

York University
Graduate Program in Critical Disability Studies
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

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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 Laco: 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

1. 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.
2. 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.
3. Dua, Enakshi (2008) Thinking through anti-racism and Indigeneity in Canada, *The Ardent Review* 1 (1): 31-35.
4. Tuck, Eve & Wayne Yang (2012) Decolonization is not a metaphor, *Decolonization: Indigeneity, Education & Society* 1 (1): 1-40.

September 12 - Laws Against Sovereignty

In-Class Film: Muffins for Granny (2008)

5. Palmater, Pam (2014) Genocide, Indian policy, and legislated elimination of Indians in Canada, *Aboriginal Policy Studies* 3 (3): 27-54.
6. 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
7. Milloy, John (2008) Indian Act Colonialism: A Century of Dishonour, 1869-1969 (National Centre for First Nations Governance) Available at the following link
8. Ornelas, Roxanne (2014) Implementing the policy of the U.N. Declaration on the Rights of Indigenous Peoples, *International Indigenous Policy Journal* 5 (1).
9. Stanton, Kim (2011) Canada’s Truth and Reconciliation Commission: Settling the past? *International Indigenous Policy Journal* 2 (3): Available at the following link

September 19 - Decolonizing Research & Methodologies

10. Simpson, Audra (2007) On ethnographic refusal: Indigeneity, 'voice', and colonial citizenship, *Junctures* 9 (December): 67-80.
11. 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.
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
13. 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
14. 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.

PART TWO – Indigenizing Health & Disability

September 26 - Colonialism and Health

15. Raphael, D. (2016) (Chapter 1) *Social Determinants of Health: Canadian Perspectives*, 3rd ed. Toronto: Canadian Scholars' Press.
16. 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)
17. 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.
18. 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
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

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

21. 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

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

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

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

October 10 - READING WEEK: No Class

October 17 - Indigenous Approaches to Health

25. 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.

26. Archibald, Linda (2006) *Final Report of the Aboriginal Healing Foundation—Volume III: Promising Healing Practices in Aboriginal Communities* (Ottawa: Aboriginal Healing Foundation)

27. 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.

28. Graham, Holly & Lynette Stamler (2010) Contemporary Perceptions of Health from an Indigenous (Plains Cree) Perspective, *Journal de la santé autochtone*, janvier: 6-17.

29. 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.

October 24 - Indigenous Approaches to Wellness

30. Pedri-Spade, Celeste (2016) Waasaabikizo: Our pictures are good medicine, *Decolonization: Indigeneity, Education & Society*, 5 (1): 45-70.
31. Alfred, Taiaiake (2014) The Akwesasne cultural restoration program: A Mohawk approach to landbased education, *Decolonization: Indigeneity, Education & Society*, 3 (3): 134-144.
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.
33. Skye, Amber (2010) Aboriginal midwifery: A model for change, *Journal de la santé autochtone*, janvier: 28-37.
34. Hill, Dawn (2009) Traditional Medicine and Restoration of Wellness Strategies, *Journal de la santé autochtone*, novembre: 26-42.

PART THREE—REPRESENTATIONS

October 31 - Indigenous Narratives of Disability

35. Thistle, Jesse (2015) Dishinikawshon Jesse: A life transformed, *Aboriginal Policy Studies*, 5(1): 69-93.
36. 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)
37. 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)
38. Durst, Douglas, Shelly Manuel & Mary Bluehardt (2006) Urban First Nations people with disabilities speak out, *Journal of Aboriginal Health* (September): 34-43.
39. 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.

November 7 - Disability in Indigenous Narratives

40. Couzelis, Mary (2013) “Who We Was”: Creating witnesses in Joseph Bruchac’s Hidden Roots, *Journal of Literary & Cultural Disability Studies* 7 (2): 159-174.
41. Kelsey, Penelope (2013) Disability and Native North American Boarding School Narratives, *Journal of Literary & Cultural Disability Studies* 7 (2): 195-212.

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

44. 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.

November 14 - Disability Narratives of Indigeneity

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

46. 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.

47. 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

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

November 21 - Diagnostic Narratives of Indigeneity

49. 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.

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

52. 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.

53. 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 FOUR —RESURGENCE

November 28 - Decolonizing Solidarity *Final Essay Due*

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

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

56. 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.

57. 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.

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

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

Course Work	Forms	To Whom/Where to Submit	Deadlines for Seeking Approvals
Unable to submit outstanding course work by due date BUT Able to submit by the last date of classes	No forms are required	Negotiate with, and seek approval from, the Instructor directly by email	No later than 1 calendar day after the unforeseen circumstance occurred
Unable to submit outstanding course work by the last date of classes	Final Exam/Assignment Deferred Standing Agreement	The School of Health Policy & Management (Room 403, HNES Building)	No later than 7 calendar days following either the missed exam or the last day to submit course work

Reason: Religious Accommodation

(Requests need to be submitted well in advance)

Course Work	Forms	To Whom/Where to Submit	Deadlines for Seeking Approvals
Assignments	No forms are required	Negotiate with, and seek approval from, the Instructor directly by email	No later than 14 calendar days prior to the assignment deadline

Reason: Disability Accommodation

(Requests need to be submitted well in advance)

Course Work	Forms	To Whom/Where to Submit	Deadlines for Seeking Approvals
Unable to submit outstanding course work by due date BUT Able to submit by the last date of classes	No forms are required	Negotiate with, and seek approval from, the Instructor by submitting a Letter of Academic Accommodation	No later than 14 calendar days prior to the assignment deadline
Unable to submit outstanding course work by the last date of classes	Final Exam/Assignment Deferred Standing Agreement	Negotiate with, and seek approval from, the School of Health Policy & Management (Room 403, HNES Building) by submitting a Letter of Academic Accommodation	No later than 14 calendar days prior to the assignment deadline

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: