



**INDIGST 2C03
CURRENT ISSUES IN INDIGENOUS STUDIES SELECTED TOPICS:
INDIGENOUS DETERMINANTS OF HEALTH**

WINTER 2022

**VIRTUAL LECTURE:
DAYS/TIMES: FRIDAYS 11:30-1:20
ONLINE DISCUSSION:
DAYS/TIMES: TUESDAYS 12:30-1:20**

**Instructor: Amber Skye, M.P.H.
Email: askye@mcmaster.**

**Office hours: Fridays 4:30-5:30
pm by appointment only. *Please
use email contact to confirm a
meeting***

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Course Description

This course will examine the distinct Indigenous determinants of health. Indigenous people North America share a distinct history and contemporary reality that have shaped their health. Topics such as Indigenous Ways of Knowing and social determinants of health and wellness will be examined, including the effects of colonialism, and systemic racism within social and health care system. Indigenous health and wellness strategies will also be discussed.

Course Objectives

Objectives:

- To examine social determinants of Indigenous health and wellness and,
- To critically examine how colonialism and systemic racism have shaped and continue to shape Indigenous health and wellness.
- To develop an understanding of Indigenous ways of knowing about health and wellness.
- To critically reflect on health care systems and strategies to revision health for Indigenous people.

Teaching and Learning Strategies:

- Assigned weekly course readings and participation in weekly group discussions.
- Guest Speaker presentations or videos from Indigenous experts in health and healing.
- Student presentations on selected topics..
- Group and independent work.

Required Materials and Texts

1. Margo Greenwood, Sarah de Leeuw, Nicole Marie Lindsay. Determinants of Indigenous Peoples' Health, Beyond the Social Second Edition (2018). Canadian Scholars Press.
2. Other readings and handouts will be uploaded to Avenue to Learn.

Class Format

Online discussions and live Zoom sessions: see Avenue to Learn for class link



Course Evaluation – Overview

1. Class participation/weekly discussions/activities – <i>Weekly</i> (Tuesdays)	20%
2. Class discussion facilitation – <i>throughout</i>	15%
3. Class Proposal Paper – <i>March 4</i>	30%
4. Final Take Home Exam – <i>April 16</i>	35%
Total: 100%	

Course Evaluation – Details

1. Participation (20%)

Students are required to be prepared for each class (readings and lectures, speakers, presentations) and share this in our weekly discussions in class and online (Tuesdays 12:30-1:20). The highest participation marks go to students who demonstrate self-reflective participation in the form of thoughtful comments and questions. Students will be required to enter discussion reflections throughout the course online. Each week students are expected to critically reflect on the week's readings and class discussions in a weekly entry. Students will be given time each week to reflect on the class material, presentations and discussions. Students will submit their discussions and reflections on Avenue.

2. Weekly discussion facilitation (15%)

Students will be assigned to a particular week's topic to deliver a 15 minute discussion with 2-3 questions for discussion to the class. The discussion is not intended to be a review of the readings but a deepened exploration of the topic. Students are expected to be critical in their examination and reflection of the literature and topic. Students are expected to utilize the course material for their discussion but are also required to conduct additional research and use outside resources (at least 3) related to the topic. Students will be marked on their critical reflection and analysis of the material, creativity and on their ability to craft questions and lead discussion for the class. Students are advised to provide a list of references and questions before class.

3. Proposal Paper (30%)

Students will submit a proposal paper with focus of their choice for this assignment. The goal is to develop a proposal idea to address a Indigenous Determinant of Health. Students are encouraged to be creative in their proposal idea and develop based on course topics of exploration. More information will be posted on Avenue.

4. Final Exam (35%)

The final exam will be a take home exam consisting of 2 short essay questions that seek to assess student knowledge and understanding of the key topics, concepts and theories, as well as information discussed (guest speakers) in class and of the readings assigned. All information discussed in class maybe included in the exam, this includes information beyond the course readings. Class attendance and participation is therefore



critical. The exam will be written and between 7-8 pages in length, double-spaced, 12 point font and 1" margins including a reference page. Appropriate referencing is expected.

Weekly Course Schedule and Required Readings

At certain points in the course it may make good sense to modify the schedule outlined below. The instructor reserves the right to modify elements of the course and will notify students accordingly.

Week 1

January 14: *Introduction to Indigenous Determinants of Health*

Readings

- Chapter 1— Structural Determinants of Aboriginal Peoples' Health
Charlotte Reading

Week 2

January 21 – *Racism in Health Care*

Readings

- First Peoples, Second Class Treatment: The role of racism in the health and well-being of Indigenous peoples in Canada. Available online: <http://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf>

Week 3

January 28 – *If the land is not healthy, we are not healthy*

Readings:

Chapter 16— The Relatedness of People, Land, and Health: Stories from Anishinabe Elders
Chantelle Richmond

Chapter 17— Activating Place: Geography as a Determinant of Indigenous Peoples' Health and Well-Being



Sarah de Leeuw

Week 4

February 4– *Indigenous Ways of Knowing About Health*

Readings:

- Chapter 21— miyo-pimâtisiwin: Practising “the Good Way of Life” from the Hospital Bed to Mother Earth
Patricia Makokis and James Makokis
- Chapter 10— Inuit Knowledge Systems, Elders, and Determinants of Health: Harmony, Balance, and the Role of Holistic Thinking
Shirley Tagalik

Week 5

February 11 - *Indigenous Models of Health and Well-being*

Readings:

- First Nations Health Society (2010). FIRST NATIONS TRADITIONAL MODELS OF WELLNESS [Traditional Medicines and Practices] Environmental Scan of British Columbia. Available at: http://www.fnha.ca/wellnessContent/Documents/Traditional_Models_of_Wellness_Report_2010.pdf

Week 6

February 19 – *Indigenous Spirituality and Health*

Readings:

- Aboriginal Healing in Canada. Aboriginal Healing Foundation (2008). Edited by James Waldram. Read pages 9-30. Available at: <http://www.ahf.ca/downloads/aboriginal-healing-in-canada.pdf>
- Baskin, C. (2016). Spirituality: The Core of Healing and Social Justice from an Indigenous Perspective. NEW DIRECTIONS FOR ADULT AND CONTINUING EDUCATION, 152, Wiley Periodicals, Inc. Published online in Wiley Online Library.



Week 7– MIDTERM BREAK NO CLASS

Week 8

March 4th – *Indigenizing Health Care*

Readings:

- Chapter 26— Medicine Is Relationship: Relationship Is Medicine
Leah May Walker and Danièle Behn-Smith
- Chapter 24— Type 2 Diabetes in Indigenous Populations: Why a Focus on Genetic Susceptibility Is Not Enough
Fernando Polanco and Laura Arbour

***Week nine notes:**

Proposal Papers due

Week 9

March 11th – *Cultural Safety and Indigenous Health*

Readings:

- Greenwood, M., Lindsay, N., King, J., & Loewen, D. (2017). Ethical spaces and places: Indigenous cultural safety in British Columbia health care. *AlterNative: An International Journal of Indigenous Peoples*, 13(3), 179-189.

Week 10

March 18– *Indigenous Women and Community Health and Wellness*

Readings:

- Chapter 18— Violence on the Land, Violence on Our Bodies
Women's Earth
Alliance and Native Youth Sexual Health Network

***Week eleven notes:**

LAST DAY TO WITHDRAW



Week 11

March 25th – *Indigenous Identity, Health and Wellness*

Readings:

- Chapter 12— Being at the Interface: Early Childhood as a Determinant of Health
Margo Greenwood and Elizabeth Jones
- Chapter 13— Knowing Who You Are: Family History and Aboriginal Determinants of Health
Brenda Macdougall

Week 12

April 1 – Indigenous Health and Healing Approaches

Readings:

- Chapter 14— Cultural Wounds Demand Cultural Medicines
Michael J. Chandler and William L. Dunlop

Week 13

April 9 – Course review and wrap up

****Week fourteen notes:***

Review for Final Exam due April 16

Course Policies

Written Work and Late Submissions:

All assignments will be submitted to the appropriate dropbox on Avenue to Learn.

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. All written work must be submitted in class, on the due date.

Do not submit papers by email and do not slide them under the instructor's door. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor



that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

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

5% per day will be deducted for all late assignments

Absences, Missed Work, Illness

Medical documentation will be needed for all extensions on major assignments.

Example, annotated bibliography, final paper, or final exam

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.

University Policies, 2020 - 2021

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, 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. Avenue to Learn, 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

Course with an Online Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, 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, Avenue to Learn and/or McMaster email.

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.

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.