

# Social Work 3I03 Social Work and Indigenous Peoples

* January 6 to April 7, 2020, Wednesdays, 11:30 a.m. – 2:20 p.m.
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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

Information will be presented through lectures, case study analyses and discussion. Experiential activities. For approximately one-third of the class time, information will be given in a lecture-discussion format. This information will focus on a selected theoretical framework as applied to social work practice with individuals.

## Required Texts:

There are no required course texts. The articles, book chapters, and on-line sources that are required reading will be available on Avenue to Learn

# Course Requirements/Assignments

## Requirement/Assignment Details

## ASSIGNMENT (30%) Due February 5

Assignment Options:

* 4 to 6 page paper
* Create a Zine
* Presentation
* Public Service Announcement
* Short Video or Digital Story
* Poster/Collage
* Photo Story/Photo Voice
* Make Recorded Podcast

Option 1: CRITICALLY ANALYZE POLICY

Critically analyze one of the following policies that impact Indigenous peoples. Content is to be based on a minimum of five resources. Include the following:

1. What purpose does the policy or policy directive serve?

2. Whose voices are included or not included in the policy or policy directive?

3. What suggestions would you make for revising this policy or policy directive?

4. How does this policy or policy directive influence your developing role as a social worker?

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).

If a policy or policy directive is not list that you want to explore, please talk with the instructor well before the assignment is due regarding your policy/directive idea.

Option 2: TRANSFORMING RELATIONS

Read Article:

Davis, L., Hiller, C., James, C., Lloyd, K., Nasca, T., & Taylor, S. (2017). Complicated pathways: Settler Canadians learning to re/frame themselves and their relationships with Indigenous peoples. *Settler Colonial Studies*, *7*(4), 398-414.

Go to Website: <https://transformingrelations.wordpress.com/>

1. Review: Definition of Transforming Settler Consciousness
2. Choose an article from one of the categories listed or a case study.
3. Critically discuss how the article or topic is transforming settler consciousness.
4. How does the material contribute to your thinking or practice as an Ally or as Indigenous person?
5. Explain how this might impact you as a future social worker?

## REPORT ASSIGNMENT (30%) – 6-page paper. February 26

Option 1: Include the following:

1. Provide two clear examples where systems failed Indigenous peoples with topic chosen and discuss what actions are taken towards social justice.

2. What are two recommendations from the material that are important for all social workers to be aware of? Why?

3. After reviewing material, what areas would you like to further develop in your practice, and why?

Read and view the material under each topic 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>

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 regarding your idea.

Option 2: Attend and participate in ‘Coming together to co-create health equity – an Indigenous Community Health and Research Conference’ February 6, 7 & 8, 2020

Conference Location:

February 6th, 2020: The Gathering Place by the Grand, Six Nations,

February 7th & 8th, 2020: McMaster University, David Braley Health Sciences Centre, Hamilton

(Note: You must register for the conference, student rate is: $15 one day; $30 two days; $45.00 three days)

<https://ishs.mcmaster.ca/news-events/events/2020/coming-together-co-create-health-equity-%E2%80%93-indigenous-community-health-and>

Assignment:

1. List the sessions you attended and describe what you learned from the session.
2. What are two recommendations from the sessions you attended that are important for all social workers to be aware of? Why?
3. What areas would you like to further develop in your practice, and why?

## STORY SHARING (10%) March 4, In-Class

You will work in pairs (you can choose your own partner) and share information about 1 Indigenous specific news story from a newspaper, magazine or radio show/podcast.

Choose a story that highlights resilience/resurgence within Indigenous communities.

Each pair’s oral presentation is 5 minutes in length, both partners must participate. When thinking about what to discuss consider any connections you make to course material, how the story may be valuable to social work practice and what was it about the story that captured your interest. There is no written component.

## Critical Reflection (30%)

Students will be required to prepare and submit a reflection paper. The paper will be 6 pages, double spaced and using APA format or a short video. Students will select a particular topic that has been presented in the readings, lecture, videos, class experiences or class discussions. You can write the reflection in first person.

These papers will be graded using the following criteria:

1. Critically discuss a reading; class video; something you heard in our class lecture or discussion, or a topic in the media. (1 or 2 paragraphs)
2. How does the material contribute to your thinking or practice as an Ally or as Indigenous person?
3. Explain how this might impact you as a future social worker.

Your critical reflection will assist you to understand and define your role as a social worker working with Indigenous communities in respectful and safe ways.

Please reflect on one the following weeks:

A: March 11th Social Work and Indigenous Communities

OR

B: March 25th Indigenous Health & Well-being and Connections with the Land

## \* Note: this is the final assignment for purposes of the Late Withdrawal Policy.

# Assignment Submission and Grading

## Form and Style

Written assignments must be typed, double-spaced, and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page). Assignments will be uploaded to Avenue to Learn. Written assignments 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) and margins (minimum of 1 inch at the top, bottom, left and right of each page. 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 copy of your assignments.

## Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names 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

Assignments are due at the beginning of class on the date specified. Late assignments will be penalized 5% of the grade for that assignment for each day or part thereof for which they are late (weekends count as one day). All assignments must be submitted before a course grade will be issued.

## 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.

## Attendance

Students are expected to come to class having read the material for that class period and prepared to engage in a discussion of the readings and the lecture. The social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, develop professional skills and be socialized into the profession. This cannot be accomplished through independent study alone. Therefore, attendance in this course is required. Any legitimate or special reasons for absences or lateness should be discussed directly with the course instructor.

