



# CAMOSUN COLLEGE

School of Health and Human Services (HHS)  
Department: Community, Family & Child Studies – Health UT



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

## HLTH 111 Indigenous Peoples' Health Winter 2019

### COURSE OUTLINE

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/hlth.html#hlth111>

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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#### 1. Instructor Information

- (a) **Instructor** Mookaasige (Richard Spearman)  
(b) **Office hours** 11:30-12:30 Ewing 204  
(c) **Location** Wilna Thomas 101 – Tuesday 8:30 – 11:20  
(d) **Phone** **Alternative:**  
(e) **E-mail** [spearmanr@camosun.ca](mailto:spearmanr@camosun.ca)  
(f) **Website**

#### 2. Course Description & Intended Learning Outcomes

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.

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

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

#### 3. Required Materials

Texts

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

(b) Other

As noted in the course outline.

#### **4. Course Content and Schedule**

##### **Jan. 8 - Introduction to the course**

- Chimanda Adichie: The Danger of a Single Story  
<https://www.youtube.com/watch?v=D9lhs241zeg>
- Introductions and territorial acknowledgement
- Circle Guidelines
- Overview of the Course Syllabus

##### **Jan. 15 – Introduction to Colonialism**

- Four Stages of the Indigenous/Settler Relationship
- Types of Colonialism

##### **Discussion Questions:**

- What are the four structural determinants, and how does the author suggest they shape Indigenous people's health?
- In what ways do systemic discrimination in the form of structural violence shape the health of Indigenous peoples?
- What are the seven areas of policy development suggested by the author, and how will these benefit the health of Indigenous peoples?

##### **Readings:**

Chapter 1: "Structural Determinants of Aboriginal Peoples' Health." pp. 3-15. In, *Determinants of Indigenous Peoples' Health*.

##### **Jan. 22 - Introduction to Treaties**

- Indigenous Treaty making practices
- Indigenous/Settler Treaty making (Pre, & Post Confederation)
- The current state of Indigenous/Settler diplomatic relations.

##### **Discussion Questions:**

- What role did treaty making have in the lives of Indigenous peoples prior to the arrival of Europeans?
- What are the key features of Indigenous/Settler Pre-Confederation treaties? What are the key features of Indigenous/Settler Post-Confederation treaties?

- What role does oral tradition play for the passage of knowledge? And, how does oral tradition inform our understanding of treaty making?

**Readings:**

Stark, Heidi Kiiwetinepinesik (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, 145-164. Retrieved from <http://www.uvic.ca/socialsciences/politicalscience/assets/docs/faculty/stark/AICRJ-stark.pdf>

**Jan. 29 – *The Indian Act***

- Legislation prior to the Indian Act
- The Indian Act consolidated
- Discrimination within the Indian Act

**Discussion Questions:**

- What is the Indian Act? And, how has it been oppressive?
- Should the Indian Act be scrapped (yes/no)? If yes, why? If no, why not?
- How does the author suggest that restoration of Indigenous gender roles is an act of self-determination?

**Readings:**

Chapter 3: “Embodying Self-Determination: Beyond the Gender Binary.” pp. 22-36. In. *Determinants of Indigenous Peoples’ Health*.

**Feb. 5 - *Residential Schools***

- Residential School history
- The Truth and Reconciliation Commission

**Discussion Questions:**

- In what way does cultural identity development act as a pathway to survival and well-being for children?
- 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?
- How does the author suggest we engage families, communities, and tribes in formalized early childhood settings?

**Readings:**

Chapter 12: “Being at the Interface: Early Childhood as a Determinant of Health.” pp. 111-125. In, *Determinants of Indigenous Peoples’ Health*.

**Feb. 12 – *Historical Trauma***

- Defining Historical Trauma
- The effects of Historical Trauma on Indigenous health

***Discussion Questions:***

- What do the authors mean by “cultural wounds?”
- Why do the authors suggest that a cultural level approach would be more useful than an approach at the individual level?
- Can the theory of cultural level approaches be used beyond the work done by the authors (suicide prevention)?

