



<b>Course &amp; Session Number</b>	<b>SOWK 428 S02</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Indigenous Peoples’ Histories, Cultures, and Healing Practices		
<b>Dates and Time</b>	Start of Classes: September 7, 2024 End of Classes: November 30, 2024 Dates and Time: Zoom sessions Saturdays 9:00a-12:00p MST See course schedule for dates Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Heidi HeavyShield, MSW,RSW	<b>Office Hours</b>	As requested by appointment
<b>UCalgary E-mail</b>	<a href="mailto:hheavysh@ucalgary.ca">hheavysh@ucalgary.ca</a>	<b>UCalgary Phone</b>	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.

<sup>1</sup> 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.

Recommended weekly readings are below with additional resources provided in D2L.

### Week 1 – Self-awareness and Implications for Practice

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>

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>

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](https://www.ted.com/talks/kelly_terbasket_recognizing_our_implicit_bias_towards_indigenous_peoples)

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

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>

Northern Health BC (2017 February 14). *Cultural safety: Respect and dignity in relationships*. [Video]. Retrieved from <https://www.youtube.com/watch?v=MkxcuhdglwY>

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](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](https://publications.gc.ca/collections/collection_2015/trc/IR4-7-2015-eng.pdf)

### **Week 3 – Indigenous Peoples in Canada & Culture Attributes**

Assembly of First Nations (2021). *Plain Talk 3: Impacts of contact 3.1 Meaning of culture*. It's Our Time Educational Toolkit. <https://education.afn.ca/afntoolkit/web-modules/plain-talk-3-impacts-of-contact/meaning-of-culture/>

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](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 – Profiles of Indigenous Peoples in Canada**

Choose one reading or resources from each of the profiles:

#### **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 Kwakwākw'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 (Nakoda)

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/>

### 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

### Colonization and Colonial Narratives

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/>

Tennant, Z. (2019 November 15). 'Colonialism has always thrived in Canada's press,' says researcher. *CBC News*. <https://www.cbc.ca/radio/unreserved/challenging-media-stereotypes-of-indigenous-people-1.5358798/colonialism-has-always-thrived-in-canada-s-press-says-researcher-1.5360702>

Hardwick, J. (2015 Spring). Dismantling narratives: Settler ignorance, Indigenous literature, and the development of a decolonizing discourse. *Canadian Journal of Cultural Studies*, 33, pp. 99-110  
<https://doi.org/10.3138/topia.33.99>

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](https://publications.gc.ca/collections/collection_2015/trc/IR4-9-1-1-2015-eng.pdf)

## **Week 6 – Methods of Colonization**

Choose one reading or resource from each of the areas:

### **Treaties**

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](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](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/>

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. & Snowdon, 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**

Anishinabek Nation (n.d.). *Mary Laronde on racism*. [Video]. <https://www.youtube-nocookie.com/embed/AYBErmVLAL8>

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](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf)

## **Week 8 – Indigenous Resistance & Resurgence**

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>

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

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>

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**

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>

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>

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](https://social.desa.un.org/sites/default/files/migrated/19/2018/11/UNDRIP_E_web.pdf)

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**

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>

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

Weaver, H.N. (1999 May). Indigenous people and the social work profession: Defining culturally competent services. *Social Work*, 44(3), pp. 217-225

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>

### **Week 11 – Fall Break**

No readings.

### **Week 12 – Indigenous Healing & Wellness Practices**

Centennial College (n.d.). 12. Seven grandfather teachings. *In Our stories: First peoples in Canada*.  
<https://ecampusontario.pressbooks.pub/indigstudies/chapter/seven-grandfather-teachings/>

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

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

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>

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\\_fn\\_mi\\_approved\\_oct\\_7\\_2013\\_1.pdf](https://www.ulethbridge.ca/sites/default/files/2018/01/protocol_document_blackfoot_and_fn_mi_approved_oct_7_2013_1.pdf)

### **Week 13 – Indigenous Healing & Wellness Practices**

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

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.

Indigenous Corporate Training Inc. (2020 May 24). What is an Indigenous medicine wheel? [Blog].  
<https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel>

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

### **Week 14 – Indigenous Healing & Wellness Practices**



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>

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	1	<ul style="list-style-type: none"> <li>• Beginning in a good way: smudge and opening circle</li> <li>• Introductions</li> <li>• Review course outline</li> </ul> History of social work & Indigenous peoples	Key learning moments: Gifts Talking circle	Sept.7 Zoom Class 900-1200

	2	<ul style="list-style-type: none"> <li>• Begin in a good way</li> <li>• Explore personal beliefs &amp; values in relation to colonialism</li> <li>• Emerging social work identity</li> <li>• Building relationships</li> <li>• Reconciling social work's history with my emerging social work identity</li> <li>• Worldview and paradigms</li> </ul>	Gifts of learning Small talking circles	Sept. 14 Zoom Class 900-1200
Indigenous Peoples & Cultures	3	<u>Introduction to Indigenous Peoples</u> <ul style="list-style-type: none"> <li>• Begin in a good way.</li> <li>• Indigenous Peoples of Canada</li> <li>• Pre-contact</li> <li>• Indigenous ways of knowing, being, doing, connecting</li> </ul>	Gifts of learning Small talking circles	Sept. 21 Zoom class 900-1200
	4	<u>Profiles of Indigenous Peoples</u> <ul style="list-style-type: none"> <li>• Class presentations and learning opportunity to explore profiles of Indigenous peoples and territories</li> </ul>	<u>Assignment</u> Class group presentations on Indigenous people in a selected territory	Sept. 21
Canada – Indigenous Histories	5	<u>Setting the stage for colonization</u> <ul style="list-style-type: none"> <li>• Begin in a good way</li> <li>• What is colonization?</li> <li>• Colonial narratives</li> <li>• Settler relations</li> <li>• Examining and confronting our shared history. Who writes history?</li> </ul>	Gifts of learning Small talking circles	Sept. 28 Zoom Class 900-1200
	6	<u>Methods of Colonization</u> <ul style="list-style-type: none"> <li>• Begin in a good way</li> <li>• Indian residential schools</li> <li>• Sixties Scoop</li> <li>• Honoring Indigenous women~Sisters in Spirit (Oct.4)</li> <li>• MMIWG2S+</li> </ul>	Gifts of learning Small talking circles	Oct. 5 Zoom Class 900-1200
	7	<u>Impacts of Colonization</u> <ul style="list-style-type: none"> <li>• Begin in a good way</li> <li>• Impacts of colonisation</li> <li>• Intergenerational trauma</li> </ul>	Gifts of learning Small talking circles	Oct. 12 Zoom Class 900-1200

