

## **GEOG 9116 – Geographies of Indigenous Health and Wellness Winter 2024**

### **1. Course Information**

#### 1.1. Classroom Location:

**Location: PLEASE CONTACT INSTRUCTOR**

Time: Thursday's – 9:30am-12:00noon

Contact Information:

Instructor: Chantelle Richmond

Office: SSC 2433

Office Hours: Monday afternoons or by appointment

Phone: 661-2111 x85324

Email: [chantelle.richmond@uwo.ca](mailto:chantelle.richmond@uwo.ca)

### **2. Calendar Description**

In this interdisciplinary, seminar-based course, we will critically examine key determinants of Indigenous health, wellness and healing as we engage with various concepts, theories, methods, and ethical issues. We will read pertinent local and international literatures and meet with local and global Indigenous People and communities to explore and understand intersections between Indigenous peoples' health and the varying places, spaces, and environments within which everyday life is carried out. Attention will be paid to Indigenous ways of knowing and connections with the Land, and the varying processes that can disrupt and/or reclaim these connections.

### **3. Textbook**

All course materials will be placed on OWL.

### **4. Course Objectives**

In this course, students will be challenged to:

- Identify and discuss Indigenous cultural & land-based frameworks of health and wellness;
- Examine how colonialism, and related processes of dispossession (historic and on-going) have disrupted Indigenous health and wellness;
- Identify (and critique) methods and methodologies used in Indigenous health scholarship;
- Think critically and innovatively about how Indigenous research can be most beneficial for supporting Indigenous health and wellness, across varying places and environments;
- Reflect on the importance of researcher positionality for Indigenous health research.

## 5. Learning Outcomes

Students will build upon their critical thinking, writing, research, and presentation/ facilitation skills. Students' knowledge of concepts, theories and methods applied in Indigenous health scholarship will be enhanced. Students in this course will come from various faculties across campus, and they will promote interdisciplinary learning on Indigenous health and wellness.

## 6. Methods of Evaluation

Students shall be evaluated using the following criteria, weightings, and schedule. More information will be provided to students about weekly reflections, leading seminars, final presentations, and final research papers throughout the term.

Evaluation Component	Percentage of Course Grade	Assignment Schedule
Seminar Participation	30%	Weekly class participation
Reflective Journaling (seminar leaders not required to complete a reflection)	20%	Due weekly
Final Research presentation	20%	March 28
Final Research paper	30%	Due April 8th

**Seminar Schedule & Participation.** We will meet weekly, beginning January 11, 2024. Final presentations will occur March 28<sup>th</sup>. The final scheduled class (April 4<sup>th</sup>) will be reserved for class wrap & brunch/ potluck. Final papers are due by noon April 8th, 2024.

Throughout the term, your instructor will evaluate your seminar participation. Please remember that there are various dimensions to effective seminar participation, including the following:

- 1) Being well prepared, doing the readings and contributing meaningfully to discussions;
- 2) Demonstrating insights that contribute to the integrity of the seminar;
- 3) Cooperating respectfully in the discussion, enhancing the learning space and participation of your peers; and
- 4) Listening to and reflecting on your peers' ideas, and being considerate of alternate views and opinions.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text. Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades **will NOT** be accepted.

## 7. Course Content and Schedule

### SEMINAR TOPICS and READINGS

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#### **Week 1: January 11<sup>th</sup>, 2024. Introduction to the course and to one another.**

Introduction to the course and to one another; overview of course content and readings; description of weekly reflections; discuss weekly seminar topics and assign leaders; overview of assignments, community visits, and final presentation.

