



# Course Syllabus

**Course title:** Indigenous Peoples' Health

**Class section:** HLTH - 111 - 003

**Term:** 2025W

**Course credits:** 3

**Total hours:** 45

**Delivery method:** In-Person

## Territorial Acknowledgement

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Łək̓ʷəŋən (Songhees and Kosapsum) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

## Instructor Details

**Name:** Richard Spearman

**Email:** [spearmanr@camosun.ca](mailto:spearmanr@camosun.ca)

## Instructor Statement

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## Instructor Office Hours

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**Office:**

**Hours:**

CHW 347

Hours: 3:20 - 4:20

## Course Description

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### Course Description:

Students will explore the experiences and resilience of Indigenous peoples from these lands, past and present, including the impact of colonization and racism on community wellness. Using a strength-based and holistic perspective, students will learn about the current realities of Indigenous peoples' health experiences, and will be introduced to some cultural healing practices. The learning journey will include enhancing self-awareness in relation to the impacts of Indigenous-specific racism, and discrimination. Students will be able to use this knowledge to further their own understanding of Indigenous peoples' wellness.

### Prerequisites:

One of:

- C in English 12
- C in ENGL 090
- C in ENGL 091
- C in ENGL 092
- C in ENGL 103
- C in ENGL 142
- C in ELD 092
- C in ELD 097
- C in ELD 103

## Course Learning Outcomes / Objectives

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Upon successful completion of this course, learners will be able to:

1. Explain ways in which Indigenous Peoples' relationships with the land and waters support wellness
2. Discuss ways that colonization has impacted the health of Indigenous Peoples and communities of these lands
3. Articulate impacts of racism and discrimination on Indigenous Peoples interacting with today's health care system
4. Explain the concept of unearned privilege and identify one's own social-location
5. Discuss Indigenous approaches to wellness and the ways in which these enhance the health of Indigenous Peoples and communities

## Course Materials - Required

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Greenwood, M., de Leeuw, S., & Lindsay, N. M. (Eds.). (2018). Determinants of Indigenous Peoples Health in Canada: Beyond the Social (2nd ed.). Vancouver: Canadian Scholars Press.

## Course Delivery Hours

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Lecture, 3 hours/week, 15 weeks, 45 hours

| ACTIVITY | HOURS / WEEK | # OF WEEKS          | ACTIVITY HOURS |
|----------|--------------|---------------------|----------------|
| Lecture  | 3            | 15                  | 45             |
|          |              |                     |                |
|          |              |                     |                |
|          |              |                     |                |
|          |              | <b>TOTAL HOURS:</b> | 45             |

**\*\* Please note that Camosun is standardized on a 15-week semester which, where applicable, includes a final evaluation week. When an evaluation week is not required this may create a discrepancies in total hours.**

## Course Schedule, Topics, and Associated Preparation / Activity

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**The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.**

| Week | Topic | Readings |
|------|-------|----------|
|------|-------|----------|

| Week    | Topic   | Readings   |
|---------|---|--|
| Jan. 7  | <p>Introduction to the Course</p> <ul style="list-style-type: none"> <li>• Chimanda Adichie: The Danger of a Single Story</li> </ul> <p><a href="https://www.youtube.com/watch?v=D9lhs241zeg">https://www.youtube.com/watch?v=D9lhs241zeg</a></p> <ul style="list-style-type: none"> <li>• Introductions and territorial acknowledgement</li> <li>• Circle Guidelines</li> <li>• Overview of the Course Syllabus</li> </ul>   |  |
| Jan. 14 | <p>Introduction to Colonialism</p> <ul style="list-style-type: none"> <li>• Four Stages of the Indigenous/Settler Relationship</li> <li>• Types of Colonialism</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• What are the four structural determinants, and how does the author suggest they shape Indigenous people's health?</li> <li>• In what ways do systemic discrimination in the form of structural violence, shape the health of Indigenous peoples?</li> <li>• What are the seven areas of policy development suggested by the author, and how will these benefit the health of Indigenous peoples?</li> </ul> | <p>Chapter 1: "Structural Determinants of Aboriginal Peoples' Health." pp. 3-15. In, Determinants of Indigenous Peoples' Health.</p> |