***Readings:***

Chapter 14: “Cultural Wounds Demand Cultural Medicines.” pp. 147-159. In, *Determinants of Indigenous peoples’ Health*.

***Assignment Due:***

***Self-location Paper.***

**Feb. 19 – *No Class: Reading Week***

**Feb. 26 – *Cultural Revitalization and the Role of Ceremony***

- Smudging
- Sweat Lodge Teachings
- Rites of Passage

***Discussion questions:***

- How can Indigenous peoples’ relationship to the land be characterized?
- How has colonization affected Indigenous peoples’ relationship to the land?
- What are the benefits to conducting ceremony?

***Readings:***

Chapter 16: “The Relatedness of People, Land, and Health.” pp. 167-182. In, *Determinants of Indigenous Peoples’ Health*.

**Mar. 2 - *Sweat Lodge Ceremony (Saturday)***

- The Sweat Lodge will be held at Victor Underwood’s place on the Tsawout Reserve – 2983 Sa Su Rd.
- Class will begin at 10:00 and will run until the ceremony is completed. (Please make arrangements accordingly)
- Also, feasting is a crucial element to ceremony, and as such we will be having a pot-luck feast after the Sweat Lodge, so please bring a dish to share with the rest of the class and our Elders.
- Finally, it is also customary to bring a gift for the Sweat Lodge leaders. This will be discussed in class.

## Assignment Due:

### Learning Journal 1

#### Mar. 12 – *Indigenous Ways of Knowing*

- Applied Anishinaabe Theory
- Kendaaswin
  - Spirit Memory
  - Original Instructions
  - Acquired Knowledge
  - Traditional Knowledge
  - Revealed Knowledge
  - Mother Earth Knowledge
  - Knowledge from Observation

#### *Discussion Questions:*

- What type of societal structure did the Haida Nation follow from a traditionalist perspective?
- In what ways can stories be healing?
- In “Raven Creates Our World,” what are some teachings that you can understand from this story?

#### *Readings:*

Chapter 8: “Raven Healing.” pp. 73-79. In, *Determinants of Indigenous Peoples’ Health*.

#### Mar. 19 - *Land*

- Anishinaabe Creation Story
- Unique relationships to the land
- Connect between health and wellness, and the land?

#### *Discussion Questions:*

- In what ways does the author suggest that the land is an active participant in the shaping of human lives?
- What is the nature of the relationship between Indigenous peoples’ and the “land?”
- What lessons can be learned from the Anishinaabe Creation Story?

#### *Readings:*

Chapter 17: “Activating Place: Geography as a Determinant of Indigenous Peoples’ Health and Well-being.” pp. 187-196. In, *Determinants of Indigenous Peoples’ Health*.

### **Mar. 26 – Language Revitalization**

- Importance of language revitalization
- Types of language revitalization approaches
- Understanding health and wellness through language

#### ***Discussion Questions:***

- Why is Indigenous Language Revitalization important?
- How are language and culture intertwined?
- What are the 9 steps to language revitalization?
- What are the different approaches to language revitalization?

#### ***Readings:***

Chapter 7: “atikowisi miýw-āyāwin, Ascribed Health and Wellness, to kaskitamasowin miýw-āyāwin, Achieved Health and Wellness.” pp. 63-72. In, *Determinants of Indigenous Peoples’ Health*.

#### ***In Class:***

- First Speakers: Restoring the Ojibwe Language  
<https://www.youtube.com/watch?v=5IHKMDAAX4Y>

### **Apr. 2 – Medicine Wheel**

- Four Directions
- Gifts of the four directions
- Living in Balance
- The Circle of Courage

#### ***Discussion Questions:***

- What do the Inuit Elders mean by “living a good life?”
- What are the aspects of making good decisions?
- What does it mean to “think holistically?”

#### ***Readings:***

Chapter 10: “Inuit Knowledge Systems, Elders, and Determinants of Health.” pp. 93-101. In, *Determinants of Indigenous Peoples’ Health*.

