



CHL5520 INDIGENOUS HEALTH COURSE

CHL5520 -Intensive Summer 2022

Indigenous Health in Canada

University of Toronto Dalla Lana School of Public Health

REMEMBER to Tweet #CHL5520 and #IndigenousHealth

May 9 – 13, 2022 Hart House Farm

Territory Acknowledgement: We would like to acknowledge the traditional territories of the Mississauga of the New Credit First Nation, Anishnawbe, Wendat, Huron, and Haudenosaunee Indigenous peoples on which the Dalla Lana School of Public Health now stands. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. We would also like to pay our respects to all our ancestors and to our present Elders and Knowledge Keepers.

Professor: Angela Mashford-Pringle, PhD
Email: angela.mashford.pringle@utoronto.ca

Morning Lectures 9:30am-11:30am
Afternoon Teachings 1:00pm – 5pm

Prerequisites: This course is intended for graduate students who may or may not have knowledge or skills in Indigenous health. The course is designed as a foundational course for other Indigenous health courses offered at DLSPH.

Course Description:

This course introduces students to Indigenous people's health and well-being issues through an examination of the socio-political history of Canada. Students will learn about key health and well-being issues which are a result of the legacy of assimilationist government policies and legislation and affect Indigenous people across Canada.

Course Objectives: Students will gain knowledge about social determinants of health that can improve population health and reduce health disparities for Indigenous people in Canada. After this course, students should have knowledge of key elements in population health approaches; be able to describe social determinants that influence Indigenous health in Canada; and have a basic understanding of Indigenous health issues across Canada.

Learning Objectives: Students will demonstrate clear understanding of Indigenous Health in the historical and contemporary contexts. Students will be able to analyze the impact of colonial practices on Indigenous health and identify social, cultural, political, environmental, spiritual, organizational, and economic factors that promote resiliency and can improve the health and well-being of Indigenous peoples in Canada.

Required Texts:

All articles should be accessible either at the U of T online library or through a Google search. We will be discussing the required readings each day. Please check: <https://guides.library.utoronto.ca/indigenoushealth>
Younging, Gregory. (2018). *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*. ISBN Print 9781550597165/ ISBN eBook 9781550597196 – available at Indigo, Amazon, Kobo, and libraries



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Evaluation

Photo or Video Essay	30%	July 15, 2022
Final Research Paper	40%	July 29, 2022
Reflection Journal	30%	July 22, 2022

Due Date:

Assignments:

The assignments are designed to increase your learning about topics relevant to Indigenous people. Below is a comprehensive outline of the assignments:

1. Research Paper 40% Due July 29, 2022.

The goal of a research paper is twofold: 1) an issue related to Indigenous health in a compelling way with future directions (policy, research or program recommendations); and 2) to critically analyze academic literature to show strengths and deficits in the topic area. As part of your research paper, you should be examining: a) did the authors self-locate and explain how they came to this research; b) does the topic use a strengths- or deficit-based approach to the topic; c) do the authors describe an intervention, program, or policy and what impact has it had; and d) what future areas of research, policy, programming or need exists in the articles and do you agree with the direction (remember to think about why or why not!).

Students will research an Indigenous health issue as it relates to First Nations, Métis or Inuit peoples or communities in a specific area of Canada. Students can use topics and readings from the syllabus. Students should provide a clear topic sentence (I should understand what the paper is about within the first paragraph), where they searched for literature (this is your method of searching for the literature), determine if the article(s) engaged Indigenous peoples, and what are the main themes before starting a discussion section that critically analyzes the literature gathered along with the recommendations that should be put forward (in the conclusion). The paper should be 12 point font, with 1.5 line spacing and be no more than 20 pages in length.

There should not be more than 4 direct quotes throughout the paper. The paper should be 18 to 20 pages 1.5 line spaced in 12-point font using APA format. You can review:

<http://libraryguides.missouri.edu/journalismgradstudents/tips> and
<https://writing.wisc.edu/Handbook/PlanResearchPaper.html> .

