



Course & Session Number	SOWK 428 S01	Classroom	Online
Course Name	Indigenous Peoples’ Histories, Cultures, and Healing Practices		
Dates and Time	Start of Classes: September 7 th , 2024 End of Classes: December 6 th , 2024 Dates and Time: Zoom sessions Saturdays 9:00a-12:00p MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Shawn Singer BSW MEd	Office Hours	By Request
UCalgary E-mail	Shawn.singer@ucalgary.ca	UCalgary Phone	By Email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

From Indigenous worldviews, learners gain an appreciation of the diverse Indigenous healing practices that are rooted in natural laws, languages, and spirit. Learners are invited to engage in learning that honours the resistance and resilience of Indigenous peoples in the face of colonial violence, genocide, and complex intergenerational traumas.

COURSE DESCRIPTION

You will be invited to engage in reflexivity throughout this course, examining their experiences of intersecting identities in relation to power and privilege. You will explore the histories and ways of knowing and being of the First Nations, Métis and Inuit of Turtle Island, a reference used by many Indigenous peoples to describe what is now North America. You will gain an understanding of the diverse and complex social, political, legal, and relational kinship systems that sustained and continue to sustain Indigenous families and communities. From Indigenous worldviews this course honours the resistance and resilience of Indigenous peoples in the face of colonial violence, genocide, and complex intergenerational traumas. You will gain an appreciation of the diverse Indigenous healing practices and relational wellness that are rooted in natural laws, languages, and spirit by learning about ceremony and participating in sharing circles and debriefing processes led by an Indigenous instructor.

Course Hours: 3 units; (3S-0)

Prerequisite: Admission to BSW Program

Antirequisite: Credit for Social Work 428 and Social Work 553.37 will not be allowed.

COURSE LEARNING OUTCOMES

By the end of this course learners will be able to:

1. Explore their own values and beliefs in relation to colonialism to deepen their self-awareness, develop humility and cultural competence, and to understand how their values and beliefs affect their social work practice.
2. Explore concepts of collective and relational wellness in social work practice from Indigenous worldviews of spiritual, emotional, physical, and cognitive well-being.
3. Engage in relational and ceremonial processes and teachings online from Indigenous Elders and Knowledge Keepers to inform students' spiritual, emotional, physical, and cognitive self-understanding and their professional practice framework.
4. Learn about First Nations, Inuit, and Metis communities in Canada and research their pre and post contact histories.

5. Explore Indigenous ways of knowing, being, doing and connecting to understand healing related to trauma experienced by Indigenous Peoples and the ethical accommodation of cultural methodologies and protocols for healing requested by Indigenous clientele in social work practice.
6. Recognize the role of colonial violence and genocide perpetrated against Indigenous Peoples and communities, including residential schools, Sixties Scoop, and child welfare, and critically analyze the role of the social work profession and social policy in contributing to historical and continuing harms and oppressive practices.
7. Strategize individual and collective actions that are guided by Indigenous worldviews and will help transform current policy and social work approaches so that resilience and restorative practices of Indigenous peoples are supported.

LEARNING RESOURCES

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

Week 1 – Self-awareness and Implications for Practice

Watch:

Alberta Recreation & Parks Association (2020 July 15). Smudging with Reg and Rose Crowshoe. [Video]. <https://www.youtube.com/watch?v=ooJCthCBo-0>

Terbasket, T. (2022, March). *Recognizing our implicit bias towards Indigenous Peoples* [Video]. Ted Conferences. Retrieved from https://www.ted.com/talks/kelly_terbasket_recognizing_our_implicit_bias_towards_indigenous_peoples

Read:

Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child & Family Review* 4(1), 28 – 37. <https://fpcfr.com/index.php/FPCFR/article/view/74/4>

Morgenshtern, M., Schmid, J., & Yu, N. (2022). Interrogating settler social work with indigenous persons in Canada. *Journal of Social Work*, 22(5), 1170-1188. <https://doi.org/10.1177/14680173211056823>

Sterritt, A., Woodward, P. (2019 April 9). ‘Judged and ashamed’: Indigenous parents describe scrutiny, mistrust of social workers. *CBC News*. <https://www.cbc.ca/news/canada/british-columbia/judged-and-ashamed-indigenous-parents-describe-scrutiny-mistrust-of-social-workers-1.5059294#:~:text=Parents%20there%20told%20CBC%20about,own%20children%20to%20the%20system>