	8	<u>Indigenous Resistance</u> <ul style="list-style-type: none"> <li>• Begin in a good way</li> <li>• Strengths based resistance and resilience</li> <li>• Indigenous and restorative justice</li> </ul>	Gifts of learning Small talking circles  <u>Assignment</u> Creative Imagery to highlight a program, initiative, or social justice movement.	Oct. 19 Zoom Class 900-1200
	9	<u>Pathways to Reconciliation</u> <ul style="list-style-type: none"> <li>• Begin in a good way</li> <li>• Honoring Truth, reconciling harms, supporting healing, confronting oppression</li> </ul>	Gifts of learning Small talking circles	Oct. 26 Zoom Class 900-1200
Indigenous Healing & Wellness Practices	10	<ul style="list-style-type: none"> <li>• Begin in a good way</li> <li>• Decolonizing social work practices</li> <li>• Culturally safe practices and protocols</li> </ul>	Guest speaker Indigenous Guest Speaker	Nov. 2 Zoom Class 900-1200
	11	Fall Break		
	12	<ul style="list-style-type: none"> <li>• Begin in a good way</li> <li>• Sustaining relationships and honoring sacred circles</li> <li>• Developing restorative social work responses and practices</li> </ul>	Gifts of learning	Nov. 16 Zoom Class 900-1200
	13	<ul style="list-style-type: none"> <li>• Begin in a good way</li> <li>• Ceremony and healing methodologies</li> </ul>	Gifts of learning Blackfoot Elder speaker and ceremony	Nov. 23
	14	<ul style="list-style-type: none"> <li>• Begin and close in a good way</li> <li>• Honoring and celebration circle</li> </ul>	Sharing Gifts Class Talking Circle <u>Assignment Today</u> Oral reflections on personal challenges, learning, transformation, healing	Nov. 30

## 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. **When possible, it is desirable for students to have their cameras turned on.** During class Talking Circles or other similar activities you may be asked that your cameras are on to promote respectful relationship building and collegial interaction. 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: Gifts	<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 talking circle discussions. After every class, students will submit a reflection highlighting a gift from anything learned in class that day. The cultural concept of ‘gifts’ will be introduced in class beforehand to prepare students to consider their personal understand of learning to address the following:</p> <ol style="list-style-type: none"> <li>1. <b>What is one gift I received today?</b> <i>Something I: learned, reflected on, discovered, explored, was challenged by, heard, witnessed, experienced?</i></li> <li>2. <b>What is one gift I have given today?</b> <i>Something I: shared, offered, helped, listened, supported, developed, participated, contributed?</i></li> </ol>	Due after each scheduled Zoom class to D2L by 11:59p	25%	1, 2, 3, 4, 5, 6, 7

	<p><u>Assignment Criteria</u>  Students will submit a 2 – 3 minutes voice memo via the designated D2L Dropbox highlighting their key learning gifts from class each day. Thirteen <i>gifts of learning</i> will be submitted in total, and each learning moment will be worth 1.92% of the final grade. Students must be in class in order to fully participate and complete this piece. Further grading criteria will be discussed in class and a rubric will be posted on D2L.</p>			
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 but not limited to:</p> <ul style="list-style-type: none"> <li>- How did this Nation live pre-contact (consider society, culture, economy, politics etc.)?</li> <li>- What impact has colonization had on these Indigenous people?</li> <li>- What are the ceremonial and/or traditional healing practices of these people?</li> <li>- What impact has the field of social work had on this Nation and its citizens?</li> <li>- What did you learn and what meaning do your learnings hold for your emerging social work identity?</li> </ul> <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 7<sup>th</sup> edition. The grading criteria for this</p>	Due in Class Sept. 21	25%	2, 3, 4, 6

	assignment will be discussed in class and a rubric will be posted on D2L.			
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 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"> <li>- What personal challenges did I experience during this course?</li> <li>- What new learnings or key insights did I take away from this course?</li> <li>- 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?</li> <li>- What connections did I make between the course teachings and my practice (or future practice) as a social worker?</li> <li>- How will I use what I have learned in this course?</li> </ul> <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 7<sup>th</sup> edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.</p>	Due Dec. 6	25%	1, 3, 7
Creative Imagery	<p><u>Assignment Description</u>  Students will use creative imagery (e.g.: photographs, logos, drawings, symbols, shapes, colors, diagrams) 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</p>	Due. Nov. 15	25%	2, 3, 5, 7

	<p>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. Creativity and diverse ways of learning is encouraged.</p> <p><u>Assignment Criteria</u></p> <p>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. 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 7<sup>th</sup> 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. In the event it is required, the instructor will round up to a whole percent.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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 <a href="#">F.1.3</a> 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.	

**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