

**McGill University**  
**Department of Sociology**  
**SOCI526: Indigenous Women's Health & Healthcare**  
**Lectures:** Fridays, 2:35 pm - 4:25 pm  
**Location:** Leacock Building 834

**Fall 2021**

Professor Zoua M. Vang  
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Office Hours: Fridays 12:00-2:00 PM. Office hours are on a drop-in basis. No sign-up necessary.

### **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. 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:

*Leading Class Discussion: 15%*

*Reflection Memos (3): 85%*

### **Presentation & Leading Class Discussion**

Each student will be assigned to lead a class discussion. Discussion leaders will present four questions for the class to discuss. Students will be graded on (1) the quality and clarity of the questions, (2) the effectiveness of the questions in fostering discussion, and (3) the student's effectiveness in facilitating the class discussions. **Discussion questions must be emailed to Professor Vang by 12:00 PM on the day of the scheduled class.**

## **Reflection Memos**

Students are required to write three reflection memos (6 pages max, double space). Memos should be based on the readings assigned for the week that the memos are due. For example, Memo 1 is based on the readings on forced sterilization. Memos must be of an *analytical* nature and not simply summaries of the readings.

See the detailed course outline below for specific due dates for reflection memos.

See MyCourses for the grading rubric for reflection memos.

## **REQUIRED READINGS**

The following textbooks are required for this course:

Gary Geddes (2017). *Medicine Unbundled: A Journey Through the Minefields of Indigenous Health Care*. Victoria, BC: Heritage. [**available as e-book through McGill library**]

Karen Stote (2015). *An Act of Genocide: Colonialism and the Sterilization of Aboriginal Women*. Halifax: Fernwood Publishing.

All other required and recommended readings will be available as either electronic course reserves via the Humanities and Social Sciences Library or 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 anytime between, and inclusive of, 09:01 (on the due date) and 08:59 on the following day, and you earn a B- on the assignment, then 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/](http://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.)

## **REGRADE POLICY**

Students who want a regrade of an assignment must submit a 1-page (double space, 12-point font) written request to the instructor no later than 2 weeks from the date the graded

assignment is returned to students and/or when the grade is posted on MyCourses. The written request must include a clear justification for the regrade, and if necessary, a point-by-point rebuttal.

### **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.

**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

### Week 1 (Sep 3) – Introductions & Post-Colonialism

Gandhi, Leela. 2019. *Postcolonial Theory: A Critical Introduction*. New York: Columbia University Press. Chapters 1 & 9.

### Week 2 (Sep 10) – Settler Colonialism

Trask, H-K (2008). "Settlers of Color and 'Immigrant' Hegemony." Pp. 45-65 in Fujikane, C. and Okamura, J.Y., Eds, *Asian Settler Colonialism: From Local Governance to the Habits of Everyday Life in Hawai'i*. Honolulu: University of Hawai'i Press.

Phung, Malissa. 2011. "Are People of Colour Settlers Too?" Pp. 290-98 in *Cultivating Canada: Reconciliation through the Lens of Cultural Diversity*, edited by A. Mathur, J. Dewar and M. DeGagne. Ottawa: Aboriginal Healing Foundation.

Veracini, Lorenzo. 2010. *Settler Colonialism: A Theoretical Overview*. London: Palgrave Macmillan. Chapter 1, pp.16-52.

Wolfe, P. (2006). Settler colonialism and the elimination of the native. *Journal of Genocide Research*, 8(4), 387-409.

### Week 3 (Sep 17) – Social Determinants of Health & Fundamental Causes of Disease

Bourassa, Carrie, Kim McKay-McNabb and Mary Hampton. 2004. "Racism, Sexism and Colonialism: The Impact on the Health of Aboriginal Women in Canada." *Canadian Woman Studies* 24(1):23-29.

Connell, Raewyn. (2012). Gender, health and theory: Conceptualizing the issue, in local and world perspective. *Social Science & Medicine*, 74, 1675-1683.