Urdang, E. (2010). Awareness of self – A critical tool. *Social Work Education*, 29(5), August 2010, pp. 523-538. <https://www.tandfonline.com/doi/epdf/10.1080/02615470903164950?needAccess=true>

Week 2 – Self-awareness and implications for social work

Watch:

Crowshoe, R. & Ermine, W. (2014 November 13). *Keynote presentation: Ethical spaces with Elder Reg Crowshoe and Elder Willie Ermine*. PolicyWise for Children & Families. <https://www.youtube.com/watch?v=mAVPyjFq3hM&t=136s>

Read:

Alberta College of Social Workers (2019). *Honoring sacred relationships: Wise practices in Indigenous social work*. 9-10.

Canadian Association of Social Work Education (2024). *Reconciliation as a social work student: Toolkit for social work students*. <https://caswe-acfts.ca/wp-content/uploads/2021/08/Toolkit-for-Social-Work-Students.pdf>

Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), 2007, pp. 193-203. <https://jps.library.utoronto.ca/index.php/ilj/article/view/27669/20400>

Additional Resources:

Truth and Reconciliation Commission of Canada (2015). *Truth and Reconciliation Commission of Canada: Calls to action*. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

Truth and Reconciliation Commission of Canada. (2015). *Honoring the truth, reconciling the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. https://publications.gc.ca/collections/collection_2015/trc/IR4-7-2015-eng.pdf

Week 3 – Indigenous Peoples in Canada & Culture Attributes

Watch: Interactive tools/video (use as additional learning and resource)

FourD Interactive Inc. (2006-2012). Four Directions Teachings. <https://fourdirectionsteachings.com/>

Assembly of First Nations (2021). *Plain Talk 2: Pre-Contact 2.1 Original Inhabitants of the land*. It's Our Time Educational Toolkit. <https://education.afn.ca/afntoolkit/web-modules/plain-talk-1-pre-contact/original-inhabitants-of-the-land/>

Read:

Glenbow Museum (n.d.). *Indigenous and European worldviews: Adapted from The True Spirit and Original Intent of Treaty 7*. Retrieved from <https://www.glenbow.org/wp-content/uploads/2021/06/Comparing-WORLDVIEWS-worksheet.pdf>

Canadian Geographic (2024). First Nations, Inuit, Métis. *Indigenous Peoples Atlas of Canada*. <https://indigenouspeoplesatlasofcanada.ca/>

Wilson, K., & Hodgson, C. (2018). Section 1: Introduction to Indigenous Peoples. *Pulling Together: Foundations Guide*. <https://opentextbc.ca/indigenizationfoundations/part/section-1-introduction-to-indigenous-peoples/>

Voyageur, C., & Calliou, B. (2000/2001). Various shades of red: Diversity within Canada's Indigenous community. *The London Journal of Canadian Studies*, 16.
https://www.researchgate.net/profile/Brian-Calliou/publication/238697736_SHADES_OF_RED_DIVERSITY_WITHIN_CANADA%27S_INDIGENOUS_COMMUNITY_Cora_J_Voyageur_University_of_Calgary/links/54258e780cf2e4ce94039060/SHADES-OF-RED-DIVERSITY-WITHIN-CANADAS-INDIGENOUS-COMMUNITY-Cora-J-Voyageur-University-of-Calgary.pdf

Week 4 –Indigenous Peoples in Canada

List of optional resources for assignment:

Inuit

Inuit Tapiriit Kanatami (2024). *About Canadian Inuit*. <https://www.itk.ca/about-canadian-inuit/>

Government of Canada (2024 February 20). *Inuit*. Crown-Indigenous Relations and Northern Affairs. <https://www.rcaanc-cirnac.gc.ca/eng/1100100014187/1534785248701>

West Coast First Nations (Kwakiutl)

U'mista Cultural Centre (2024). *The Kwakwaka'wakw Tribes*. <https://www.umista.ca/pages/kwakwakawakw-tribes>

U'Mista Cultural Society (2024). *Living tradition: The Kwakwaka'wakw potlatch on the northwest coast*. <https://umistapotlatch.ca/intro-eng.php>

Prairie First Nations

(Blackfoot)

Blackfoot Confederacy

<https://www.thecanadianencyclopedia.ca/en/article/blackfoot-nation>

The Blackfoot Confederacy

<https://blackfootconfederacy.ca/>

Stoney Education Authority (n.d.). *Stoney History, Elders, Culture & Powwows, Stoney Country*. <https://www.stoneyeducation.ca/sea-history-culture>

