INSTRUCTOR: Janice Victor, Ph.D.
OFFICE: M3100 Markin Hall
TELEPHONE: 403-317-2861
EMAIL: janice.victor@uleth.ca
OFFICE HOURS: By appointment
COURSE LOCATION: AH 176
TIME: Tues/Thurs, 1:40 – 2:55 p.m.

COURSE DESCRIPTION:

Drawing largely from Canadian and international Indigenous perspectives, this course examines the meanings and mechanisms of healing and restoration along with the different ways that healing activities function at the physical, emotional, mental, social, and spiritual levels. Course readings will incorporate the perspectives of several disciplines including medical anthropology, psychiatry, psychology, Native American studies, and sociology. Topics may include: forms and modalities of healing, the impact of colonialism on traditional healing practices, decolonizing therapies, cultural and arts-based therapies, community healing and restoration, healing in the forensic context, and restorative justice.

Prerequisite(s): NAS 1000 Introduction to Native American Studies or HLSC 2300 Introduction to Aboriginal Health or third-year standing

LEARNING OBJECTIVES:

- To define healing and restoration and articulate the broad scope of what these concepts involve
- To learn the mechanisms that facilitate transformations in wholistic wellness
- To understand the role of colonialism in Indigenous health and health practices
- To recognize and develop appreciation toward means of wholistic health promotion that exist outside of the Western biomedical paradigm
- To improve scholarly skills in research, critical analysis, oral, and written communication

COURSE MATERIALS:

Required texts:

Additional readings for the course will be provided on Moodle as pdf files or links.

Recommended text:

EVALUATION:

Class Presentation 20%
Story & Narrative Assignment 20%
Term Paper 25%
Participation 5%
Final Exam 30%
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<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Assignments / Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 10</td>
<td>Course Introduction</td>
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<td><strong>Theory of Illness, Healing, &amp; Restoration</strong></td>
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<td></td>
<td>Jan. 19</td>
<td>Colonialism in Canada &amp; its Legacy</td>
<td>Waldram (2014) Historical trauma</td>
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<td><strong>Healers</strong></td>
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<td>4</td>
<td>Jan. 31</td>
<td>Herbalism</td>
<td>Young et al. (2015). A Cree healer and his medicine bundle</td>
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<td></td>
<td>Feb. 2</td>
<td>Herbalism, Trauma work</td>
<td>Linklater, R. (2014). Chapter 2: Joining the circle Video: 360 degrees</td>
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<td><strong>Regional Approaches to Healing</strong></td>
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<td>5</td>
<td>Feb. 7</td>
<td><em>Canada: Multiple peoples</em> Aboriginal traditions</td>
<td>Boyer, Y. (2014). Chapter 2: Aboriginal society and good health</td>
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<td>Feb. 9</td>
<td><em>Canada: Blackfoot</em> Blackfoot healing</td>
<td>TBD</td>
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<td>Feb. 16</td>
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<td>Student Presentations</td>
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<td><strong>Feb. 21-24 – Reading Week – No Classes 😊</strong></td>
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<td>7</td>
<td>Feb. 28</td>
<td>*Canada: Pan-Aboriginal Mental Health &amp; Illness</td>
<td>Linklater, R. (2014). Chapter 4: Psychiatry and Indigenous peoples</td>
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<td>Mar. 9</td>
<td><em>Canada: Anishnaabe</em> Mind-body-spirit connections</td>
<td>Video: The gift of diabetes TYPE of Story Assignment due</td>
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<td>9</td>
<td>Mar. 14</td>
<td><em>Canada: Anishnaabe</em> Healing &amp; restoration after violence</td>
<td>Video: Hollow Water</td>
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<td>Week</td>
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<td>Assignments / Reading</td>
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<td>11</td>
<td>Mar. 28</td>
<td>South America: Maya</td>
<td>Video: Healthy people, beautiful life: Maya healers of Belize</td>
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<td>Mar. 30</td>
<td>South America: Maya</td>
<td>Hatala &amp; Waldram (2016). Sensorial processes in Q’eqchi Maya healing</td>
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<td>12</td>
<td>Apr. 4</td>
<td>South Africa</td>
<td>Mpofu et al. (2011). Indigenous healing practices in sub-Saharan Africa</td>
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<td>Apr. 6</td>
<td>Course Conclusion, Final Exam preparation</td>
<td>Final Paper due: Thursday, April 13</td>
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ASSIGNMENT & EXAM REQUIREMENTS:

Class Presentation (20%) Due: Thursday, February 16
The purpose of this assignment is to give students an opportunity to explore a specific topic in healing and restoration, and to improve their oral communication skills while teaching that topic to the rest of the class. With a partner, you are to use scholarly sources to research a particular topic (eg. a form of traditional or contemporary Indigenous healing, a specific program, or a particular issue related to healing and restoration). You will need to prepare a 15-20 minute presentation to the class that includes a handout for other class members.

Requirements:

1. Presentation – To ensure that there are no duplicate topics, you must confirm your presentation topic with the instructor by February 9 or sooner. For your presentation, you should describe the context of the issue or healing practice (i.e. social, political, physical, and/or historical environment as each is relevant). Other considerations can include: Under what circumstances this practice is used or called upon? Under what circumstances is your issue relevant or important? What is its relationship to colonization (i.e. if it was misrepresented by colonial observers, how has colonialism affected the form and purpose of this healing)? Your presentation may take a more formal style (i.e. PowerPoint lecture) or you may be as creative as you like (eg. learning activities). CAUTION: It is not appropriate to replicate any Indigenous healing activity, traditional practice, or knowledge unless you have training and/or direct lived experience as a member of that cultural group.