*\*\* Bring an image of a place or person to support your introduction to your new classmates\*\**

#### **Week 2: January 18<sup>th</sup>, 2024: Indigenous knowledge, principles of wellness, relationality, and interconnection.**

1. McGregor, Deborah. "Coming full circle: Indigenous knowledge, environment, and our future." *American Indian Quarterly* 28, no. 3/4 (2004): 385-410. <https://www.jstor.org/stable/4138924>
2. Tynan, Lauren. "What is relationality? Indigenous knowledges, practices and responsibilities with kin." *cultural geographies* 28, no. 4 (2021): 597-610. <https://doi.org/10.1177/14744740211029287>
3. Antonio, M.C.K., Keaulana, S., Chung-Do, J.J., & Ho-Lastimosa, I. (2020). (Re)constructing conceptualizations of health and resilience among Native Hawaiians. *Genealogy* 4(1), 8. <https://www.mdpi.com/2313-5778/4/1/8/htm>

#### **Week 3: January 25<sup>th</sup>, 2024: Colonialism and other disruptions to Indigenous health & wellness.**

1. Richmond CAM, Ross NA. 2009. The determinants of First Nation and Inuit health: A critical population health approach. *Health and Place*, 403-11. DOI: [10.1016/j.healthplace.2008.07.004](https://doi.org/10.1016/j.healthplace.2008.07.004)
2. Cunsolo, A., Harper, S. L., Minor, K., Hayes, K., Williams, K. G., & Howard, C. (2020). Ecological grief and anxiety: the start of a healthy response to climate change? *The Lancet Planetary Health*, 4(7), e261-e263. DOI: [10.1016/S2542-5196\(20\)30144-3](https://doi.org/10.1016/S2542-5196(20)30144-3)
3. Whyte, K. (2017). Indigenous climate change studies: Indigenizing futures, decolonizing the Anthropocene. *English Language Notes*, 55(1), 153-162. <https://doi.org/10.1215/00138282-55.1-2.153>
4. Manitowabi, Darrel, and Marion Maar. "'We stopped sharing when we became civilized': A Model of Colonialism as a Determinant of Indigenous Health in Canada." *Journal of Indigenous Social Development* 7, no. 1 (2018). [View of "We stopped sharing when we became civilized": A Model of Colonialism as a Determinant of Indigenous Health in Canada \(ucalgary.ca\)](https://doi.org/10.1007/978-0-387-73285-5.pdf)

#### **Week 4: January 31<sup>st</sup>, 2024. Indigenous health and wellness: Centering our own frameworks.**

1. McCubbin, L. D., Ishikawa, M. E., & McCubbin, H. I. (2008). The Kanaka Maoli: Native Hawaiians and their testimony of trauma and resilience. In *Ethnocultural perspectives on disaster and trauma* (pp. 271-298). Springer, New York, NY. <https://link.springer.com/content/pdf/10.1007%2F978-0-387-73285-5.pdf>

- Richardson, L., & Crawford, A. (2020). COVID-19 and the decolonization of Indigenous public health. *CMAJ*, 192(38), E1098-E1100. DOI: <https://doi.org/10.1503/cmaj.200852>
- Khoury, P. 2015. Beyond the Biomedical Paradigm: The Formation and Development of Indigenous Community-Controlled Health Organizations in Australia. *International Journal of Health Services*, 45(3): 471-494. DOI: [10.1177/0020731415584557](https://doi.org/10.1177/0020731415584557)

### **Week 5: February 8<sup>th</sup>, 2024. Indigenous health and the Land.**

- Greenwood, Margo, and Nicole Marie Lindsay. "A commentary on land, health, and Indigenous knowledge (s)." *Global Health Promotion* 26, no. 3\_suppl (2019): 82-86. <https://doi.org/10.1177/1757975919831262>
- Case, E. 2019. I ka Piko, To the Summit: Resistance from the Mountain to the Sea. *The Journal of Pacific History*, 54(2), 166-181. <https://www.tandfonline.com/doi/epub/10.1080/00223344.2019.1577132?needAccess=true>
- Kingsley, J., Townsend, M., Phillips, R., Aldous, D. 2009. "If the land is healthy, it makes the people healthy': The relationship between caring for Country and health for the Yorta Yorta Nation, Boonwurrung and Bangerang Tribes. *Health & Place* 15 (2009) 291–299. <https://doi.org/10.1016/j.healthplace.2008.05.009>
- Cooper, Danelle; Delormier, Treena; and Taualii, Maile. (2019). "'It's Always a Part of You': The Connection Between Sacred Spaces and Indigenous/Aboriginal Health," *International Journal of Human Rights Education*, 3(1). Retrieved from: <https://repository.usfca.edu/ijhre/vol3/iss1/2>

