



Course Outline
Course Syllabus-FMED527
Inuit Health in the Canadian Context (1 credit)

Professors:

Richard Budgell, Assistant Professor
Neil Andersson, Director, Participatory Research
Department of Family Medicine

Office Hours: Email for an appointment:

Time: Tuesdays and Fridays 10:30 – 12:00pm (January 11 to February 15)

Location: FMED, 5858 Chemin de la Côte-des-Neiges

Contact Details: Contact through MyCourses and Office Hours by Appointment

Course overview

The course will explore the histories, perspectives and contemporary realities of Inuit health in the four regions of Inuit Nunangat (the Inuit homeland) with a particular focus on the Nunavik region of northern Quebec. The Inuit of Nunavik are the second-largest Inuit community in Canada, with a population of 11,000 living in 14 communities. Nunavik is part of the McGill Réseau universitaire intégré de santé et services sociaux. That gives McGill's Faculty of Medicine and Health Sciences a unique rationale, and opportunity, to offer, under the sponsorship of Family Medicine, a course on Inuit health in the Canadian context.

This course will be suitable for students in health science disciplines (e.g. family medicine, nursing); and students with an interest in Indigenous – particularly Inuit – histories and contemporary realities.

Requirements: Admission to a McGill graduate program or permission of instructor.

By the end of the course, students will be able to ...

- 1) Explain the origins of the Inuit population in Canada and contemporary Inuit realities;
- 2) Discuss Inuit concepts of health and well-being;
- 3) Describe the effects of colonialism and racism on Inuit and their health;
- 4) Describe common experiences of Inuit in the modern health care system;
- 5) Explain methods to improve awareness of unconscious bias.



Instructional method

The course is lecture-based in person with interactive sessions. Students are expected to actively participate in class discussions, complete individual and group activities, and successfully deliver the end of class project.

In addition to lectures, the class will use media such as film – the National Film Board library has an extensive collection of historical ethnographic films about Inuit, and relevant documentaries; and the Avataq Cultural Institute has filmed or recorded interviews with many Nunavik Inuit – and include remote or in-person Inuit guest speakers and lecturers, on a range of topics.

Course materials

Required materials will be distributed throughout the lectures via MyCourses.

Course content

| Class | Date | Description | Assignments and/or Readings Due |
|-------|-----------------------------------|---|--|
| 1 | January 11, 2022 (10:30-12 pm) | Opening by an Inuk elder. This class will discuss the course objectives, format, assignments and evaluations. It will then introduce an overview of the Inuit migration to North America; successive Inuit cultures; and Inuit land use and occupancy prior to the arrival of Europeans. | |
| 2 | January 14, 2022 (10:30-12 pm) | This class will discuss Inuit technology; life-ways; child-rearing; traditional well-being, healing and medicine. | Fitzhugh, <i>Indian and Eskimo/Inuit Settlement History in Labrador Part III</i> in <u>Our Footprints</u> Aodla Freeman, Chapter 2, <i>Inullivunga: Born to Inuk Ways</i> Briggs, Chapter 2, <i>Family Life: Expressions of Closeness</i> Mini-Quiz 1 |
| 3 | January 18, 2022 (10:30-12 pm) | This class will introduce the first encounters between Inuit and Europeans, and the frequently negative effects on Inuit. | Campbell, <u>Sketches of Labrador Life</u> . Morantz, Chapter 1, <i>Introduction: People</i> |



| Class | Date | Description | Assignments and/or Readings Due |
|----------|-----------------------------------|---|--|
| | | | <i>and Place</i> and Chapter 2, <i>The Rise of Fort Chimo Twice Over</i> Student project-1 st round submission due |
| 4 | January 21, 2022 (10:30-12 pm) | Continuation of the previous class, with a focus on epidemics and disease. Showing of film “The Last Days of Okak,” about the destruction of a Labrador Inuit community during the Spanish influenza pandemic in 1918-1919. | Budgell, Chapter 2, “ <i>Our People Are Dying Out</i> ” and Chapter 4, <i>The Centre of Infection</i> |
| 5 | January 25, 2022 (10:30-12 pm) | This class will introduce the modern era: increasing state incursion into Inuit communities in health (e.g. tuberculosis campaign) and education (e.g. residential schools). | Morantz, Chapter 7, <i>The Settlement Period, 1955-1970</i> Grygier, Chapter 6, <i>The Assault</i> and Chapter 7, <i>The Eastern Arctic Patrol</i> Mini-Quiz 2 |
| 6 | January 28, 2022 (10:30-12 pm) | Continuation of the previous class: colonialism and adaptation. Showing of film “Qallunaat! Why Are White People So Funny?” | Iglauer, <i>Part One: The First One</i> |
| 7 | February 1, 2022 (10:30-12 pm) | Late 20 th – early 21 st century: rebuilding Inuit control through modern treaties – but continuing deterioration of Inuit health; escalation of medical transportation. Proposed guest: Ullivik Northern Quebec Module director. | Shaheen-Hussain, <i>Part One: Above All, Do No Harm</i> |
| 8 | February 4, 2022 (10:30-12 pm) | Contemporary health systems in an Inuit context. Proposed guest lecturer: Minnie Grey, Executive Director of Nunavik Regional Board of Health and Social Services | Inuit Tapiriit Kanatami, <u>Social Determinants of Inuit Health in Canada</u> Student project-2 nd round submission due |
| 9 | February 8, 2022 (10:30-12 pm) | Repossession and cultural safety: movement towards Inuit control of health e.g. Nunavik midwifery project; demand for cultural safety in health care settings. Centrality of seal to | Inuit Tapiriit Kanatami, <u>Inuit Tuberculosis Elimination Framework</u> Mini-Quiz 3 |



