
THIS IS A SAMPLE OUTLINE.
ACTUAL COURSE OUTLINE MAY VARY IN STRUCTURE, REQUIRED READINGS, TEXTS AND ASSIGNMENTS.

Calendar Description: This course provides a critical analysis, from an Indigenous perspective, of social work theory. Students examine critically how culture, modernism, class, race and professionalism, have influenced the development of social work practice, and how these characteristics manifest themselves in practice in Indigenous communities. Attempts to decolonize through Indigenous policy development are examined along with examples of their application to social welfare. Students are expected to apply ideas and concepts from the policy literature to policy development in their own agency.

Course Objectives:
The content of course materials should require students:
1. To examine critically the form and structure of Canadian social policy that relates to Indigenous peoples.
2. To understand Canadian policy relating to Indigenous peoples in the international context of imperialism, colonialism and decolonization.
3. To examine critically approaches to decolonization and evaluate their progress and effectiveness.
4. To provide students with the opportunity to develop their own vision of social policy that responds to and is grounded in Indigenous cultures and history.
5. To develop skill in critical policy analysis

The learning objectives of the course will also require students:
1. To work at a graduate level, providing students with the opportunity to develop their own ideas in the context of the literature.
2. To exchange and test ideas in seminar discussion with each other.
3. To use a variety of sources, literature, web resources, agency materials, including sources outside Canada.
4. To apply policy concepts to specific policy issues drawn from their own experience working in First Nations social agencies.

Weekly Topics with readings:

Course Readings – reading pack available from UVvic bookstore.

Reference/Supplementary Readings

**Week One:** Friday, September 5, 2008  
Topic: Welcome and course orientation, followed by open discussion of how to recognize policy, how policy is relevant to practice, how policy changes, how policy is developed in social agencies? Examples of recent policy development will be discussed.

**Week Two:** Friday, September 12, 2008  

**Week Three:** Friday, September 19, 2008 (Assignment One Due)  
Topic: How the national interest became the hard hand of bureaucratic oppression.  

Discussion of Film and Readings  
Class views NFB film “No Turning Back”  
Class presentations

**Week Four:** Friday, September 26, 2008
Topic: Neo-Colonialism. The new and current forms of colonialism in social welfare policy.


Discussion
Student Presentations

Week Five: Friday, October 3, 2008
Topic: Decolonization – ideas and principles for pursuing decolonization – living together in mutual respect and increased equality.

Week Six: Friday, October 10, 2008 (Outline Due)
Topic: Self-government – Self government sounds good but the realities always seem to involve compromises: can it, does it, provide a route to decolonization?

Discussion of Readings
Possible Guest Speaker

Week Seven: Friday, October 17, 2008
Topic: Cultural Integrity and Revival: The Woman’s Voice


Discussion & Guest Speaker: Jeannnine Carriere

**Week Eight:** Friday, October 24, 2008


2. Reynolds, V. (20008). *Immeasurable Outcomes: Underwhelming Stories of the every day*. (instructor will hand out)


Guest Speaker Vikki Reynolds, Former Head of the Amnesty International Campaign to Abolish the Death Penalty in the U.S.A.: “Working As An Ally For Indigenous Rights.”

**Week Nine** Friday, November 1, 2008

Topic: Cultural Integrity and Revival: The Men’s Voice


Reading Break: Friday, November 7, 2008 – No class

**Week Ten**: Friday, November 14, 2008  
Topic: A Way Forward  

Class Presentation of Indigenous Manifestos (Assignment 3)

**Week Eleven**: Friday, November 21, 2008  
Topic: A Way Forward Presenting Our Indigenous Manifestos  
Discussion and Integration Class

