

# WESTERN UNIVERSITY

Winter 2023

## HS 4093G – Special Topics: Indigenous, Black, and Immigrant Health and Well-Being in Canada (0.5 FCE)

**Lectures: Mondays, 4:30-6:30pm and Tuesdays 12:30-1:30pm**

**Venue: FNB 2240**

<b>Instructor:</b>	<b>Dr. Alaazi</b>
<b>E-Mail:</b>	<b>dalaazi@uwo.ca</b>
<b>Phone Number:</b>	<b>519 661-2111 xTBA</b>
<b>Office Location:</b>	<b>Room TBA, HSB</b>
<b>Office Hours:</b>	<b>By appointment</b>

### **PREREQUISITE(S)**

Registration in the third or fourth year of the School of Health Studies.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **COURSE OF DELIVERY**

This course is designed for in-person delivery. Students are expected to attend weekly in-person classes.

### **COURSE DESCRIPTION**

The objective of this course is to introduce students to cultural understandings of health and wellness among Indigenous, Black, and immigrant populations. The course focuses on Indigenous and Black peoples' conception of health, as well as the multiple ways in which interactions with Canadian society and institutions influence their health and wellbeing. On successfully completing the course, students will be able to:

1. demonstrate a good understanding of Indigenous and Black views of holistic health;
2. critically analyse the political and historical factors affecting the health and wellbeing Indigenous, Black, and immigrant communities;
3. identify and explain the social determinants of health affecting Indigenous, Black, and Immigrant populations;
4. explain how race and racism affect the health and wellbeing of Indigenous and Black people;
5. explain health disparities between Indigenous, Black, and non-racialized populations.

## **COURSE EXPECTATIONS**

Students are expected to attend in-person classes, listen to lectures given by the instructor, and participate in class discussions. Students are expected to complete all the required readings and come to class well-prepared to contribute to class discussions and debates. The purpose of the class lectures is to introduce the topics and the required readings. Students are encouraged to write their own notes based on the lectures given by the course instructor. Students who miss classes are responsible for obtaining the relevant notes from colleagues in the class. Students are expected to complete and submit all course assignments to the instructor by the stipulated dates. Students with medical conditions affecting their class participation can reach out to the instructor in advance for assistance.

## **STUDENT EVALUATION**

Student evaluation will consist of the following components: (i) Class attendance and participation in group discussions (5%); (ii) Critical Review Paper (25%); (iii) Mid-Term Exam (30%); (iii) Final Exam (40%).

### **(i). *Class attendance and participation in group discussion - 5% of final grade:***

Students registered in the course are required to attend and participate in in-person classes, except absences that qualify for academic accommodation ([https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)).

Participation includes reading the assigned course material and contributing to large and small group discussions.

### **(ii). *Mid-term exam – 30% of final grade:***

This closed-book exam will take place during class time on **February 27, 2023**. This exam is designed to test students' grasp of the material covered in lectures up to the week prior to the exam. This means that students will be expected to have read all the required course readings up to the week prior to the exam. The mid-term exam will consist of one essay question (worth 15%) and three short answer questions (worth 5% each). All exams will be assessed partly on organization of ideas and general clarity. Electronic devices (e.g., smart phones, smart watches, video cameras, smart glasses, recorders audio players, or of any sort, video games, DVD players, laptops, etc.) cannot be used during the mid-term exam, unless a student has a medical condition that requires accommodations, or has explicit permission from the instructor to do so.

### **(iii). *Critical review paper – 25% of final grade:***

Students will choose and answer one question from among two essay-style questions provided by the instructor. This paper is due **March 20, 2023**, and will be submitted directly to the instructor in class (in hard copy form). A good review paper is one that demonstrates reading beyond the references provided in the course outline.

#### **REQUIREMENTS:**

- 5-6 pages long (all numbered);
- typed;
- 2.5 cm (1 INCH) page margins
- double-spaced
- 12-point font

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. Writing skills include not only surface correctness (punctuation, sentence structure, etc.) but also general clarity and grammar. It is the responsibility of students to keep a copy of their submitted work. Students should be prepared to provide a second copy of their paper if requested. Students who cannot provide a second copy of their submitted work may risk receiving a zero grade for this portion of the course.

(iv). ***Final examination – 40% of final grade:***

There will be a closed-book final examination, to be scheduled on a date announced by the Registrar. The Final Exam will last 1.5hrs, and will cover all course content presented in class, and will consist of five short essay questions (each worth 8%). All exams will be assessed partly on organization of ideas and general clarity. Electronic devices (e.g., smart phones, smart watches, video cameras, smart glasses, recorders audio players, or of any sort, video games, DVD players, laptops, etc.) cannot be used during the final exam, unless a student has a medical condition that requires accommodations, or has explicit permission from the instructor to do so.

### **POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS**

- a). Assignments submitted after the deadline may be penalized with a loss of grade (e.g., from A- to B+) for each day of lateness. Extensions will only be granted under extraordinary circumstances (e.g., medical absence or compassionate reasons such as death and/or illness in family). Request for extension must be discussed with the instructor in advance.
- b) No alternate dates for exams will be provided unless a student has been legitimately excused or have tangible reasons supported with documentation.

### **LIBRARY**

Western University online library system (<https://www.lib.uwo.ca/index.html>) has details of the range of services offered to students on and off campus. If you need further information or assistance, contact the Library's General Inquiries Desk at [library@uwo.ca](mailto:library@uwo.ca) or call 519-661-3166 x 83166.