## 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

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) 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.

## Religious, Indigenous and 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 requiring a RISO accommodation 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.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## 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 ) or Sandra Preston, Undergraduate Chair (prestosl@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/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf) 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* *) or Sandra Preston, Undergraduate Chair (**prestosl@mcmaster.ca**).*

# Course Weekly Topics and Readings

## Week 1: January 8

### Topics:

* Welcome & Introductions
* Overview of course
* Challenges for Social Work

## Week 2: January 15

### Topics:

* Racism & Failing System

### Readings:

* Aboriginal Experiences with Racism and its Impacts

https://www.ccnsanccah.ca/495/Aboriginal\_Experiences\_with\_Racism\_and\_its\_Impacts.nccah?i d=131

* Fortier, C., & Hon-Sing Wong, E. (2019). The settler colonialism of social work and the social work of settler colonialism. *Settler Colonial Studies*, *9*(4), 437-456.Reading 1

## Week 3: January 22

### Topics:

* Social Justice & Indigenous Rights

### Readings:

* Moore, S., Maxwell, E., & Anderson, K. (2019). Social Justice and the Inclusion of Indigenous Peoples in Canada. *Including the North: a comparative study of the policies on inclusion and equity in the Circumpolar North*.
* Baskin, C., & Sinclair, D. (2015). Social work and Indigenous peoples in Canada. In *Encyclopedia of social work*.

## Week 4: January 29

### Topics:

* Decolonizing Social Work

### Readings:

* Peterson, R., & Chatterjee, S. (2017). Dancing with Complexity: Decolonization and Social Justice Dialogues. *Critical Inquiries for Social Justice in Mental Health*, 138-64.
* Baldwin, C. (2019). Stumbling through: Building and creating space for non-Indigenous decolonization from a non-Indigenous perspective.

## Week 5: February 5

### Topics:

* Reconciliation and Being an Ally

Assignment 1 due 30%

### Readings:

* Davis, L., Hiller, C., James, C., Lloyd, K., Nasca, T., & Taylor, S. (2017). Complicated pathways: Settler Canadians learning to re/frame themselves and their relationships with Indigenous peoples. *Settler Colonial Studies*, *7*(4), 398-414.
* <https://transformingrelations.wordpress.com/>

## Week 6: February 12

### Topics:

* Indigenous Peoples

### Readings:

* Richardson, C., & Seaborn, D. L. (2009). Beyond audacity and aplomb: Understanding the Metis in social work practice. *Wicihitowin: Aboriginal social work in Canada*, 115-131.
* Ted Talk: Stephen Leafloor, Social Work through Hip Hop (Inuit) (Nov. 11, 2011)

## Week 7: February 19

 Reading Week

## Week 8: February 26

### Topics:

* Indigenous Peoples

Assignment 2 Due 30%

### Readings:

* Durst, D., South, S. M., & Bluechardt, M. (2006). Urban First Nations people with disabilities speak out. *Journal of Aboriginal Health*, *3*(1), 34-43.
* Baskin, C. (2016). Chapter Twelve: Proud Two-Spirit Princess Boy. In Strong helpers' teachings: The value of Indigenous knowledges in the helping professions. Canadian Scholars’ Press.

## Week 9: March 4

### Topics:

* Indigenous Theoretical Perspectives and Worldviews in Social Work

In Class – Story Sharing 10%

### Readings:

* R Absolon, K. (2010). Indigenous Wholistic Theory: A Knowledge Set for Practice. *First Peoples Child & Family Review*, *5*(2), 74-87.
* Dennis, M. K., & Minor, M. (2019). Healing Through Storytelling: Indigenising Social Work with Stories. *The British Journal of Social Work*.

## Week 10: March 11

### Topics:

* Social Work & Indigenous Communities

A: Critical Reflections dues 30%

### Readings:

* Gray, M., & Hetherington, T. (2013). Indigenization, Indigenous social work and decolonization: Mapping the theoretical terrain. *Decolonizing social work*, 25-41.
* Thomas, D., Mitchell, T., & Arseneau, C. (2016). Re-evaluating resilience: From individual vulnerabilities to the strength of cultures and collectivities among indigenous communities.  *Resilience*, *4*(2), 116-129.

## Week 11: March 18

### Topics:

* Indigenous health & Well-being
* Land-based Healing

### Readings:

* Hatala, A. R., Morton, D., Njeze, C.,Bird-Naytowhow, K., & Pearl, T. (2019). Re-imagining miyo-wicehtowin: Human-nature relations, land-making, and wellness among Indigenous youth in a Canadian urban context. *Social Science & Medicine*, *230*, 122-130.
* Mikraszewicz, K., & Richmond, C. (2019). Paddling the Biigtig: Mino biimadisiwin practiced through canoeing. *Social Science & Medicine*, *240*, 112548.

## Week 12: March 25

### Topics:

* Land-based Social Work

B: Critical Reflection Due

### Readings:

* Freeman, B. M. (2019). Promoting global health and well-being of Indigenous youth through the connection of land and culture-based activism. *Global health promotion*, *26*(3\_suppl), 17-25.
* Dell, C. A., Chalmers, D., Bresette, N., Swain, S., Rankin, D., & Hopkins, C. (2011, August). A healing space: The experiences of first nations and Inuit youth with equine-assisted learning (EAL). In *Child & Youth Care Forum* (Vol. 40, No. 4, pp. 319-336). Springer US.

## Week 13: April 1

### Topics:

* Wrap Up & Potluck