



CAMOSUN COLLEGE
School of Health & Human Services Department
Community, Family & Child Studies

HLTH 111-001
Fall 2016

COURSE SYLLABUS

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

1. Instructor Information

| | |
|---------------------------|---|
| (a) Instructor | Mookaasige (Richard Spearman) |
| (b) Office hours | Fisher 314F, 12:30 – 13:30; By appt only. |
| (c) Class Location | Wilna Thomas 101 – from 9:30am-12:20pm – Thursday (except otherwise noted) |
| (d) Phone | Alternative |
| | : |
| (e) E-mail | SpearmanR@camosun.bc.ca |
| (f) Website | |

Course Description:

This course will introduce students to present realities of and future possibilities for Indigenous community health and will explore traditional Indigenous health and healing practices. A brief overview of the impact of colonization on Indigenous health will also be explored.

2. Intended Learning Outcomes

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

- 1. Discuss the current realities in Indigenous health;*
- 2. Discuss the impact of family and community on health;*
- 3. Describe the impact of colonization on Indigenous health;*
- 4. Describe traditional health and healing practices; and,*
- 5. Explore future possibilities for Indigenous Community Health.*

3. Required Materials

- Greenwood, M., de Leeuw, S., Lindsay, N. M., Reading, C. (Eds.). (2015). *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social*. Toronto: Canadian Scholars' Press.
- There may be other assigned readings throughout the course, please be sure to continuously refer to the syllabus for the readings that are to be done for each class.

4. Course Content and Schedule

Sept. 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

Sept. 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 peoples 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: Chapter 1: “Structural Determinants of Aboriginal Peoples’ Health.” pp. 3-15. In, *Determinants of Indigenous Peoples’ Health*.

Sept. 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 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, 145-164. Retrieved from <http://www.uvic.ca/socialsciences/politicalscience/assets/docs/faculty/stark/AICRI-stark.pdf>

Sept. 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 10: “Embodying Self-Determination: Beyond the Gender Binary.” pp. 104-119. In. *Determinants of Indigenous Peoples’ Health*.

Oct. 6 - 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 7: “Being at the Interface: Early Childhood as a Determinant of Health.” pp. 64-77. In, *Determinants of Indigenous Peoples’ Health*.

Assignment Due:

- **The Self-Location Assignment is due today.**

Oct. 13 – 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 8: "Cultural Wounds Demand Cultural Medicines." pp. 78-89. In, *Determinants of Indigenous peoples' Health*.

Oct. 20 – 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 6: "The Relatedness of People, Land, and Health." pp. 47-63. In, *Determinants of Indigenous Peoples' Health*.

Assignment Due:

- **Learning Journal 1 due today.**

Oct. 22 (Saturday) – Sweat Lodge Ceremony

- The Sweat Lodge will be held at Victor Underwood's place on the Tsawout Reserve (address to be supplied)
- These classes will begin at (Time TBD), 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.

Nov. 3 – 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 12: “Raven Healing.” pp. 134-140. In, *Determinants of Indigenous Peoples’ Health*.

Nov. 10 – 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 13: “atikowisi miýw-āyāwin, Ascribed Health and Wellness, to kaskitamasowin miýw-āyāwin, Achieved Health and Wellness.” pp. 143-151. In, *Determinants of Indigenous Peoples’ Health*.

In Class:

- First Speakers: Restoring the Ojibwe Language
<https://www.youtube.com/watch?v=5lHKMDAAX4Y>

Nov. 17 – 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 9: "Activating Place: Geography as a Determinant of Indigenous Peoples' Health and Well-being." pp. 90-103. In, *Determinants of Indigenous Peoples' Health*.

Nov. 24 – Spirituality

- Spiritual Beings
- The nature of spirit/the spirit of nature

Discussion Questions:

- In what ways does the author suggest that spiritual health is "lived outside the lodge?"
- According to the Aboriginal Healing Foundation, what are the three fundamental characteristics of successful healing programs?

Readings:

Chapter 4: "The Spiritual Dimension of Holistic Health: A Reflection." pp. 33-38. In, *Determinants of Indigenous Peoples' Health*.

Dec. 1 – 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 3: "Inuit Knowledge Systems, Elders, and Determinants of Health." pp. 25-32. In, *Determinants of Indigenous Peoples' Health*.

Dec. 8 – 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 2: Two-Eyed Seeing in Medicine. 16-24. 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 is due today.**

5. Basis of Student Assessment (Weighting)

Assignments

| | | | |
|------------|---------------------------------|------------------------|------------|
| (a) | Participation | | 20% |
| (b) | Self-Location Paper | (Due Oct. 6) | 20% |
| (c) | Learning Journal x 2 @ 20% each | (Due Oct. 20 & Dec. 8) | 40% |
| (d) | Research Paper | (Due Dec. 15) | |
| 20% | | | |

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.
- **Reading Reflection:** 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.**

(b) Self-Location Paper (Due Oct. 6, 2016) 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 whereby students are asked to demonstrate their understanding of not only where they come from, but how that affects

what they know and the opinions they have. This paper should also respond to the following questions: *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.**

(c) Learning Journal x 2 (20% each) 40%

Learning Journal 1 (Due Oct. 20, 2016)

- Based on the classes up to Feb. 17, 2016.

Learning Journal 2 (Due Dec. 8, 2016)

- Based on the classes from Feb. 24, 2016 to April 6, 2016.
- You will provide a critical response to the two main sections of the course (Colonialism, Indigenous ways of knowing, being, seeing, and doing).
- 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.**

(d) Research Paper (Due Dec. 15, 2016) 20%

- You will write a Research Paper based on any of the main themes of this course.
- You will provide an historical overview of the topic, the current state of the subject matter, and a “so what” piece (vision for the future).
- You are to make use of a minimum of six (6) outside sources.
- **This assignment is 4-6 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.**

6. Instructional Policies

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>

7. Grading System

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

A. GRADING SYSTEM <http://www.camosun.bc.ca/policies/policies.php>

The following grading system is used at Camosun College:

1. Standard Grading System (GPA)

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|---|-------------------------|
| 90-100 | A+ | Technically flawless and original work demonstrating insight, understanding and independent application of course expectations. | 9 |
| 85-89 | A | Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations. | 8 |
| 80-84 | A- | Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts. | 7 |
| 77-79 | B+ | Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses. | 6 |
| 73-76 | B | Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking. | 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 |

8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at

<http://www.camosun.bc.ca>

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 web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>