

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3310 – CONTEMPORARY ISSUES IN ABORIGINAL HEALTH
Course Syllabus – Fall, 2017

INSTRUCTOR: Janice Victor, Ph.D.
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OFFICE HOURS: Mondays 2:00 – 4:00 pm; Fridays 1:00 – 2:00 pm; by appointment
COURSE LOCATION: AH 176
TIME: Tues/Thurs, 1:40 – 2:55 p.m.

COURSE DESCRIPTION:

This course offers an in-depth examination of contemporary issues affecting Aboriginal peoples' health and wellness. Topics may include a wide range of issues such as social determinants of health, colonialism, self-determination, identity, policy and health service delivery, land access, reconciliation, and environmental issues. The course is organized around the tripartite theme, "Resistance, resilience, and resurgence."

Prerequisites: NAS 1000 Introduction to Native American Studies or HLSC 2300 Introduction to Aboriginal Health

LEARNING OBJECTIVES:

- To recognize and articulate the features of Canadian society that affect the health and wellbeing of Aboriginal peoples on both population and individual levels
- To critically evaluate research and perspectives on Aboriginal wellness issues
- To develop an informed stance on issues important for Aboriginal peoples' wellness
- To improve scholarly skills in critical analysis, research, and oral and written communication

COURSE MATERIALS:

Comack, E., Deane, L., Morrissette, L., & Silver, J. (2013). *"Indians wear red": Colonialism, resistance, and Aboriginal street gangs*. Winnipeg, MB: Fernwood.

All other readings for the course will be provided on Moodle as pdf files or links. Additional resource materials will be provided on Moodle as needed.

EVALUATION:

Decolonization Reflection Exercise	15%
Article Review & Presentation	20%
Term Paper	25%
Pop Quizzes	10%
Final Exam	30%

TENTATIVE COURSE SCHEDULE:

Class	Date	Topic	Assigned Reading/Activity
1	Sept. 7	Course Introduction	
Contemporary Issues & Wellbeing: Setting the Context			
2	12	Colonialism & Health	Czyzewski (2011). Colonialism as a broader social determinant of health.
3	14	Truth & Reconciliation	Honouring the truth, reconciling for the future: The legacy (p. 183-228) Decolonization Reflection Exercise, Part 1, to be completed during class
4	19	Truth & Reconciliation	Honouring the truth, reconciling for the future: The challenge of reconciliation (see Moodle for required pages)
5	21	Truth & Reconciliation	Alfred & Rollo (2014). Resetting and restoring the relationship
Resilience, Resistance, & Resurgence			
6	26	Resilience	Kirmayer et al. (2011). Rethinking resilience from Indigenous perspectives.
7	28	Resilience	Video: Mercredi (2008) Honouring the warrior within.
8	Oct. 3	Resistance	Coates (2015). Chapter 1: Mobilizing an awakening. Dhillon & Estes (2016). Introduction: Standing Rock https://culanth.org/fieldsights/1007
9	5	Resurgence	Corntassel & Bryce (2012). Practicing sustainable self-determination
10	10	Student Presentations	Article abstracts
11	12	Student Presentations	Article abstracts
Urban Living			
12	17	Life in the city, life on the reserve	Darnell (2011). Nomadic legacies and contemporary decision-making strategies between reserve and city.
13	19	Poverty & Colonialism	Comack et al. (2013). Indians Wear Red, Chapter 1
14	24	Urban Migration	Comack et al. (2013). Indians Wear Red, Chapter 2
15	26	Resisting Poverty	Comack et al. (2013). Indians Wear Red, Chapter 3
16	31	Gang Life Guest speaker: TBA	Comack et al. (2013). Indians Wear Red, Chapter 4
17	Nov. 2	Transforming Resistance	Comack et al. (2013). Indians Wear Red, Chapter 5
Land			
18	7	Food	Socha et al. (2012). Food security in a northern First Nations community: An exploratory study on food availability and accessibility. Video: Utsuk: The story of Fat
19	9	Water	Simpson et al. (2009). The responsibilities of women Term Paper due Nov. 10
Reading Break Nov. 13-17 – No Classes!! ☺			
20	21	Oil	Preston, J. (2013). Neoliberal settler colonialism, Canada and the tar sands.

Family & Community			
21	23	Fetal Alcohol Spectrum Disorder	Tait, C. (2008). Simmering outrage during an 'epidemic' of Fetal Alcohol Syndrome
22	28	Child welfare Guest Speaker: TBA	Blackstock & Trocmé (2005). Community-based child welfare
23	30	Thinking to the future	Alfred, G. T. (2010). What is radical imagination?
24	Dec. 5	Course Conclusion	Decolonization Reflection Exercise, Part 2 due

ASSIGNMENT & EXAM REQUIREMENTS:

Decolonization Reflection Exercise (15%)

The purpose of this assignment is to get students to reflect on what decolonization entails and what role it can take in their individual lives.

Requirements:

Part 1 (5%)

- Students will participate in an in-class reflection activity where they will spend 10 – 15 minutes responding to questions pertaining to their current understanding of decolonization. Written responses will be submitted at the end of class. This part of the assignment will be evaluated as Pass/Fail.

