

INDIGENOUS COMMUNITY HEALTH AND WELL BEING

Fall 2022

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Course Description

What are the inter-related topics of health and traditional healing practices ie. Colonial policies, epistemic violence, and environmental racism. The holistic approach in exploring Indigenous ways of knowing that shape, politics and economics playing out in current conflict and social issues (see Cindy Blackstock), U.N. recent decision against Canada. In addition, there will be an emphasis on the development of a research project examining the stated topics exploring the contemporary realities of Indigenous peoples' health literature, movements to reclaim ancient wisdoms informing contemporary health and wellness modalities. The advocacy Indigenous scholars and providers have sought to improve health outcomes has led to transformative change. The myriad of issues related to health – the role of medicine in genocide such as sterilization, nonconsensual research on children in residential schools to current racial 'incidents' have led to distrust in healthcare and thus impacts outcomes. Determinants of health include history, access to clean water, ignoring climate crisis compounded by environmental racism and impacts it all has on mental health; will be juxtaposed to Indigenous resilience, adaptability, sovereignty, culture, land reclamation, justice, resistance and self-determination. Your project will include one of the latter issues in relation to the role of science in liberation or oppression.

Course Objectives

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

The objective of the course is to provide students with an overview of the current literature and issues related to Indigenous people's ways of knowing. Developing an Indigenous discourse and framework includes understanding the core values Indigenous people hold common and the distinct diversity of their belief systems. Part of the solution to revitalizing subjugated knowledges is through critical pedagogy. A pedagogy that calls for learners to become active participants in the reconstruction and transformation of their own central world views and knowledges (Marie Battiste). Indigenous people's knowledge construction emerges from origin stories, cosmology and relationships to the natural environment.

The class will facilitate experiential learning practices to explore contemporary Indigenous issues that are embedded in Indigenous knowledge and ways of knowing. Exploring resistance to environmental degradation, resistance to colonial processes and cultural genocide through: Indigenizing education, representation, health and wellness. Three questions related to wellness the class will explore are: How can Indigenous ways of knowing improve health and wellness? What is the relationship between Indigenous health and environmental health?

Required Materials and Texts

Charlton, J.E., Michell, H.J. & Acoose, S. L. (2020). Decolonizing Mental Health: Embracing Indigenous Multi-Dimensional Balance. J Charlton publishing Ltd.

Journal Reading materials are available online.

Class Format

Classes consist of self-directed learning; 1st) building your reading list through identifying your topic of research. Class will consist of seminars, Indigenous film, social media, digital stories, guest lectures, storytelling. Open class discussions will be encouraged as a means of sharing an understanding of the

Indigenous human experiences and ways of knowing in health and healing. The goal of the course is to explore intellectual pluralism through engaging in participatory research; examples, cooking Indigenous foods, nature walks and hands on learning with artist, elders and youth.

Course Evaluation – Overview

1. Midterm Exam **20%** November 7
2. Student Research projects **30%** due: November 21
3. Student Participation **10%**
4. Presentation **15%** November 21, 28 & December 5
5. Final Exam **25%** **Date TBD**

Course Evaluation – Details

Midterm Exam (20%), in class November 7

You will be given 2 hours during class time to complete multiple choice on the literature/topics covered in class.

Student Research Projects (30%) due November 21

Details about Assignment will be posted on Avenue in detail. Overview and analysis of a topic examining the issues related to Indigenous health and how (or how not) Indigenous ways of knowing and healing are facilitating health and wellness of Indigenous people.

Student Participation (10%)

Students will receive grade based on their attendance, preparedness, and contribution to class discussions.

Presentations (15%), November 21, 28 & December 5

Details about the assignment will be posted on avenue in detail. Your powerpoint /visual presentation of your research paper and insights into the topics covered.

Final Exam (25%)

Final exam to cover all material from the course (a cumulative exam). To be scheduled by registrar's office. Multiple choice, fill in the blanks on material covered in class.

Weekly Course Schedule and Required Readings

Week 1 (September 12)

Sept. 12 – Introduction to Indigenous ways of knowing health & wellness overview

Readings:

McCartan, J., Brimblecombe, J., & Adams, K. (2022). Methodological tensions for non-Indigenous people in Indigenous research: A critique of critical discourse analysis in the Australian context. *Social Sciences & Humanities Open*, 6(1), 100282.

Castellano, M. B. (2000). Updating Aboriginal traditions of knowledge. *Indigenous knowledges in global contexts: Multiple readings of our world*, 21-36.

Reid, P., Cormack, D., & Paine, S. J. (2019). Colonial histories, racism and health—The experience of Māori and Indigenous peoples. *Public Health*, 172, 119-124.

Notes: Decolonial thought, what is Indigenous Knowledge anyway? The narrative – storytelling, literacy and languages, and displacing cognitive imperialism. “Creating the Indigenous Renaissance”: sensitizing the Eurocentric consciousness.

Guest Lecturer

Week 2 (September 19)

Sept. 19 – Defining Indigenous Knowledge – applying ways of knowing

Readings:

Ray, L., Wylie, L., & Corrado, A. M. (2022). Shapeshifters, systems thinking and settler colonial logic: Expanding the framework of analysis of Indigenous health equity. *Social Science & Medicine*, 300, 114422.

