

Syllabus CGS 3533G 550  
 Anti-Racism in Global Health Promotion  
 Selma Tobah  
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 Wednesday 6:30-9:30pm; HC-W101  
 Office Hours: By appointment

**Course Description**

This course confronts problems of racism in global health promotion and generates critical perspectives on how global health objectives can be mobilised through fundamentally anti-racist practices. Students will investigate ways in which global health promotion may function with practices of decolonization and in support of community-based self-determination.

**Course Objectives**

In successfully completing this course, students will be able to:

- Compare and contrast various definitions of health and health promotion
- Differentiate between interpersonal and systemic forms of racism, providing examples of each in the context of health promotion
- Understand how racism affects health globally and locally, with specific attention to Black, Indigenous, and newcomer populations
- Describe models of decolonization as they relate to health practices

**Prerequisites**

0.5 Centre for Global Studies course at the 1000–1099 level; or one of the following: enrolment in either the Honours Specialization, Specialization, or Major in Health Sciences; enrolment in the Major in Environment and Health; enrolment in either the Honours Specialization or Major in Indigenous Studies; enrolment in third or fourth year of a BScN program; or permission of the Centre for Global Studies.

**Textbooks and Course Materials**

There are no textbooks required for this course. Weekly readings can be found online through the Western Library system and will be posted to OWL

<b>Class Date</b>	<b>Content</b>	<b>Assigned Reading</b>
Week 1 – Jan. 11 2023	Introduction to the course	Course Syllabus
Week 2 – Jan. 18 <sup>th</sup> 2023	Intro to health promotion	Kumar, S., & Preetha, G. S. (2012). Health promotion: an effective tool for global health. <i>Indian journal of community medicine: official publication of Indian Association of Preventive &amp; Social Medicine</i> , 37(1), 5.  McPhail-Bell, K., Fredericks, B., & Brough, M. (2013). Beyond the accolades: a

		<p>postcolonial critique of the foundations of the Ottawa Charter. <i>Global Health Promotion</i>, 20(2), 22-29.</p> <p>Van den Broucke, S. (2020). Why health promotion matters to the COVID-19 pandemic, and vice versa. <i>Health promotion international</i>, 35(2), 181-186.</p>
Week 3 – Jan. 25 <sup>th</sup> 2023	Health Impacts of Interpersonal and Structural Racism	<p>Elkassam, S., Csiernik, R., Mantulak, A., Kayssi, G., Hussain, Y., Lambert, K., ... &amp; Choudhary, A. (2018). Growing up Muslim: The impact of Islamophobia on children in a Canadian community. <i>Journal of Muslim Mental Health</i>, 12(1), 3-18.</p> <p>Ali, S. H., &amp; Rose, J. R. (2022). The post-colonialist condition, suspicion, and social resistance during the West African Ebola epidemic: The importance of Frantz Fanon for global health. <i>Social Science &amp; Medicine</i>, 115066.</p>
Week 4 – Feb. 1st 2023	Equitable Access to Healthier Communities	<p>Signal, L. N., Walton, M. D., Ni Mhurchu, C., Maddison, R., Bowers, S. G., Carter, K. N., &amp; Pearce, J. (2013). Tackling ‘wicked’ health promotion problems: a New Zealand case study. <i>Health promotion international</i>, 28(1), 84-94.</p> <p>Herman, L., Walker, R., &amp; Rosenberg, M. (2021). Age-Friendly Communities and Cultural Pluralism: Examining Saskatoon’s Chinese-Canadian Social Enclave. <i>Canadian Journal on Aging/La Revue canadienne du vieillissement</i>, 40(3), 463-474.</p> <p>Greenfield, E. A. (2018). Age-friendly initiatives, social inequalities, and spatial justice. <i>Hastings Center Report</i>, 48, S41-S45.</p>
Week 5 – Feb 8 <sup>th</sup> 2023	Understanding Health Promotion Research: Databases and Tools	<p>Potvin, L., &amp; Jourdan, D. (2021). Health promotion research has come of age! Structuring the field based on the practices of</p>