Stoney Nakoda Nations (n.d.) *About us: Our history*. <https://stoneynakodanations.com/about-us/>

Tsuu'Tina Nation

https://fnp-ppn.aadnc-aandc.gc.ca/fnp/Main/Search/FNMain.aspx?BAND_NUMBER=432&lang=eng

Métis

Aboriginal Peoples Television Network (2018 October 25). *Métis, who are they?* [Video]. <https://www.youtube.com/watch?v=747Diz1LmgA>

Métis National Council (2024). *About Us*. <https://www.metisnation.ca/about/about-us>

Central First Nations

Haudenosaunee Confederacy (2024). *Who we are*. <https://www.haudenosauneeconfederacy.com/who-we-are/> *Culture & History*. <https://www.haudenosauneeconfederacy.com/historical-life-as-a-haudenosaunee/>

Mohawk Council of Akwesasne (2015). *Akwesasne: A cultural portrait*. <http://www.akwesasne.ca/wp-content/uploads/2020/09/Akwesasne-A-Cultural-Portrait-2015-1.pdf>

East Coast First Nations

Membertou First Nation (2023). *About*. <https://membertou.ca/>

Membertou Heritage Park (). *About Us, Archives, Timeline*. <https://www.membertouheritagepark.com/gateway>

Week 5 – Early Indigenous-Settler Relations

Watch:

Kheraj, S., Peace, T (2015 May). *Justice Murray Sinclair on the Royal Proclamation of 1763*. <https://openhistoryseminar.com/canadianhistory/chapter/interpretation-2-murray-sinclair-on-the-royal-proclamation-of-1763/>

Early Indigenous-Settler Relations

Contact

Government of Canada (1996). Report on the Royal Commission on Aboriginal Peoples. *Contact and Cooperation*. Vol 1, Ch. 5, pp. 94 – 123. <http://hdl.handle.net/1974/6874>

Royal Proclamation of 1763

University of British Columbia (2009). *Royal Proclamation, 1763*. Indigenous Foundations.arts.ubc.ca https://indigenousfoundations.arts.ubc.ca/royal_proclamation_1763/

Setting the stage for colonization

Belshaw, J., Nickel, S., & Horton, C. (n.d.). Introduction: Defining Colonialism. *In Histories of Indigenous Peoples in Canada* (pp. 77-83). <https://histindigenouspeoples.pressbooks.tru.ca/chapter/introduction-defining-colonialism/>

Colonial Narratives

Settlement and Confederation

Slowey, G. (2016 July 8). *Confederation comes at a cost: Indigenous peoples and the ongoing reality of colonialism in Canada*. Active History. <https://activehistory.ca/blog/2016/07/08/19457/>

Additional Resource:

Truth & Reconciliation Commission of Canada (2015). *Confederation, colonization, and resistance. Canada's Residential Schools: The History, Part 1, Origins to 1939. Vol 1, p. 105 – 131.*
https://publications.gc.ca/collections/collection_2015/trc/IR4-9-1-1-2015-eng.pdf

Week 6 – Methods of Colonization

*Choose one or two videos plus two readings from this section

Treaties

Watch: Obomsawin, A. (2014). *Trick or Treaty?* [Video]. National Film Board. [Trick or Treaty? - NFB](#)

Truth & Reconciliation Commission of Canada (2015). *Treaty making and Betrayal: The roots of Canada's Aboriginal policy. Canada's Residential Schools: The History, Part 1, Origins to 1939. Vol 1, p. 49-62.* https://publications.gc.ca/collections/collection_2015/trc/IR4-9-1-1-2015-eng.pdf

Indian Act

Canada, (1996), Report of the Royal Commission on Aboriginal Peoples. *The Indian Act. Vol 1, Ch. 9, p. 246 – 282* <http://hdl.handle.net/1974/6874>

Milloy, J. (2008). *Indian Act colonialism: A century of dishonor, 1869 – 1969.* Research paper for the National Centre for First Nations Governance.
http://fngovernance.org/ncfng_research/milloy.pdf

Indian residential schools

Assembly of First Nations (2021). *Plain Talk 6: Residential Schools. It's Our Time Educational Toolkit.*
<https://education.afn.ca/learning-modules/>