| Week    | Topic   | Readings   |
|---------|---|--|
| Jan. 21 | <p>Introduction to Treaties</p> <ul style="list-style-type: none"> <li>• Indigenous Treaty making practices</li> <li>• Indigenous/Settler Treaty making (Pre, &amp; Post Confederation)</li> <li>• The current state of Indigenous/Settler diplomatic relations</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• What role did treaty making have in the lives of Indigenous peoples prior to the arrival of Europeans?</li> <li>• What are the key features of Indigenous/Settler Pre-Confederation treaties? What are the key features of Indigenous/Settler Post-Confederation treaties?</li> <li>• What role does oral tradition play for the passage of knowledge? And how does oral tradition inform our understanding of treaty making?</li> </ul> | <p>Stark, Heidi Kiiwetinepinesiik (2010). Respect, Responsibility, and Renewal: The Foundations of Anishinaabe Treaty Making with the United States and Canada. American Indian Culture and Research Journal, 34:2.</p> <p>Respect, Responsibility, and Renewal: The Foundations of Anishinaabe Treaty Making with the United States and Canada <a href="http://escholarship.org">escholarship.org</a></p> |

| Week    | Topic  | Readings  |
|---------|--|---|
| Jan. 28 | <p>The Indian Act</p> <ul style="list-style-type: none"> <li>• Legislation prior to the Indian Act</li> <li>• The Indian Act consolidated</li> <li>• Discrimination within the Indian Act</li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>• What is the Indian Act? And how has it been oppressive?</li> <li>• Should the Indian Act be scrapped (yes/no)? If yes, why? If no, why not?</li> <li>• How does the author suggest that restoration of Indigenous gender roles is an act of self-determination?</li> </ul>   | <p>Chapter 3: “Embodying Self-Determination: Beyond the Gender Binary.” pp. 22-36. In, Determinants of Indigenous Peoples’ Health.</p>                |
| Feb. 4  | <p>Residential Schools</p> <ul style="list-style-type: none"> <li>• Residential School history</li> <li>• The Truth and Reconciliation Commission</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• In what way does cultural identity development act as a pathway to survival and well-being for children?</li> <li>• Why is it important, when taking the well-being of Indigenous children into consideration, must we consider their experiences as individuals and as part of a collective?</li> <li>• How does the author suggest we engage families, communities, and tribes in formalized early childhood settings?</li> </ul> | <p>Chapter 12: “Being at the Interface: Early Childhood as a Determinant of Health.” pp. 111-125. In, Determinants of Indigenous Peoples’ Health.</p> |

| Week    | Topic   | Readings   |
|---------|---|--|
| Feb. 11 | <p>Historical Trauma</p> <ul style="list-style-type: none"> <li>• Defining Historical Trauma</li> <li>• The effects of Historical Trauma on Indigenous health</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• What do the authors mean by “cultural wounds?”</li> <li>• Why do the authors suggest that a cultural level approach would be more useful than an approach at the individual level?</li> <li>• Can the theory of cultural level approaches be used beyond the work done by the authors (suicide prevention)?</li> </ul> | <p>Chapter 14: “Cultural Wounds Demand Cultural Medicines.” pp. 147-159. In, Determinants of Indigenous peoples’ Health.</p>   |
| Feb. 18 | Reading Week  |  |
| Feb. 25 | <p>Cultural Revitalization and the Role of Ceremony</p> <ul style="list-style-type: none"> <li>• Smudging</li> <li>• Sweat Lodge Teachings</li> <li>• Rites of Passage</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• How can Indigenous peoples’ relationship to the land be characterized?</li> <li>• How has colonization affected Indigenous peoples’ relationship to the land?</li> <li>• What are the benefits to conducting ceremony?</li> </ul>   | <p>Chapter 16: “The Relatedness of People, Land, and Health.” pp. 167-182. In, Determinants of Indigenous Peoples’ Health.</p> |

