

York University  
Graduate Program in Critical Disability Studies

**Indigeneity and Disability CDIS 5085 3.0**  
**Winter 2017**

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Thursdays 11:30am-2:30pm in VH 1156 from January 2 to March 30, except February 23

Instructor: Prof. Rachel Gorman  
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Hours: By appointment  
Email: [gorman@yorku.ca](mailto:gorman@yorku.ca)

**COURSE DESCRIPTION**

The UN Permanent Forum on Indigenous Issues estimates that there are 370 million Indigenous peoples across 70 countries worldwide, based on the fundamental criterion of self-identification, which is underlined in a number of human rights documents. This course focuses specifically on Indigeneity in the context of settler colonialism and the Canadian state—located as we are in Tkaronto (Mohawk) on traditional territories of the Wendat, the Mississauga/Anishnaabe, and the Haudenosaunee; and the current home of the largest and most diverse Indigenous community in Canada. Together, we will think through our relations, departures, and arrivals on this land, paying specific attention to contemporary scholarship on: white settler identity and responsibility; Black-Indigenous relations; relations between Indigenous peoples and broader communities of colour; and relations between Indigenous peoples of Turtle Island and Indigenous peoples in diaspora. We will read Indigenous narratives of disability, and of the violences of settler colonialism.

In order to think Indigeneity and disability together, we must pay close attention to the multiple dimensions of settler colonial violence, including the violence of: law; research; healthcare; education; and social services. Moreover, we must grasp both the ways in which settler colonialism is *disabling* through its violence, racism, and gross inequality; and the ways in which settler colonialism represents Indigenous people as *always/already disabled*. We will survey the work of some major theorists in Indigenous Studies, recognizing that analyses of settler colonialism and Indigeneity have been articulated through decades of Indigenous scholarship and organizing. We will also critically engage with emerging Disability Studies attempts to take up disability in the context of settler colonialism. We will query the seemingly irresistible urge toward research entitlement in health and disability studies in the Canadian context, and interrogate locations of settler power and privilege. Finally, we will pay close attention to Indigenous approaches to health and wellbeing.

## COURSE REQUIREMENTS

- |   |        |            |            |
|---|--------|------------|------------|
| 1. Seminar participation                        | Weekly | 25%        |            |
| 2. Weekly reflections (1-2 pages or equivalent) |        |            | Weekly 25% |
| 3. Final Paper (24 pages or equivalent)         |        | Due Apr. 2 | 50%        |

## ASSIGNMENT INSTRUCTIONS

1. Weekly reflections can be hand-written notes (or alternate format like voice recording or voice-dictated print-out) of about 500 words, and should refer to four out of the five assigned articles for the week. Focus on your new learnings and emerging questions.
2. If you prefer to type and print them, use in-text citation and double-spaced 12 point Times New Roman font; and follow your preferred style guide (APA, MLA, Chicago).
3. **Submit weekly reflections in hardcopy at the beginning of class**, unless you have made accessibility arrangements with me—for example, if you are attending via skype.
4. **Seminar participation is required.** If you cannot attend one or more classes due to accessibility and/or illness, please arrange with me to listen in on the class via skype.
5. Submit the final paper via email by midnight on the due date. The paper should be submitted in Word, should be double-spaced 12 point Times New Roman font; and should follow your preferred style guide (APA, MLA, Chicago).
6. We are subject to School of Graduate Studies guidelines around grading practices, missed assignments, and late work. See page 66 of the Student Survival Guide at [Critical Disability Studies website](#) for details on the Assignment Deferred Standing Agreement. See pages 65-66 & 73-81 for York Grading Systems, Academic Honesty, and the Senate Policy on Academic Accommodation for Students with Disabilities.

## REQUIRED READINGS

I will email readings for the first class to the class list and people who have contacted me. Bring a memory stick to the first class to upload the full set of course readings. We will be reading five thematically organized articles in preparation for each class. Full citations for these are listed in the weekly schedule below. Readings are also available electronically [York's online library database](#) or via open source. If you require these in alternate format, contact Claudio Iacoe at [transerv@yorku.ca](mailto:transerv@yorku.ca) or register at [Transcription Services](#).

## NOTE ON LEARNING ENVIRONMENT

As an instructor, it is my responsibility to foster a supportive, inclusive learning environment that will encourage both individual and collective growth. As emerging scholars, organizers, and policy-makers, it is your responsibility to become conscious of, and engaged in, the creation of a transformative, anti-oppressive collegial environment. Through collective reflection, discussion, and action, we become better researchers and activists.



