

ANTHROPOLOGY 3Y03

Winter 2021

Instructor: Natalie Owl
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Lecture: Tuesdays, 2:30 p.m. to 5:15 p.m.

Office: On-line via ZOOM
Office Hours: Wednesdays, 10:00 to 11:00 a.m., By Appointment

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Course Description

This course is concerned with the relationship between individual and community health and well-being in Indigenous communities, both on- and off-reserve. The course is designed to be of interest to students in social sciences, health studies, nursing as well as Indigenous studies and anthropology majors interested in Indigenous issues. The course examines Indigenous health in the context of the social determinants of health, including processes of colonialism and post-colonialism. We examine various patterns of infectious and chronic disease; spiritual and mental health issues, and biomedical and traditional approaches to health and healing. The course examines how health care providers can improve patient and client care through an understanding of First Nations, Inuit and Métis culture, and examines the nature of cultural safety and cultural competence in health care practice. The course also examines health research, new approaches to health policy, service delivery and health planning and evaluation in Indigenous communities. Students will spend a portion of each class working in groups to discuss topics and questions related to the course materials.

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn for the most up-to-date information for this course. The course outline on Avenue to Learn will supersede previously published outlines until published course outlines are updated.

Course Objectives

By the end of the course students should be able to:

- Have a better understanding of traditional concepts of Indigenous health;
- Discuss some of the colonial and postcolonial processes that have shaped the sociocultural, socioeconomic, and environmental determinants contributing to contemporary Indigenous health outcomes;
- Have a better understanding of the health inequities and health care challenges experienced by Indigenous peoples and the actions being taken by individuals, communities, and governments to address these issues;
- Have a better understanding of government policy in relation to Indigenous people's health;
- Have an understanding of social determinants of health models;
- Have an understanding of resilience and cultural safety.

Required Materials and Texts

- Samir Shaheen-Hussain. (2020). *Fighting For A Hand To Hold: Confronting Medical Colonialism against Indigenous Children in Canada*
9780228003601 – ISBN for the physical copy of the book, the digital copy may be purchased via the vendor's site or Amazon.ca
- Margo Greenwood, Sarah de Leeuw, and Nicole Marie Lindsay. (2018). *Determinants of Indigenous People's Health: Beyond the Social, Second Edition*.
9781773380377 – ISBN for the physical and digital copy of the book

Class Format

Weekly lectures will be synchronous via ZOOM. Meeting links will be sent to students via Avenue To Learn. Lectures will be recorded and available on Avenue to Learn after the class. Class participation will include attendance at lectures and participation in class/group discussions.

Course Evaluation – Overview

1. Class Participation – 30%
2. Research Paper – 30%
3. Annotated Bibliography – 10%
4. Final Exam – 30%

Course Evaluation – Details

Class Participation, 30%, variable dates

Group Discussion: 20%

Students are expected to contribute to questions asked in class or in a smaller group discussion. Groups are expected to share their responses/findings with the class.

Reading Summary: 10 %

This assignment involves group work. Groups will be created and the readings will be assigned to each group. Each group will prepare a one-page summary (5%) submit it to the Instructor prior to the day they will present it in class. The group presentation of the reading summary will be in power point presentation format. Each reading summary will include two discussion questions. The presentation including the discussion questions will be a maximum of 15 minutes (5%).

Annotated Bibliography, 10%, due February 12, 2021

The annotated bibliography for the research paper will contain a thesis statement, key assumptions about the topic and a minimum list of 15 sources with a brief annotation stating the relevance of the source to the research topic. The Annotated Bibliography will use **APA 7th Edition** formatting guidelines.

Research Paper, 30% due March 1, 2021

Completed research papers are to be typed and 2500-3000 words in length. This does not include the title page and reference list. Papers are to use **APA 7th Edition** formatting guidelines. The research paper must include:

- Title Page (Title of paper, running head, student name & number, course number & the instructor's name, & date)
- Introduction and Thesis Statement
- Body – Discussion of topics/issues
- Conclusion
- References

Papers must include a minimum of 15 references from credible sources (academic, peer reviewed material are best) that are relevant to your paper. The 15 references are in addition to any course materials that you may decide to use. If you have any questions regarding the legitimacy and relevancy of a source, make sure to ask the instructor.

