

	<p><i>School of Access in the Department of Indigenous Education and Community Connections</i></p> <p><b>IST 206</b> <b>Indigenous Social Welfare</b> <b>Summer 2019</b></p>
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## COURSE OUTLINE

**The Approved Course Description is available on the web @ [www.camosun.ca](http://www.camosun.ca)**

◆ *Please note: this outline will be electronically stored for five (5) years only. It is therefore strongly recommended students keep this outline for their records.*

### 1. Instructor Information

(a)	Instructor:	Loren Sahara and Robert Mahikwa		
(b)	Office Hours:			
(c)	Location:	WT234		
(d)	Phone:	778-676-7844	Alternative Phone:	
(e)	Email:	<a href="mailto:loren.sahara@camosun.bc.ca">loren.sahara@camosun.bc.ca</a> , <a href="mailto:robert.mahikwa03@online.camosun.ca">robert.mahikwa03@online.camosun.ca</a>		
(f)	Website:	D2L		

### 2. Territory Acknowledgement

Camosun College campuses are located on the traditional territories of the Lkwungen and W SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

### 3. Course Description

An updated course description can be found at [www.camosun.ca](http://www.camosun.ca)

### 4. Intended Learning Outcomes

Upon successful completion of this course a student will be able to:

1. Identify the principle components and historical context of Canadian social welfare policy.
2. Identify and discuss Canadian social (welfare) policies and their impacts on the lives of Indigenous people/communities.
3. Identify and describe how self-determination is being realized by Indigenous people/communities through social policy and social services.
4. Identify and describe how poverty exists in Canada and evaluate the success of federal and provincial anti-poverty initiatives for non-Indigenous and Indigenous people/communities.

## 5. Required Materials

Baskin, Cyndy. (2016). Strong Helpers' Teachings (2<sup>nd</sup> Edition)

Bishop, Anne. (2015) Becoming an Ally: Breaking the Cycle of Oppression and People (3<sup>rd</sup> Ed)

Moran, Bridget. (2001). A Little Rebellion (3<sup>rd</sup> Edition) – **for Assignment #1**

Truth and Reconciliation. (2015). Truth and Reconciliation Commission of Canada: Calls to Action. (pp 1-11) [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

All other reading materials will be provided on D2L.

## 6. Course Delivery

This course follows an accelerated blended course delivery model comprised of independent home and online study, land-based learning, group work, group discussion, and in-class sessions. Students are responsible for managing their research and independent learning strategies including the completion of all assigned readings, and are expected to fully attend and participation in all in-class and land-based sessions/activities.

## 7. Course Content and Schedule

### Required Pre-Course Material

[Strong Helpers'] Chapter 1: Starting at the Beginning (pg. 1-11 only)

[Becoming an Ally] Step 1: Understanding Oppression: How Did it Come... (pg. 14-34)

[Youtube] FNS Students Introductory Protocol at VIU <https://youtu.be/AW0zkBXpCBA>

[website] First Nation Protocol on Traditional Territory (1min) <https://www.ictinc.ca/first-nation-protocol-on-traditional-territory>

### Recommended Additional Pre-Course Material

[Becoming an Ally] Step 1: Understanding ... The Personal is Political (pg. 45-61)

Friday June 07, 2019

4:30pm-5:30pm **Smudge Ceremony and Introductions**

5:30pm-6:00pm **Review course outline** (assignments, grading, participation, expectations)

6:00pm-7:00pm **Dinner & Mingle** (potluck style: please bring what you can, if you can)

7:00pm-8:00pm **Introduction to Indigenous Social Welfare and Social Work**

### Required Readings:

[Strong Helpers'] Chapter 4: Current Theories/Models of SW ... (pg. 75-100)

[Becoming an Ally] Step 2: Understanding Different Oppressions (pg. 62-76)

[Youtube] Alix Dolson. Aboriginal Theory. VIU (12mins). <https://youtu.be/XBVhJ7s4dzQ>

[website] BC Ministries <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries>

### Recommended Additional Readings:

[D2L] Wicihitowin: Anti-Colonial Indigenous Social Work (pg. 25-42)

8:00pm-9:00pm **Closing the Circle** and group check-out

Saturday June 08, 2019

8:30am-9:00am **Opening Smudge Ceremony**

9:00am-10:00am **Group check-in.**

10:00am-12:00pm **KAIROS: The History of Indigenous Social Welfare in Canada**

**Required Readings:**

[website] Historical Timeline of Indigenous Peoples in Canada

<http://timeandplace.ubc.ca/timeline/>

[website] Vancouver Island Map of First Nations <http://viea.ca/business-living-on-vancouver-island/first-nations/>

[Becoming an Ally] Step 5: Becoming an Ally (pg. 87-107)

[Report] Truth and Reconciliation Commission of Canada: Calls to Action (2015)

<http://nctr.ca/reports.php>

**Recommended Additional Readings:**

[D2L] Sinclair, Raven. Aboriginal Social Work Education in Canada: Decolonizing Pedagogy for the Seventh Generation. (pg. 49-61).

