapter One

## Week 3: January 27, 2022—Virtual/Synchronous via Zoom

### Topics: Who are you?

### Readings: Frideres, Chapter Two

## Week 4: February 3, 2022

### Topics: Indigenous Ways of Knowing

### Readings: Frideres, Chapter Three

## Week 5: February 10, 2022—Virtual/Synchronous via Zoom

### Topics: Residential School & Truth and Reconciliation

### Readings: Frideres, Chapter Four

Week 6: February 17, 2022

### Topics: Intergenerational Trauma & Indigenous Resistance

### Readings: Frideres, Chapter Five

## Week 7: February 24, 2022 (Reading Week)

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## Week 8: March 3, 2022

### Topics: Indigenous Well-Being & Health

### Readings: Frideres, Chapter Seven

## Week 9: March 10, 2022

### Topics: Government Responsibility

### Readings: Frideres, Chapter Eight

## Week 10: March 17, 2022

### Topics: Bureaucracy and Government Relations

### Readings: Frideres, Chapter Nine

## Week 11: March 24, 2022

### Topics: Indigenous Rights, Self-Government, and Inherent Rights

### Readings: Frideres, Chapter Ten

## Week 12: March 31, 2022

### Topics: The Political Economy of Indigenous Peoples

### Readings: Frideres, Chapter Eleven

## Week 13: April 7, 2022—Virtual/Synchronous via Zoom

### Topics: The Future of Indigenous Peoples

### Readings: Frideres, Chapter Twelve