COURSE SUMMARY
The objective of this seminar is to provide students with a sociological understanding of the historical and contemporary factors that shape Indigenous women’s health and their access (or lack thereof) to culturally safe healthcare services in urban and rural/remote areas. Integral to the course will be the inclusion of Indigenous perspectives and ways of knowing, particularly with regards to women’s health, well-being and resilience. The course will also cover community-based participatory research approaches with Indigenous communities. Additionally, students will have the opportunity to critically think about what it would take to decolonize Western biomedical healthcare institutions to better serve the needs of Indigenous women, their families and communities. Through readings from Indigenous and non-Indigenous scholars/authors and discussions with guest lecturers working directly with First Nations, Métis and Inuit communities in Quebec, students will gain exposure to the complex issues and challenges that affect the health of Indigenous women in Canada.

REQUIREMENTS
Breakdown of assignments for final course grade:
  Participation: 20%
  Lead Class Discussion: 10%
  Reflection Memos (2): 20%
  Grant proposal: 50%

Participation
The participation grade consists of attendance and active participation in class discussions. This is a small, reading-intensive seminar. As such, students are expected to attend seminars and do all the required readings assigned for each week and come to class prepared to contribute to class discussions. Please note that students who do not like discussion-based courses will likely not do well in this class. Furthermore, students tend to get more out of the class if they are actively engaged in both the readings and class discussions.

See handout for the grading rubric used for assessing student participation.
**Lead Class Discussion**
Students will be assigned to lead class discussions. The student discussion leader will prepare four questions for the class to discuss. Questions must be based on the readings.* Students will be graded on the quality (originality, clarity, conciseness) of their discussion questions, their facilitation of the discussion, and whether or not the questions were successful at generating meaningful discussion.

**Reflection Memos**
Students are required to write two reflection memos (3 pages max, double space), worth 10% each. Memos must be of an *analytical* nature and not simply summaries of the readings. Memos are due in hard copy at the beginning of class for the selected week. For example, for Memo 1, if you choose to write about the readings for Week 3, then the memo would be due in hard copy at the beginning of class on January 29, 2020.

*Reflection memo options*
- Memo #1: Choose either Week 3 or Week 6 readings.
- Memo #2: Choose either Week 9 or Week 12 readings.

**Grant Proposal**
Students will write a grant proposal to conduct a community-based participatory research study addressing root causes of health inequities for Indigenous women’s health and/or healthcare access. The proposal should be 10 pages max, single space, 12-point font, and 2.54-cm margins. The 10-page limit excludes references but is inclusive of tables and figures.

*Due:* TBD

**REQUIRED READINGS**
The following text book is required for this course:


Additionally, we will use a coursepack and journal articles. The coursepack is available for purchase in the Bookstore. All journal articles or reports will be available for download as PDFs from MyCourses.
POLICY ON LATE ASSIGNMENTS
A full grade will be deducted for every 24 hours that the assignment is late. For example, if your reflection memo is submitted a day late, and you earn a B- on the assignment, your adjusted grade will be C+.

PLAGIARISM
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 www.mcgill.ca/students/srr/honest/ for more information). (approved by Senate on 29 January 2003.)

SUBMISSION OF WRITTEN WORK
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. (approved by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluations.)

COPYRIGHT MATERIAL
© Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) 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.

USE OF ELECTRONIC DEVICES
This is a discussion-based seminar. Laptops are not permitted in class. Cell phones should be turned off during class.

CONTENT WARNING: The content and discussion in this course will necessarily engage with settler colonialism and its myriad symbolic and material manifestations. As such, some of the required readings in this class contain depictions of rape, child abuse, self-harm, suicide, and other forms of trauma and violence. Much of it will be emotionally and intellectually challenging to engage with. I’ve flagged especially graphic or intense content next to certain readings and will do my best to make this classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content.

Note: The due dates for the various assignments may be subject to change, contingent on discussion and agreement from the entire class.
DETAILED COURSE OUTLINE

[CP] = coursepack
[MyC] = reading available as PDF from MyCourses

Week 1 (Jan 8) – Settler Colonialism


Recommended:

Week 2 (Jan 15) – Social Determinants of Health & Fundamental Causes of Disease


Recommended:


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**Week 3 (Jan 22) – Inuit Maternal Health & Healthcare Services**


**Inuulitsivik Midwives Presentation at the MUHC**

*Time:* 1:30 to 3:30 PM  
*Location:* MUHC (Glen site)

**Reflection memo 1 option**

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**Week 4 (Jan 29) – Historical Foundations: Forced Sterilization**


*Recommended:*

Adam, Betty Ann. “Saskatchewan Women Pressured to Have Tubal Ligations.”  
Saskatoon Star Phoenix. November 17, 2015. [MyC]
Week 5 (Feb 5) – Historical Foundations: Segregated Indian Hospitals


Recommended:

Week 6 (Feb 12) – Historical Foundations: Segregated Indian Hospitals, continued

Drees, Laurie Meijer. 2013. Healing Histories: Stories from Canada’s Indian Hospitals. Edmonton: University of Alberta Press. Chapter 4, pp.77-103. [CP] [content warning]


**Reflection memo 1 option**

Week 7 (Feb 19) – Historical Foundations: Segregated Indian Hospitals, continued

Week 8 (Feb 26) – Historical Foundations: Residential Schools, Sixties Scoop & Intergenerational Trauma


Recommended:

Week 9 (Mar 11) – Historical Foundations: Residential Schools, Sixties Scoop & Intergenerational Trauma, continued


**Guest Lecturer: Vicky Boldo, Cree-Métis Elder & Concordia University Aboriginal Student Resource Centre In-House community support worker

**Reflection memo 2 option
Week 10 (Mar 18) – History of Research with Indigenous Communities & Decolonizing Methodologies


Week 11 (Mar 25) – Community-Based Participatory Research with Indigenous Communities


Recommended:

Useful Reports to Guide Research with Indigenous Communities:


Week 12 (Apr 1) – Health Issues, Health Services and Healthcare Access in Urban Areas


**Recommended:**

**Guest Lecturer:** Kim Delisle, Aboriginal Housing Program, Chez Doris

**Reflection memo 2 option**

Week 13 (Apr 8) – Resilience & Decolonization


**Recommended:**