### **Apr. 9 – Two-Eyed Seeing**

- “Alternative” healing practices.

**Discussion Questions:**

- What does it mean to walk in two worlds?
- What do the authors mean by “two-eyed seeing,” and where does this notion originate from?
- What do the elders mean by “cultural starvation?” And, how do they suggest recovering from it?

**Readings:**

Chapter 5: Two-Eyed Seeing in Medicine. 44-51. In, Determinants of Indigenous Peoples Health.

**Guest Speaker:**

- Katy Scoones: Reg. Art Therapist, Equine Facilitated Wellness Practitioner, and AFOT Practitioner

**Assignment Due:**

**Learning Journal 2**

**5. Basis of Student Assessment (Weighting)**

**Assignments**

(a) Participation		<b>20%</b>
(b) Reading Reflection	(Due Weekly)	<b>20%</b>
(c) Self-Location Paper	(Due Feb. 12)	<b>20%</b>
(d) Learning Journal 1	(Due Mar. 2)	<b>20%</b>
(e) Learning Journal 2	(Due Apr. 9)	<b>20%</b>

**Breakdown:**

**(a) Participation 20%**

- **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.**

**(b) Reading Reflection: (Due Weekly) 20%**

- Every week, students are expected to submit a maximum one (1) page reflection on the readings of the week. This reflection should include:
  - a summary of the authors thesis (one paragraph),
  - your interpretation of the reading (one paragraph),
  - and one question for class discussion (this can be on something you did not understand, want more clarification on, highlights something that was missing in the reading, etc...
- *Only accepted at the beginning of each class.*

**(c) Self-Location Paper (Due Feb. 12) 20%**

- One of the most fundamental principles of Indigenous research is the importance for researchers to self-locate. In doing so, researchers, including both Indigenous and non-Indigenous/Settlers, are asked to consider their own histories and relationships – i.e. identity, cultural and territorial origins, and familial and community relations. With this in mind, students are asked to write a self-location paper demonstrating their understanding of not only where they come from, but how that affects what they know and the opinions they have. There are two sections to this paper, and you should respond to the following questions:
- **Section 1: Self-location**
  - What is your ancestral heritage? And how does this shape your values and beliefs?
  - What role has education played in the shaping of your world view?
  - How have your personal relationships shaped the way you see the world?
- **Section 2: Motivations**
  - Why is it important for you to be in this class?
  - What do you hope to take away from this class?
  - What do you hope to do with what you have experienced and/or gained from this class?
  - And finally, how does all of this shape your understanding and relationship to Indigenous peoples?
- It is also expected that students will develop an understanding of whose traditional territory they are on and acknowledge the territory within their paper.



- **This assignment is 4-5 double spaced pages, Times New Roman 12-point font, and must include a title page, introduction, body, conclusion, and references (APA Style) page for anything that is from a source that is not your own thoughts.**

**(d) Learning Journal 1 (Due Mar. 2)**

**20%**

- 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?”
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- *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, introduction, body, conclusion, and references (APA Style) page for anything that is from a source that is not your own thoughts.**

**(e) Learning Journal 2 (Due Apr. 9)**

**20%**

- 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, introduction, body, conclusion, and references (APA Style) page for anything that is from a source that is not your own thoughts.**

(b) Quizzes

(c) Exams

(d) Other (e.g. Project, Attendance, Group Work)

### 1. Late Assignments

All assignments must be completed and handed in on the date assigned. Late assignments will be penalized 5% per day and after ten days will not be accepted unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

### 2. Plagiarism, Cheating, and Academic Dishonesty

If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic “zero” on the assignment in question. Camosun College’s policy on Plagiarism can be found here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts: <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

### College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student’s responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

## Student Conduct Policy

There is a [Student Conduct Policy](#). It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College website.

- GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

The following two grading systems are used at Camosun College:

- **Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

- Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress</i> : A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.

CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.
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