2. Photo or Video Essay 30% Due July 15, 2022

Similar to traditional essays, photo or video essays tell a story or make a point using a visual medium. You can capture photos online (archives or other uncopyrighted materials) to help put your photo or video essay together. You can take new photos or video to build your story. Here are some steps to help you with the final product:

- Develop a topic/theme. Narrow down your topic so that you have a clear narrative. You should make an argument in your photo/video essay, think about the elements of an effective argument/critique.
- Create an outline with for the video/photos.
- Collect your images or video to ensure that you have your topic/theme covered.
- Collect your voice files, music and/or **very limited text** that will accompany all photos or be overlaid on the video.
- Upload your files into a video or photo editing software (e.g., video= YouTube Beta or iMovie and for photos use PowerPoint or Microsoft Photo Editor).
- Ensure you keep a list of references for all materials that you may get from the internet especially if they are not copyrighted. Music should be from Creative Commons or something you personally created.



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- g) Edit your essay so there is a clear topic/theme. This is not a traditional essay. You can collage and scan photos, but ensure that the story is apparent when you do this.
- h) For video essays, please use YouTube or TikTok (depending on length) and share the link. On YouTube, you can have an unlisted channel and send me a link via email. For photo essays, upload the PowerPoint or other format through Quercus.
- i) There should be **VERY LIMITED** words used throughout. A photo or video essay should say what you need without words!!

3. Reflection Paper (30%) – Due on July 22, 2022

Students will be provided time each day to add their daily reflections to their journal about their land-based experiences as well as their self-reflection of learning. Reflection papers should bridge comprehension of the readings, experiential learning and your own knowledge and experience to provide greater depth by using concrete examples and supported by the literature. This assignment encourages you to explore your own ideas about the experience, readings and personal experience and knowledge to express your opinion. Using reflective writing, you can say what you think and how and why you think that way. Students should consider answering these questions as part of their assignment:

- A) What was interesting for you each day;
- B) How did they feel about the course materials and/or activities;
- C) What was difficult to understand/comprehend for you each day;
- D) What you did with/on the land each day (this will be independently after hearing Elders);
- E) Experiences with Elders, Knowledge Keepers, Healers or other Indigenous leaders that had an impact (positive or negative) on your time in the intensive course;
- F) What did you learn from the overall experience? About yourself? About working on the land? About society?
- G) Did your experience fit with the goals or concepts of the course? Why or why not? What are your lessons for the future? What was successful? Why? What would you do differently? Why?

This paper should be no more than 30 pages. Each reflection paper will include the following:

- A **description of your overall experience** (25% of assignment grade): Students should provide how the learnings that you experienced affected you and if land-based learning was what you expected it to be.
- A detailed description of the experiences that made you reflect on your own knowledge experiences supported with the literature, where possible, (45% of assignment grade): Students should not only reflect on your experiences with the land, discussions and readings, but their reflections of your experiences during the land-based course. It is anticipated that the course readings and recommended readings will be a source of knowledge for you to use to support your experiences.
- Your experiences and how the course fit with your goals (20% of assignment grade): You are encouraged to reflect upon your experiences and how this course fit or did not fit with your personal goals and academic direction. Answer all the questions in (G) above. Then write a conclusion about your experience and what you will take from the course.
- Content and flow of the paper (10% of assignment grade): Is the paper comprehensive? Does it flow well? What is the overall quality of the paper?

Late Penalties:

Assignments are due on the assigned date. Assignments handed in after this time will receive 5% off at 1:01pm or later even if turned in later the same day and an additional 5% off for every day late to a maximum of seven days. After seven days, **assignments will no longer be accepted. Students are also responsible for requesting in**



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writing (by email), (at the latest) three days prior to the due date for an extension for exceptional circumstances. Extensions granted will identify a new due date. The email should include the full name of the student, the student number, the assignment for which an extension is requested, and a reason for the request. Documentation will be required (e.g., a doctor's note).

Recording of Lectures/Webinar Sessions

Course videos may not be reproduced, posted, or shared anywhere other than the official course Quercus site and/or the DLSPH YouTube channel and should only be used by students currently registered in the course. Students may not create additional audio or video recordings without written permission from Dr. Mashford-Pringle or the Elders/Knowledge Keepers in the course since recordings will be provided for all lectures. Permission for such recordings will not be withheld for students with accommodation needs.