Part I of: Charlton, J.E., Michell, H.J. & Acoose, S. L. (2020). Decolonizing Mental Health: Embracing Indigenous Multi-Dimensional Balance. J Charlton publishing Ltd.

Notes: Through the understanding that Indigenous Peoples are in the process of rising from the “colonial container”, with the goal of individual and collective wellbeing, this edited book explores decolonizing mental health in order to advance various possibilities for living a quality life within the present-day conceptualizations of Indigenous Ways of Knowing and Being.

Week 3 (September 26)

Sept. 26 – The imprint of HT on Indigenous well being – recovering the children

Readings:

Allan, B., & Smylie, J. (2015). *First peoples, second class treatment: the role of racism in the health and well-being of indigenous peoples in Canada, discussion paper*. Wellesley Institute. Available at:

<http://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf>

Hamilton, S. (2021). Where are the Children buried? Available at:

<http://redae.uc.cl/index.php/bjur/article/download/39491/31391/100007>

Notes: Guest Lecturer – residential school survivor

September 28 – time TBD – McMaster Nature Walk

Week 4 (October 3)

Oct. 3 – worldview, values, and reality: origins

Readings:

Part II & III of: Charlton, J.E., Michell, H.J. & Acoose, S. L. (2020). Decolonizing Mental Health: Embracing Indigenous Multi-Dimensional Balance. J Charlton publishing Ltd.

Notes: Final analysis is on ethical spaces for decolonization reconciliation. The mental health struggles are the greatest challenge to Indigenous peoples everywhere can successfully managed, if the services are decolonized and reframed.

Education can be liberating, or it can domesticated and maintain epistiminc violence

Week 5 (October 10)

Oct. 10 – Reading Week – No Class

Week 6 (October 17)

Oct. 17 – land / water as a determinant of health

Readings:

Bunch, M. J., Morrison, K. E., Parkes, M. W., & Venema, H. D. (2011). Promoting health and well-being by managing for social–ecological resilience: the potential of integrating ecohealth and water resources management approaches. *Ecology and society*, 16(1). Available at: <https://www.ecologyandsociety.org/vol16/iss1/art6/>

Burke, M., González, F., Baylis, P., Heft-Neal, S., Baysan, C., Basu, S., & Hsiang, S. (2018). Higher temperatures increase suicide rates in the United States and Mexico. *Nature climate change*, 8(8), 723-729. Available at: <http://repository.essex.ac.uk/25387/10/suicides-ncc-accepted.pdf>

Duignan, S., Moffat, T., & Martin-Hill, D. (2022). **Be like the running water: Assessing gendered and age-based water insecurity experiences with Six Nations First Nation.** *Social Science & Medicine*, 298, 114864. <https://doi.org/https://doi.org/10.1016/j.socscimed.2022.114864>

Notes: Focus on your own projects

Week 7 (October 24)

Oct. 24 – Guest Lecturer Traditional Medicine Practices

Readings:

Adams, V. (2002). Randomized controlled crime: Postcolonial sciences in alternative medicine research. *Social Studies of Science*, 32(5-6), 659-690.

Part IV of: Charlton, J.E., Michell, H.J. & Acoose, S. L. (2020). *Decolonizing Mental Health: Embracing Indigenous Multi-Dimensional Balance*. J Charlton publishing Ltd.

discusses culturally specific mental health and wellbeing practices.

Watch: Ehrlich, J. (Director). (2016). *Keepers of the Game* [Film]. Tribeca Studios.

Week 8 (October 31)

Oct. 31 – healing in white supremacy space

Readings:

Weiss, B., Miller, J. D., Carter, N. T., & Keith Campbell, W. (2021). Examining changes in personality following shamanic ceremonial use of ayahuasca. *Scientific reports*, 11(1), 1-15. <https://doi.org/10.1038/s41598-021-84746-0>

Watch: Schultz, M. (Director). (2010). *The Spirit Molecule* [Film]. Spectral Alchemy

Notes: REVIEW FOR MIDTERM

Week 9 (November 7)

Nov. 7 – MIDTERM TEST

Notes: 2 hours

Week 10 (November 14)

Nov. 14 – POTLUCK & DMT and the westernization of Indigenous medicine

Readings:

Weiss, B., Miller, J. D., Carter, N. T., & Keith Campbell, W. (2021). Examining changes in personality following shamanic ceremonial use of ayahuasca. *Scientific reports*, 11(1), 1-15. <https://doi.org/10.1038/s41598-021-84746-0>

Final Chapter of: Charlton, J.E., Michell, H.J. & Acoose, S. L. (2020). Decolonizing Mental Health: Embracing Indigenous Multi-Dimensional Balance. J Charlton publishing Ltd.

Week 11 (November 21)

Nov. 21 – student presentations

Week 12 (November 28)

Nov. 28 – student presentations

Week 13 (December 5)

Dec. 5 – student presentations & course review

Notes: last day of class

Course Policies

Submission of Assignments

Assignments should be double-spaced, written in 12-point font. Please include your name, and student number in the header of each page.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A

MARK	GRADE
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

Please contact instructor for arrangements about late assignments

Absences, Missed Work, Illness

Please contact instructor for arrangements concerning absences, missed work, or illness.

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, usernames 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, usernames 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”: <https://academiccalendars.romcmaster.ca/content.php?catoid=44&navoid=9020#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.