

INDG 399 L01
Special Topics in International Indigenous Studies:
“International Perspectives on Indigenous Health”
Spring 2014
MW, 12:00-14:45, SB 148

Instructor: Dr. Richard Brock
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Course Description

Healthcare is a major issue in many Indigenous communities worldwide, relying on often fraught relationships between communities and states, and raising issues including access to facilities in remote locations, tensions between traditional knowledge and biomedical science, and the legacy of a colonial power structure in which colonizers subjected Indigenous populations to outside infections that decimated their populations at the same time as deploying medical pseudo-science to construct these populations as genetically inferior and bound for extinction. In contemporary contexts, high incidences of HIV, mental illness, and addiction as a result of impoverishment and destructive assimilation policies add further complexities and layers of distrust. This class investigates attitudes to health from inside and outside Indigenous communities across the globe, examining both state healthcare provision and Indigenous challenges to biomedical hegemony, including the continued practice of traditional medicine and narrative approaches to healing. Beginning with a structure of assigned readings over its first half, the course establishes paradigms for viewing medicine and healthcare (including prevailing Western models of biomedicine) as intrinsically based in culture and narrative, before inviting students to participate in inquiry-based learning and to investigate particular case studies and locales in the second half of the term. Although Canada and Australia – as the two countries with the most extensive bodies of work investigating Indigenous health issues – will feature prominently, it is hoped that presentations and discussions will engage with Indigenous peoples from elsewhere in North America and the South Pacific, as well as South America, Asia and Europe.

Objectives of the Course

- Demonstrate an awareness of the uniqueness of Indigenous healthcare contexts
- Demonstrate an understanding of cultural and social approaches to medicine, and a recognition that “Western” as well as “traditional” medicine is constructed through cultural contexts and narratives
- Demonstrate an awareness of the role of culture and community in healing practices, and the complementary positions of biomedical and “traditional” medical knowledges

- Demonstrate an ability to conduct comparative analysis across diverse cultural and regional contexts
- Demonstrate a facility with culturally sensitive material with an awareness of complex and contradictory political aims
- Demonstrate an ability to work independently in order to lead class discussions on complex issues
- Plan, develop and produce a stimulating original project related to the class's theme areas.

Textbooks and Readings:

Required for purchase (in print or electronically):

- Bronwyn Carson, Terry Dunbar, Richard D. Chenhall and Ross Bailie (eds), *Social Determinants of Indigenous Health* (available in the University Bookstore and the Amazon Kindle Store)
- James B. Waldram, D. Ann Herring, and T. Kue Young, *Aboriginal Health in Canada: Historical, Cultural, and Epidemiological Perspectives* (available in the University Bookstore and the Kobo Store)

Also available (some required):

Jo-Ann Episkenew, *Taking Back Our Spirits: Indigenous Literature, Public Policy, and Healing* (available online through the library homepage)
 Judith Healy and Martin McKee, *Accessing Healthcare: Responding to Diversity* (online through the library homepage)
 Soren Hvalkof (ed), *Dreams Coming True: An Indigenous Health Programme in the Peruvian Amazon* (library reserves)
 Mary-Ellen Kelm, *Colonizing Bodies: Aboriginal Health and Healing in British Columbia, 1900-50* (online through the library homepage)
 Laurence J. Kirmayer and Gail Guthrie Valaskakis (eds), *Healing Traditions: The Mental Health of Aboriginal Peoples in Canada*
 Deborah Lupton, *Medicine as Culture: Illness, Disease and the Body* (2nd edition available online through the library homepage; 3rd edition in library reserves)
 David Piers Thomas, *Reading Doctors' Writing: Race, Politics and Power in Indigenous Health Research, 1870-1969* (library reserves)
 Paula A. Treichler, *How to Have Theory in an Epidemic: Cultural Chronicles of AIDS* (library reserves)

Assignments and Evaluation

Seminars: one on a set text, one on material of the student's choice (2x20% = 40%)

On two separate occasions through the term, you will take responsibility for directing class discussion on a particular topic for a section of the day's class. Your task is not only to present on a topic of your choosing within our theme areas but also to assign preparatory readings and/or activities prior to the class for which you are responsible. For

the first seminar, you should link to a news article or other factual source that helps to illustrate the main points of the assigned text. For the second seminar, you may set traditional scholarly readings or more abstract activities (e.g. invite your fellow students to prepare a simple recipe, or participate in a breathing activity). How you choose to present/engage with this material in class is up to you, but your second seminar must adhere to the following three conditions:

- (1) The material you choose to discuss is relevant to the day's designated theme area(s);
- (2) It is distributed far enough in advance of the class (at least four days) to give your fellow students reasonable preparation time
- (3) Your material has an international component, i.e. it addresses an Indigenous community outside Canada (though it may use a Canadian context as a basis for comparison).