Final Exam, 30%, April, 2021

The final examination will be a mix of multiple choice and short answer questions. The exam will be held in the Registrar's Office exam period. The examination covers the entire course; that is, lectures, video, student presentations, discussions and readings.

Weekly Course Schedule and Required Readings

Week 1 (January 11-17, 2021)

Date – January 12, 2021 Indigenous Health – Introduction/Traditional Concepts of Health
Course overview.

Notes: **Group Discussion**

Week 2 (January 18-24, 2021)

January 19, 2021– Indigenous Health – Traditional Concepts of Health

Readings:

Robbins, J.A., & Dewar, J. (2011). Traditional Indigenous Approaches to Healing and the modern welfare of Traditional Knowledge, Spirituality and Lands: A Critical reflection on practices and policies taken from the Canadian Indigenous Example. *The International Indigenous Policy Journal*, 2(4). Doi: 10.18584/iipj.2011.2.4.2.

Ch. 6 - The Spiritual Dimension of Holistic Health: A Reflection. (Greenwood, de Leeuw, Lindsay Textbook).

George, J., MacLeod, M., Graham, K., Plain, S., Bernards, S., & Wells, S. (2018). Use of traditional healing practices in two Ontario First Nations. *Journal of Community Health, 43*(2), 227-237. doi:<http://dx.doi.org.libproxy.uregina.ca/10.1007/s10900-017-0409-5>

Notes: **Group Discussion**

Week 3 (January 25 – January 31, 2021)

January 26, 2021 Indigenous Health – Health trends

Readings:

Ch.7- From the Smallpox War of Extermination to Tuberculosis (Shaheen-Hussain Textbook)

Ch. 11 – Breaking Up Families: Child Welfare Services, Mass Evacuations, and Medical Disappearances (Shaheen-Hussain Textbook)

Week 4 (February 1 - 7, 2021)

February 2, 2021 Indigenous Health – Health trends

Readings:

Atzema, C. L., Khan, S., Lu, H., Allard, Y. E., Russell, S. J., Gravelle, M. R., Klein-Geltink, J., & Austin, P. C. (2015). Cardiovascular disease rates, outcomes, and quality of care in Ontario Métis: a population-based cohort study. *PloS one, 10*(3), e0121779.

<https://doi.org/10.1371/journal.pone.0121779>

Walker, J. & Jacklin, K. (2019). Current and Projected Dementia Prevalence in First Nations Populations in Canada. In W.Hulko, D. Wilson & J.E. Balestrery (Eds.), *Indigenous Peoples and Dementia: New Understandings of Memory Loss and Memory Care* (pp. 24-40).

Week 5 (February 8-14, 2021)

February 9, 2021 Indigenous Health – Understanding Health – SDoH Models

Readings:

Mikkonen, J., & Raphael, D. (2010). *Social Determinants of Health: The Canadian Facts*. Toronto: York University School of Health Policy and Management.

Ch. 1- Structural Determinants of Aboriginal People's Health. (Greenwood, de Leeuw, Lindsay Textbook)

Reading, C. & Wien, F. (2009/2013). *Health inequalities and social determinants of Aboriginal peoples' health*. Prince George, B.C.: National Collaborating Centre for Aboriginal Health.

Note: **Group Discussion**, The Annotated Bibliography is due on February 12, 2021

Week 6 (February 15-21, 2021)

Reading Week

Week 7 (February 22-28, 2021)

February 23, 2021. Indigenous Health – Understanding Health –Colonialism

Readings:

Ch. 8 – Experimental Laboratories: Malnutrition, Starvation, and the BCG Vaccine (Shaheen-Hussain Textbook)

Ch. 9 - Cruel Treatment: Indian Hospitals Sanatoria, and Skin Grafting (Shaheen-Hussain Textbook)

Ch. 10 – Gendered Violence: Forced Sterilization and Coercive Contraception (Shaheen-Hussain)

Notes: Research Paper is due March 1, 2021

Week 8 (March 1-7, 2021)

March 2, 2021– Indigenous Health – Understanding Health – SdoH – Racism and Social Exclusion

Readings:

Ch. 4 – Recognizing Systemic Racism: A Social Justice Approach (Shaheen-Hussein Textbook)