### **Week 6: February 15<sup>th</sup>, 2024. Social-ecological environments and Indigenous Health**

- Reading, Charlotte. 2015. *Structural Determinants of Aboriginal Peoples` Health. In Determinants of Indigenous People`s Health in Canada: Beyond the Social*, 2015. Canadian Scholars Press, Toronto. Edited by Greenwood et al. pp 3-15.
- Richmond, C., Kerr, R. B., Neufeld, H., Steckley, M., Wilson, K., & Dokis, B. (2021). Supporting food security for Indigenous families through the restoration of Indigenous foodways. *The Canadian Geographer/Le Géographe Canadien*, 65(1), 97-109. <https://doi.org/10.1111/cag.12677>
- Redvers, Nicole, Yuria Celidwen, Clinton Schultz, Ojistoh Horn, Cicilia Githaiga, Melissa Vera, Marlikka Perdrisat et al. "The determinants of planetary health: an Indigenous consensus perspective." *The Lancet Planetary Health* 6, no. 2 (2022): e156-e163. [https://doi.org/10.1016/S2542-5196\(21\)00354-5](https://doi.org/10.1016/S2542-5196(21)00354-5)

### **Week 7: February 28<sup>th</sup>, 2024. Indigenous Research for Indigenous People**

- Louis, R. P. (2007). Can You Hear Us Now? Voices from the Margin: Using Indigenous Methodologies in Geographic Research. *Geographical Research*, 45(2): 130-139. <https://asset-pdf.scinapse.io/prod/2002351793/2002351793.pdf>
- Braun, K.L., Browne, C.V., Sue Ka'opua, L., Jung Kim, B., Mokuau, N. 2014. Research on Indigenous Elders: From Positivistic to Decolonizing Methodologies. *The Gerontologist*, 54(1): 117-126. <https://pubmed.ncbi.nlm.nih.gov/23841952/>

3. Kirkness, V. J., & Barnhardt, R. (1991). First Nations and higher education: The four R's—respect, relevance, reciprocity, responsibility. *Journal of American Indian Education*, 1-15. <https://www.jstor.org/stable/24397980>

**Week 8: March 7<sup>th</sup>, 2024. Positionality and its role in Indigenous Research and Methodologies.**

1. Cidro, J., & Anderson, K. (2020). Because We Love Our Communities: Indigenous Women Talk about Their Experiences as Community-Based Health Researchers. *Journal of Higher Education Outreach and Engagement*, 24(2), 3-17. <https://files.eric.ed.gov/fulltext/EJ1267691.pdf>
2. Richmond C, Coombes, B and Pualani-Louis R. Forthcoming. Because this Land is who we are: Indigenous Practices of Environmental Repossession, Chapter 1 “FOR ALL OUR KIN: A RELATIONAL UNDERSTANDING OF ENVIRONMENTAL RESPONSIBILITIES”. Bloomsbury Press.

**Week 9: March 14<sup>th</sup>, 2024. Indigenous Methods & Decolonizing Methodologies in Indigenous health research**

1. Wilson-Hokowhitu, N. (2012). He Pukoa Kani ‘āina: Kanaka Maoli approaches to mo'okū'auhau as methodology. *AlterNative: An International Journal of Indigenous Peoples*, 8(2), 137-147. <https://journals.sagepub.com/doi/pdf/10.1177/117718011200800203>
2. Delormier, T., Horn-Miller, K., McComber, A. M., & Marquis, K. (2017). Reclaiming food security in the Mohawk community of Kahnawà: ke through Haudenosaunee responsibilities. *Maternal & child nutrition*, 13, e12556. <https://doi.org/10.1111/mcn.12556>
3. Whitlow, K. B., Oliver, V., Anderson, K., Brozowski, K., Tschirhart, S., Charles, D., & Ransom, K. (2019). Taonsayontenhroseri: ye'ne: the power of art in Indigenous research with youth. *AlterNative: An International Journal of Indigenous Peoples*, 15(2), 180-189. <https://journals.sagepub.com/doi/epub/10.1177/1177180119845915>

**Week 10: March 21<sup>st</sup>, 2024. Class Choice**

**Week 11: March 28<sup>th</sup>, 2024. FINAL PRESENTATIONS**

**Week 12: April 4<sup>th</sup>, 2024. Class Wrap up and Brunch/ Potluck**

**CLASS SUPPLEMENTAL READINGS**

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This list of supplemental readings has been created for students who want to engage further with the topics, ideas and methods raised during each week.