Link, Bruce G. and Jo Phelan. 1995. "Social Conditions as Fundamental Causes of Disease." *Journal of Health & Social Behavior* 35: 80-94.

Phelan, Jo C. and Bruce G. Link. 2015. "Is Racism a Fundamental Cause of Inequalities in Health?". *Annual Review of Sociology* 41:311-30.

## Week 4 (Sep 24) – Unpacking Cultural Competence, Humility & Safety

Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). Towards a culturally competent system of care. Washington, DC: National Technical Assistance Center for Children's Mental Health, Georgetown University Child Development Center.

Kirmayer, L. J. (2012). Rethinking cultural competence. *Transcultural Psychiatry*, 49(2), 149-164.

Polaschek, NR. 1998. "Cultural Safety: A New Concept in Nursing People of Different Ethnicities." *Journal of advanced nursing* 27(3):452-57.

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9, 117-125.

### Recommended:

Richardson, Catherine, Carriere Jeannine and Vicky Boldo. 2017. "Invitations to Dignity and Well-Being: Cultural Safety through Indigenous Pedagogy, Witnessing and Giving Back!". *AlterNative*: 1-6.

Smith, Dawn, Nancy Edwards, Colleen Varcoe, Patricia J Martens and Barbara Davies. 2006. "Bringing Safety and Responsiveness into the Forefront of Care for Pregnant and Parenting Aboriginal People." *Advances in Nursing Science* 29(2): E27-E44.

## Week 5 (Oct 1) – Historical Foundations: Forced Sterilization

Stote, Karen. 2015. *An Act of Genocide: Colonialism and the Sterilization of Aboriginal Women*. Halifax: Fernwood Publishing. Chapters 1, 2 & 3. [*content warning*]

Adam, Betty Ann. "Saskatchewan Women Pressured to Have Tubal Ligations." Saskatoon Star Phoenix. November 17, 2015. [*content warning*]

**\*\*Reflection memo 1 due 12:00 PM October 1, 2021. Must submit Word copy to relevant assignment folder on MyCourses.**

## Week 6 (Oct 8) – Historical Foundations: Segregated Hospitals

Gary Geddes (2017). *Medicine Unbundled: A Journey Through the Minefields of Indigenous Health Care*. Victoria, BC: Heritage. Chapters 2, 3 & 12. [*content warning*]

Lux, Maureen K. 2016. *Separate Beds: A History of Indigenous Hospitals in Canada, 1920s-1980s*. Toronto: University of Toronto Press. Chapters 1 & 2, pp.19-68.

### Recommended:

Møller, Helle. 2010. "Tuberculosis and colonialism: Current tales about tuberculosis and colonialism in Nunavut." *Journal of Aboriginal Health* 6(1): 38–48.

\*\*\*No Class on Oct 15 (Fall Break)\*\*\*

## Week 7 (Oct 22) – Historical Foundations: Residential Schools, Sixties Scoop & Intergenerational Trauma

Bombay, Amy, Kimberly Matheson and Hymie Anisman. 2014. "The Intergenerational Effects of Residential Schools: Implications for the Concept of Historical Trauma." *Transcultural Psychiatry* 51(3):320-38

Fournier, Suzanne and Ernie Crey. 1997. *Stolen from Our Embrace: The Abduction of First Nations Children and the Restoration of Aboriginal Communities*. Vancouver: Douglas & MacIntyre. Chapters 2 & 3. [*content warning*]

Spencer, Dale C. 2017. "Extraction and Pulverization: A Narrative Analysis of Canada Scoop Survivors." *Settler Colonial Studies* 7(1):57-71. [*content warning*]

### Recommended:

Anderson, Marcia. (2021). As an Indigenous doctor, I see the legacy of residential schools and ongoing racism in today's health care. *The Conversation*.