Respect for classmates

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Academic Integrity

Students must adhere to the [Code of Behaviour on Academic Matters](#). *It is your responsibility to know what constitutes appropriate academic behaviour.* You are responsible for ensuring that you do not act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, impersonating another person, and committing plagiarism. For more information see [U of T Academic Integrity](#) website.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me/us and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>.

Key Resources and Supports for DSLPH Graduate Students

- [DLSPH Covid Information](#)
- [DLSPH Student Resources \(Policies, Financial Aid, Health and Wellness, etc.\)](#)



Class Outline:

	Topics	Readings
Day 1 May 9	<p>Morning Lecture 9:30am-11:45am: Welcoming, Introductions, Questions about the course, Introduction to Indigenous Health, Discussion of readings</p> <p>Afternoon Teaching: Introduction to Indigenous health from Elders Luana Shirt & Scott DeBiassage 1-4pm Activity: Meet and befriend a tree</p>	<p><u>A) Younging, Gregory (2018) Elements of Indigenous Style – read whole book before first class.</u></p> <p><u>B) Loppie Reading, C. & Wien, F. (2009). Health Inequalities, Social Determinants and Life Course Health issues Among Aboriginal Peoples in Canada. Prince George, BC: National Collaborating Centre for Aboriginal Health.</u> https://www.ccsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf</p> <p>C) International Journal of Indigenous Health. (n.d.) Defining Aboriginal Peoples Within Canada. https://journals.uvic.ca/journalinfo/ijih/IJIHDefiningIndigenousPeoplesWithinCanada.pdf</p> <p>D) NCCIH. (2012). The State of Knowledge of Aboriginal Health: A Review of Aboriginal Public Health in Canada. https://www.ccsa-nccah.ca/docs/context/RPT-StateKnowledgeReview-EN.pdf</p> <p><u>E) Wicihitowin Conference Committee. (2017). Authentic Engagement of First Nations and Métis Traditional Knowledge Keepers. Saskatchewan.</u> https://uakn.org/wp-content/uploads/2018/12/Wicihitowin_AuthenticEngagementBooklet_V8.pdf</p> <p>Questions for Reflection Journal Day 1: What terminology have you been using for Indigenous people? What are your thoughts on connection to all of creation?</p>
Day 2 May 10	<p>Morning Lecture 9:00am – 12:00pm: Intergenerational Trauma</p> <p>Afternoon Teaching: Introduction to Indigenous medicines/healing: Elder Wendy Phillips 1-4pm Activity: Take pictures of different plants, trees, and animals in a 30 minute walk</p> <p>Evening: Fireside chat</p>	<p>A) NAHO (2008). An Overview of Traditional Knowledge and Medicine and Public Health in Canada. Ottawa, ON: NAHO. http://search.library.utoronto.ca/details?8674580</p> <p>B) Hill, D.M. (2003). Traditional Medicine in Contemporary Contexts: Protecting and Respecting Indigenous Knowledge and Medicine. NAHO. http://search.library.utoronto.ca/details?10529664</p> <p>C) Czyzewski, K. (2011). Colonialism as a Broader Social Determinant of Health. <i>Int'l Indigenous Policy J</i>, Vol 2, Issue 1. DOI: 10.18584/iipj.2011.2.1.5</p> <p>Questions for Reflection Journal Day 2: How can you assist with healing from inter- or intra-generational trauma? What did you learn about traditional structures that was new or could be incorporated into mainstream buildings? Did you visit your tree friend? What power, privilege and positionality do you have?</p>