Watch: Fifth Estate. (2019 March 3). *Crimes against children at residential school: The truth about St. Anne's.* [Video]. Available from <https://www.youtube.com/watch?v=ep7AW2K4Xww>

Sixties Scoop

Alston-O'Conner (2010). The sixties scoop: Implications for social workers and social work education. *Critical Social Work 11(1) (2010): Special Indigenous Issue.*
<https://ojs.uwindsor.ca/index.php/csw/article/view/5816>

CBC News (2018 June 22). *Separating children from parents: The sixties scoop in Canada* [Video]
https://www.youtube.com/watch?v=_nmd6HXKXYU

Discrimination, marginalization, violence against Indigenous women

Day, S. & Palmater, P. (2023). Sex discrimination in the Indian Act: A tool of forced assimilation. In B. Cameron & M. Luxton (Eds.), *Feminism's fight: Challenging politics and policies in Canada since 1970*, pp. 36

Russell, J. & Snowden, W. (2021 February 20). Bradley Barton found guilty of manslaughter in death of Cindy Gladue. *CBC News*. <https://www.cbc.ca/news/canada/edmonton/bradley-barton-guilty-1.5921392>

Week 7 – Impacts of Colonization

Watch:

Anishinabek Nation (n.d.). *Mary Laronde on racism*. [Video]. <https://www.youtube-nocookie.com/embed/AYBERmVLAL8>

Read:

Assembly of First Nations (2021). *Plain Talk 3: Impacts of contact 3.3 Impacts*. It's Our Time Education Toolkit. <https://education.afn.ca/afntoolkit/web-modules/plain-talk-3-impacts-of-contact/impacts/>

Bambury, B. (Host) (2015 June 5). *Can trauma have genetic effects across generations?* [Radio] CBC Radio Day 6. <https://www.cbc.ca/radio/day6/episode-236-transgender-parenting-trauma-and-genetics-bobby-baun-gun-lobbyists-vs-bill-c-51-more-1.3098757/can-trauma-have-genetic-effects-across-generations-1.3098819>

Additional Resource:

Indigenous Corporate Training Inc. (2022 December 5). *8 key issues for Indigenous peoples in Canada*. <https://www.ictinc.ca/blog/8-key-issues-for-indigenous-peoples-in-canada>

National Inquiry into Missing and Murdered Indigenous Women and Girls (2019). *Reclaiming power and place: The final report on the national inquiry into missing and murdered Indigenous women and girls*. Volume 1a. https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf

Week 8 – Indigenous Resistance & Resurgence

Watch:

CBC News (2017 December 10). *How Idle No More sparked an uprising of Indigenous people*. [Video]. <https://www.youtube.com/watch?v=TYf75dKON6k>

Montour, C. (2021). *Mary Two-Axe Early: I am Indian again*. [Video]. National Film Board. [Mary Two-Axe Earley: I Am Indian Again - NFB](#)

Read: Choose 2-3 as basis for assignment

CBC News (2013 January 8). 6 landmark rulings on native rights. *CBC News*. <https://www.cbc.ca/news/canada/6-landmark-rulings-on-native-rights-1.1316961>

Coulthard, G. (2013 January 8). Canada's First Nations: A history of resistance. *Global Research*. <https://www.sfu.ca/~palys/Coulthard-2012-Canada%27sFirstNations-AHistoryOfResistance.pdf>

Rain, S., & Able, M. (2023 September 29). *Every Child Matters: Defining what Orange Shirt Day means*. Cultural Survival. <https://www.culturalsurvival.org/news/every-child-matters-defining-what-orange-shirt-day-means>

University of British Columbia (2009). *The White Paper*. Indigenous Foundations.arts.ubc.ca. https://indigenousfoundations.arts.ubc.ca/the_white_paper_1969/

Yellowhead Institute (2019 October). *Land back: A Yellowhead Institute Red Paper*. <https://redpaper.yellowheadinstitute.org/wp-content/uploads/2019/10/red-paper-report-final.pdf>

Week 9 – Pathways to Reconciliation

Watch:

CBC News (2019 June 3). *MMIWG inquiry's final report and its 'calls for justice'*. [Video]. Power & Politics. <https://www.youtube.com/watch?v=1-Gn3wu8bnI>

Read:

Bulbulian, B. (1987). *Dancing around the table, Part 1*. [Video]. National Film Board. [Dancing Around the Table, Part One - NFB](#)