**Week Twelve**: Friday, November 28, 2008 – Last Day of Term  
Last Day of Class – Summary and Celebration

**Assignments/Learning Activities & Due Dates:**  
**Assignment 1: Critical review of an article (20% of final course grade)**  
The purpose of this assignment is to provide students with the opportunity to demonstrate the ability to read critically a relevant social policy article and to draw conclusions from the article for policy.  
View the article through the perspectives of how it relates to:  
- women  
- to people who are differently abled  
- to children  
- to gay/lesbian/trans-gendered people  
- to the Earth  
- to elders and aging populations  
- to different social classes within Indigenous communities  
Also, you are asked to consider the language that is used to describe human beings in terms of  
- human agency or determinism  
- human activism or passivity  
- resistance as accompanying every act of oppression  
Length 10-15 pages  
Grading Criteria (out of 100%)  
50% for analysis of the author’s thesis and argument in relation to the individuals or groups listed above (women, children, Earth, etc)  
10% for clarity, conviction and substantiation (try to convince the reader to agree with your point of view by using powerful quotes and citations)  
10% for a summary of what would happen if we implemented the views/policies proposed by the author (provide evidence for your assessment)  
20% for presentation to the class
Assignment Two: Discourse Analysis
Read: Language and Violence: Analysis of Four Discursive Operations by Coates & Wade (Instructor will distribute).
Every act of expression, linguistic, verbal or written, involves a use of language for political purposes, or to advance a particular agenda. In this assignment you are asked to analyse the discourse (linguistic usage for political purposes) in one Indigenous article and one non-Indigenous article or document. Select one Indigenous policy article and one mainstream article or document (It could be a government policy statement, an apology to Indigenous people, a historical text, etc). Please check the suitability of the articles with the instructor.
Apply “The Four Operations of Language” (Coates & Wade, 2002) to analyse how, or to what extent the author, through language use,
- hides, minimizes or obscures violence
- exposes or clarifies acts of resistance and responses to events
- blames or pathologizes victims
- mitigates (reduces) perpetrator responsibility for violence or oppression
Or, on the other end of the continuum, show does the author, use language to:
- clarify or expose violence (who is doing what to whom)
- clarify or expose resistance & responses of those harmed
- support victims
- hold perpetrators responsible for their actions, demands accountability
For example, in Canada colonial accounts of historical events tend to make invisible Indigenous people, or cast them as deficient or childlike, in order to legitimize colonial acts. Discourse analyst Allan Wade (1995) documents this colonial code of relations as follows:
“you are deficient/I am proficient
Therefore, I have the right, duty, responsibility to fix you, advise you, diagnose you, tell you what to do….for your good.”
It is important to note that this code was used while the colonial government was illegally taking wealth and resources (e.g. women, children, knowledge, land, minerals, etc) from Indigenous communities for corporate interests and for the British crown.
Please answer the following question: “Do you detect the colonial code at work in this article, and if so how? If there is a different code at work (e.g. liberatory, emancipatory, revolutionary, pro-Indigeneity) what might you call that code? Please provide three examples of the nature of the discourse and the assumptions about human beings and Indigenous people that are used in the article.
This assignment is worth 20% of the entire mark and will be graded as follows, out of 100:
- Introduction, Conclusion (10%)
- Analysis of the “four operations of language,” Provide at least 3 examples (20%)
- Identify the code of relations that is at work in the article, providing three examples of this code (20%)
- Offer your own thoughts and analysis about what the author is trying to say and who is/isn’t included in their proposed ideas or critique. Provide at least three citations or references to support your ideas (20%).
- Writing, APA, grammar, fluidity, internal logic, persuasiveness, creativity of ideas (10%)  
  15% for 10 minute synopsis/presentation to the class
- 5% For a one page written summary for class members and the instructor  
  - Total 100%

Due date: Week 5 before class – October 3, 1:30
Length 10-15 pages

**Assignment #3  A Manifesto for Social Change**

Length: 12-15 pages

Chose one of the following social issues to consider in relation to social policy:
- Violence in communities (includes violence against women, violence against children, violence against men)
- Child welfare
- Industrial interaction with Earth
- Balancing fundamental Indigenous cultural values (respect for all and the Earth, interconnectedness, attending to spirit and spirituality, etc.) in community social and economic development.

Due Dates:
- Outline of plan – discussed with instructor (Due October 10)
- Early Bird Call for Assignments November 14
- Final Date for Assignment November 21