12:00pm-1:00pm **Lunch** (potluck style: please bring what you can, if you can)

1:00pm-2:30pm **Indigenous/Ally Structural Social Work Theoretical Framework (Story)**

**Required Readings:**

[D2L] Naiman, J. (2012). The social construction of ideas and knowledge (Chapter 7). In J. Naiman, *How societies work: Class, power, and change*.

[D2L] Hicks -- Introduction to Social Welfare (pg. 2-4 + 8-12 + 14-17 **only**)

[Youtube] Mansbridge One on One with Cindy Blackstock (22mins).

<https://youtu.be/ahGQ0WBd0ng>

**Additional Recommended Readings:**

[Becoming an Ally] Step 4: Becoming a Worker in your Own Liberation (pg. 81-86)

[Strong Helpers'] Chapter 17: So You Wanna Be an Ally? (pg. 373-394)

2:30pm-3:30pm **Review Assignment #1 Fishbowl Activity**

3:30pm-4:30pm **Closing the Circle** and group check-out

Sunday June 09, 2019

8:15am-8:45am **Opening Smudge Ceremony \*\* NOTE: class starts earlier today\*\***

8:45am-9:45am **Group check-in**

9:45pm-10:00am **Carpool**

10:00am-12:30pm **Guest Speaker:** on-the-land tour and cultural teachings

12:30pm-1:00pm **Carpool back to Camosun**

1:00pm-1:30pm **Lunch** (potluck style: please bring what you can, if you can)

**1:30pm-2:30pm Assignment #1 (Part 1). “Fishbowl” Collaborative Learning Circle**

**Required Readings:**

Moran, Bridget. (2001). A Little Rebellion (3<sup>rd</sup> Edition)

2:30pm-3:30pm **Review Assignment #1 (Part 2) and Assignment #2 (incl. group formation)**

**Readings for Assignment #2:**

[Strong Helpers’] Chapter 13: Caring for Families, Caring for Children (pg. 155-168)

[Strong Helpers’] Chapter 11: Healing Justice (pg. 215-244)

[Strong Helpers’] Chapter 10: Mental Health as Connected to the Whole (pg. 191-214)

[Strong Helpers’] Chapter 14: The Power of Pedagogy (pg. 297-320)

[Strong Helpers’] Chapter 15: Taking Back Research (pg. 321-354)

[Strong Helpers’] Chapter 16: We Are All Related (pg. 355-372)

3:30pm-4:30pm **Closing the Circle** and group check-out

Friday June 21, 2019

**NATIONAL INDIGENOUS PEOPLES DAY** students are highly encouraged to participate in at least one cultural gathering or event today before class!!!

4:00pm-4:30pm **Opening Smudge Ceremony and Drum Song**

4:30pm-5:00pm **Group check-in.**

5:00pm-6:00pm **Presentation #1** (Assignment #2)

6:00pm-7:00pm **Dinner & Mingle** (potluck style: please bring what you can, if you can)

7:00pm-8:00pm **Presentation #2** (Assignment #2)

8:00pm-9:00pm **Closing the Circle and group check-out**

Saturday June 22, 2019

8:30am-9:00am **Opening Smudge Ceremony**

9:00am-10:00am **Group check-in**

10:00am-11:00am **Presentation #3** (Assignment #2)

11:00am-11:30am **Break and Presentation Setup**

11:30am-12:30pm **Presentation #4** (Assignment #2)

12:30pm-1:30pm **Lunch** (potluck style: please bring what you can, if you can)

- 1:30pm-2:00pm **Presentation Setup**
- 2:00pm-3:00pm **Presentation #5** (Assignment #2)
- 3:00pm-3:30pm **Break and Wrap-Up**
- 3:30pm-4:30pm **Closing the Circle and group check-out**

Sunday June 23, 2019

- 8:30am-9:00am **Opening Smudge Ceremony**
- 9:00am-10:00am **Group check-in**
- 10:00am-11:00pm **Presentation #6** (Assignment #2)
- 11:00am-11:30am **Debrief Assignment #2**
- 11:30am-12:30pm **Lunch** (potluck style: please bring what you can, if you can)
- 12:30pm-2:00pm **Indigenous Structural Social Work in Action**