CBC News. (2007 September 13). Canada votes 'no' as UN native rights declaration passes. *CBC News*. <https://www.cbc.ca/news/canada/canada-votes-no-as-un-native-rights-declaration-passes-1.632160>

Fontaine, T. (2016 May 10). Canada officially adopts UN declaration on rights of Indigenous peoples. *CBC News*. <https://www.cbc.ca/news/indigenous/canada-adopting-implementing-un-rights-declaration-1.3575272>

Additional Resources:

Government of Canada (2010 September 15). *Highlights from the Report of the Royal Commission on Aboriginal Peoples*. Crown Indigenous Relations and Northern Affairs Canada. <https://www.rcaanc-cirnac.gc.ca/eng/1100100014597/1572547985018>

Hanson, E. (2009). *Constitution Act, 1982 Section 35: What is section 35 of the Constitution Act?* Indigenous Foundations.arts.ubc.ca. https://indigenousfoundations.arts.ubc.ca/constitution_act_1982_section_35/

Truth and Reconciliation Commission of Canada. (2015). *Final report of the Truth and Reconciliation Commission of Canada summary: Honouring the truth, reconciling for the future*. https://publications.gc.ca/collections/collection_2015/trc/IR4-7-2015-eng.pdf

United Nations. (2007 September 13). *United Nations declaration on the rights of Indigenous peoples*. https://social.desa.un.org/sites/default/files/migrated/19/2018/11/UNDRIP_E_web.pdf

University of British Columbia. (2009). *Bill C-31*. Indigenous Foundations.arts.ubc.ca.
https://indigenousfoundations.arts.ubc.ca/bill_c-31/#:~:text=Bill%20C%2D31%2C%20or%20a,Charter%20of%20Rights%20and%20Freedoms.

University of British Columbia (n.d.). *The Indian residential school settlement agreement*. Indian residential school history and dialogue centre. <https://irshdc.ubc.ca/learn/the-indian-residential-school-settlement-agreement/>

Week 10 – Indigenous Healing & Wellness Practices

Read:

Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First Peoples Child and Family Review*, 14(10), pp. 22-42.
<https://fpcfr.com/index.php/FPCFR/article/download/370/302>

Assembly of First Nations (2021). *Plain Talk 8: Cultural Competency*. It's Our Time Educational Toolkit.
<https://education.afn.ca/learning-modules/>

Wesley-Esquimaux, C. C. & Smolewski, M. (2004). *Historic trauma and Aboriginal healing*. The Aboriginal Healing Foundation. <https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/historic-trauma.pdf>

Additional Resources:

The Alberta Teachers Association (2016). *Well-being: All my relations*. Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum.
https://www.learnalberta.ca/content/aswt/well_being/documents/all_my_relations.pdf

Thunderbird Partnership Foundation (2020). *Indigenous wellness framework guide*. Thunderbird Partnership Foundation.
<https://docs.fntn.ca/VC16995/Handouts/Indigenous%20Wellness%20Framework%20Reference%20Guide.pdf>

Week 11 – Fall Break

No readings.

Week 12 – Indigenous Healing & Wellness Practices

Watch:

InFocus (2017 January 19). 'We are spirit' – Indigenous Spirituality – InFocus. *APTN National News*.
<https://www.aptnnews.ca/infocus/we-are-spirit-indigenous-spirituality-infocus/>

Read:

Globensky, P., & Sabourin, B. (2015 May 13). Divergence: Traditional Aboriginal spirituality and Mother Earth. *Anishinabek News: The voice of the Anishinabek Nation*.
<https://anishinabeknews.ca/2015/05/13/divergence-traditional-aboriginal-spirituality-and-mother-earth/>

University of Lethbridge (2013 October 7). *Blackfoot and First Nations and Inuit Protocol Handbook*. Aboriginal Education Committee.
https://www.ulethbridge.ca/sites/default/files/2018/01/protocol_document_blackfoot_and_fnmi_approved_oct_7_2013_1.pdf

Additional Resources:

Centennial College (n.d.). 11. Four direction teachings. *In Our stories: First peoples in Canada*.
<https://ecampusontario.pressbooks.pub/indigstudies/chapter/four-direction-teachings/>

Indigenous Corporate Training Inc. (2019). *Guidebook to Indigenous protocol*.
<https://bcfarmersmarket.org/app/uploads/2019/02/IndigenousProtocol-IndigenousCorporateTrainingInc.pdf>