DUE: Thursday, September 14, end of class

Part 2 (10%)

- The instructor will return students' written responses from Part 1 on November 22. Students are to use these early reflections to respond to a second question(s) that asks students to reflect upon their changed understandings of decolonization. This is a take-home assignment that will be evaluated based upon the depth and quality of response.

DUE: Tuesday, December 5

Article Review & Presentation (20%)

DUE: October 10 or 12

The purpose of this assignment is to have students identify and critically reflect upon the key points in a research article, and to improve their oral communication skills. Students are to choose a peer reviewed research article on a topic of their choice to present to the class, "conference style." The presentation, in which you will "teach" your article to the class, should be **15 minutes** long.

Requirements:

- Using a library database, choose either an empirical or theoretical peer reviewed journal on any topic of your choice. Email your article to the instructor no later than 48 hours prior to your presentation.
- Develop an oral presentation on your chosen article, including a visual component (e.g. PowerPoint, Prezi). Email your presentation to the instructor prior to presenting it to the class. Your presentation will require:
 - APA 6th edition formatting for in-text citations and references
 - Reference page
- Your presentation must review the following elements from the article:
 - Identification of the main argument or thesis in your own words,
 - Briefly, the type of article and its methodology,
 - A summary of the main results or conclusions,
 - A critical analysis that may include how this article compares/contrasts with other readings in the course, limitations, implications, and questions it raises or leaves unanswered. This section should comprise the larger part of your presentation.
- Be prepared to respond to questions from the class. Audience members must also be prepared to ask questions.

Evaluation criteria:

Your presentation will be evaluated according to your demonstrated understanding of the article, the depth of critical thought offered, the clarity of your presentation, and your use of APA style. The grading rubric for this assignment will be posted in Moodle.

Term Paper (25%)

DUE: Friday, November 10

This paper allows students to explore an aspect of Aboriginal health and wellness that is of interest to them. Each paper should have a central argument or position that is supported and critically engage with scholarly literature on the topic. Your paper should not be just a summary of your specified topic and you should relate it to some of the central themes of this course.

Requirements:

1. **Topic** – Choose a topic that is not too broad. For example, “violence” and “cancer” are too broad, “gang violence and families” or “cancer prevention” are better. Develop a specific question to explore. For example, “What is the effect of gang involvement on family wellbeing?” The goal of your paper is to respond to this question and develop recommendations/conclusions from those findings.
2. **Sources** – Use **at least eight sources** for your paper. At least four of these should be scholarly literature (i.e. empirical peer-reviewed research articles or chapters). No more than two of these should be required class readings. No more than 2 of the eight sources should be scholarly grey literature (i.e. government reports, statistical profiles). Any non-published sources (interviews heard on the radio) will not count as being one of the required eight sources.
3. **Length & Style** – **10 double-spaced pages** or approximately 3000 words. The references and title page are not included in this page count. Your essay should be written formally, with a concise thesis statement in the introduction, topic sentences in the paragraphs that constitute the body of your paper, and a strong conclusion that ties together the major points you have discussed.
4. **Submission** – Your submission must include a title page and references. **Submit your paper using Turnitin.com** by the deadline.

Evaluation criteria:

Your paper will be evaluated according to the strength and persuasiveness of your main argument, demonstrated understanding of the topic, the sophistication of critical analysis, writing mechanics, and the accurate use of APA style. The grading rubric for this assignment will be posted in Moodle.

Pop Quizzes (5 @ 2% each = 10% total)

Randomly throughout course

The purpose of the pop quizzes is to promote class attendance, and to test students' knowledge and understanding of the key concepts and ideas that are presented in lecture materials.

Final Exam (30%)

DUE: Friday, December 15

The final exam will be a take home assignment, December 10-19, 2016. It will be in-class essay format and will consist of two sections. The first section will have one essay question based on the Executive Summary of the Truth and Reconciliation Commission. The second section will have two essay questions, which will be based on the remaining course materials.

ASSIGNMENT STYLE & FORMATTING:

Except when gender specificity is necessitated by the topic or context, gender inclusive language must be used. All assignments require you to use 12-point Times New Roman font with 2.5 cm (1 inch) margins. Lines are to be double-spaced and make sure that your program is NOT defaulted to add a space between paragraphs. APA 6th edition formatting is required for all assignments. See library resources:
<http://libguides.uleth.ca/citingsources>

EVALUATION POLICIES:

- Late assignments will be deducted 5% of the total mark per day late (including weekends) unless an extension has been granted.
- Extensions may be granted under certain circumstances and must be discussed with the instructor **in person or by telephone** prior to the due date for the assignment.
- Academic dishonesty (e.g., cheating, plagiarism, improper citations, etc.) is a very serious offence and will be dealt with according to the University's respective policies. All students should familiarize themselves with the Academic Regulations and Policies of the University of Lethbridge (*see current University Calendar for Undergraduate programs 2012-2013 at* <http://www.uleth.ca/ross/calendar/part04.pdf>)

ADDITIONAL COMMENTS:

- Subject to change. I will strive to adhere to the course syllabus to the best of my efforts but unanticipated events might require me to make changes.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

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