Indigeneity and Disability CDIS 5085 3.0  
Fall 2018

Class Time: Wednesdays 11:30am-2:30pm  
Location: VH 1156

Instructor: Sean Hillier  
Office: HNES 423  
Hours: Tuesday, 5:00pm to 6:00pm and Wednesday, 3:00pm to 4:00pm or by appointment  
Email: shillier@yorku.ca  
Tel: 416-736-2100 ext. 22056

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. Weekly seminar participation - 20%
2. Reading presentation x2 - 30% (15% each)
3. Final paper (due November 28) - 50% (late penalty of 5%/day to max of 50%)

ASSIGNMENT INSTRUCTIONS

1. 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 (seanahillier). You will receive 10% of your grade on October 24 based on the first six classes and the second 10% based on the final six classes.

2. You will be expected to summarize an article (you will choose these on day one) and lead the class in a discussion of its content (between 15-20 mins). You will highlight the main points of the article and provide a critical analysis of its topic and contents. You will then ask the class at least three critical questions based on the weeks topic broadly and of the article specifically.

3. You are to write a research paper (18-20 pages max) about any area discussed within the context of this course. These instructions should be interpreted as loosely as possible to allow for your creativity in how you approach the topic and paper. Submit the final paper via Moodle by midnight on the due date. The paper should be submitted in Word, be double-spaced; 12 point Times New Roman font; and follow the APA style guide. 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. Readings are also available electronically York’s online library database or via open source. If you require these in alternate format, contact Claudio Lacoe: transerv@yorku.ca or 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

September 5 - Introducing Settler Colonialism


September 12 - Laws Against Sovereignty

In-Class Film: Muffins for Granny (2008)


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


12. 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


PART TWO – Indigenizing Health & Disability

September 26 - Colonialism and Health


19. 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

October 3 - Colonialism and Disability


October 10 - READING WEEK: No Class

October 17 - Indigenous Approaches to Health


October 24 - Indigenous Approaches to Wellness


32. 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.


PART THREE—REPRESENTATIONS

October 31 - Indigenous Narratives of Disability


Canada—Systemic Report (Toronto: DRPI-Canada)


November 7 - Disability in Indigenous Narratives


42. 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.

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


November 14 - Disability Narratives of Indigeneity


November 21 - Diagnostic Narratives of Indigeneity


50. 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

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


PART FOUR — RESURGENCE

November 28 - Decolonizing Solidarity *Final Essay Due*


Policy on Requesting Make-Up Exams & Late Assignment Submissions

What to submit?
All request forms and supporting documents must be submitted in hardcopy in their original form. Scanned/faxed/photographed copies are not accepted.

The instructor and the School of Health Policy & Management have the right to request valid supporting documents. All supporting documents are non-returnable. Examples include:

Medical Circumstances
- **Attending Physician’s Statement**
  
  NOTE 1: Other forms of medical notes are not accepted.
  
  NOTE 2: A student claim of a headache, stomach ache, nausea or cold documented in the Attending Physician’s Statement as the indication for illness will not be accepted.

Non-Medical Circumstances
- Death of direct family members - death certificates, obituary notice, notice of funeral services, etc.
- Vehicle accidents - automobile accident reports, etc.
- Emergency travel – airline tickets with boarding passes, bus/train tickets, etc. The date that travel was booked on must be clearly shown. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates.
- Disability Accommodation

(1) If you are seeking anticipated accommodations, submit your Letter of Academic Accommodation issued by the Counselling and Disability Studies at York University
(2) If your request is for unforeseen circumstances related to a documented disability, your Disability Counsellor can provide supporting documentation if you have maintained contact during the term.