University of Alberta (2012 February 11). *Elder protocol and guidelines*. Council on Aboriginal Initiatives.
<https://www.ualberta.ca/provost/media-library/indigenous-files/elderprotocol.pdf>

Week 13 – Indigenous Healing & Wellness Practices

Watch:

Ottawa StoryTellers. (2023 October 16). *Stories told are a culture shared: A documentary on storytelling in Indigenous cultures*. [Video]. <https://www.youtube.com/watch?v=U6uFJx7beuk>

TEDxTalks. (2015, June 9). *Healing through story: Unpacking Indigenous resiliency and hope | Annie Belcourt* [Video]. YouTube. <https://www.youtube.com/watch?v=GDVwebiriAo>

Read:

Indigenous Corporate Training Inc. (2021 March 1). 11 things you should know about Indigenous oral traditions. [Blog]. <https://www.ictinc.ca/blog/11-things-you-should-know-about-aboriginal-oral-traditions>

Indigenous Corporate Training Inc. (2020 October 4). Why cultural appropriation is disrespectful. [Blog]. <https://www.ictinc.ca/blog/why-cultural-appropriation-is-disrespectful>

The Canadian Encyclopedia (2018 April 18). *Cultural appropriation of Indigenous peoples in Canada*. <https://www.thecanadianencyclopedia.ca/en/article/cultural-appropriation-of-indigenous-peoples-in-canada>

Additional Resources:

Anishnawbe Health Toronto. (2000). *Traditional healing: Native teachings about a way of life*.
<https://aht.ca/traditional-teachings-new/traditional-healing/>

Asikinack, W. (n.d.). *Sweat-lodge ceremony*. Indigenous Saskatchewan Encyclopedia, University of Saskatchewan. https://teaching.usask.ca/indigenoussk/import/sweat-lodge_ceremony.php

Asikinack, W. (n.d.). *Sun Dance*. Indigenous Saskatchewan Encyclopedia, University of Saskatchewan. https://teaching.usask.ca/indigenoussk/import/sun_dance.php

- Asikinack, W. (n.d.). *Pipe Ceremony*. Indigenous Saskatchewan Encyclopedia, University of Saskatchewan. https://teaching.usask.ca/indigenoussk/import/pipe_ceremony.php
- Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. In W. Pelech, K. Ring & S. LaRocque (Eds.), *Unity in diversity: Embracing the spirit of group work* (pp. 1- 26). Whiting & Birch Ltd.
- Calgary Board of Education. (n.d.). *Engaging with Elders: A co-created story*. <https://www.cbe.ab.ca/about-us/advisory-councils/FineArtsAdvisoryCouncilDocuments/elders-protocol.pdf>
- Obomsawin, P. (2007). *Traditional medicine for Canada's First Peoples*. <https://lfs-indigenous.sites.olt.ubc.ca/files/2014/07/RayObomsawin.traditional.medicine-1.pdf>
- Sherwani, A. (2022 June 28). Dancing to heal: Understanding Indigenous cultural gatherings and social dances. *The Gauntlet*. <https://thegauntlet.ca/2022/06/28/dancing-to-heal-understanding-indigenous-cultural-gatherings-and-social-dances/>
- The Canadian Encyclopedia (2018 April 18). *Cultural appropriation of Indigenous peoples in Canada*. <https://www.thecanadianencyclopedia.ca/en/article/cultural-appropriation-of-indigenous-peoples-in-canada>
- Stevenson, J. (1999). The circle of healing. *Native Social Work Journal*, 2(1), April 1999, pp. 8-21. <https://iaac-aeic.gc.ca/050/documents/p63928/92023E.pdf>
- Trent University. (2024). *Talking Circles*. <https://www.trentu.ca/teaching/talking-circles>

CONNECTION TO PRACTICE

By working to develop cultural humility and a comprehensive understanding of the histories and cultures of Indigenous Peoples in Canada, you will apply self-awareness to prepare for engaging with Indigenous Peoples and communities in a good way. You will develop understanding of Indigenous ways of knowing, being, doing and connecting, relational approaches, and Indigenous healing practices to individual and collective wellness that will inform your social work practice.

RELATIONSHIP TO OTHER COURSES

This course will build on existing social work diversity courses and extend learning by considering Indigenous practice frameworks.