Ambtman-Smith, V., & Richmond, C. (2020). Reimagining Indigenous spaces of healing: Institutional environmental repossession. *Turtle Island Journal of Indigenous Health*, 1(1), 27-36.

Castellano MB. 2002. Ethics of Aboriginal Research. *Journal of Aboriginal Health*, Jan: 98-114.

Castleden, H., Sylvestre, P., Martin, D., McNally, M. 2015. "I Don't think that Any Peer Review Committee would Ever 'Get' What I Currently Do": How Institutional Metrics for Success and Merit Risk Perpetuating the (Re)production of Colonial Relationships in Community-Based Participatory Research Involving Indigenous Peoples in Canada. *The International Indigenous Policy Journal*, 6(4).

Culhane, D. 2003. Their Spirits Live within Us: Aboriginal Women in Downtown Eastside Vancouver Emerging into Visibility. *American Indian Quarterly*, Vol. 27, No. 3/4: 593-606.

Hatala AR, Morton D, Njeze C, Bird-Naytowhow K, Pearl T. Re-imagining miyo-wicehtowin: Human-nature relations, land-making, and wellness among Indigenous youth in a Canadian urban context. *Soc Sci Med*. 2019 Jun; 230:122-130.

Durkalec, A., Furgal, C., Skinner, M.W., Sheldon, T. 2015. Climate change influences on environment as a determinant of Indigenous health: Relationships to place, sea ice, and health in an Inuit community. *Social Science & Medicine*, 136-137 (2015) 17-26.

Freeman, B. M. (2019). Promoting global health and well-being of Indigenous youth through the connection of land and culture-based activism. *Global health promotion*, 26(3\_suppl), 17-25.

Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy. *AlterNative*, 14(3), 218-227.

Hunt, S. 2015. Embodying Self-Determination: Beyond the gender Binary. In *Determinants of Indigenous People's Health in Canada: Beyond the Social*, 2015. Canadian Scholars Press, Toronto. Edited by Greenwood et al. pp 104-119.

Kelly, J. et al., 2012. "Makes you proud to be black eh?": Reflections on meaningful Indigenous research participation. *International Journal for Equity in Health* 2012, 11:40 doi:10.1186/1475-9276-11-40

Kotalik, J., Martin, G. 2016. Aboriginal Health Care and Bioethics: A Reflection on the Teaching of the Seven Grandfathers. *The American Journal of Bioethics*, 16(5): 38-43.

Kral, M.J. 2012. Postcolonial Suicide Among Inuit in Arctic Canada. *Culture, Medicine and Psychiatry*, 36(2): 306-325.

Makokis, P., Makokis, J. 2015. *miyo-pimatisiwin*: Practicing "the Good Way of Life" from the Hospital Bed to Mother Earth. In *Determinants of Indigenous People's Health in Canada: Beyond the Social*, 2015. Canadian Scholars Press, Toronto. Edited by Greenwood et al. pp 205-218.

Mark, G.T., and Lyons, A.C. Maori healers' views on wellbeing: The importance of mind, body, spirit, family, and land. *Social Science & Medicine*, Volume 70, Issue 11: 1756–1764.

McGregor, D., Whitaker, S., & Sritharan, M. (2020). Indigenous environmental justice and sustainability. *Current Opinion in Environmental Sustainability*, 43, 35-40.

Parlee B, Berkes F, Gwich'in T. 2005. Health of the Land, Health of the People: A Case Study on Gwich'in Berry Harvesting in Northern Canada. *Ecohealth* 2: 127–137.

Ratima M, Martin D, Castleden H, Delormier T. Indigenous voices and knowledge systems - promoting planetary health, health equity, and sustainable development now and for future generations. *Glob Health Promot.* 2019 Apr;26(3\_suppl):3-5. doi: 10.1177/1757975919838487. PMID: 30964406.

