



# INDIGST 3H03: INDIGENOUS MEDICINE I: THEORY

FALL 2022

LECTURE: DAYS/TIMES: THURSDAYS 6:00 – 9:00PM

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Office hours: Thursdays 5:00-  
6:00 pm by appointment only.  
*Please use email contact to  
confirm a meeting*

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## **Course Description**

This course will examine the Indigenous concepts of health and wellness. A wholistic Indigenous approach to health and wellness will be used in the classroom as well as in visits by Elders, and medicine people. Through an in-depth analysis of Indigenous thought, medicine and healing practices, the course will undertake questions regarding the theory, practice, and research of Indigenous medicine, knowledge and philosophies. Examples will be drawn from course texts and Haudenosaunee practices, culture and knowledge.



## **Course Objectives**

### **Objectives:**

- To review and critically examine Indigenous medicine, theory, practice and research.
- To foster an understanding and appreciation for Indigenous medicine, healing and wellness strategies in contemporary contexts.
- To facilitate an awareness and understanding of the historical, socio-economic and political contexts within which Indigenous medicine is located.
- To create an understanding of the ethics and the process of utilizing Indigenous medicine in contemporary contexts.

### **Teaching and Learning Strategies:**

- Assigned weekly course readings and participation reflections in course journal.
- Guest Speaker presentations or videos from Indigenous experts in health and healing.
- Weekly group discussions.
- Student presentations on assigned weekly readings.
- Student discussions and independent work.

## **Required Materials and Texts**

1. Rice, B., Oakes, J.E., & Riewe, R.R. (2005). Seeing the world with Aboriginal eyes. A Four Directional Perspective on Human and Non-Human Values, Cultures and Relationships on Turtle Island.
2. Kimmerer, R.W. (2013). Braiding Sweetgrass. Indigenous Wisdom, Scientific Knowledge, and the Teachings of plants.
3. Other readings and handouts will be uploaded to Avenue to Learn.

## **Class Format**

In person lecture, online resources and group learning discussions.

## **Course Evaluation – Overview**

1. Class participation/Reflection journal – <i>Weekly</i>	25%
2. Group discussion facilitations – <i>November 3, 2022</i>	15%
3. Storytelling Assignment – <i>October 6th, 2022</i>	30%
4. Final Take Home Exam – <i>Due December 15<sup>th</sup>, 2022</i>	30%
	Total: 100%



## **Course Evaluation – Details**

### **1. Reflection Journals (25%)**

Students are required to be prepared for each class (readings and lectures, speakers, presentations) and share this in your weekly reflection journals (10 weeks). The highest participation marks go to students who demonstrate self-reflective participation in the form of thoughtful engagement. Students will be required to keep a journal throughout the course. Each week students are expected to critically reflect on the week's readings and class discussions in a weekly journal entry. Students will be given time (30 minutes) at the end of each class to reflect on the class material, presentations and discussions. Students will submit their journal at the end of the term. Journals will be evaluated on completeness, engagement with material and critical reflection. These are not academic pieces and do not require referencing and citations but are the students thoughts and reflections on material covered in class.

### **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 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 and instructor.

### **3. Storytelling Assignment (30%)**

Students will submit a focus of their choice for this assignment. The goal is to use storytelling and narrative a tool for expression and healing. This assignment can take many forms such as digital storytelling, a reflection paper, spoken word, narrative analysis or another idea that interests you and approved by your instructor. Further information will be provided and details will vary based on form chosen.

### **4. Final Exam (30%)**

The final exam will be a take home exam consisting of 2 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 8-9 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**

September 8th: *Introduction to Course and Building Relationships*

Readings:

- Course outline.

### **Week 2**

September 15th – **Introduction Traditional Medicine – Key Terminology**

**Readings:**

- National Aboriginal Health Organization. “Traditional Medicine in Contemporary Contexts” (2003).

Available at: [http://archives.algomau.ca/main/sites/default/files/2012-25\\_003\\_004.pdf](http://archives.algomau.ca/main/sites/default/files/2012-25_003_004.pdf)



### Week 3

September 22 – *Indigenous Worldviews*

Readings:

- *Planting Sweetgrass* pages 2-59 in Kimmerer, R.W., Braiding Sweetgrass.
- Little Bear, L. (2000). Jagged worldviews colliding. Reclaiming Indigenous voice and vision, 77.

### Week 4

September 29th – Indigenous Knowledge

Readings:

- Tending Sweetgrass pages 63-120 in Kimmerer, R.W. Braiding Sweetgrass.
- Picking Sweetgrass pages 121-201 in Kimmerer, R.W. Braiding Sweetgrass.

