

<p>Course Name:</p> <p>HLTH 493/3.0</p> <p>Advanced Topics in Health Indigenous Food Studies Sovereignty</p>	<p>Course Instructor:</p> <p>Dr. Sarah Blacker</p>	<p>Contact Hours:</p> <p>Seminar: 1 x 3 hrs/wk / 12 weeks</p> <hr/> <p>Prerequisite:</p> <p>Level 4 in a HLTH (Major or Joint Honours) or KINE Plan.</p> <hr/> <p>Exclusion:</p>
<p>Course Description:</p> <p>Indigenous Food Sovereignty highlights the innate ability of Indigenous peoples to be in charge of their own food systems, including the ability to define one's own food sources and processes. This course will explore the reciprocal nature of food sovereignty, foregrounding the interdependent relationships humans have with the land, plants, and animals that give their lives for sustenance, as well as Indigenous Food Sovereignty's inherently anti-colonial foundations, which prioritize the resurgence and revitalization of Indigenous cultures and ways of being that support physical, emotional, mental, and spiritual well-being. This course will follow a seminar format in which student preparation, presentation, participation, and discussion are key requirements for learning. The class activities and assignments are intended to foster critical thinking.</p>		<p>Course Texts:</p> <p>You do not need to purchase a textbook or a courseware package for this course. All of the assigned texts for this course are available through the Course Reserves for HLTH 493 / INDG 495 (via onQ).</p>
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify Indigenous Food Sovereignty practices and explain how these practices can work to counteract settler colonialism and systemic racism. • Describe the relationship between the social determinants of health and population health frameworks to the frameworks of settler colonialism and systemic racism as root causes of health inequities. • Develop your skills in written, oral, and visual communication techniques to communicate information, arguments, and analyses in relation to 		<p>Course Evaluation:</p> <p>Participation (15%) Response Paper (15%) Short presentation on an assigned text for the course (15%) Prospectus and annotated bibliography (20%) Peer review of classmates' work (10%) Research paper (25%)</p>

<p>Indigenous food sovereignty accurately and reliably.</p> <ul style="list-style-type: none"> • Demonstrate critical thinking, research, and communication skills through developing and presenting your own analysis of a text on Indigenous food sovereignty practices in class. • Reflect on changes in your understanding of the need for and possible outcomes of Indigenous Food Sovereignty practices prior to, during, and after this course. 	
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Course Outline

Course introduction and overview	Decolonizing health care
The treaties and the Indian Act	Environmental contamination and food security
Residential Schools and the Sixties Scoop	Climate Justice, Food Sovereignty
Indigenous Food Sovereignty, health, and well-being	Healing / repair / resurgence
Interdependence and co-creation	Community-led Indigenous Food Sovereignty projects
Nutritional colonialism and decolonizing food	Land-Based Education and Food Sovereignty