**Required Readings:**

- [Strong Helpers'] Chapter 8: The Answers are in the Community (pg. 155-168)
- [Youtube] Cindy Blackstock | 7 Ways to Make a Difference. <https://youtu.be/jZE7YASM6ts>
- [D2L] Examples of Indigenous Social Welfare Change in Action.
- [Youtube] Making Coast Salish Territorial Acknowledgements Matter (1 hour) | Coast Salish Cultural Network | <https://youtu.be/-Tei5tGoQ4s>

**Additional Recommended Readings:**

- [Becoming an Ally] Notes on Educating Allies (pg. 108-125)
- [Strong Helpers'] Chapter 18: The End of the World as We Know It (pg. 395-416).
- [Becoming an Ally] Maintaining Hope (pg. 128-132)
- [Youtube] LeighaCohen. "Ulali Singing Idle No More" at the UN Chapel September 22, 2014 (4mins) <https://youtu.be/roGK-tpSpK4>
- 2:00pm-3:30pm **Course Review and Discuss Assignment #3**
- 3:30pm-4:30pm **Closing the Circle (final group check-out)**

**8. Attendance and Participation Policy**

Given the unique pedagogical approaches to this course which includes collaborative group work, weekend-intensive sessions, and a co-creative cooperative learning environment, students are required to attend all weekend and on-campus sessions to pass the course.

Any missed class time, whether full or partial must to be communicated with and approved by the Instructor(s) in advance. This includes showing up late, and/or leaving early. Each student is considered an integral member of the learning environment Students are expected to fully commit to participating in all aspects of this course.

**9. Basis of Student Assessment (Weighting)**

**ASSIGNMENT #1 –Fishbowl Collaborative Learning Circle (5%) and Reflection Summary Paper (20%)**

**Fishbowl Collaborative Learning Circle due:** in-class the last Sunday of the first weekend on-campus) **Reflection Summary Paper due:** on or before Wednesday June 12, 2019 by 11:59pm

### **PART 1 [5%]**

Students will be placed in two separate groups representing the two halves book. These groups will be assigned prior to the first day of class (and posted on D2L). Group #1 members will read approximately half of the book and Group #2 will read the second half of the book.

For the PART 1 Fishbowl activity there will be two sets of chairs (one inner ring and one outer ring) - Group #1 will start in the inner circle and Group #2 will sit in the outer circle. Group #1 will respond to the below three question while Group #2 acts as witnesses to Group #1's discussion. Each member in the inner circle will have an opportunity to share their thoughts, feelings, and responses. When Group #1 is finished, the two groups will switch roles and Group #2 will answer their own questions below based on the section of the book *they* read while Group #1 sits in the outer circle to witness Group #2's discussion.

Students are welcome to bring in their own talking notes and are encouraged to take notes during the activity.

#### **Group #1: Inner circle questions for chapters Prologue-Chapter 10 (pg. 9-75)**

- 1) What issues and policies was Moran confronted with (or that she identified) as a new/emerging social worker?
- 2) Based on the teachings in the book, how might you challenge these systems/bureaucracy and advocate for those living in poverty?
- 3) How does/will this section of the book inform your own current/emerging social work practice?

#### **Group #2: Inner circle questions for Chapter 11 – Epilogue (pg. 76-148)**

- 1) How did Moran challenge the policy issues she faced in her work as a social worker?
- 2) Based on the teachings in the book, how might you challenge these systems/bureaucracy and advocate for those living in poverty?
- 3) How does/will this section of the book inform your own current/emerging social work practice?

### **PART 2 – [20%]**

Students will submit an individual 4-6 paged paper (not including the title page and reference page), double-spaced, typed, and APA formatted (Times New Roman, 12-pt font, page numbers, etc) summarizing their thoughts, feelings, and responses to the following questions:

- 1) What were the issues and policies Moran was confronted with (or that she identified), and what were the 'stories', worldviews, and ideologies informing them?
- 2) Working from an Indigenous/Ally Structural Social Worker, how would you challenge the same systems/bureaucracies presented in the book, and advocated for those living in poverty?
- 3) How (if at all) might you have utilized the Truth and Reconciliation Commission's Calls to Action report to support Moran?

Students must also incorporate at least 2 additional readings/videos (not including the Truth and Reconciliation Commission Calls to Action Report) from the course outline (using proper APA citation and referencing). Students are also highly encouraged to use **Headers** (no more than one sentence each) above each section of their paper to help organize their work. NOTE: the Late Assignment Policy (See below) does apply up to a maximum of days prior the next on-campus class.