## WEEKLY SCHEDULE

### PART ONE—RELATIONS

#### January 2 Introducing Settler Colonialism

Chapman, Chris (2010) Becoming perpetrator: How I came to accept restraining and confining disabled Aboriginal children, paper presented to *PsychOut—A Conference for Organizing Resistance against Psychiatry*, OISE, Toronto.

LeFrançois, Brenda (2013) The psychiatrization of our children, or, an autoethnographic narrative of perpetuating First Nations genocide through ‘benevolent’ institutions, *Decolonization: Indigeneity, Education & Society* 2 (1): 108-123.

Dua, Enakshi (2008) Thinking through anti-racism and Indigeneity in Canada, *The Ardent Review* 1 (1): 31-35.

Tuck, Eve & Wayne Yang (2012) Decolonization is not a metaphor, *Decolonization: Indigeneity, Education & Society* 1 (1): 1-40.

McKenzie, Holly, Colleen Varcoe, Annette Browne & Linda Day (2016) Disrupting the continuities among residential schools, the sixties scoop, and child welfare: An analysis of colonial and neocolonial discourses, *The International Indigenous Policy Journal*, 7 (2): Available at the following [link](#)

#### January 9 Laws Against Sovereignty

Palmater, Pam (2014) Genocide, Indian policy, and legislated elimination of Indians in Canada, *Aboriginal Policy Studies* 3 (3): 27-54.

Milloy, John (2008) *Indian Act Colonialism: A Century of Dishonour, 1869-1969* (National Centre for First Nations Governance) Available at the following [link](#)

Palmater, Pam, Kim Pate, Shelagh Day, Suzie Dunn & Lara Yeo (2016) *Reply to Issues 2, 3, 16 & 18: Indigenous Women and Women in Detention—Report to the Committee on the Elimination of Discrimination against Women on the Occasion of the Committee’s Eight and Ninth Periodic Review of Canada* (Toronto: Canadian Association of Elizabeth Fry Societies; Chair, Centre for Indigenous Governance, Ryerson University; Canadian Feminist Alliance for International Action)

Ornelas, Roxanne (2014) Implementing the policy of the U.N. Declaration on the Rights of Indigenous Peoples, *International Indigenous Policy Journal* 5 (1): Available at the following [link](#)

Stanton, Kim (2011) Canada's Truth and Reconciliation Commission: Settling the past? *International Indigenous Policy Journal* 2 (3): Available at the following [link](#)

### January 16 Colonialism and Disability

Simpson, Leanne, Judy DaSilva, Betty Riffel & Patricia Sellers (2009) The responsibilities of women: Confronting environmental contamination in the traditional territories of Asubpeecheoseewagong Netum Anishinabek (Grassy Narrows) and Wabauskang First Nation, *Journal de la santé autochtone*, décembre: 6-13.

Blumenthal, Anne & Vandna Sinha (2015) No Jordan's Principle cases in Canada? A review of the administrative responses to Jordan's Principle, *The International Indigenous Policy Journal* 6 (1): Available at the following [link](#)

Tam, Lousie (2013) Wither Indigenizing the Mad movement? Theorizing the social relations of race and madness through conviviality, in Brenda LeFrançois, Robert Menzies & Georrfrey Reaume (eds.) *Mad Matters: A Critical Reader in Canadian Mad Studies* (Toronto, Canadian Scholars Press) pp. 281-297.

Jaffee, Laura (2016) Disrupting global disability frameworks: Settler-colonialism and the geopolitics of disability in Palestine/Israel, *Disability & Society* 31 (1): 116-130.

Hollinsworth, David (2013) Decolonizing Indigenous disability in Australia, *Disability & Society* 28 (5): 601-615.

### January 23 Colonialism and Health

Allan, Billie & Janet Smylie (2015) *First Peoples, Second Class Treatment: The Role of Racism in the Health and Well-being of Indigenous Peoples in Canada—Executive Summary* (Toronto: Wellesley Institute & Living Well House)

Kurtz, Donna, Jessie Nyberg, Susan Tillaart, Buffy Mills & The Okanagan Urban Aboriginal Health Research Collective (2008) Silencing of voice: An act of structural violence—Urban Aboriginal women speak out about their experiences with health care, *Journal of Aboriginal Health* (January): 53-63.

de Leeuw, Sarah, Sean Maurice, Travis Holyk, Margo Greenwood & Warner Adam (2012): With reserves: Colonial geographies and First Nations health, *Annals of the Association of American Geographers*. Available at the following [link](#)

Maar, Marion, Darrel Manitowabi, Danusia Gzik, Lorrilee McGregor & Cheri Corbiere (2011) Serious complications for patients, care providers and policy makers: Tackling the structural violence of First Nations people living with diabetes in Canada, *The International Journal of Indigenous Policy* 2 (1): Available at the following [link](#)

Adelson, Naomi (2005) The embodiment of inequity: Health disparities in Aboriginal Canada, *Canadian Journal of Public Health* (March-April): 545-561.