Roy, S., Campbell, B. 2015. An Indigenous Epistemological Approach to Promote Health through Effective Knowledge. *Journal of Indigenous Research*, 4, 2015, 2.

Tobias, J.K., Richmond. C.A.M. 2014. "That land means everything to us as Anishinaabe....": Environmental dispossession and resilience on the North Shore of Lake Superior. *Health & Place*, 29 (2014) 26-33.

Tuhiwai-Smith, L. 1999. Decolonizing methodologies: Research and Indigenous Peoples. Zed Books: London. Chapters 2 and 3.

Tobias, J., Richmond, CAM. 2016. *Gimiigiwemin*: Putting Knowledge Translation into Practice With Anishinaabe Communities. *International Journal of Indigenous Health*, 11 (1): 228-243.

Walker, M., Fredericks, B., Mills, K., & Anderson, D. (2014). "Yarning" as a method for community-based health research with indigenous women: the indigenous women's wellness research program. *Health care for women international*, 35(10), 1216-1226.

Willox, A.C., Harper, S.L., Ford, J., Landman, K., Houle, K., Edge, V.L. and the Rigolet Inuit Community Government. 2012. "From this place and of this place:" Climate change, sense of place, and health in Nunatsiavut, Canada. *Social Science & Medicine*, [75 \(3\)](#): 538–547.

## 8. University Policy Regarding Illness

### 8.1. Illness

Please visit the link to the university policy for more information.

<http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=-> Page 12

If you feel that you have a medical or personal concern that is interfering with your work, you should contact your Instructor, Graduate Program Administrator, Supervisor, or SGPS.

## 9. Scholastic Discipline for Graduate Students

For the complete policy and regulations visit the [Graduate and Postdoctoral Studies](#) website

## 10. Procedures for Appealing Academic Evaluations

Students may appeal an academic decision or ruling in accordance with the appeal procedures set out below. Students have a right to appeal to their graduate programs and, if unsuccessful, to the Vice-Provost (Graduate and Postdoctoral Studies). Some decisions may be appealed further to the Senate Review Board Academic. The Vice-Provost's rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA).

For the complete policy and regulations visit the [Graduate and Postdoctoral Studies](#) website

## 11. Support Services

### 11.1. Support Services

[Student Support Services](#)

[Academic Support and Engagement](#)

Students who are in emotional/mental distress should refer to [Mental Health@Western](#) for a complete list of options about how to obtain help.

### 11.2. Short Absences

If you miss a class due to minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lecture notes from a classmate.

### 11.3. Extended Absences

If you expect to be away from campus for an extended amount of time, please make prior arrangements with your course instructors and/or supervisor.

For the complete policy on registration visit the [Graduate and Postdoctoral Studies](#) website.

### 11.4. Academic Concerns

If you are in academic difficulty, it is strongly recommended that you see your Graduate Program Administrator, Supervisor, or SGPS.

## 12. Important Dates:

Monday January 8: Classes resume

Tuesday January 16: Last day to add a second term half course

Monday February 19: Family Day – Department Office Closed

February 17 to February 25: Spring Reading Week (No classes; Department Office open)

Thursday March 7: Last day to drop a second term half course without academic penalty

Friday March 29: Good Friday – Department Office Closed

Monday April 8: Classes end

April 9 and 10: Study days

April 11-30: Examination Period



### **13. Other Information**

For a list of Graduate Regulations please visit the [Graduate and Postdoctoral Studies](#) website

For The University of Western Ontario Senate Regulations, please see the [Handbook of Academic and Scholarship Policies](#)

### **14. Academic Offences**

The statement: "Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

Additionally, A) If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline: "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>)."

B) If computer-marked multiple-choice tests and/or exams will be given, and software might be used to check for unusual coincidences in answer patterns that may indicate cheating, the following statement must be added to course outlines: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

### **15. Western's Commitment to Accessibility**

The Department of Geography and Environment strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. [Information regarding accommodation of exams](#) is available on the Registrar's website.

More information about ["Accessibility at Western"](#) is available.

### **16. Mental Health**

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's [Health and Wellness website](#) for more information on mental health resources.

## **17. Support Services**

Academic Support and Engagement