### **ASSIGNMENT #2 – Collaborative Group Presentations (35%)**

**Due Date:** one member from each group will submit the appropriate materials for the entire group by 11:59PM the day of their presentation.

In groups of 4-6 people (preferably mixed Indigenous and Ally members), students will present on one of the following topics from the perspective an Indigenous/Ally Social Worker. Presentations must be at least 45-50 mins and include an opportunity for non-presenting students to ask questions and reflect on your topic (10mins) at the end.

- Indigenous Family and Child Welfare and Policy
- Indigenous Corrections/Justice and Policy
- Indigenous Health Care and Policy
- Indigenous Education and Policy
- Indigenous Research and Policy
- International Indigenous Peoples Welfare and Policy

Groups may present their topic in whatever form they wish but are encouraged to consider utilizing a mix of techniques such as land-based learning (confirm time-frame with instructors), powerpoint/prezi, audience interaction and participation, videos, role-plays, discussions, arts and crafts, and so on. Please note that the total runtime of all videos must be 5mins max.

All groups must use at least 3 readings/videos from the course outline in their presentation as well as at least one Truth and Reconciliation Calls to Action as it relates to their topic.

Group using powerpoint or prezi (or otherwise a slideshow) must include in-text APA citations in the slides and must include a reference page at the end of the presentation. The presentation will also be submitted in full to D2L by one group member for a shared-final mark.

Groups **not** using any powerpoint or prezi must provide a 3-6 paged summary (not including title page and reference page) APA-formatted, detailing each component of their presentation, provide a rationale, and identify those citations/references that informed the process.

This summary paper will be submitted to the D2L by one group member on behalf of everyone for shared-final mark. A grading criteria rubric will be provided in class.

### **ASSIGNMENT #3 – Critical Analysis of Indigenous Social Welfare and Policy (40%)**

**Due Date:** Sunday June 30, 2019 (one week after the final class)

Students will write a 6-8 paged paper (not including a title page, reference page), APA formatted, that critically analyzes a new media article by drawing upon the topics and themes presented in the course. Students will select a news article on a topic pertaining to Indigenous, First Nation, Aboriginal, Metis, Inuit, Maori, and/or Native American Peoples (individuals, children, youth, families, communities, Nations) whether locally or internationally, which students will review and critically analyze from within Indigenous approaches to social work.

**From the perspective of an Indigenous and/or Ally structural social worker, students will respond to the following questions/topics:**

1. What are the social issue(s)/barriers(s) presented or discussed in the article as it relates to Indigenous Peoples welfare in Canada or intentionally; and identify at least one federal, provincial, or municipal policy related to the topics in the news article.
2. What are the stories/ideologies informing/influencing these issue(s)/barriers(s) and policy/policies?
3. Identify at least 3 solutions to the issue(s)/barriers(s) and presented in the article (at least one of which must incorporate at least one TRC Call to Action).
4. Discuss how will/would bring about these solutions from within an Indigenous/Ally Structural Social Work theoretical framework and practice, and discuss your self-location informs this pursuit.

In addition to the **Truth and Reconciliation Calls to Action**, students must include at least 3 course readings/videos in their paper.

**Important note:** your critical analysis forms a significant portion of this assignment. A critical response is one that is thoughtful and incorporates evidence from other sources including your own critical perspective. A critical response is not simply reiterating what others scholars/authors are saying and accepting this at face value alone.

**The New Media Article:** The entire article must be included in your assignment as an additional Appendix page (either cut and paste the entire article or a screen shot of the entire article into the appendix page). The article should be from a newspaper, online media, journal or perhaps something published online for the public by an advocacy group, or agency/organization, etc. **NOTE: assignments without an attached legible article will not be marked and will be considered incomplete until resolved.**

## 9. Late Assignment Policy

All late assignments are subject to a 5% penalty for each day it is late unless otherwise agreed upon with your Instructor in advance.

**Late assignments due to technical issues is not an adequate excuse.** If you are experiencing technical issues, please email a copy of your assignment to the Instructors directly and then resolve your technical issues with the IT department as Camosun. Your assignment will not be considered submitted until the assignment is submitted to the appropriate D2L dropbox or when your Instructors receive your attached assignment in their email inbox. Either way, Instructors cannot submit assignments to D2L on your behalf, therefore, you will still need to resolve your technical issues and upload the assignment to dropbox as soon as possible. As such, is recommended that students avoid attempting to upload their assignments at the last minute in anticipation of possible technical issues arising.

## 10. Grading System

*(No changes are to be made to this section unless approved by the EDCO)*

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
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90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. ( <i>For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.</i> )
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 11. Recommended Materials or Services to Assist Students' Success

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available to assist students throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.