Submission of a written version of materials you prepare for class is not required, but you may submit this up to one week after your seminar if you feel the need to clarify or expand upon what was presented in class. Otherwise, assessment will be based on the appropriateness of the material, your level of engagement with it, and the quality of discussion generated. **Leading discussion in two separate classes is required in order to pass the class overall.**

Final Project and Presentation (30%)

In the final weeks of the class, you will be required to design and deliver a final project related to any aspect of the course syllabus, with a comparative focus. This project may take any form you wish: it could be an art object, an essay, a research report, a short film, or something more abstract – perhaps even a community event. If necessary, your reflective essay (see below) will theorize the relationship of your project to the course. In addition to handing in the project (or a material record of it), you will also be required to give a class presentation on your project. **A passing grade is required in this component in order to gain a passing grade overall.**

Reflective Essay (20%)

Following the completion of your project, you will be required to compose a three- to four-page essay reflecting on your process, the success of your project, and (if necessary) its relation to the course material overall. Your essay should include an account of how your understanding of the course material shaped your project, and vice versa.

Participation (10%)

Due to the collaborative nature of this class, it is imperative that you participate fully in all aspects of the course, including regular attendance, reading assigned material and participating in discussions, and helping your classmates to bring their project plans to fruition during project workshopping sessions. The final 10% of your grade reflects how well you take ownership of your own learning and that of others.

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available in SS102. A night drop box is also available for after-hours submission. Assignments will be removed from the drop box the following morning and stamped with the CURRENT day's date, then placed in the instructor's mailbox.

Registrar-scheduled Final Examination: No

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by using their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

Grading System

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Schedule of Lectures and Readings

Our class will adhere to the following schedule:

Date	Theme	Readings
14/05/2014	Introduction	
19/05/2014	Victoria Day – no class	
21/05/2014	Introduction to Aboriginal Health in Canada	Waldram et al ch. 1-3
26/05/2014	Medicine as Culture	Lupton Introduction & ch.

		1; Treichler ch.5
28/05/2014	Introduction to Aboriginal Health in Australia	Carson et al ch. 1-3
02/06/2014	Government Policy and Health	Waldram et al ch. 7-8; Carson et al ch.7 & 11
04/06/2014	“Traditional” healing models	Waldram et al. ch. 5 & 9; Episkenew Intro & ch. 1
09/06/2014	Integrated healthcare	Waldram et al ch. 4 & 10 Carson et al ch. 12-13 Healy & McKee ch. 14-16
11/06/2014	Contact and health	Student assigned
16/06/2014	Addiction and mental health	Student assigned
18/06/2014	Emerging diseases and chronic conditions	Student assigned
23/06/2014	Final project preparation and workshopping	
25/06/2014	Final project presentations	

Ethics

If your final project involves work with human subjects, ethics approval may be required. Applications will be completed collaboratively by the student and instructor, but these do take time, so if you plan on completing a final project involving human subjects, you should approach your instructor by Week 3. See <http://www.ucalgary.ca/research/ethics> for further details.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people’s words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor if you have any questions regarding how to document sources.

Internet and Electronic Communication Device Information

The use of laptops in class is discouraged unless expressly sanctioned for specific students (e.g. in the case of an additional support need that can be accommodated by the use of technology) or for the whole class to aid in the completion of specific tasks (students may be asked to bring in laptops for workshopping purposes near the end of the

term). Tablet computers (and, under certain circumstances, smartphones) may be used during class for document viewing and note taking purposes, but students should be prepared to demonstrate that they are using electronic devices for these legitimate purposes when asked to do so. Electronics may, at the instructor's discretion, be excluded from certain sessions.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation Policy

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course. For further information, please see <http://www.ucalgary.ca/access/>

Emergency Evacuation and Assembly Points

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Student Representation

There are now four Arts reps because of the amalgamation, with the email addresses being arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, and arts4@su.ucalgary.ca. Please contact them if you have questions related to Students Union matters, events, or concerns.

For your student ombudsman, please see

<http://www.ucalgary.ca/provost/students/ombuds>

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3rd Floor of the Taylor Family Digital Library
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.