<https://theconversation.com/as-an-indigenous-doctor-i-see-the-legacy-of-residential-schools-and-ongoing-racism-in-todays-health-care-162048>

## Week 8 (Oct 29) – Women, Mothers and Grandmothers

Anderson, Kim. 2000. *A Recognition of Being: Reconstructing Native Womanhood*. Toronto, ON: Sumach Press. Chapters 6. [*content warning*]

Anderson, Kim. 2011. *Life Stages and Native Women: Memory, Teachings, and Story Medicine*. Winnipeg, MB: University of Manitoba Press. Chapter 6.

Healey, Gwen K. 2008. "Tradition and Culture: An Important Determinant of Inuit Women's Health." *International Journal of Indigenous Health* 4(1):25-33.

### Recommended:

Anderson, Kim. 2000. *A Recognition of Being: Reconstructing Native Womanhood*. Toronto, ON: Sumach Press. Chapter 7.

**\*\*Reflection memo 2 due 12:00 PM October 29, 2021. Must submit Word copy to relevant assignment folder on MyCourses.**

## Week 9 (Nov 5) – Health & Health Care Access in Northern & Remote Communities

Huot, S., H. Ho, A. Ko, S. Lam, P. Tactay, J. MacLachlan and R.K. Raanaas. 2019. "Identifying Barriers to Healthcare Delivery and Access in the Circumpolar North: Important Insights for Health Professionals." *International Journal of Circumpolar Health* 78(1):1571385.

Van Wagner, Vicki, Brenda Epoo, Julie Nastapoka and Evelyn Harney. 2007. "Reclaiming Birth, Health, and Community: Midwifery in the Inuit Villages of Nunavik, Canada." *Journal of Midwifery & Women's Health* 52(4):384-91.

Vang, Zoua M., Robert Gagnon, Tanya Lee, Vania Jimenez, Arian Navickas, Jeannie Pelletier and Hannah Shenker. 2018. "Interactions between Indigenous Women Awaiting Childbirth Away from Home and Their Southern Non-Indigenous Health Care Providers." *Qualitative Health Research* 28(12): 1858-70.

### **\*\*Guest Speaker: TBD**

### Recommended:

Healey, Gwen K. 2017. "What If Our Health Care Systems Embodied the Values of Our Communities? A Reflection from Nunavut." District of Columbia: The Arctic Institute. Available at:

<https://www.thearcticinstitute.org/health-care-systems-values-communities-nunavut/>

## Week 10 (Nov 12) – Indigenous Models of Health and Wellness

Kalluak, Mark. 2017. "About Inuit Qaujimagatuqangit." Pp. 41-60 in *Inuit Qaujimagatuqangit: What Inuit Have Always Known to Be True*, edited by J. Karetak, F. Tester and S. Tagalik. Winnipeg: Fernwood.

Marsh, Teresa Naseba, Sheila Cote-Meek, Pamela Toulouse, Lisa M. Najavits and Nancy L. Young. 2015. "The Application of Two-Eyed Seeing Decolonizing Methodology in Qualitative and Quantitative Research for the Treatment of Intergenerational Trauma and Substance Use Disorders." *International Journal of Qualitative Methods*:1-13. DOI: 10.1177/1609406915618046.

Radu, Ioana, Lawrence M. House and Eddie Pashagumskum. 2014. "Land, life, and knowledge in Chisasibi: Intergenerational healing in the bush." *Decolonization: Indigeneity, Education & Society* 3(3):86-105.

Therrien, Michele and Frederic Laugrand, eds. 2001. *Interviewing Inuit Elders: Perspectives on Traditional Health*. Iqaluit: Nunavut Arctic College. Chapter 3, pp.163-190.

### Recommended:

Bartlett, Cheryl and Albert Marshall. 2015. "Integrative Science and Two-Eyed Seeing: Enriching the Discussion Framework for Healthy Communities." Pp. 280-326 in *Ecosystems, Society and Health: Pathways through Diversity, Convergence and Integration*, edited by L. K. Hallstrom and N. Guehlstorf, Parkes, Margot. Kingston, ON: McGill-Queen's University Press.