### Week 5

October 6th – *Indigenous Spirituality and Health*

Readings:

- Eastern Door: The Seeing Path, World of the Spirit – In course text: Rice, B., Oakes, J.E., & Riewe, R.R. (2005). Seeing the world with Aboriginal eyes. A Four Directional Perspective on Human and Non- Human Values, Cultures and Relationships on Turtle Island.
- “Wise Practices”: Integrating Traditional Teachings With Mainstream Treatment Approaches, Native Social Work, 8, pp. 43-55. Available at: [https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/OSULT\\_C-OSUL-1981.pdf](https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/OSULT_C-OSUL-1981.pdf).
- *Optional*: The National Aboriginal Health Organization. (2005). Sacred Way of Life: Traditional Knowledge. Available at: [http://www.naho.ca/documents/fnc/english/2005\\_traditional\\_knowledge\\_toolkit.pdf](http://www.naho.ca/documents/fnc/english/2005_traditional_knowledge_toolkit.pdf)



**Week 6**

October 13th – **MIDTERM BREAK NO CLASS**

**Week 7**

October 20<sup>th</sup> – *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](http://www.fnha.ca/wellnessContent/Documents/Traditional_Models_of_Wellness_Report_2010.pdf)
- Western Door: Coming to Knowing - In course text: Rice, B., Oakes, J.E., & Riewe, R.R. (2005). Seeing the world with Aboriginal eyes. A Four Directional Perspective on Human and Non-Human Values, Cultures and Relationships on Turtle Island.

**\*Week seven notes:**

**Storytelling Assignment Due**



**Week 8**

**October 27<sup>th</sup> – *Indigenous Healing Practices***

Readings:

- Burning Sweetgrass pages 303-379, in Kimmerer, R.W, Braiding Sweetgrass.
- 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 9

November 3 – *Indigenous Healing in Contemporary Contexts*

### Readings:

- Maar, M. & Shawande, M. (2010). Traditional Anishinabe Healing in a Clinical Setting: The Development of an Aboriginal Interdisciplinary Approach to Community-based Aboriginal Mental Health Care. *International Journal of Indigenous Health*. Available at: [https://pdfs.semanticscholar.org/222d/a856d15279153bd908e5c\\_a7233a6624e3f7d.pdf](https://pdfs.semanticscholar.org/222d/a856d15279153bd908e5c_a7233a6624e3f7d.pdf)

**\*Week nine notes:**  
**Presentations**

## Week 10

November 10– *Relationship with Land and Cosmos*

### Readings:

- Southern Door: Ways of Relating - In course text: Rice, B., Oakes, J.E., & Riewe, R.R. (2005). Seeing the world with Aboriginal eyes. A Four Directional Perspective on Human and Non-Human Values, Cultures and Relationships on Turtle Island
- Braiding Sweetgrass pages 205-300 in Kimmerer, R.W. Braiding Sweetgrass.

## Week 11

November 17<sup>th</sup> – *Indigenous Women and Healing*

### Readings:

- Anderson, K. (2008). Notokwe Opikiheet–“Old-Lady Raised” Aboriginal Women’s Reflections on Ethics



and Methodologies in Health Research. Canadian  
Women's Studies 26(3/4)

[https://cws.journals.yorku.ca/index.php/cws/article/view  
File/22106/2\\_0760](https://cws.journals.yorku.ca/index.php/cws/article/view/File/22106/2_0760)

- Guest Speaker

**\*Week eleven notes:**

**LAST DAY TO WITHDRAW November 18, 2022**

## **Week 12**

November 24<sup>th</sup> – *Indigenous Midwifery: Harmonizing Health Care*

Readings:

- Benoit, C., Carroll, D. , Eni, R. (2006). "To Watch, To Care" Stories of Aboriginal Midwifery in Canada. Canadian Journal of Midwifery, 5
- Guest Speaker.



## Week 13

### December 1st – Indigenous Healing and Ethics

#### Readings:

- Northern Door: Ways of Doing In course text: Rice, B., Oakes, J.E., & Riewe, R.R. (2005). Seeing the world with Aboriginal eyes. A Four Directional Perspective on Human and Non-Human Values, Cultures and Relationships on Turtle Island.
- In class video.

***\*Week thirteen notes:***

***Review for Final Exam due December 15***

## 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:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B



<b>MARK</b>	<b>GRADE</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](http://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](mailto: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.