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<p>Day 3 May 11</p>	<p>Morning Lecture 9:00am – 12pm: The Effects of Colonization on Indigenous Health</p> <p>Afternoon Teaching: Walk with Elder(s) for traditional teachings on water & medicines (possibly a medicine walk): Knowledge Keeper/Elder Wendy Phillips</p>	<p><u>A)</u> Mashford-Pringle, A. (2011). How'd We Get Here From There? American Indians and Aboriginal Peoples of Canada Health Policy. <i>Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health</i>, Vol 9(1), pp. 153-176. https://www.researchgate.net/publication/283642671_How_Did_We_Get_Here_from_There</p> <p><u>B)</u> Ryan, C. Ali, A. & Shawana, C. (2021). Forced or Coerced Sterilization in Canada: An Overview of Recommendations for Moving Forward. <i>IJIH</i>. https://jps.library.utoronto.ca/index.php/ijih/article/download/33369/27348/</p> <p><u>C)</u> Statistics Canada (2021). A snapshot: Status First Nations people in Canada. https://www150.statcan.gc.ca/n1/en/pub/41-20-0002/412000022021001-eng.pdf?st=au5rljMo</p> <p><u>D)</u> Turpel-Lafound, M. Lemchuk-Favel, L. Johnson, H. (2021). In Plain Sight: Elaboration on the Review. <i>BCMJ</i> 63(2):83-88. https://bcmj.org/special-feature/plain-sight-elaboration-review OR Summary Report for In Plain Sight report https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Summary-Report.pdf</p> <p>Videos to watch: The Future of Indigenous Health in the Time of COVID: https://www.cpd.utoronto.ca/covid19-resource/the-future-of-indigenous-health-in-the-time-of-covid/</p> <p>Questions for Reflection Journal Day 3: What surprised you the most about the lecture topics today? Did you get inspired by the Elders?</p>
<p>Day 4 May 12</p>	<p>Morning Lecture 9:00am-12pm: Identity (cultural, social, spiritual, linguistic, etc.)</p> <p>Afternoon: Elder Vern Morrisette</p>	<p><u>A)</u> Allan, B. & Smylie, J. (2015). <i>First Peoples, Second Class Treatment: The role of racism in the health and well-being of Indigenous peoples in Canada</i>. Wellesley Institute: Toronto, ON. http://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf</p> <p><u>B)</u> Currie, C., Wild, T. C., Schopflocher, D., Laing, L., Vengeler, P., & Parlee, B. (2013). Racial Discrimination, Post Traumatic Stress, and Gambling Problems among Urban Aboriginal Adults in Canada. <i>Journal of Gambling Studies</i>, 29, 393-415. https://doi.org/10.1007/s10899-012-9323-z</p>



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		<p>Questions for Reflection Journal Day 4: Write about your power (in many different settings) and how that provides or detracts from your privilege in our society. Describe how you are positioned in our society and how you might be able to use that in the future.</p>
<p>Day 5 May 13</p>	<p>Morning Lecture 9:00am-11am: Engaging Community; Cultural safety; 3Ps</p> <p>Afternoon lecture: Q & A 1-3:30pm –Talk about other issues they want to have students to think about throughout their degree Talking Circle reflecting on Indigenous health</p>	<p>A) Yeager, K.A. & Bauer-Wu, S. (2013). Cultural humility: Essential foundation for clinical researchers. <i>Applied Nursing Research</i>, Vol. 26(4), pp. 251-256 https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/08971897/v26i0004/251_cheffcr.xml</p> <p>B) Mashford-Pringle, A.; Stewart, S. (2019). Akiikaa (it is the land): exploring land-based experiences with university students in Ontario. <i>Global Health Promotion</i>. DOI: 10.1177/1757975919828722. https://journals.sagepub.com/doi/full/10.1177/1757975919828722</p> <p>C) Blackstock, C. (2012). Jordan’s Principle: Canada’s broken promise to First Nations. <i>Paediatric Child Health</i>, Vol. 17(7). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3448536/</p> <p>D) Stewart, M. (2019). Remembering Neil Stonechild and exposing systemic racism in policing. <i>The Conversation</i>. https://theconversation.com/remembering-neil-stonechild-and-exposing-systemic-racism-in-policing-128436</p> <p>Questions for Reflection Journal Day 5: What gave you an ‘a-ha’ moment? If nothing, what would you have liked to either try (in person) or learn?</p> <p>Think about your introduction, how do you think you will introduce yourself going forward? Look at your power and privilege – what can you do to create safe and equitable spaces?</p>



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BEFORE ATTENDING:

Asynchronous Videos to watch:

- A) Introduction to Indigenous Terminology
- B) Contact to the 1950s
- C) 1960 to 2000 Indigenous History
- D) Racism & Stereotypes
- E) The Medicine Chest Clause
- F) Description of what inter- and intra-generational trauma is
- G) Métis Health with Dr. Bryanna Scott-Kay

WATCH THESE VIDEOS AFTER THE FARM:

- H) Indigenous Health Issues
- I) What are the Social Determinants of Health (SDOH)?
- J) An Inuit Elder's story on living a healthy life <https://www.youtube.com/watch?v=QShFZqNe1II>
- K) Babakieuera <https://www.youtube.com/watch?v=oUMpPgMGce8&t=298s>
- L) Video by Elder Blu Waters on 2SLGBTQIA+
- M) Video about traditional structures
- N) Circles – Indigenous Research Methods
- O) 3Ps – Power, Privilege & Positionality
- P) UTM Nature Walk
- Q) Watch at least one of the 5 Creation stories: <http://www.fourdirectionsteachings.com/transcripts.html>
- R) Muskeg Tea aka Labrador Tea -
https://www.youtube.com/watch?v=djFD7NVGrQc&feature=youtu.be&fbclid=IwAR1niWMpMTU4UiFwVHj8JJGIDVSrZ4TvbucYSYcsO2U3rs5xQ-LplQ_hnJE
- S) Birch Tree medicine – Chaga, Polypores & bark
https://www.youtube.com/watch?v=ONnyT8F_xmE&feature=youtu.be&fbclid=IwAR01uuxAsQjOriICOfKIJwb8Fvrc5d2jHqGqaSXxjhjx12cierWMIMgfS-E
- T) Elder Bertha Skye talks about the power of Cedar
<https://www.youtube.com/watch?v=D7dEYpTY71s&feature=youtu.be&fbclid=IwAR1Lhf0t1WwMXWSAHCDG2hUPU2Sh-hZGL878vmbTIsr44xvdKdCX2SzOEu0>
- U) The Spirit Medicine of Cedar
https://www.youtube.com/watch?v=5n2Rile_ZF4&feature=youtu.be&fbclid=IwAR0Eou1XfEnFCs_2XICLlxV53AmyxQKrM2GuKL8fwtAIGJV6a0EIVeBdUJc
- V) Living the Good Life
<https://www.youtube.com/watch?v=IThjkpslswM&feature=youtu.be&fbclid=IwAR2bYzftqV3wmcliZ-mdTlwqOmTenYEI09dhABpucPIvTTNWlkmUJQn-T8>



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Recommended Readings:

Paradies, Y. (2016). Colonisation, racism and indigenous health. *Journal of Population Research*, 33, 83-96.
<https://doi.org/10.1007/s12546-016-9159-y>

Nelson, S., & Wilson, K. (2018). Understanding barriers to health care access through cultural safety and ethical space: Indigenous people's experiences in Prince George, Canada. *Social Science & Medicine*, 218, 21-27.
<https://doi.org/https://doi.org/10.1016/j.socscimed.2018.09.017> (September 15, 2018)

Réseau Montreal Urban Aboriginal Community Strategy Network. (2018). Indigenous Ally Toolkit. Access here:
https://segalcentre.org/common/sitemedia/201819_Shows/ENG_AllyToolkit.pdf

Chan, W.W., Ng, C; & Young, TK. (2013). How we identify and count Aboriginal people – does it make a difference in estimating their disease burden? *Chronic Disease and Injuries in Canada*, Vol. 33(4), pp. 277-80.
<https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-33-no-4-2013/cross-canada-forum-how-we-identify-count-aboriginal-people-does-it-make-difference-estimating-their-disease-burden.html>

National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). Reclaiming Power and Place. **Read ONLY Executive Summary.**
https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf

Frederick Tisdall Summary.
<http://www.sickkids.ca/AboutSickKids/History-and-Milestones/Our-History/Frederick-Tisdall.html>

Christian Aboriginal Infrastructure Developments (CAID). (2019). Doctrine of Discover.
http://caid.ca/Ddoc_dom.html

Turner, N.; Turner, K. (2008). ‘Where Our Women Used to Get the Food’: Cumulative Effects and Loss of Ethnobotanical Knowledge and Practice; Case Study from Coastal British Columbia. *Botany*, Vol. 86, pp. 103-115.
http://go.galegroup.com/myaccess.library.utoronto.ca/ps/i.do?p=AONE&u=utoronto_main&id=GALE|A180697136&v=2.1&it=r&sid=summon&authCount=1

Davis-Delano, L.; Gone, J.; Fryberg, S. (2020). The psychosocial effects of Native American mascots: a comprehensive review of empirical research findings. *Race Ethnicity & Education*.

Royal College of Physicians and Surgeons. (2018). Indigenous Health Primer.
<https://www.royalcollege.ca/rcsite/documents/health-policy/indigenous-health-primer-e.pdf>

Duff, P.; Bingham, B.; Simo, A.; Jury, D.; Reading, C.; Shannon, K. (2014). The ‘Stolen Generations’ of Mothers and Daughters: Child Apprehension and Enhanced HIV Vulnerabilities for Sex Workers of Aboriginal Ancestry. PLOS One. <https://journals.plos.org/plosone/article/authors?id=10.1371/journal.pone.0099664>

Matthews, Richard. (2017). The cultural erosion of Indigenous people in health care. *CMAJ*, Vol. 189(2). DOI: 10.1503/cmaj.160167 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5235932/>



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Kaspar, V. (2014). The lifetime effect of residential school attendance on indigenous health status. *American J of Public Health*, Vol. 104(11), pp. 2184-90.

<https://search-proquest-com.myaccess.library.utoronto.ca/docview/1619996542?pq-origsite=summon&accountid=14771>

CBC News. 2010. First Nations right to vote granted 50 years ago.

<https://www.cbc.ca/news/canada/north/first-nations-right-to-vote-granted-50-years-ago-1.899354>

Van Kirk, S. (2002). 'Marrying-in' to 'Marrying-Out': Changing Patterns of Aboriginal/Non-Aboriginal Marriage in Colonial Canada. *Frontiers: A Journal of Women Studies*, Vol. 23(30), pp. 1-11.

<http://muse.jhu.edu.myaccess.library.utoronto.ca/article/40617>

Stote, K. (2012). The Coercive Sterilization of Aboriginal Women in Canada. *American Indian culture and research journal*, Vol 36(3), pp. 117-150.

<http://uclajournals.org.myaccess.library.utoronto.ca/doi/pdf/10.17953/aicr.36.3.7280728r6479j650>

Special Committee on Violence Against Indigenous Women. (2014). Invisible Women: A Call to Action. A Report on Missing and Murdered Indigenous Women in Canada. Ottawa, ON: House of Commons.

http://ywcacanada.ca/data/research_docs/00000359.pdf

Orchard, T.; Druyts, E.; McInnes, C.W.; et al (2010). Factors behind HIV testing practices among Canadian Aboriginal peoples living off-reserve. *AIDS Care*, Vol. 22(3); pp. 324-331. At:

https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/09540121/v22i0003/324_fbhtpacaplo.xml

Barker, A. (2012). Already Occupied: Indigenous Peoples, Settler Colonialism and the Occupy Movements in North America. *Social Movement Studies*, Vol. 11(3-4), pp. 327-334.

https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/14742837/v11i3-4/327_aaipsetomina.xml

Hayden, Taylor, D. (2004). This Boat. *This Magazine*, Vol. 38(1), pp. 22-23. <https://this.org/2004/07/06/myboat/>

Wood, L. (2015). Idle No More, Facebook and Diffusion. *Social Movement Studies*, Vol. 14(5), pp. 615-621.

https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/14742837/v14i0005/615_inmfad.xml

Waldram, J.; Herring, A.; & Young, TK. (2006). *Aboriginal Health in Canada*. Toronto, ON: University of Toronto Press. <seminal work>

Logie CH, Lys CL, Sokolovic N, Mackay KI, Donkers H, Kanbari A, Pooyak S, Loppie C (2021). Contextual factors associated with depression among Northern and Indigenous adolescents in the Northwest Territories, Canada. *Global Mental Health* 8, e22, 1–10. <https://doi.org/10.1017/GMH.2021.21>

Ristock, J. Zoccole, A., Passante, L., Potskin, J. (2019). Impacts of colonization on Indigenous Two-Spirit/LGBTQ Canadians' experiences of migration, mobility and relationship violence. *Sexualities*, 22(5-6), 767–784.

<https://doi.org/10.1177/1363460716681474>



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Laing, M. (2021). Urban Indigenous Youth Reframing Two-Spirit. Taylor and Francis.
<https://doi.org/10.4324/9781003094296>

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