   Sources – you must use scholarly sources for this assignment that could include research articles, book chapters, independent research reports, or scholarly websites/web sources dedicated to Indigenous research. Some sources are richer than others so an acceptable blend for sources could include:
   a. A single research article or quality book chapter
   b. A moderate quality book chapter with two or three scholarly web sources
   c. Independent research report with two or three scholarly web sources

   Evaluate the quality of your source! If in doubt, just ask your instructor.

2. Handout – Your handout must be two pages long, be properly cited and referenced, and include all of your references in APA format on the bottom of the second page. It should act as a summary and resource for anyone who has not read your article or other source material. Again, you may be as creative as you like as long as it provides all the necessary information (eg. description, context, impact, key findings, etc.).

   Evaluation criteria:
   Your presentation will be evaluated according to the efficacy and depth of your presentation, and the quality of your handout. The grading rubric for this assignment will be posted in Moodle.
Story & Narrative Assignment (20%)  Due Thursday, March 16
Narrative and storytelling play a vital role in many forms of healing. The purpose of this assignment is to give students the opportunity to explore and/or express some aspect of storytelling or narrative. You may choose any type of activity they desire to complete this assignment: oral presentation or performance, reflection paper, literature review, digital storytelling, or any other idea that interests you. You must indicate to the instructor what TYPE of assignment you plan to do by Thursday, March 9 so the class schedule can be adjusted accordingly.

A list of assignment expectations and evaluation rubrics will be posted in Moodle.

Term Paper (25%)  Due Thursday, April 13
This paper allows students to explore an aspect of healing or restoration of interest. Each paper should have a central argument or position that you are supporting 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 and develop a specific question to explore. The goal of your paper is to respond to this question and develop a conclusion (a thesis that you will argue for) from those findings. You are welcome to discuss your topic with your instructor who can provide valuable guidance for developing your paper.
2. **Sources** – Use at least eight sources for your paper. At least 75% of your sources should be scholarly literature (i.e. empirical peer-reviewed research articles, literature reviews, or chapters). No more than three of these should be required class readings. No more than 25% 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** – Submit your paper to the Turnitin.com website link provided by the instructor by the deadline. This website allows you to assess and correct any citation and referencing errors that would constitute plagiarism before you submit your paper.

Evaluation criteria:
A grading rubric will be posted in Moodle. Evaluation will focus primarily on the following:
1. Demonstrated understanding of the topic
2. Incorporation of sources to inform, frame, and support your arguments (min. of 8 sources)
3. Persuasiveness of your argument – Do you speak in generalities? Or, do you link your generalizations to specific cases? Is your argument clear?
4. Strength of conclusion (and recommendations) to bring together the arguments made in the main text of the paper
5. Organization – Coherence and cohesion/flow
6. Clarity and focus of your thesis statement, introduction, main points, discussion, and recommendations/conclusions
7. Writing style – Poor grammar, spelling mistakes, stylistic errors, difficult transitions and redundant phrasings all limit your ability to make a persuasive argument
8. Correct referencing of all sources in APA 6th Edition format

Participation (5%)
Participation is based on attendance and constructive contribution. Students are expected to have completed the required readings for each week and take part in class discussions by asking questions based upon readings, and offering informed comments.
Final Exam (30%)  
Date TBA
The final exam will be scheduled by the Registrar’s Office during the final exam period, April 11-22, 2017. Details will be provided later in the term.

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 unless the student requests another format. This includes title pages, page numbers, in-text citations, and reference pages. 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, 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 at https://www.uleth.ca/ross/academic-calendar/2015-16)

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.

SENSITIVE MATERIALS:

There may be material presented in the class that could make students uncomfortable or even trigger distressing or traumatic memories and feelings. The instructor will alert students when topics will cover obvious sources of sensitive materials (i.e. violence, sexual abuse), but there may be instances when unanticipated discomfort may be caused by course topics. If you have any concerns or negative experiences arising from course material, you may discuss them in privacy with the instructor. You are also encouraged to take advantage of additional supports such as:

- Marilyn Lamb, Learning Facilitator, Health Sciences  
  o Office: M3078; 403-332-4579; Marilyn.lamb@uleth.ca
- Blackfoot Elders: Francis First Charger & Carolla Calf Robe  
  o Elders Room: A-430 in University Hall, 403-329-2369, fng@uleth.ca  
  o Schedules for each semester are posted outside M3078 & on Eaglesnest
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 http://www.uleth.ca/ross/counselling/index.html. 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.

GRADING BREAKDOWN:

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

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<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
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<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100%</td>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9%</td>
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<tr>
<td>A</td>
<td>4.0</td>
<td>91 - 94.9%</td>
<td>C</td>
<td>2.0</td>
<td>67 - 70.9%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>87 - 90.9%</td>
<td>C-</td>
<td>1.7</td>
<td>63 - 66.9%</td>
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<td>B+</td>
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<td>83 - 86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59 - 62.9%</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>79 - 82.9%</td>
<td>D</td>
<td>1.0</td>
<td>55 - 58.9%</td>
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<td>B-</td>
<td>2.7</td>
<td>75 - 78.9%</td>
<td>F</td>
<td>0</td>
<td>0 - 54.9%</td>
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- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- 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.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.