## PART TWO—REPRESENTATIONS

### **January 30 Indigenous Narratives of Disability**

Thistle, Jesse (2015) Dishinikawshon Jesse: A life transformed, *Aboriginal Policy Studies*, 5 (1): 69-93.

Gillespie, Emily, et al (2016) *Expanding The Circle Monitoring The Human Rights Of Indigenous, First Nations, Aboriginal, Inuit And Métis People With Disabilities In Canada—Site Report* (Toronto: DRPI-Canada)

Gillespie, Emily, et al (2016) *Expanding The Circle Monitoring The Human Rights Of Indigenous, First Nations, Aboriginal, Inuit And Métis People With Disabilities In Canada—Systemic Report* (Toronto: DRPI-Canada)

Durst, Douglas, Shelly Manuel & Mary Bluehardt (2006) Urban First Nations people with disabilities speak out, *Journal of Aboriginal Health* (September): 34-43.

King, J., M. Brough & M. Knox (2014) Negotiating disability and colonisation: The lived experience of Indigenous Australians with a disability, *Disability & Society* 29 (5): 738-750.

### **February 11 Disability in Indigenous Narratives**

Couzelis, Mary (2013) “Who We Was”: Creating witnesses in Joseph Bruchac’s *Hidden Roots*, *Journal of Literary & Cultural Disability Studies* 7 (2): 159-174.

Kelsey, Penelope (2013) Disability and Native North American Boarding School Narratives, *Journal of Literary & Cultural Disability Studies* 7 (2): 195-212.

Senier, Siobhan (2013) “Traditionally, disability was not seen as such”: Writing and healing in the work of Mohegan medicine people, *Journal of Literary & Cultural Disability Studies* 7 (2): 213-229.

Senier, Siobhan (2012) Rehabilitation Reservations: Native narrations of disability and community, *Disability Studies Quarterly* 32 (4). Available at the following [link](#)

Barker, Clare (2013) “The Ancestors Within” Genetics, Biocolonialism, and Medical Ethics in Patricia Grace’s *Baby No-Eyes*, *Journal of Literary & Cultural Disability Studies* 7 (2): 141-158.

## February 16 Disability Narratives of Indigeneity

Tuck, Eve (2009) Suspending damage: A letter to communities, *Harvard Educational Review* 79 (3): 409-427.

Simpson, Audra (2011) Settlement's secrets, *Cultural Anthropology* 26 (2): 205-217.

Pegoraro, Leonardo (2015) Second-rate victims: The forced sterilization of Indigenous peoples in the USA and Canada, *Settler Colonial Studies* 5 (2): 161-173.

Nelsen, Sarah, Annette Browne & Josée Lavoie (2016) Representations of Indigenous peoples and use of pain medication in Canadian news media, *The International Journal of Indigenous Policy Study* 7 (1). Available at the following [link](#)

Greensmith, Cameron (2012) Pathologizing Indigeneity in the Caledonia "crisis," *Canadian Journal of Disability Studies* 1 (2): 19-42.

## READING WEEK—NO CLASS ON FEBRUARY 23

### March 2

### Diagnostic Narratives of Indigeneity

De Leeuw, Sarah, Margo Greenwood & Emilie Cameron (2010) Deviant constructions: How governments preserve colonial narratives of addictions and poor mental health to intervene into the lives of Indigenous children and families in Canada, *International Journal of Mental Health Addiction* 8:282–295.

Ferris, Melanie (2011) Preventing obesity in Canada's Aboriginal children: Not just a matter of eating right and getting active, *The International Indigenous Policy Journal*, 2 (1): Available at the following [link](#)

Czyzewski, Karina (2011) Colonialism as a broader social determinant of health, *The International Indigenous Policy Journal*, 2 (1). Available at the following [link](#)

Bombay, Amy, Kim Matheson & Hymie Anisman (2009) Intergenerational trauma: Convergence of multiple processes among First Nations peoples in Canada, *Journal de la santé autochtone*, novembre: 6-47.

Haskell, Lori & Melanie Randall (2009) Disrupted attachments: A social context complex trauma framework and the lives of Aboriginal peoples in Canada, *Journal de la santé autochtone*, novembre: 48-99.