CLASS SCHEDULE

Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- Fall Break November 10 – 16, 2024

- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

Themes	Week	Topics	Synchronous Activities & Assignments	Due Dates
Self-awareness & implications for social work practice	1	<ul style="list-style-type: none"> • Begin in a good way. • Introductions • Review course outline • What is smudging? • Explore personal beliefs & values in relation to colonialism. • History of social work & Indigenous peoples 	Key learning moments – how do I retain knowledge?	Sept. 7 Zoom 900-1200
	2	<ul style="list-style-type: none"> • Begin in a good way. • TRC, personal & collective values, commitments, actions • What is ethical space? • Building relationships & working with Indigenous peoples. • Some Indigenous protocols 	<u>3-2-1</u> 3 reasons to reconcile, 2 calls I can advance, 1 question I would ask TRC commissioners. Key learning moments	Sept.14 Zoom 900-1200
Indigenous Peoples & Cultures	3	<u>Introduction to Indigenous Peoples</u> <ul style="list-style-type: none"> • Begin in a good way. • Indigenous Peoples of Canada • Pre-contact Indigenous peoples <u>Indigenous Cultural Attributes</u> <ul style="list-style-type: none"> • Meaning of culture • Cultural diversity, • Creation stories • Worldviews • Natural laws, teachings • What are Indigenous ways of knowing? • Introduction of 2 Spirit 	Key learning moments	Sept.21 Zoom 900-1200
	4	<u>Profiles of Indigenous Peoples</u> <ul style="list-style-type: none"> • Begin in a good way. 	Key learning moments <u>Assignment</u>	Sept 28 Zoom 900-1200

		<ul style="list-style-type: none"> • North • West Coast • Prairie} • Métis • Central • East Coast 	Group presentations on Indigenous people in a selected territory	
Canada – Indigenous Histories	5	<u>Early Indigenous-Settler Relations</u> <ul style="list-style-type: none"> • Begin in a good way. • Contact • Royal Proclamation of 1763 <u>Setting the stage for colonization</u> <ul style="list-style-type: none"> • What is colonization? • Colonial narratives • Doctrine of Discovery • Settlement & confederation 	Key learning moments: colonial narratives	Oct 5 Zoom 900-1200
	6	<u>Methods of Colonization</u> <ul style="list-style-type: none"> • Begin in a good way. • Treaties • Indian Act • Indian residential schools • Role of Christianity & Churches • Sixties Scoop • On Indigenous women 	Key learning moments: what are the implications of these methods on Indigenous peoples?	Oct.12 Zoom 900-1200
	7	<u>Impacts of Colonization</u> <ul style="list-style-type: none"> • Begin in a good way. • Psychological, social, health, economic impacts • Intergenerational trauma & epigenetics • Impacts of patriarchy on Indigenous women 	<u>Chat box (in class)</u> What is a surprise learning for you? Key learning moments	Oct.19 Zoom 900-1200
	8	<u>Indigenous Resistance & Resurgence</u> <ul style="list-style-type: none"> • Begin in a good way. • White Paper & Red Paper • Landmark court cases • By Indigenous women • Re-emergence of 2 Spirit: reclaiming identity • Land back movement. 	Key learning moments <u>Assignment</u> Creative Imagery to highlight a program, initiative, or social justice movement that resonates with you.	Oct 26 Zoom 900-1200

		<ul style="list-style-type: none"> • Idle No More • Orange Shirt Day 		
	9	<u>Pathways to Reconciliation</u> <ul style="list-style-type: none"> • Begin in a good way. • Section 35 • RCAP • Indian residential school settlement • TRC • For Indigenous women • For 2 Spirit 	Key learning moments: The Elders say that reconciliation is not possible without the truth. Your thoughts?	Nov 2 Zoom 900-1200
Indigenous Healing & Wellness Practices	10	<ul style="list-style-type: none"> • Begin in a good way. • Cultural competence • Indigenous concepts of healing & wellness • Relationships – Restoration of ceremonies, lands, etc. • Holistic health 	Key learning moments: What is decolonization?	Nov 9 Zoom 900-1200
	11	Fall Break		
	12	<ul style="list-style-type: none"> • Begin in a good way. • Spirituality • More Indigenous protocols • Elders & Knowledge Keepers • Indigenous teachings • Blackfoot ontological responsibilities 	Key learning moments <u>Guest Speaker</u> Elder on protocols, traditional healing practices	Nov 23 Zoom 900-1200
	13	<ul style="list-style-type: none"> • Cultural appropriation Sharing circle & debriefing	Ways to avoid cultural appropriation. <u>Assignment</u> Oral reflections on personal challenges, learnings, shifts experienced in the course.	Nov 30 Zoom 900-1200

