

**WESTERN UNIVERSITY**

**Winter 2023**

**HS 4093G – Special Topics: Indigenous, Black,**



The page count does not include references/bibliography. All submitted papers should include the following: title of paper, course name and code, instructor's name, student name and ID, and date of submission. Use APA style for in-text citations and references. A deviation from these requirements may result in grade reduction (e.g., from A to A- or A- to B+). Double-sided printing is encouraged to save paper but is not mandated. All written assignments will be assessed partly on writing skills and demonstration of critical engagement with the course materials.

Western University student email accounts in all email communication on issues related to this course, including all correspondence with peers and instructor. All course related communication with peers and instructor should be formal. This means that emails must be clearly written and devoid of short-hand and other forms of informalities

### Class schedule

Date	Topics	Required readings
Jan. 10 2023	Introduction and course overview: <ul style="list-style-type: none"> <li>• Review of course outline.</li> <li>• Indigenous, Black, and immigrant populations in Canada.</li> </ul>	<p>Statistics Canada (2018). First Nations People, Métis and Inuit in Canada: Diverse and Growing Populations (pp. 1-13).  <a href="https://www150.statcan.gc.ca/n1/en/pub/89-659-x/89-659-x2018001-eng.pdf?st=qrghPhUx">https://www150.statcan.gc.ca/n1/en/pub/89-659-x/89-659-x2018001-eng.pdf?st=qrghPhUx</a></p> <p>Statistics Canada (2019). Diversity of the Black population in Canada: An overview (pp. 1-22).  <a href="https://www150.statcan.gc.ca/n1/en/pub/89-657-x/89-657-x2019002-eng.pdf?st=c_hbEjvm">https://www150.statcan.gc.ca/n1/en/pub/89-657-x/89-657-x2019002-eng.pdf?st=c_hbEjvm</a></p>
Jan. 16 & 17, 2023	Colonization and Indigenous health	<p>MacDonald, C., &amp; Steenbeek, A. (2015). The impact of colonization and western assimilation on health and wellbeing of Canadian Aboriginal people. <i>International Journal of Regional and Local History</i>, 10(1), 32-46.</p> <p>Kubik, W., Bourassa, C., &amp; Hampton, M. (2009). Stolen sisters, second class citizens, poor health: The legacy of colonization in Canada. <i>Humanity &amp; Society</i>, 33(1-2), 18-34.</p>
Jan. 23 & 24, 2023	Indigenous peoples' holistic views of health and wellness	<p>Vukic, A., Gregory, D., Martin-Misener, R., &amp; Etowa, J. (2011). Aboriginal and Western conceptions of mental health and illness. <i>Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health</i>, 9(1), 65-86.</p> <p>Richmond, C. (2018). The relatedness of people, land, and health: Stories from Anishinabe elders. In M. Greenwood, S. de Leeuw, &amp; N.M Lindsay (eds.), <i>Determinants of Indigenous Peoples' Health: Beyond the Social</i> (Chapter 16: pp. 167-186). 2nd Edition. Canadian Scholars' Press: Toronto.</p>

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Jan. 30 &  
31, 2023

Black peoples' holistic  
views of health and  
wellness

White, P. (2015). The concept of diseases and health care in African traditional religion in Ghana. *HTS: Theological Studies*, 71(3), 1-7.

Ozioma, E. O. J., & Chinwe, O. A. N. (2019). Herbal medicines in African traditional medicine. *Herbal medicine*, 10, 191-214.

<p>March 06 &amp; 07, 2023</p>	<p>Racism and health of Indigenous and Black populations</p>	<p>Mensah, J., &amp; Williams, C. J. (2022). Socio-structural injustice, racism, and the COVID-19 pandemic: A precarious entanglement among Black immigrants in Canada. <i>Studies in Social Justice</i>, 16(1), 123-142.</p> <p>Paradies, Y. (2018). Racism and Indigenous health. In <i>Oxford Research Encyclopedia of Global Public Health</i>. Oxford University Press. <a href="https://doi.org/10.1093/acrefore/9780190632366.013.86">https://doi.org/10.1093/acrefore/9780190632366.013.86</a></p>
<p>March 13 &amp; 14, 2023</p>	<p>Healthcare systems and Indigenous/B</p>	

		<i>Journal of Mental Health &amp; Addiction</i> , 8(2), 271-281.
<b>TBA</b>	<b>Final Examination</b>	

### **CONTINGENCY PLAN FOR IN-PERSON PIVOTING TO ONLINE LEARNING**

Contingency plan for an in-person class pivoting to 100% online learning: In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

**In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction**, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

### **PLAGIARISM**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **ACADEMIC CONSIDERATIONS**

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed. Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or

- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;

Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for an SMC

**Must communicate with their instructors no later than 24 hours** after the end of the period covered by SMC, or immediately upon their return following a documented absence;

**Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

## **ELECTRONIC DEVICES**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other s912ETQLu0sq0.00000912 C

## **HEALTH AND WELLNESS**

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out

