

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**SOCI 2820 A [0.5 credit]
ANTH 2815 C and INDG 3901 A
2025 Fall Term
Selected Topics:
Indigenous Health, Wellness, and Decolonization**

Instructor: Simon Brascoupe

Office Hours: Wednesdays, 5:00 to 6:00 pm

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Pre-requisites & Precluded Courses: SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002.

Method of Delivery: In-Person

Class Schedule: The class meets on Wednesdays, 6:05-8:55 pm, in person.

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Calendar Descriptions:

SOCI 2820 [0.5 credit] Special Topics in Sociology

Special topics in sociology not ordinarily treated in the regular course program. The choice of topics varies from year to year. Students should check with the Department regarding the topic

offered. Prerequisite(s): [SOCI 1001](#) and [SOCI 1002](#), or [SOCI 1003](#) [1.0], or [ANTH 1001](#), or [ANTH 1002](#). Lectures/discussion groups three hours a week.

ANTH 2815 [0.5 credit] Special Topics in Anthropology

Special topics in anthropology not ordinarily treated in the regular course program. The choice of topics varies from year to year. Students should check with the Department regarding the topic offered. Lecture/discussion groups three hours a week.

INDG 3901 [0.5 credit] Selected Topics in Indigenous Studies

Topics vary from year to year. Prerequisite(s): second-year standing, or permission of the Indigenous Studies program. Seminar three hours per week.

Course Description and Objectives:

This course offers a holistic exploration of Indigenous health, wellness, and decolonization from an Indigenous perspective. Students will critically engage with the historical and contemporary factors that have shaped the health outcomes of Indigenous Peoples in Canada, including the impacts of colonialism, policies, and traditional practices. The course emphasizes the integration of Indigenous knowledge systems, ecological ways of knowing, and land-based healing practices as vital components of health and wellness. Through diverse learning methods, including guest speakers, Knowledge Keepers, and documentaries, students will explore the intersections of Indigenous health with broader movements of decolonization, cultural resurgence, and land-based education. The course fosters an environment of respectful dialogue, encouraging students to contribute to and critique current health practices and policies, emphasizing community engagement and the transformation of public narratives surrounding Indigenous Peoples.

Course Objectives

1. To provide students with a comprehensive understanding of the historical and contemporary factors influencing Indigenous health, including the impacts of colonialism and the integration of traditional Indigenous medicine and knowledge.
2. To equip students with the tools to critically evaluate and apply decolonization frameworks to health policies and practices, focusing on land-based healing, cultural safety, and Indigenous knowledge.
3. To explore and engage with Indigenous strategies for cultural and political resurgence, particularly in health, wellness, and traditional medicine, and to understand their role in broader movements toward decolonization and land-based education.
4. To develop students' ability to engage respectfully and effectively in discussions within a diverse classroom setting, integrating different perspectives and contributing to the broader discourse on Indigenous health and rights.
5. To engage with and critically assess local and global Indigenous political movements, focusing on the intersections of health, wellness, legal orders, and cultural practices and how these contribute to ongoing efforts toward decolonization and transforming public narratives.

These objectives and the course description align with the program's commitment to Indigenous resurgence, community-engaged learning, and the critique of colonial power and politics, preparing students to participate knowledgeably in urgent change agendas.

Learning Outcomes:

1. By the end of the course, students will be able to critically analyze the historical and contemporary factors affecting Indigenous health, including colonialism's impacts, and effectively integrate traditional Indigenous medicine and knowledge into their understanding of health and wellness practices.
2. Students will demonstrate the ability to apply decolonization frameworks to evaluate health policies and practices, focusing on land-based healing, cultural safety, and integrating Indigenous knowledge systems in addressing health disparities.
3. Students will critically engage with and assess Indigenous strategies for cultural and political resurgence, particularly in health, wellness, and traditional medicine, and articulate their significance within broader decolonization movements and land-based education initiatives.

These outcomes ensure that students leave the course with a deep understanding of the complex issues surrounding Indigenous health and wellness and the skills to contribute meaningfully to discussions and actions related to decolonization and Indigenous resurgence.