| Week   | Topic  | Readings  |
|--------|--|---|
| Mar. 4 | <p>Indigenous Ways of Knowing</p> <ul style="list-style-type: none"> <li>• Applied Anishinaabe Theory</li> <li>• Kendaaswin</li> <li>• Spirit Memory</li> <li>• Original Instructions o Acquired Knowledge</li> <li>• Traditional Knowledge</li> <li>• Revealed Knowledge</li> <li>• Mother Earth Knowledge</li> <li>• Knowledge from Observation</li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>• What type of societal structure did the Haida Nation follow, from a traditionalist perspective?</li> <li>• In what ways can stories be healing?</li> <li>• In “Raven Creates Our World,” what are some teachings that you can understand from this story?</li> </ul> | <p>Chapter 8: “Raven Healing.”<br/>pp. 73-79. In, Determinants of<br/>Indigenous Peoples’ Health.</p> |



| Week    | Topic  | Readings  |
|---------|--|---|
| Mar. 11 | <p>Land</p> <ul style="list-style-type: none"> <li>• Anishinaabe Creation Story</li> <li>• Unique relationships to the land</li> <li>• Connect between health and wellness, and the land?</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• In what ways does the author suggest that the land is an active participant in the shaping of human lives?</li> <li>• What is the nature of the relationship between Indigenous peoples' and the "land?"</li> <li>• What lessons can be learned from the Anishinaabe Creation Story?</li> </ul>   | <p>Chapter 17: "Activating Place: Geography as a Determinant of Indigenous Peoples' Health and Well-being." pp. 187-196. In, Determinants of Indigenous Peoples' Health.</p>                    |
| Mar. 18 | <p>Language Revitalization</p> <ul style="list-style-type: none"> <li>• Importance of language revitalization</li> <li>• Types of language revitalization approaches</li> <li>• Understanding health and wellness through language</li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>• Why is Indigenous Language Revitalization important?</li> <li>• How are language and culture intertwined?</li> <li>• What are the 9 steps to language revitalization?</li> <li>• What are the different approaches to language revitalization?</li> </ul> | <p>Chapter 7: "atikowisi miýw-āyāwin, Ascribed Health and Wellness, to kaskitamasowin miýwāyāwin, Achieved Health and Wellness." pp. 63-72. In, Determinants of Indigenous Peoples' Health.</p> |

| Week    | Topic  | Readings  |
|---------|--|---|
| Mar. 25 | <p>Medicine Wheel</p> <ul style="list-style-type: none"> <li>• Four Directions</li> <li>• Gifts of the four directions</li> <li>• Living in Balance</li> <li>• The Circle of Courage</li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>• What do the Inuit Elders mean by “living a good life?”</li> <li>• What are the aspects of making good decisions?</li> <li>• What does it mean to “think holistically?”</li> </ul> | <p>Chapter 10: “Inuit Knowledge Systems, Elders, and Determinants of Health.” pp. 93-101. In, Determinants of Indigenous Peoples’ Health.</p> |
| Apr. 1  | Presentations  |   |
| Apr. 8  | Presentations  |   |
|         |  |   |

## Evaluation of Learning: Weighted

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| DESCRIPTION | WEIGHTING |
|-------------|-----------|
|-------------|-----------|

|               |             |
|---------------|-------------|
| <b>TOTAL:</b> | <b>100%</b> |
|---------------|-------------|

| DESCRIPTION  | WEIGHTING   |
|--|-------------|
| <b>Participation</b> <ul style="list-style-type: none"> <li>• Attendance is a critical part of learning and a very important part of this class.</li> <li>• Being Prepared for Class includes making sure you have your readings done and are ready to talk about and respond to them, and the class lectures.</li> <li>• Active Listening is a vital aspect of being in a respectful dialogue with others. You must be able to hear what other people are saying so that you can respond to them in a respectful, and appropriate manner.</li> <li>• Professionalism includes being on time for class; letting me know when you are unable to attend class; making arrangements with me for extensions on assignments; and, looking for clarification when you are not understanding something.</li> <li>• You cannot miss more than two classes without a valid excuse. Missing more than two classes will mean you cannot pass this class.</li> </ul> | 50%         |
| <b>Presentation</b> <ul style="list-style-type: none"> <li>• The presentation is meant to be an individual creative project, and as such can be done in whatever creative outlet is meaningful for you (art, song, dance, music, poetry, story, etc.)</li> <li>• The presentation must highlight one of the main themes of the course (Colonialism, treaty, residential schools, Indigenous ways of knowing, land, language etc.).</li> <li>• The presentation must include two key concepts from the chosen theme. For example, if you chose the “Medicine Wheel” as the main theme, you could include the four aspects of our being and wholeism as the two key concepts.</li> </ul>   | 50%         |
|  |             |
|  |             |
|  |             |
| <b>TOTAL:</b>  | <b>100%</b> |