Ch. 5 – Medical Culture and the Myth of Meritocracy (Shaheen-Hussein Textbook)

Week 9 (March 8-14, 2021)

March 9, 2021 Indigenous Health – Understanding Health – SDoH – Environmental Stewardship

Readings:

Ch. 16 – The Relatedness of People, Land, and Health: Stories from Anishinaabe Elders (Greenwood, de Leeuw, Lindsay Textbook) 167-186

Ch. 18 – Violence on the Land, Violence on Our Bodies (Greenwood et al Textbook) 204-223

Week 10 (March 15-21, 2021)

March 16, 2021 Indigenous Health – Understanding Health SDoH –Food Security

Readings

Delormier, T., Marquis, K. (2019). Building Healthy Community Relationships Through Food Security and Food Sovereignty, *Current Developments in Nutrition*, 3(2), 25-31, <https://doi.org/10.1093/cdn/nzy088>

Muller, M. K. (2018). Promoting or protecting traditional knowledges? tensions in the resurgence of indigenous food practices on Vancouver Island. *International Indigenous Policy Journal*, 9(4).

Tait Neufeld, H., Richmond, C., The Southwest Ontario Aboriginal Health Access Centre. (2020). Exploring First Nation Elder Women's Relationships with Food from Social, Ecological, and Historical Perspectives, *Current Developments in Nutrition*, 4(3), <https://doi.org/10.1093/cdn/nzaa011>

Notes: **Group Discussion**

Week 11 (March 22-28, 2021)

March 23, 2021 – Understanding Health SDoH – Self-Determination and Cultural Continuity

Readings:

Ch. 15. – History Matters: Colonialism, Land, and Indigenous Self-Determination (Shaheen-Hussain Textbook)

Ch. 9 – miyo-pimatisiwin, “A Good Path”: Indigenous Knowledges, Languages, and Traditions in Education and Health (Greenwood, de Leeuw, Lindsay Textbook) pp. 80-91

Week 12 (March 29-April 4, 2021)

March 30, 2021 – Indigenous Health – Indigenous Health Care Equity

Readings:

Ch. 26 – Medicine is Relationship: Relationship is Medicine (Greenwood, de Leeuw, Lindsay Textbook)

Ch. 15 – Decolonizing Health Care (Shaheen-Hussein Textbook)

Downey, B. (2020). Completing the circle: Towards the achievement of IND-equity – A Culturally relevant health equity model by/for Indigenous populations. *Witness: The Canadian Journal of Critical Nursing Discourse*, 2(1), 97-110. <https://doi.org/10.25071/2291-5796.59>

Group Work/Discussion

Week 13 (April 5-11, 2021)

April 6, 2021 – Indigenous Health – Review

Course Policies

Submission of Assignments

The research paper is to be submitted electronically through the Turnitin feature of ATL, by 2355 hours on the day they are due. Papers and assignments will be penalized 5% per day for each day thereafter. Special consideration will be given to extenuating circumstance with appropriate documentation as per McMaster policy guidelines. It is in the best interest of the student to print and save a copy of their assignments in case they should be lost. It is the student's responsibility to familiarize themselves with the ATL system, Turnitin, and the dropbox procedures. Students are also expected to access the AVENUE TO LEARN (ATL) site for this course at least once a week, prior to class for announcements or changes. ATL is the best way to be informed of any changes in the class schedule or in specific class content. ATL also allows students to share views on course content and to work efficiently with their assigned group. University policies related to appropriate and respectful use of ATL are available at the following URL locations:

<http://www.mcmaster.ca/uts/policy/netcond.html> <http://www.mcmaster.ca/senate/miscell/inclcom.html>

The Annotated Bibliography and Group Reading Summary are to be submitted to the Instructor at owl1@mcmaster.ca

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Papers and assignments will be penalized 5% per day for each day thereafter. Special consideration will be given to extenuating circumstance with appropriate documentation as per McMaster policy guidelines

Absences, Missed Work, Illness

Extensions will be granted on a case by case basis, for extenuating circumstances only. Contact the instructor as soon as possible. Last minute extensions may not be granted. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty as set out in McMaster University's policy.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

University Policies

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

ADVISORY STATEMENTS

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.