### **USE OF EMAIL**

The main method of communication in this course is email. However, due to a high volume of daily email messages, students are advised to meet with me in person during office hours or make an appointment in the case of an issue that requires urgent attention. I normally reply emails within 72 hours during regular business hours. However, students must note that emails can be sent to the wrong email address or can be accidentally deleted. Students are therefore advised to email a second time or meet with me in person if the first email has not been responded to within 72 hours, more so if inquiries concern extensions and other urgent matters. Students are advised to use their

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>

Jan. 30 & 31, 2023	Black peoples' holistic views of health and wellness	<p>White, P. (2015). The concept of diseases and health care in African traditional religion in Ghana. <i>HTS: Theological Studies</i>, 71(3), 1-7.</p> <p>Ozioma, E. O. J., &amp; Chinwe, O. A. N. (2019). Herbal medicines in African traditional medicine. <i>Herbal medicine</i>, 10, 191-214.</p>
Feb. 06 & 07, 2023	Social determinants of Indigenous and Black health	<p>Reading, C. (2018). Structural determinants of Aboriginal people's health. In M. Greenwood, S. de Leeuw, &amp; N.M Lindsay (eds.), <i>Determinants of Indigenous Peoples' Health: Beyond the Social</i> (Chapter 1: pp. 3-17). 2nd Edition. Canadian Scholars: Toronto.</p> <p>Abdillahi, I., &amp; Shaw, A. (2020). Social determinants and inequities in health for Black Canadians: A snapshot (pp. 1-11). <a href="https://www.canada.ca/content/dam/phac-aspc/documents/services/health-promotion/population-health/what-determines-health/social-determinants-inequities-black-canadians-snapshot/health-inequities-black-canadians.pdf">https://www.canada.ca/content/dam/phac-aspc/documents/services/health-promotion/population-health/what-determines-health/social-determinants-inequities-black-canadians-snapshot/health-inequities-black-canadians.pdf</a></p>
Feb. 13 & 14, 2023	Immigrant health	<p>Beiser, M. (2005). The health of immigrants and refugees in Canada. <i>Canadian Journal of Public Health</i>, 96(2), S30-S44.</p> <p>Edge, S., &amp; Newbold, B. (2013). Discrimination and the health of immigrants and refugees: exploring Canada's evidence base and directions for future research in newcomer receiving countries. <i>Journal of Immigrant &amp; Minority Health</i>, 15(1), 141-148.</p> <p>Gushulak, B. D., Pottie, K., Roberts, J. H., Torres, S., &amp; DesMeules, M. (2011). Migration and health in Canada: health in the global village. <i>CMAJ</i>, 183(12), E952-E958.</p>
Feb. 20 & 21, 2023	Reading week	No classes
Feb. 27 2023	Mid-Term Exam	

<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, 16</i>(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/Black peoples' health</p>	<p>Goodman, A., Fleming, K., Markwick, N., Morrison, T., Lagimodiere, L., Kerr, T., &amp; Society, W. A. H. R. (2017). "They treated me like crap and I know it was because I was Native": The healthcare experiences of Aboriginal peoples living in Vancouver's inner city. <i>Social Science &amp; Medicine, 178</i>, 87-94.</p> <p>Pollock, G., Newbold, B., &amp; Lafrenière, D., &amp; Edge, G. (2015). Perceptions of discrimination in health services experienced by immigrant minorities in Ontario (pp. 1-34). <a href="http://p2pcanada.ca/files/2015/09/Perceptions-of-Discrimination-in-Health-Services-Experienced-by-Immigrant-Minorities-in-Ontario.pdf">http://p2pcanada.ca/files/2015/09/Perceptions-of-Discrimination-in-Health-Services-Experienced-by-Immigrant-Minorities-in-Ontario.pdf</a></p>
<p>March 20 &amp; 21, 2023</p>	<p>Health disparities among Indigenous and Black populations</p> <p><b>Critical Review Paper Due March 20<sup>th</sup>, 2023</b></p>	<p>Veenstra, G., &amp; Patterson, A. C. (2016). Black-white health inequalities in Canada. <i>Journal of Immigrant and Minority Health, 18</i>(1), 51-57.</p> <p>Wilson, K., &amp; Cardwell, N. (2012). Urban Aboriginal health: Examining inequalities between Aboriginal and non-Aboriginal populations in Canada. <i>The Canadian Geographer, 56</i>(1), 98-116.</p>
<p>March 27 &amp; 28, 2023</p>	<p>Traditional healing</p>	<p>Kirmayer, L., Simpson, C., &amp; Cargo, M. (2003). Healing traditions: Culture, community and mental health promotion with Canadian Aboriginal peoples. <i>Australasian Psychiatry, 11</i>(1_suppl), S15-S23.</p> <p>Lavallee, L. F., &amp; Poole, J. M. (2010). Beyond recovery: Colonization, health and healing for Indigenous people in Canada. <i>International</i></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 students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

### **STATEMENT ON ACADEMIC OFFENCES**

*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: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academiccalendar/).*

### **SUPPORT SERVICES**

There are various support services around campus, and these include, but are not limited to:

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>



## 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 the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](http://www.mentalhealth.uwo.ca/) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyserVICETHAMSVALLEY.COM/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](http://www.healthandwellness.uwo.ca/). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

## GRADING POLICY

University-wide descriptor of the meaning of letter grades, as approved by the Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 74% and 80%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

## COMMON CONCERNS GUIDELINES

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.

Grade disputes and requests for appeals	<p>A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters.</p> <p>Visit the following website for guide on submitting an appeal: <a href="https://uwo.ca/fhs/policies/appeals.html">https://uwo.ca/fhs/policies/appeals.html</a></p>
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