Reading(s)/Textbook(s):

Textbook: Greenwood, M., De Leeuw, S., & Lindsay, N. M. (Eds.). (First or Second Edition). *Determinants of Indigenous Peoples' health: Beyond the social*. Canadian Scholars, price \$67.95, students are responsible for ordering the text, either new or used, from the publisher, online or digital. This exciting text widens the scope of the determinants of Indigenous Peoples' health and wellness from various perspectives and writing styles.

Readings are listed below and available online.

Date:	Term starts September 3, 2025
1. September 3, 2025 6:05 - 8:55 pm Participation is 12%; participation in class and group discussions is 1% per class.	<p>Introduction: Overview of course on Indigenous health history, policy, and practices to understand the roots of poor health outcomes and trends in decolonization, traditional medicine, healing, and wellness.</p> <p>Required Reading: Greenwood, Margo, Sarah De Leeuw, and Nicole M. Lindsay, eds. <i>Determinants of Indigenous Peoples' Health: Beyond the Social</i>. Toronto: Canadian Scholars, 2018. (Chapter 1; Supplemental readings – Chapters 2, 3, 4, and 5).</p> <p>Group Discussions: Definitions of Indigenous Peoples: First Nations, Inuit, and Métis, and why the "I" and "P" are capitalized in Indigenous Peoples. Due September 19, 2025.</p>

2. September 10, 2025 6:05 - 8:55 pm	<p>Indigenous Health History: Review of pre-contact health, the impact of contact on Indigenous health and population, colonial history, and present-day responses through the use of traditional medicine and wellness, and finding a balance between Indigenous and Western medicine.</p> <p>Required Reading: Loppie, Charlotte, and Fred Wien. <i>Health Inequalities and Social Determinants of Aboriginal People's Health</i>. Prince George, BC: National Collaborating Centre for Aboriginal Health, 2008.</p> <p>Group Discussions: Evidence-based research using Carleton Library.</p>
3. September 17, 2025 6:05 - 8:55 pm Definitions Assignment due September 19, 2025.	<p>Traditional Medicine and Knowledge: The use of traditional medicine and Indigenous knowledge in contemporary times, research on traditional medicine, and practice in Indigenous health and wellness programs and policies.</p> <p>Required Reading: Greenwood, Margo, Sarah De Leeuw, and Nicole M. Lindsay, eds. <i>Determinants of Indigenous Peoples' Health: Beyond the Social</i>. Toronto: Canadian Scholars, 2018. (Part 2, "Honouring Indigenous Knowledge About Health": Chapters 7-11).</p> <p>Group Discussions: Differences between Indigenous and Western medicine.</p>
4. September 24, 2025 6:05 - 8:55 pm	<p>Land-Based Healing: Most Indigenous communities provide land-based programs for the healing and wellness of youth, families, and community healing.</p> <p>Required Reading: Radu, Ioana, Laura L. M. House, and Elsie Pashagumskum. "Land, Life, and Knowledge in Chisasibi: Intergenerational Healing in the Bush." <i>Decolonization: Indigeneity, Education & Society</i> 3, no. 3 (2014): 86-105.</p> <p>Supplementary Reading: Greenwood, Margo, Sarah De Leeuw, and Nicole M. Lindsay, eds. <i>Determinants of Indigenous Peoples' Health: Beyond the Social</i>. Toronto: Canadian Scholars, 2018. (Chapters 16-20).</p> <p>Group Discussions: Four ways the land heals.</p>
5. October 1, 2025 6:05 - 8:55 pm	<p>Healing and Wellness: Shift from a Western science perspective on Indigenous health to an Indigenous holistic perspective, impacting research and policy.</p> <p>Required Reading: Adelson, Naomi. "Toward a Recuperation of Souls and Bodies: Community Healing and the Complex Interplay of Faith and History." In <i>Healing Traditions: The Mental Health of Aboriginal Peoples in Canada</i>, edited by Laurence J. Kirmayer and Gail Guthrie Valaskakis, 272-288. Vancouver: UBC Press, 2009.</p> <p>Supplementary Reading: Greenwood, Margo, Sarah De Leeuw, and Nicole M. Lindsay, eds.</p>

	<p><i>Determinants of Indigenous Peoples' Health: Beyond the Social</i>. Toronto: Canadian Scholars, 2018. (Chapters 12-15).</p> <p>Group Discussions: Four causes of poor health in Indigenous communities.</p>
<p>6. October 8, 2025 6:05 - 8:55 pm</p>	<p>Nishiiyuu Miyupimaatisiun – Birthing Knowledge and Midwifery: The role of Indigenous midwives in the decolonization movement, reclaiming birthing practices in Indigenous communities.</p> <p>Required Reading: National Aboriginal Women's Summit. <i>Aboriginal Women and Reproductive Health, Midwifery, and Birthing Centres: An Issue Paper Prepared for the National Aboriginal Women's Summit, June 20-22, 2007, in Corner Brook, NL</i>. Ottawa: Native Women's Association of Canada, 2007. https://www.nwac.ca/wp-content/uploads/2015/05/2007-NWAC-Aboriginal-Women-and-Reproductive-Health-Midwifery-and-Birthing-Centres-An-Issue-Paper.pdf.</p> <p>Supplementary Reading: Greenwood, Margo, Sarah De Leeuw, and Nicole M. Lindsay, eds. <i>Determinants of Indigenous Peoples' Health: Beyond the Social</i>. Toronto: Canadian Scholars, 2018. (Chapters 21-26).</p> <p>Group Discussions: Watch Katsi Cook video and discuss four aspects of Indigenous perspectives on birth. https://youtu.be/oZHe62yQPpc. Write a one page summary of the video for group participation credit.</p>
<p>7. October 15, 2025 6:05 - 8:55 pm</p> <p>Research Proposal 30%, due October 17, 2025.</p>	<p>Rites of Passage: Exploration of the growing importance of rites of passage in Indigenous communities and their contribution to youth identity and resilience.</p> <p>Required Reading: Lertzman, Renee L. "Rediscovering Rites of Passage: Education, Transformation, and the Transition to Sustainability." <i>Ecology and Society</i> 5, no. 2 (2001): Art. 30. https://www.ecologyandsociety.org/vol5/iss2/art30/.</p> <p>Group Discussions: Watch Girl's Rite of Passage National Geographic and discuss the importance of rites of passage to Indigenous youth identity. https://www.youtube.com/watch?v=5B3Abpv0ysM.</p>
<p>October 22, 2025</p>	<p>Fall Break, no classes.</p>
<p>8. October 29, 2025 6:05 - 8:55 pm</p>	<p>Traditional Medicine: Exploration of traditional medicine as part of Indigenous health and wellness.</p> <p>Required Reading: Redvers, Nicole, and Brittany S. Blondin. "Traditional Indigenous Medicine in North America: A Scoping Review." <i>PLOS One</i> 15, no. 8 (2020): e0237531. https://doi.org/10.1371/journal.pone.0237531.</p> <p>Supplementary Reading: Uprety, Yadav, Hugo Asselin, Archana Dhakal, and Nancy Julien. "Traditional Use of Medicinal Plants in the Boreal Forest of Canada: Review</p>

	and Perspectives." <i>Journal of Ethnobiology and Ethnomedicine</i> 8, no. 1 (2012): 1-14. https://doi.org/10.1186/1746-4269-8-7 .
	Group Discussions: Identify four characteristics of traditional medicine.
9. November 5, 2025 6:05 - 8:55 pm	Mental Health Programs: Blending Indigenous and Western mental health practices, with an emphasis on land-based healing and traditional medicine. Required Reading: Compare the Anishinaabe and Inuit knowledge systems: Greenwood, Margo, Sarah De Leeuw, and Nicole M. Lindsay, eds. <i>Determinants of Indigenous Peoples' Health: Beyond the Social</i> . Toronto: Canadian Scholars, 2018. (Chapters 9 and 10).
	Group Discussions: Explain four similarities and differences between First Nations and Inuit traditional health.
10. November 12, 2025 6:05 - 8:55 pm	Cultural Safety: Creating culturally safe spaces to improve access to health and health outcomes. Required Reading: Brascoupe, Simon, and Catherine Waters. "Cultural Safety: Exploring the Applicability of the Concept of Cultural Safety to Aboriginal Health and Community Wellness." <i>Journal of Aboriginal Health</i> 5, no. 2 (2009): 6-41.
	Group Discussions: How does cultural safety contribute to better health outcomes?
11. November 19, 2025 6:05 - 8:55 pm	We Are Only as Healthy as the Land: Exploration of the relationship between the health of the land and the health of human beings. Required Reading: Kimmerer, Robin Wall. "Returning the Gift." <i>Minding Nature</i> 7, no. 2 (2014): 18-24. Supplementary Reading: Greenwood, Margo, Sarah De Leeuw, and Nicole M. Lindsay, eds. <i>Determinants of Indigenous Peoples' Health: Beyond the Social</i> . Toronto: Canadian Scholars, 2018. (Chapter 19).
	Group Discussions: Is there a relationship between the health of the environment and the health of human beings?
12. November 26, 2025 6:05 - 8:55 pm Research Paper 43%; due November 28, 2025, Final Assignment.	Bridging the Commercial Determinants of Indigenous Health and the Legacies of Colonization: A critical analysis of the intersection between commercial determinants and colonial legacies. Required Reading: Eisenkraft Klein, Daniel, and Amy Shawanda. "Bridging the Commercial Determinants of Indigenous Health and the Legacies of Colonization: A Critical Analysis." <i>Global Health Promotion</i> (2023): 17579759231187614.
	Group Discussions:

	<ul style="list-style-type: none"> • How do corporate influences (e.g., in food, housing, or pharmaceuticals) reinforce colonial patterns? • Can you identify an example from your own community or the article?
13. December 3, 2025 6:05 - 8:55 pm	<p>From Determinants to Indigenous Futures:</p> <ul style="list-style-type: none"> • The commercial determinants of health (e.g., food systems, pharmaceutical access, housing). • How colonial legacies still manifest in market dynamics and policy. • Indigenous responses through: <ul style="list-style-type: none"> ◦ Community-led wellness centres ◦ Land-based food sovereignty movements ◦ Self-determined governance in health care <p>Group Discussions: Talking Circle</p> <ol style="list-style-type: none"> 1. What was the most transformative idea or insight you gained from this course? 2. What does decolonization mean in your life or future work? 3. How will you carry Indigenous knowledge or responsibility forward in your personal, academic, or professional life? 4. How do we move from critique to action? 5. Reflect using the concept of “Mino Bimaadiziwin” (the good life) or Indigenous wellness models discussed in class.

Citation Style:

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Course Requirements & Methods of Evaluation:

All written assignments will be submitted to Brightspace.

The use of generative artificial intelligence tools is not permitted (e.g. ChatGPT).

- Definitions 15% due September 19, 2025; prepare definitions on Indigenous Peoples in Canada and population data for First Nation, Inuit, and Metis.
- Research Proposal 30%, due October 17, 2025; research proposal a topic of your choice on Indigenous health and wellness, land-based healing, decolonization, Indigenous knowledge/medicine, and healing, or other topics.
- Research Paper 43%; due November 28, 2025; the research paper and your question/thesis statement analysis on your selected topic (final paper replaces take-home exam and is the final assignment).
- Participation is 12%; participation in class and group discussions is 1% per class.

Late Assignments: Students must provide notification of a late assignment prior to the due date; late submissions will incur a 10% penalty with written notice or a 20% penalty if submitted without prior notification. This policy distinguishes between two late submission scenarios:

assignments submitted with prior written notice before the due date will receive a 10% penalty, while those submitted without prior notification will incur a 20% penalty.

Additional Information

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F= Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/pmc/>) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is **October 1, 2025** and **November 15, 2025** for December examinations.

Diversity and Inclusion:

Carleton University is committed to fostering a learning environment that is inclusive and respectful of diversity in all its forms. In this course, students are encouraged to share

perspectives and experiences in a manner that honors all voices and contributes to equitable dialogue.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Use of generative artificial intelligence tools (e.g. ChatGPT):

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. You are strongly encouraged to **include a statement about whether AI tools are permitted or not permitted in your course**. If you explicitly permit the use of generative AI, you must provide clear and detailed instructions on which generative AI tools students may use and with what limits. See the [Academic Integrity and Academic Offences section](#) of the Faculty teaching regulations for further information.

Assistance for Students:

“As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>”

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusive Communities: <https://carleton.ca/equity/>

Career Services: <https://carleton.ca/career/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.