Delete the NOTE: and program names that do not apply to this course

CFCS

**NOTE: Students must achieve at least 60% ("C") in each course in this program.**

EACS

**NOTE: Students must achieve a minimum of 60% ("C") in all courses within the program to graduate.**

ELC

**NOTE: Students must achieve a ("C+") in this course to graduate the program.**

IMHA

**NOTE: Students must achieve a minimum of 70% (B-) in this course to graduate the program.**

MHA

**NOTE: Students must achieve a minimum of ("C") in this course to graduate the program. All courses must be completed within 36 months of starting the program.**

**Camosun's Grading Systems**

<https://camosun.ca/registration-records/student-records/camosun-grading-systems>

**Grade Reviews and Appeals**

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the **Grade Review and Appeals policy** for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

**The Centre for Accessible Learning (CAL) is part of Camosun's Student Affairs unit.** CAL coordinates academic accommodations and provides related programs and services to students with documented disabilities.

Students who require academic accommodations are expected to request and arrange accommodations through CAL in a timely fashion. While we understand that not all accommodation needs are known to students at the beginning of a course, accommodations cannot be provided unless the proper process is followed through CAL and an accommodation letter has been released to

the instructor. Students are responsible for providing CAL with the proper documentation prior to the beginning of a course.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required.

**Deadlines can be reviewed on the CAL exams page**

<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

**Please consult the CAL webpage for more information:**

<https://camosun.ca/services/academic-supports/accessible-learning>

## Evaluation of Learning: Competency

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|     |  |
|-----|--|
| COM | <b>COMPLETE:</b> The student has met the goals, criteria, or competencies established for this course, practicum, or field placement.        |
| NC  | <b>NOT COMPLETE:</b> The student has not met the goals, criteria, or competencies established for this course, practicum, or field placement |

**NOTE: The minimum passing grade for this course is "COM".**

### Camosun's Grading Systems

<https://camosun.ca/registration-records/student-records/camosun-grading-systems>

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Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required.

**Deadlines can be reviewed on the CAL exams page**

<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

**Please consult the CAL webpage for more information:**

<https://camosun.ca/services/academic-supports/accessible-learning>

## Artificial Intelligence: A Guide for Students

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**Generative Artificial Intelligence (GenAI)** is an evolving technology that brings potential benefits but also substantial risks. While GenAI tools have the ability to transform how we work and learn, it is essential for the college community to adapt to these changes in a thoughtful and secure way.

**When using GenAI tools, students should ensure proper citation and attribution guidelines are followed.** This includes acknowledging AI assistance in reports, presentations, or any external communications. Clear citation helps build trust, ensures ethical use, and reduces the risk of misinformation or copyright issues.

**For citation support visit the college's citation style guide.**

<https://camosun.libguides.com/cite>

### Artificial Intelligence: A Guide for Students

Visit the following website to learn about AI use in academic settings.

<https://camosun.libguides.com/artificialintelligence/home>

## Course Guidelines & Expectations

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### Participation

- Attendance is a critical part of learning and a very important part of this class.
- Being Prepared for Class includes making sure you have your readings done and are ready to talk about and respond to them, and the class lectures.
- Active Listening is a vital aspect of being in a respectful dialogue with others. You must be able to hear what other people are saying so that you can respond to them in a respectful, and appropriate manner.

- Professionalism includes being on time for class; letting me know when you are unable to attend class; making arrangements with me for extensions on assignments; and, looking for clarification when you are not understanding something.
- You cannot miss more than two classes without a valid excuse. Missing more than two classes will mean you cannot pass this class.

## School or Departmental Information

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**Students are required to read and are accountable for the College policies (outlined below) and practicum guidelines as described in the School of Health and Human Services (HHS) and program handbooks.**

**Delete the program handbooks that do not apply to this course**

[CFCS Program Handbook](#)

[EACS Program Handbook](#)

[ELC Program Handbook](#)

[IMHA Program Handbook](#)

[MHA Program Handbook](#)

### **Clinical and Practice Placements in HHS**

<https://camosun.ca/programs-courses/school-health-and-human-services/hhs-programs/practicums>

### **School of Health and Human Services (HHS)**

<https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#top>

### **HHS Program Handbooks**

<https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#program>

## Student Responsibility

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements

and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## College Policies

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### **Academic Integrity**

Students are expected to follow the college's [Academic Integrity policy](#), and be honest and ethical in all aspects of their studies. To help you understand these responsibilities review the online [Academic Integrity guide](#).

The college's [Academic Integrity policy and supporting documents](#) detail the process for addressing and resolving matters of academic misconduct.

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability and need accommodations contact the Centre for Accessible Learning (CAL). CAL will arrange the appropriate academic accommodations so you can participate in all academic activities. Visit the [CAL website](#) for more information

### **Academic Progress**

The [Academic Progress policy](#) details how the college monitors students' academic progress and what steps are taken if a student is at risk of not meeting the college's academic progress standards.

### **Acceptable Technology Use**

The [Acceptable Technology Use](#) policy outlines how students are expected to use college technology resources, this includes using your own devices on the college's network. The use of the college resources in a way that violates a person's right to study in an environment free of discrimination, harassment or sexual violation is prohibited.

### **Course Withdrawals Policy**

For details about course withdrawal see the [Course Withdrawals policy](#). Be aware of the [deadlines for fees, course drop dates, and tuition refunds](#).

### **Grading Policy**

To learn more about grading see the [Grading Policy](#).



## Grade Review and Appeals

The process to request a review of grades is outlined in the [Grade Review and Appeals policy](#).

## Medical / Compassionate Withdrawals

If you have experienced a serious health or personal issue, you may be eligible for a [medical/compassionate withdrawal](#). The [Medical / Compassionate Withdrawal Request form](#) outlines what is required.

## Sexual Violence

If you have experienced sexual violence on or off campus, you can get support from the Office of Student Support. The Office of Student Support is a safe and private place to talk about what supports are available and your options for next steps. Visit the [sexual violence support and education site](#) to learn more or email [oss@camosun.ca](mailto:oss@camosun.ca) or phone: 250-370-3046 or 250-370-3841.

## Student Misconduct (Non-Academic)

Camosun expects students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Review the [Student Misconduct Policy](#) to understand the college's expectations of conduct.

Looking for other policies? See [Camosun College Policies and Directives](#)

## Services and Supports

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Services are free and available to all students.

| Academic Supports                                      | Enrollment Supports                      |
|--|--|
| <a href="#">Centre for Accessible Learning</a>         | <a href="#">Academic Advising</a>        |
| <a href="#">English, Math and Science Help Centres</a> | <a href="#">Financial Aid and Awards</a> |
| <a href="#">Library</a>                                | <a href="#">Registration</a>             |
| <a href="#">Writing Centre &amp; Learning Skills</a>   | <a href="#">Tuition and Fees</a>         |
| Health and Wellness                                    | Applied learning                         |

|   |  |
|---|--|
| <a href="#">Counseling</a>                | <a href="#">Co-operative Education and Career Services</a> |
| <a href="#">Fitness and Recreation</a>    | <a href="#">Makerspace</a>                                 |
| <a href="#">Office of Student Support</a> |  |

The [Centre for Indigenous Education Centre and Community Connections](#) provides cultural and academic supports for Indigenous students.

[Camosun International](#) provides supports to international students.

[The Ombudsperson](#) provides an impartial, independent service to ensure students are treated fairly. The service is a safe place for students to voice and clarify concerns and complaints.

If you have a mental health concern, contact Counselling. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## Changes to this Syllabus

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Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change the course content or schedule. When changes are necessary the instructor will give clear and timely notice.