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned course learning outcomes
Key Learning Moments	<p><u>Assignment Description</u> Students are expected to attend each class, read/watch the required resources in advance of the class, and participate fully small and wider group facilitated discussions. After every class, students will submit a reflection highlighting a quotable moment from anything learned in class that day. The quotable moment will answer three questions:</p> <ol style="list-style-type: none"> 1. What stood out for me most in class today? 2. Why did this moment stand out the most for me? 3. What will I do with this learning? <p><u>Assignment Criteria</u> Students will submit a 2 – 3 minutes voice memo via the designated D2L Dropbox highlighting their key learning moment from class each day. Thirteen learning moments will be submitted in total, and each learning moment will be worth 1.92% of the final grade.</p>		25%	1, 2, 3, 4, 5, 6, 7

	Further grading criteria will be discussed in class and a rubric will be posted on D2L.			
Group Presentations	<p><u>Assignment Description</u> Groups of 3-4 students from similar geographical areas will work together to create a 10-15 minute presentation about the Indigenous peoples of that territory. Some questions for consideration can include:</p> <ul style="list-style-type: none"> - How did this Nation live pre-contact (consider society, culture, economy, politics etc.)? - What impact has colonization had on these Indigenous people? - What are the ceremonial and/or traditional healing practices of these people? - What impact has the field of social work had on this Nation and its citizens? - What did you learn and what meaning do your learnings hold for your emerging social work identity? <p><u>Assignment Criteria</u> The groups will work together to create a 10 – 15-minute PowerPoint, Prezi or Canva presentation, not including time for questions. Presentations may include media clips (maximum 1-2 minutes) or other sources that will help your audience to understand the topic. A minimum of four sources must be referenced but it is not necessary for the sources to be peer reviewed. To help facilitate active learning, the presentation should include engaging activities and/or questions that encourage critical thought and dialogue. Any references and images used in the presentation must adhere to APA 7th edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.</p>		25%	2, 3, 4, 6
Oral Reflection	<p><u>Assignment Description</u> Students will submit a reflective video 8-10 minutes in length. Students must reference three required sources and two additional sources. It is not necessary for the two additional sources to be peer reviewed – media, news stories etc. are acceptable. This oral submission incites reflections about their</p>		25%	1, 3, 7

	<p>learning over the course. The reflection should include personal challenges, learnings, and shifts students experienced in the course. The reflection should also include connections between course learnings and the student’s evolving social work identity. The following questions should be considered:</p> <ul style="list-style-type: none"> - What personal challenges did I experience during this course? - What new learnings or key insights did I take away from this course? - What impact has this course had on my beliefs, values and attitudes as a social worker? Did I experience any shifts in my values and beliefs? - What connections did I make between the course teachings and my practice (or future practice) as a social worker? - How will I use what I have learned in this course? <p><u>Assignment Criteria</u> This reflective video will be 8-10 minutes in length and submitted via the designated D2L Dropbox. Students must also submit a reference page using APA 7th edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.</p>			
Creative Imagery	<p><u>Assignment Description</u> Students will use creative imagery (e.g.: photographs, logos, drawings, symbols, shapes, colors, diagrams, songs, poems, painting, garment, etc.) to create a digital display, collage, or creative journal page to highlight a program, initiative, social justice movement, organization or piece of legislation that addresses healing and wellness for Indigenous peoples. Using images expands understanding of “how” learning occurs and allows you to creatively explore ways to express meaning. Students will also include a 2 – 3-minute voice memo or recording explaining their visual submission.</p> <p><u>Assignment Criteria</u> This assignment will be posted under the designated D2L discussion board. This assignment will include a creative imagery component and a 2 – 3-minute voice memo or recording explaining their visual submission.</p>		25%	2, 3, 5, 7

	<p>Students will also need to review their peers' submissions and provide comments and questions on at least two of those submissions. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.</p>			
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above. Students are required to contact instructor in advance or within 24 hours of missing a Zoom session to arrange a make-up assignment in needed. Please refer to the Ucalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Should you require an extension for an assignment, a request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in	

		GPA" where applicable.	
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COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Readings and resources will be provided in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary’s [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student’s responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical

concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

“If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It

provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk