



INDIGENOUS STUDIES 3HH3 – WINTER 2022
Indigenous Studies 3HH3 – Indigenous Medicine II – Practical
January 14, 2019 – April 8, 2020
SYLLABUS

Friday 8:30 - 11:20

Room: LRW 1811

Office hours: L.R. Wilson Friday (11:30 – 12:30)

Valarie King (Instructor)

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COURSE DESCRIPTION

For thousands of years, the Indigenous peoples of North America have used Indigenous medicine for their well-being. Indigenous peoples use of traditional medicines was closely connected to their rituals, ceremonies, and daily life. This course will examine key issues related to the topic of Indigenous knowledge and traditional medicine and healing. The concepts of Indigenous knowledge and traditional medicine are explored including an examination of historical perspectives, connection to Indigenous philosophies of wellness, and contemporary issues. Speakers of expertise will increase awareness regarding both historical and contemporary Indigenous approaches to healing and wellness.

COURSE INTENDED LEARNING OUTCOMES

For satisfactory completion of this course, the student will:

1. Increase their understanding of the diverse demographics of Indigenous populations in Canada and integrate historical factors related to colonization into the contemporary context of Indigenous health and well-being.
2. Gain a basic understanding of Indigenous knowledge and what does traditional medicine represent in a contemporary context.
3. To foster an understanding and appreciation for Indigenous medicine, healing and wellness strategies in contemporary contexts.
4. To provide opportunities for hands-on involving traditional medicine approaches.

COURSE REQUIREMENTS AND EVALUATION

ASSIGNMENT		DUE
1. Self-Reflective Papers (pick 3)	30%	Every Friday submit through Dropbox

2. Course Readings & Presentations (Groups)	20%	The week signed up for. Submit through drop box prior
3. Traditional Medicine Posters	20%	April 8, 2022 – In Class/Virtual
4. Final Research Paper	30%	April 1, 2022- Drop Box

REQUIRED READINGS

Students are expected to read the recommended articles prepared for each week’s topic.

1. REFLECTION PAPERS Responses (Due every friday).....30%

Three (3) reflections worth 10% each totalling 30%.

Each reflection must demonstrate the following:

- Choose 3 different weeks.
- You must clearly identify which article you have chosen
- You must summarize the main points of the article
- You must offer a critical analysis of the article
- You must reflect on your learnings or unlearning’s of the content of the article
- Up to 2 pages.

2. COURSE READING & PRESENTATIONS (20%)

Each student working (groups of 4-5) will be assigned or can volunteer to a particular weeks reading to synthesize and deliver a **45 minute presentation** on **two of the** assigned readings of that particular week. Students are expected to synthesize the material for the class and present a discussion and pose questions on the material. Students are encouraged to be creative in their presentations using visual aids (power point, case examples, interactive discussion, videos, etc.). Hand out to peers.

- Decide on a subject from syllabus then go to Groups under ATL and pick the subject that you want to present on and it will give you a menu of Groups with a topic for example Group #5. This group will serve two purposes. One it will be your Discussion Group throughout the course to help you prepare for your presentation and it also will be to hold discussions around the weekly topic.
- Once you are in your groups, start organizing yourself.
- The length of presentation will be approximately 45 minutes. This time can be decided by each group how they would like to plan and present.
- You can refer to the readings in your presentations plus other articles.
- Be creative in how you present.
- A drop box will be open within ATL to put your presentation in at least 2 days before the date of your presentation. A rubric is attached in this space for review. Please attach any handouts with your presentation.

- Within the Rubric, there is a section of Self reflection of the group work. After the group presentation, each group will submit on dropbox a summary on the group work answering these questions:
 1. How do you feel your group worked together?
 2. Do you feel individuals contributed to the presentation?
 3. What communication, if any, could be improved within your group, and how?

3.INDIGENOUS MEDICINE MODEL TREATMENT POSTER (20%)

Students will be in groups of 3-4 to develop a poster presentation related to Indigenous Medicinal plants. Students will collaborate on the selection of an illness or disease and then research and report on various medicinal plants that are used to treat this illness. Traditional approaches and modalities encouraged to be included. Posters should include: background information on illness, specify population group, incidence, mortality, etc.; a summary of the medicinal plants that are known to treat this illness; (common names, features, medicinal part, solvent, bodily influence, uses, dose and whether it is used internally or externally). Utilizing course material, discussions and speakers and research. Students are encouraged to be creative in their presentations using visual aids. Handouts to be included.

4.RESEARCH PAPER ON TREATMENT PLAN OF ILLNESS (30%)

Students are expected to write a 10-12 -page paper on a topic of their choice that is related to Indigenous knowledge, traditional medicine, and traditional practice. Students are expected to use a critical approach to the examination of their topic. Students will select an illness or disease and then research and report on various medicinal plants that are used to treat this illness. Possible ways they might treat the illness. Information on background information on illness; specify population group, incidence, mortality etc.; a summary of the medicinal plants that are known to treat this illness; (common names, features, medicinal part, solvent, bodily influence, uses, dose and whether it is used internally or externally).

The goal is to introduce and discuss a theory, idea or model related to your topic. This could be a topic discussed in class but in greater depth. Students should use no less than 4 academic sources beyond course sources to support their argument. Proper citation is required based on the American Anthropological Association style. The paper format should be double-spaced with standard one- inch margins on all sides of the page. It must be written in 12 point Times New Roman Font. Papers that do not fit this format will be returned to the student and considered late. A cover page with your name, student number, course title and number, my name and the date is required. Marks will be deducted for papers without a title page or for those who have missing information on their title page. Students should keep a back-up copy of their paper in case their own should be lost.

SUBMISSION OF ASSIGNMENTS AND LATE DAYS

Most assignments are to be submitted electronically through the dropbox feature of ATL, no later than midnight 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 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.htm>

<http://www.mcmaster.ca/senate/miscell/inclcom.htm>

E-mail submission guidelines will follow the Faculty of Social Sciences E-Mail Communication Policy, effective September 1, 2010. **All email communication sent from students to Instructors 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.

TEACHING APPROACH AND CO-PARTICIPATION

I am guided by a strong belief that a teacher's primary role, is to facilitate and contribute to a student learning experience that encourages a level of academic engagement congruent with their individual learning needs and in turn, yields the achievement of their highest learning potential. Similarly, I believe a student's role is to co-participate in the teaching/learning process. To effectively achieve this objective, a student must be in attendance to the class and actively and respectfully engaged. This includes active listening during class time. I would ask that students refrain from texting or chatting with friends, web-surfing, checking email or Facebook, or playing games online during class. Students must also make a formal request before recording lectures in any format.

ACCOMMODATIONS FOR LEARNING NEEDS

McMaster is committed to supporting students who require accommodation of the learning environment to meet their learning needs. Students who require accommodations for specific learning needs should identify such needs to the

Instructor no later than the end of the second week. If you suspect that you may have a learning disability you should contact the McMaster Centre for Student Development: Telephone:(905) 525-9140 ext. 24711 Teletypewriter (TTY): (905) 528-4307 Fax (Confidential): (905) 528-3749 Email: csd@mcmaster.ca

ACADEMIC ETHICS AND DISHONESTY

Academic dishonesty is an offence that consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, such as the grade of zero on an assignment, and/or the 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.

It is entirely your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/AcademicIntegrity2008.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own for which other credit has been obtained
2. Improper collaboration in group work
3. Copying or using unauthorized aids in tests and examinations. If you have any questions regarding academic dishonesty, please contact me as per my contact information above.

Weekly Course Outline

Week One: January 14

Introduction to self and others

Introduction to "**What is Indigenous Medicine?**"

Review syllabus

Readings:

Creation Story: Anishinaabe - Hadonoshoni

Hutchens, Excerpts from "Indian Herbage of North America"

Handout:

Medicine Wheel Teachings

Video:

Spirit Doctor

Herbal Tea Teaching

Week Two: January 21: Indigenous Medicines Health and History

East: Tobacco, Fire, Kindness, Spirit

Student Presentations

Readings:

Aboriginal Health Canada, Chapter 5: "Medical Traditions in Aboriginal Culture"

Aboriginal Health Canada, Chapter 9: "Aboriginal Healing in the Contemporary context"

Porter, "Some Notes on Tobacco and Other Medicines"

[Indigenous communities are denied the most important medicine people can receive: Kindness \(mailchi.mp\)](#)

Thunderbird Partnership Foundation. (2011). Honouring our strengths: Growth and evolution to new horizons.

Story: Water and women

Video: Lyons, Oren - [Oren Lyons - "We Are Part of the Earth" - YouTube](#)

Supplemental Reading:

UNDRIP Article #24 and #31: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Herbal Tea Teaching

3 of the 13 Moon Teachings

Week Three: January 28: Indigenous Knowledge and Worldview

East: Tobacco, Fire, Kindness, Spirit

Student Presentations

Readings:

"Aboriginal Nutrition": <https://www.dietitians.ca/Dietitians-Views/Specific-Populations/Aboriginal-Nutrition.aspx>

Johnston, "The Nature of Plants"

Cajete, "Philosophy of Native Science" pps: 57-84

Story on the Fire and Men

Herbal Tea Teaching

Guest: Tba

Week Four: Feb. 4, South: Cedar, Earth, Honesty

Student Presentations

Essential oils - make a blend

Readings:

J.Derrick. "My world is not your world: Sit and listen and we can learn together"

Cajete, "Plants, Food, Medicine and Gathering" pps: 107 - 148

Poonwassie and Charter, "An Aboriginal Worldview of helping: Empowering Approaches"

Laurier Omni: "Therapeutic landscapes and First Nations peoples: an exploration of culture, health and place"

Story: Strawberry and other foods.

Video:

Jan Longboat, Part One

Cycles of Mother Earth Cultural Teachings (in-class)

Herbal Tea Teaching

Week Five: February 11, South: Cedar, Earth, Honesty, Stories

Student Presentations

LittleBear, "Jagged Worldviews Colliding"

Cajete, "Telling a Special Story" pps: 107-147

Story on the Medicine Bear

Video:

Jan Longboat, Part Two

Cycles of Mother Earth Cultural Teachings (in-class)

Herbal Tea Teaching

4 -6 of the 13 Moon Teachings

Week Six: February 18, West: Sage, Water, Sharing, Fish Knowledge

Student Presentations

Readings:

Martin-Hill, "Traditional Medicine in Contemporary Contexts: Protecting and Respecting Indigenous Knowledge and Medicine"

St. Pierre and Long Soldier, "Healers, Dreamers, Pipe Carriers: Communication with the Sacred"

Baskin, "Spirituality"

Story on the animals

Traditional Tea Teaching

Maple Syrup Teaching

Guest: TBAL Creator's Garden

Week Seven, February 25: Reading Break, No Classes

Week Eight, March 4: Indigenous Healing

Student Presentations

Readings:

Kavasch and Baar, "Fertility, Midwifery and Childbearing' in American Indian Healing Arts: Herbs, Rituals and Remedies for Every Season of Life"

Johnston: "The Ceremonies, rituals, songs, dances, prayers and legends of the Ojibway."

Video:

Jan Longboat, Part Three
Cycles of Mother Earth Cultural Teachings (in-class)

Traditional Tea Teaching
8 – 10 Moon Teachings

Week Nine, March 11: North: Sweetgrass, Air, Strength, Hands on Learning

Student Presentations
Making a Salve

Readings:

Johnston, “Kitchi-Manitou”
Johnston, “Muszzu-Kummik-Quae”
Lux, “Help Me Manitou: Medicine and Healing Plains Culture”
Story on the Sweetgrass and teaching

Video:

Jan Longboat, Part Four
Cycles of Mother Earth Cultural Teachings (in-class)

Traditional Tea

Week Ten, March 18: North, Strength, All of Creation Healing

Student Presentations

Readings:

Johnston, “The Manitous of the Forests and Meadows”
Alvord and Cohen Van Pelt, “Introduction”
Alvord and Cohen Van Pelt, “Ceremony Medicine”
Story on the Forests
Traditional Tea Teaching
11 – 13 of the Moon Teachings

Week Eleven, March 25: Skyworld Above

Student Presentations
Cajete, “Native Astronomy: A Skyward View”
Cajete, “Creating New Minds and Worlds”
Story on Cosmology law, natural law, universal law
Traditional Tea Teaching
Guest: Native Storytellers on Stars

Week Twelve, April 1: Earth Below, Integrating

Field Trip -Seed Exchange
Group Discussion referring to plants utilizing herbal books

Essay Due

Seed songs

“Supporting food security for Indigenous families through the restoration of Indigenous foodways”

[Winona LaDuke - Seeds The Creator Gave Us | Bioneers - YouTube](#)

Oren Lyons - [We Are One - YouTube](#)

Traditional Tea Teaching

Week Thirteen, April 8: Self-Centre

Social Potluck

Poster Presentation

Traditional Tea Teaching

Posters Due