

## CLASS SYLLABUS



Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.  
Learn more about Camosun's [Territorial Acknowledgement](#).

COURSE TITLE: HLTH 111 – Indigenous People’s Health  
CLASS SECTION: 001  
TERM: W2023  
COURSE CREDITS: 3  
DELIVERY METHOD(S): Lecture

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The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC, and the B.C. Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe. Our measures include COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. For details on these precautions please follow this link: <http://camosun.ca/covid19/faq/covid-faqs-students.html>. However, if you’re at all uncomfortable being on campus, please share your concerns with your Instructor. If needed, alternatives will be discussed.

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

### INSTRUCTOR DETAILS

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NAME: Mookaasige (Richard Spearman)  
EMAIL: [spearmanr@camosun.ca](mailto:spearmanr@camosun.ca)  
OFFICE:  
HOURS: W 2:30 – 5:20; CHW 105

*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.*

### CALENDAR DESCRIPTION

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Students will explore indigenous peoples’ health experiences: past, present, and future. Using a strength-based and holistic perspective, students will learn about the current realities of Indigenous peoples’ health experiences, and will be introduced to traditional healing practices. Students will be able to use this knowledge to further their own understanding of Indigenous peoples’ health, and can apply this experience to work with children, families and in community.

PREREQUISITE(S): One of: C in English 12; C in English First Peoples 12; 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  
CO-REQUISITE(S): N/A  
PRE/CO-REQUISITE(S): N/A

## COURSE DELIVERY

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ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	3	14	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
	TOTAL HOURS		

## COURSE LEARNING OUTCOMES

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Upon successful completion of this course a student will be able to:

- a) describe and discuss the impact of colonization on Indigenous peoples' health in Canada.
- b) describe the dimensions of health with consideration to their application to indigenous peoples.
- c) explain the relationship between people, land and health and the ways in which this may be experienced by indigenous peoples and community.
- d) discuss select holistic health approaches and cultural practices and the ways in which these enhance the health of Indigenous peoples and community.
- e) describe future possibilities for indigenous health that encompass a strength-based holistic perspective on health.

## COURSE OBJECTIVES AND MAPPED PROFESSIONAL COMPETENCIES

(also known as "sub-outcomes" or "learning objectives")

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[INSERT TEXT HERE]

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Texts

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.

Other As noted in the course outline

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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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 or DATE RANGE	ACTIVITY or TOPIC	READINGS
1 Sept 6	Introduction to the Course <ul style="list-style-type: none"> <li>• Chimanda Adichie: The Danger of a Single Story <a href="https://www.youtube.com/watch?v=D9Ihs241zeg">https://www.youtube.com/watch?v=D9Ihs241zeg</a></li> <li>• Introductions and territorial acknowledgement</li> <li>• Circle Guidelines</li> <li>• Overview of the Course Syllabus</li> </ul>	
2 Sept 13	Introduction to Colonialism <ul style="list-style-type: none"> <li>• Four Stages of the Indigenous/Settler Relationship</li> <li>• Types of Colonialism</li> </ul> Discussion: <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>	Chapter 1: "Structural Determinants of Aboriginal Peoples' Health." pp. 3-15. In, <i>Determinants of Indigenous Peoples' Health</i> .
3 Sept 20	Introduction to Treaties <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> Discussion: <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>	Stark, Heidi Kiiwetinepinesiik (2010). Respect, Responsibility, and Renewal: The Foundations of Anishinaabe Treaty Making with the United States and Canada. <i>American Indian Culture and Research Journal</i> , 34:2. <a href="#">Link here.</a>
4 Sept 27	The Indian Act <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> Discussion <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> </ul>	Chapter 3: "Embodying Self-Determination: Beyond the Gender Binary." pp. 22-36. In. <i>Determinants of Indigenous Peoples' Health</i> .

	<ul style="list-style-type: none"> <li>How does the author suggest that restoration of Indigenous gender roles is an act of self-determination?</li> </ul>	
5 Oct 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 take into account 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>	Chapter 12: "Being at the Interface: Early Childhood as a Determinant of Health." pp. 111-125. In, Determinants of Indigenous Peoples' Health.
6 Oct 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>	Chapter 14: "Cultural Wounds Demand Cultural Medicines." pp. 147-159. In, Determinants of Indigenous peoples' Health.
7 Oct 18	<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>	Chapter 16: "The Relatedness of People, Land, and Health." pp. 167-182. In, Determinants of Indigenous Peoples' Health.
Oct 18	<b>Assignment Due: Learning Journal 1</b>	
8 Oct 25	<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>	Chapter 8: "Raven Healing." pp. 73-79. In, Determinants of Indigenous Peoples' Health.

	<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>	
9 Nov 1	<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>
10 Nov 8	<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>
11 Nov 15	<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>
12 Nov 22	<p>Two Eyed Seeing</p> <ul style="list-style-type: none"> <li>• “Alternative” healing practices.</li> </ul> <p>Discussion Questions:</p> <ul style="list-style-type: none"> <li>• What does it mean to walk in two worlds?</li> <li>• What do the authors mean by “two-eyed seeing,” and where does this notion originate from?</li> </ul>	<p>Chapter 5: Two-Eyed Seeing in Medicine. 44-51. In, Determinants of Indigenous Peoples Health.</p>

	<ul style="list-style-type: none"> <li>What do the elders mean by “cultural starvation?” And, how do they suggest recovering from it?</li> </ul>	
13 Nov 29	Emotional Health and Wellbeing	Dr. Lee Brown <a href="https://med-fom-learningcircle.sites.olt.ubc.ca/files/2011/03/Emotional-Health-Wellbeing-Dr.-Lee-Brown.pdf">https://med-fom-learningcircle.sites.olt.ubc.ca/files/2011/03/Emotional-Health-Wellbeing-Dr.-Lee-Brown.pdf</a>
14 Dec 6	Closing/Feast <b>Assignment Due: Learning Journal 2</b>	

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](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## STUDENT EVALUATION

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DESCRIPTION	WEIGHTING
Participation	30%
Learning Journal 1	35%
Learning Journal 2	35%
<b>TOTAL</b>	<b>100%</b>

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.

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

## COURSE GUIDELINES & EXPECTATIONS

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### Participation

**30%**

- **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 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.

### Learning Journal 1 (Oct 18)

35%

- You will provide a critical response to the first sections of the course (Colonialism).
- Within this assignment you will: provide:
  - a brief summary of the section;
  - outline points of agreement;
  - discuss new learning you have acquired;
  - and finally, “so what?”
  -
- *The “so what” piece is about understanding and demonstrating the practical application of the knowledge you have recently acquired. Or, how will this new knowledge enable you to make a better future.*
- **This assignment is 3-4 double spaced pages, Times New Roman 12-point font, and must include a title page, body, and references (APA Style) page for anything that is from a source that is not your own thoughts.**

### Learning Journal 2 (Dec 6)

35%

- You will provide a critical response to the second sections of the course (Cultural Revitalization).
- Within this assignment you will: provide:
  - a brief summary of the section;
  - outline points of agreement;
  - discuss new learning you have acquired;
  - and finally, “so what?”
- *The “so what” piece is about understanding and demonstrating the practical application of the knowledge you have recently acquired. Or, how will this new knowledge enable you to make a better future.*
- **This assignment is 3-4 double spaced pages, Times New Roman 12-point font, and must include a title page, body, and references (APA Style) page for anything that is from a source that is not your own thoughts.**

### SCHOOL OR DEPARTMENTAL INFORMATION

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[INSERT TEXT HERE]

## 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.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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



### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this Syllabus:** 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 courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.