		health promotion researchers. <i>Global Health Promotion</i> , 28(4), 26-35.
Week 6 <sup>th</sup> – Feb. 15 <sup>th</sup> 2023	Global Responses to Covid-19	<p>Fofana, M. O. (2021). Decolonising global health in the time of COVID-19. <i>Global Public Health</i>, 16(8-9), 1155-1166.</p> <p>McKenzie, K., Dube, S., Peterson, S. <i>Tracking COVID-19 Through Race-Based Data</i>. Wellesley Institute  <a href="https://www.wellesleyinstitute.com/wp-content/uploads/2021/08/Tracking-COVID-19-Through-Race-Based-Data_eng.pdf">https://www.wellesleyinstitute.com/wp-content/uploads/2021/08/Tracking-COVID-19-Through-Race-Based-Data_eng.pdf</a></p>
Week 7: Reading Week		
Week 8 – March 1 <sup>th</sup> 2023	Newcomer Health: Critiques of “Integration”	<p>Ward, C., &amp; Geeraert, N. (2016). Advancing acculturation theory and research: The acculturation process in its ecological context. <i>Current Opinion in Psychology</i>, 8, 98-104.</p> <p>Rana, J. (2022). Secular-religious self-improvement: Muslim women's kickboxing in the Netherlands. <i>American Ethnologist</i>, 49(2), 191-203.</p>
Week 9 – March 8 <sup>th</sup> 2023	Indigenous Health in/out of Colonial Systems	<p>Phillips-Beck, W., Eni, R., Lavoie, J. G., Avery Kinew, K., Kyoon Achan, G., &amp; Katz, A. (2020). Confronting racism within the Canadian healthcare system: systemic exclusion of First Nations from quality and consistent care. <i>International Journal of Environmental Research and Public Health</i>, 17(22), 8343.</p> <p>Redvers, N., Schultz, C., Vera Prince, M., Cunningham, M., Jones, R., &amp; Blondin, B. S. (2020). Indigenous perspectives on education for sustainable healthcare. <i>Medical Teacher</i>, 42(10), 1085-1090.</p> <p>Jones, R. (2019). Climate change and Indigenous health promotion. <i>Global health promotion</i>, 26(3_suppl), 73-81.</p>

Week 10 – March 15 <sup>th</sup> 2023	Anti-Black Racism and Health Practices	Maynard, R. (2017). Policing Black Lives: State Violence in Canada from Slavery to the Present. United States: Fernwood Publishing. [pgs.64-82 only]  Hill, M. L. (2020). We Still Here: Pandemic, Policing, Protest, and Possibility. United States: Haymarket Books. [Chapter Death-Eligible]
Week 11 – March 22 <sup>nd</sup> 2023	Decolonial Practices in Health Promotion	Simpson, L. B. (2017). As We Have Always Done: Indigenous Freedom Through Radical Resistance. United Kingdom: University of Minnesota Press. [Chapter 1 only]  Ashdown-Franks, G., & Joseph, J. (2021). ‘Mind your business and leave my rolls alone’: A case study of fat black women runners’ decolonial resistance. <i>Societies</i> , 11(3), 95.
Week. 12 – March 29 <sup>th</sup> 2023	Paper Presentations	Peer Summaries
Week 13 – April 5 <sup>th</sup> 2023	Paper Presentations	Peer Summaries

### Assessments

#### **OWL Weekly Contributions - 15%**

Students are asked to contribute to the OWL forum with a single post weekly. Posts can include a question, comment, or curiosity based on one of the readings assigned for that week. Posts on OWL will then be brought to the classroom for discussion to clarify any questions and build on the ongoing commentary. There is no rubric for this assignment. Posts are graded for completion. Weekly Contributions are due by noon (12pm) on each day we have class.

#### **Reflection Papers - 30% (15% each)**

Students are assigned two reflection papers to be submitted based on the readings of weeks of their choosing. At the start of class on Week 2, students will have the opportunity to sign up for which topics/weekly readings they will be writing their reflections about. In the reflection papers, students are asked to answer the question, “how does this content relate to my own life experiences”, and consider new/old concepts in relation to the ways they’ve experienced health and wellbeing. Papers are to be 3-4 pages each. Rubrics can be found on OWL. Papers are due at the start of class.

**Research Question and Annotated Bibliography – 15%**

As the final assignment for this course is a single research paper, students are asked to submit for review their research question and an annotated bibliography of five sources minimum. The research question should include a justification of how this topic piqued their interest and why it is a worthwhile topic to them. Each citation in the annotated bibliography should include approx. 150 word description of the source and how it will be used in the final paper. Of the five sources, only two can be from the assigned course readings with the majority coming from the student's own searching. Rubrics can be found on OWL. A hard copy of the assignment is due at the start of class on Feb. 15<sup>th</sup>.

**Paper presentations – 5%**

Students will be provided the opportunity to share their paper topics with the class. Presentations will be 15 minutes maximum with an additional 5 minutes provided for questions from the class. Students will present their research questions and findings to the class for the opportunity for brief feedback. Rubrics can be found on OWL.

**Final Research Paper – 35%**

Students will complete a final research paper on a topic of their choosing related to health promotion practices. Papers can be exploratory (exploring a new idea and critically engaging with existing literature on the topic) or argumentative (presenting a thesis and exploring the existing literature for supporting and contradicting arguments). Papers will be assessed on clarity of writing, critical thinking, originality, and relevance to course content. Papers are to be approx. 15 pages in length not including citations. Rubrics can be found on OWL. Papers are due Monday, April 10<sup>th</sup> at midnight.



## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy,

specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic_calendar) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](https://www.uwo.ca/academic_calendar/academic_consideration_medical.pdf). Consult **Huron Academic Advising** at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at



[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

[huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca) Community

Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -  
[Academic Calendar - Western University \(uwo.ca\)](#)