## PART THREE—RESURGENCE

## March 9 Decolonizing Solidarity

Amadahy, Zainab & Bonita Lawrence (2009) Indigenous peoples and Black people in Canada: Settlers or allies? In Arlo Kempf (ed.) *Breaching the Colonial Contract: Anti-Colonialism in the US and Canada* (New York: Springer) pp. 105-136.

Driskill, Qwo-Li (2010) Doubleweaving two-spirit critiques: Building alliances between Native and Queer Studies, *GLQ* 16 (1-2): 69-92.

Smith, Andrea (2014) Native Studies at the horizon of death: Theorizing ethnographic entrapment and settler self-reflexivity, in Audra Simpson (ed.) *Theorizing Native Studies* (Durham: Duke University Press) pp. 207-234.

Sehdev, Robinder (2011) People of colour in treaty, in (ed.) Ashok Mathur, Jonathan Dewar & Mike DeGagné, *Cultivating Canada: Reconciliation through the Lens of Cultural Diversity* (Ottawa: Aboriginal Healing Foundation) pp. 265-274.

Lawrence, Bonita & Enakshi Dua (2005) Decolonizing antiracism, *Social Justice* 32 (4): 120-143.

## March 16 Decolonizing Research

Simpson, Audra (2007) On ethnographic refusal: Indigeneity, 'voice', and colonial citizenship, *Junctures* 9 (December): 67-80.

Acoose, Sharon, Debbie Blunderfield, Colleen Dell & Val Deslarlais (2009) Beginning with our voices: How the experiential stories of First Nations women contribute to a national research project, *Journal of Aboriginal Health* December: 35-43.

Hall, Laura, Colleen Dell, Barb Fornssler, Carol Hopkins & Christopher Mushquash (2015) Research as cultural renewal: Applying two-eyed seeing in a research project about cultural interventions in first nations addictions treatment *The International Indigenous Policy Journal* 6 (2). Available at the following [link](#)

Lavallée, Lynn (2009) Practical application of an Indigenous research framework and two qualitative indigenous research methods: Sharing circles and Anishnaabe symbol-based reflection, *International Journal of Qualitative Methods* 8 (1): 21-40

Castleden, Heather, Paul Sylvetsre, Debbie Martin & Mary McNally (2015). "I don't think that any peer review committee . . . would ever 'get' what I currently do": How institutional metrics for success and merit risk perpetuating the (re)production of colonial relationships in community-based participatory research involving Indigenous peoples in Canada, *The International Indigenous Policy Journal*, 6 (4): Available at the following [link](#).



## March 23 Indigenous Approaches to Health

- Radu, Iona, Larry House & Eddie Pashagumskum (2014) Land, life, and knowledge in Chisasibi: Intergenerational healing in the bush, *Decolonization: Indigeneity, Education & Society*, 3 (3): 86-105.
- Archibald, Linda (2006) *Final Report of the Aboriginal Healing Foundation—Volume III: Promising Healing Practices in Aboriginal Communities* (Ottawa: Aboriginal Healing Foundation)
- Maar, Marion, Marjory Shawande (2010) Traditional Anishinabe healing in a clinical setting: The development of an aboriginal interdisciplinary approach to community-based aboriginal mental health care, *Journal de la santé autochtone*, janvier: 18-27.
- Graham, Holly & Lynette Stamler (2010) Contemporary Perceptions of Health from an Indigenous (Plains Cree) Perspective, *Journal de la santé autochtone*, janvier: 6-17.
- Stewart, Suzanne (2008) Promoting Indigenous mental health: Cultural perspectives on healing from Native counsellors in Canada, *International Journal of Health Promotion and Education* 46 (2): 49-56.

## March 30 Indigenous Approaches to Wellness

**FINAL PAPER DUE APRIL 2**

- Pedri-Spade, Celeste (2016) Waasaabikizo: Our pictures are good medicine, *Decolonization: Indigeneity, Education & Society*, 5 (1): 45-70.
- Alfred, Taiaiake (2014) The Akwesasne cultural restoration program: A Mohawk approach to landbased education, *Decolonization: Indigeneity, Education & Society*, 3 (3): 134-144.
- LaBoucane-Benson, Patti, Ginger Gibson, Allen Benson, Greg Miller (2012). Are we seeking pimatisiwin or creating pomewin? Implications for water policy, *The International Indigenous Policy Journal*, 3 (3): Available at the following [link](#).
- Skye, Amber (2010) Aboriginal midwifery: A model for change, *Journal de la santé autochtone*, janvier: 28-37.
- Hill, Dawn (2009) Traditional Medicine and Restoration of Wellness Strategies, *Journal de la santé autochtone*, novembre: 26-42.