| Class | Date | Description | Assignments and/or Readings Due |
|-----------|------------------------------------|---|--------------------------------------|
| | | Inuit health: showing of portions of film "Angry Inuk." | |
| 10 | February 11, 2022 (10:30-12 pm) | Project presentations. Closing by an Inuk elder. | |
| - | February 15, 2022 | No class | Student project-Final submission due |

Recommended Texts

Aodla Freeman, Mini. Life Among the Qallunaat. Winnipeg: University of Manitoba Press, 2015.

Bjerregaard, Peter, T. Kue Young, Eric Dewailly and Sven O.E. Ebbesson. "Indigenous health in the Arctic: an overview of the circumpolar Inuit population." Scandinavian Journal of Public Health, 2004.

Briggs, Jean L. Never in Anger: Portrait of an Eskimo Family. Cambridge, MA: Harvard University Press, 1970.

Budgell, Anne. We All Expected to Die: Spanish Influenza in Labrador, 1918-1919. St. John's: ISER Books, 2018.

Campbell, Lydia. Sketches of Labrador Life. St. John's: Killick Press, 2000.

Grygier, Pat Sandiford. Long Way from Home: The Tuberculosis Epidemic among the Inuit. Montreal and Kingston: McGill-Queen's University Press, 1994.

Iglauer, Edith. Inuit Journey : The Co-operative Adventure in Canada's North. Madeira Park BC: Harbour Publishing, 2000.

Inuit Tapiriit Kanatami. Inuit Tuberculosis Elimination Framework. 2018.

Inuit Tapiriit Kanatami. Social Determinants of Inuit Health in Canada. 2014.

Labrador Inuit Association. Our Footprints are Everywhere: Inuit Land Use and Occupancy in Labrador. Nain NL: Labrador Inuit Association, 1977.



Morantz, Toby. Relations on Ungava Bay : An Illustrated History of Inuit, Naskapi and Eurocanadian Interaction 1800-1970. Westmount QC: Avataq Cultural Institute, 2016.

Shaheen-Hussain, Samir. Fighting for a Hand to Hold: Confronting Medical Colonialism Against Indigenous Children in Canada. Montreal and Kingston: McGill-Queen's University Press, 2020.

Evaluation

Evaluation will be based on a series of assignments graded on individual/group activities, reflection of class discussions, adherence to instructions, timely completion and clarity. Late assignments will be penalized by 10% per day unless an extension has been granted by the instructor or in the case of an emergency. No assignments will be accepted after February 15, 2022. Instructions for assignments will be posted on MyCourses.

| Assignment | Due Date | % of Final Grade |
|--|------------------------------------|------------------|
| Participation in class and in-class discussions | - | 10% |
| Student project-1 st round submission | January 18, 11:59pm | 10% |
| Student project-2 nd round submission | February 4, 11:59pm | 15% |
| Project presentation | February 11 | 5% |
| Peer evaluations of project presentation | February 11 | 5% |
| Student project-Final submission | February 15, 11:59pm | 25% |
| Multiple choice mini-quizzes (3 mini-quizzes each 10%) | January 14, January 28, February 8 | 30% |

Project

Students will apply concepts learned in class in the development of a written document for an individual project they are working on or interested in working on (if total course enrollment numbers exceed 10, projects will be converted to team instead of individual). Final write-up of the project will be 4-6 pages, single-spaced. Preliminary in-progress versions have to be submitted for feedback. *Student project-1st submission*: approval of the problem and required explanations; *Student project-2nd submission*: appropriate use of acquired knowledge; and *Final version*: complete write up. For the final project presentation, each student will have approximately five minutes to present, followed by five minutes of dialogue.

McGill Policy Statements



Language of Submission:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté.

Academic Integrity:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <https://www.mcgill.ca/students/srr/honest>).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill).

Additional Statements

- Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching).
- Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.
- As the instructors of this course we endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and the [Office for Students with Disabilities](#), 514-398-6009.
- McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.
L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers



peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

- [End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.
- Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights.
- McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. ([See the Office of Sustainability.](#))
- In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.
- Mobile computing or communications devices are not permitted to be used in class without the explicit permission of the instructor.