The following tables outline the request forms and supporting documents to be submitted and the submission deadlines.
### Reasons due to Unforeseen Circumstances

<table>
<thead>
<tr>
<th>Course Work</th>
<th>Forms</th>
<th>To Whom/Where to Submit</th>
<th>Deadlines for Seeking Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to submit outstanding course work by due date BUT Able to submit by the last date of classes</td>
<td></td>
<td>Negotiate with, and seek approval from, the Instructor directly by email</td>
<td>No later than 1 calendar day after the unforeseen circumstance occurred</td>
</tr>
<tr>
<td>Unable to submit outstanding course work by the last date of classes</td>
<td>No forms are required</td>
<td>Final Exam/Assignment Deferred Standing Agreement</td>
<td>The School of Health Policy &amp; Management (Room 403, HNES Building)</td>
</tr>
</tbody>
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**Reason: Religious Accommodation**  
(Requests need to be submitted well in advance)

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</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>No forms are required</td>
<td>Negotiate with, and seek approval from, the Instructor directly by email</td>
<td>No later than 14 calendar days prior to the assignment deadline</td>
</tr>
</tbody>
</table>

**Reason: Disability Accommodation**  
(Requests need to be submitted well in advance)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Unable to submit outstanding course work by due date BUT Able to submit by the last date of classes</td>
<td>No forms are required</td>
<td>Negotiate with, and seek approval from, the Instructor by submitting a Letter of Academic Accommodation</td>
<td>No later than 14 calendar days prior to the assignment deadline</td>
</tr>
<tr>
<td>Unable to submit outstanding course work</td>
<td>Final Exam/Assignment</td>
<td>Negotiate with, and seek approval from, the School of Health Policy &amp; Management (Room 403, HNES Building)</td>
<td>No later than 14 calendar days prior to</td>
</tr>
</tbody>
</table>
Who Makes the Decision?

Decisions about requests to submit course work by the last day of classes are decided by the instructor.

Decisions about requests to submit course work after the last day of classes are decided upon by a committee of the School of Health Policy & Management. Approvals are not guaranteed in either case.

If Your Request is Approved ...  
If an extension is granted for an assignment, the new deadline is firm and no further extensions will be considered.

If Your Request is Not Approved ...  
Instructor decisions on requests to submit course work by the last day of classes are final - there are no options to appeal. Late assignments will be subject to mark deductions as detailed in the course outline.

Committee decisions on requests pertaining to make-up final exams and requests to submit course work after the last day of classes may be petitioned through the Registrar’s Office. Follow the instructions posted on the Registrar’s Office website.
Important Course Information for Students and Instructors

The Senate Academic Standards, Curriculum and Pedagogy (ASCP) provide a Student Information Sheet that explains the followings.

1. Academic Honesty and Integrity

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

2. Access/Disability
3. Ethics Review Process
4. Religious Observance Accommodation
5. Student Conduct in Academic Situations

Additional information

Important University Sessional Dates
You will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, course withdrawal period (withdraw from a course and receive a grade of “W” on transcript), holidays, University closings and more on the Registrar’s Office website

Referencing Style
The referencing style approved by the course director is APA and must be used for all assignments and essays. York University Libraries provide manuals.

Writing and Learning Skills
You are strongly encouraged to seek assistance from the following university units.

1. Writing Centre
2. Learning Commons
3. Learning Skills Services
School of Health Policy and Management
Assignment Attachment Form

Student Name:  
Student Number:  
Course Code:  
Assignment Title:  
Due Date:  
Date Submitted:  

Please check each box after reading, to acknowledge agreement with each statement.

☐ I have read and understand the Senate Policy on Academic Honesty found on website at the following York Secretariat website on Academic Honesty.
☐ I have read and understood the assignment submission described in the course outline (syllabus)
☐ I have read and understood the criteria used for assessment in this assignment
☐ I have read and understood and followed the referencing guidelines required for assignments submitted at York University
☐ This assignment is entirely my own work, except where I have given documented references to work of others
☐ This assignment or substantial parts of it has not previously been submitted for assessment in any formal course of study, unless acknowledged in the assignment and previously agreed to by my Tutorial Leader and Course Director
☐ I understand that this assignment may undergo electronic detection for plagiarism and a copy of the assignment may be retained on the database and used to make comparisons with other assignments in the future

Signature: ___________________________  Date: ___________________