## Week 11 (Nov 19) – Research with Indigenous Communities: Ethical Considerations and Participatory Research

Allen, Michele L., Jon Salsberg, Michaela Knot, Joseph W. LeMaster, Maret Felzien, John M. Westfall, Carol P. Herbert, Katherine Vickery, Kathleen A. Culhane-Pera, Vivian R. Ramsden, Linda Zittleman, Ruth Ellwood Martin and Ann C. Macaulay. 2016. "Engaging with Communities, Engaging with Patients: Amendment to the NAPCRG 1998 Policy Statement on Responsible Research with Communities." *Family Practice*: 1-9.

Inuit Tapirit Kanatami. 2018. *National Inuit Strategy on Research*. Ottawa: Inuit Tapirit Kanatami.



TCPS 2 (2018) – Chapter 9: Research Involving the First Nations, Inuit and Metis People of Canada. Available at: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>

**\*\*Guest Speaker: Hilah Silver, RN, Royal Victoria Hospital & PhD Candidate, Department of Family Medicine, McGill University**

Recommended:

First Nations Centre. 2007. *OCAP: Ownership, Control, Access and Possession*. Sanctioned by the First Nations Information Governance Committee, Assembly of First Nations. Ottawa: National Aboriginal Health Organization.

**Week 12 (Nov 26) – Health & Health Care Access in Urban Communities**

Allan, Billie and Janet Smylie. 2015. *First Peoples, Second Class Treatment: The Role of Racism in the Health and Well-Being of Indigenous Peoples in Canada*. Toronto, ON: the Wellesley Institute.

Benoit, C., Carroll, D., & Chaudhry, M. (2003). In search of a healing place: Aboriginal women in Vancouver's downtown eastside. *Social Science & Medicine*, 56, 821-833.

Government of Quebec. 2019. *Public Inquiry Commission on Relations between Indigenous Peoples and Certain Public Services in Quebec: Listening, Reconciliation and Progress*. Quebec City, QC: Government of Quebec. Chapters 1 & 10.

**\*\*Guest Speaker: TBD**

Recommended:

Kirkup, Kristy. 2020. "Joyce Echaquan's Death 'Grim Reminder' of Racism in Health Care, Says Former Head of MMIGW Inquiry." *The Globe and Mail*. Available at: <https://www.theglobeandmail.com/politics/article-joyce-echaquans-death-grim-reminder-of-truths-about-canadian-health/>

**Week 13 (Dec 3) –Decolonization**

Fanon, Frantz. 2004. *The Wretched of the Earth*. Translated by Richard Philcox. New York, NY: Grove Press. Chapter 1.

Simpson, Leanne (2006). "Birthing an Indigenous Resurgence: Decolonizing Our Pregnancy and Birthing Ceremonies". Pp. 25-33 in D. Memee Lavell-Harvard and Jeannette Corbiere Lavall, Eds., *'Until Our Hearts are on the Ground': Aboriginal Mothering, Oppression, Resistance and Rebirth*. Toronto, ON: Demeter Press.

Truth and Reconciliation Commission of Canada. 2015. *Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary*. Winnipeg: Lorimer & Company. Introduction (pp. 1-22) and pp. 158-164.

Tuck, Eve and K. Wayne Yang. 2012. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1(1):1-40.

Recommended:

Cornstassel, Jeff. 2012. "Re-Envisioning Resurgence: Indigenous Pathways to Decolonization and Sustainable Self-Determination." *Decolonization: Indigeneity, Education & Society* 1(1):86-101.

Starblanket, Tamara. "Is reconciliation a peaceful process?" *Indigenous Politics*, December 14, 2019.

<https://canadiandimension.com/articles/view/is-reconciliation-a-peaceful-process>

**\*\*Reflection memo 3 due 12:00 PM December 3, 2021. Must submit Word copy to relevant assignment folder on MyCourses.**