

## SOC6309H: Ethnicity III—Indigeneity I

### Indigenous Sociology: Decolonizing the Sociological Imagination

Fall 2022

#### Course Meeting Information

**Instructors:** Yvonne Sherwood, Ph.D.

**In-Person Delivery:** Thursday, 9am to 11am. 725 Spadina Ave, Room 240.

**Email:** [y.sherwood@utoronto.ca](mailto:y.sherwood@utoronto.ca)

**Office Hours:** Fridays 10-12, see course's Quercus site to reserve time slot.

#### Course Description:

This is not a typical “sociology of Indigenous peoples” course. Rather, this seminar provides a graduate level introduction to *Indigenous Sociology* to advance a decolonized sociological imagination. Foregrounding Indigenous Lifeworlds (Walter & Sunia 2019:234), this course will provide students with a theoretical and methodological foundation informed by Indigenous thought-leaders, texts, frameworks, and concepts emanating from both academic and community contexts. Engaging relevant literature from the multi-disciplinary field of Critical Indigenous Studies, and centering Indigenous theorizing about the social world, students will analyze, interrogate, and transcend the sociological imagination to envision a decolonized sociology. Applying critical social theory, and paying particular attention to the Canadian context, we will think through the uses and limits of concepts like settler colonialism, decolonization, and sovereignty. In addition to gaining a foundational knowledge of the history and lived social realities of Indigenous peoples in Canada, students will learn how critical Indigenous theorists understand the relationship between macro structures, social institutions, settler logics, and lived experience, and how this theorizing is taken up to achieve meaningful social change.

#### Course Goals:

By end of this course, students will be able to:

- Articulate the differences between Indigenous Sociology vs. A Sociology of Indigenous People
- Unsettle dominant approaches to understanding “The Indian Problem.”
- Explore contributions of Indigenous scholars and scholarship in sociological research
- Communicate concepts and principles central to Indigenous Studies
- Demonstrate relationality and reflexivity as you consider your own positionality in research

**Course Format:** This seminar will be reading intensive, and it is imperative that you keep up with course content and commit to regular class attendance. Students must read materials prior to arriving in class, and each student will come prepared ready to engage in active learning. In general, students will be responsible for leading seminar discussions. Group discussions and collaborative learning will allow you to process information in a collegial environment, explore ideas and concepts with your peers, and provide a space for everyone to participate in active, thoughtful, and respectful discussion and debate. We strive to achieve an exciting, collaborative, respectful learning space.

#### Required Text:

- Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Toronto, ON: University of Toronto Press.
- Simpson, Leanne Betasamosake, and Jordan Abel. 2021. *A Short History of the Blockade: Giant Beavers, Diplomacy, and Regeneration in Nishnaabewin*. Edmonton, Alberta: The University of Alberta Press.

You must either purchase the books and articles or borrow them from the library. Some materials (the Land Acknowledgement Module) will be available through our course Quercus site.

### Evaluation Components:

COMPONENT (ESSAY,TEST, PRESENTATION)	DESCRIPTION (PAGE-LENGTH, TIME REQUIREMENTS, CONTENT)	DATE DUE (DD/MM/YY)	RELATIVE WEIGHT
1. Seminar Participation	regular class attendance + active participation in class discussions	ongoing	10%
2. Reading Accountability	fill out a reading keys worksheet each week; shorthand annotations to help process information + stay accountable to reading	Weekly; Due before class time	10%
3. Seminar Leadership	each student facilitates and leads a class discussion of assigned readings once during the course	Leadership schedule TBD	15%
4. Land Acknowledgement	Critical place-based self-reflexive research land statement; 4-5-pages double-spaced.	Oct 13 <sup>th</sup>	20%
5. Final Paper	Demonstrate anti-colonial/decolonized sociological imagination in research and writing.	Dec 09 <sup>th</sup>	35%

**1. Seminar Participation (10%):** For a successful graduate seminar, it is imperative that each student be prepared to attend classes regularly. If you anticipate problems with regular attendance, please inform your professors in WEEK 1 to discuss your situation and to determine if it makes sense for you to remain in the class. You will be evaluated based on attendance and the quality of your contributions to in-class discussions. The scaled rubric for assessing participation is as follows: (15) present in all sessions, accountable to readings, active contributions, initiates thoughtful questions, and offers insightful observations; (10) present in all or most sessions, accountable to readings, baseline contributions, responds when called upon with thoughtful questions or insightful observations; (5) present and silent unless called

upon. In general, it is the quality of your contributions that matters more than the quantity.

**2. Seminar Leadership (20%):** Students will read the weekly assigned materials beforehand and be prepared to discuss them in class. Each student will lead a weekly seminar once during the course. We will determine the presentation schedule on the first day of class. Each student will be responsible for providing a brief 10-15-minute summary of the readings that they have signed up for. You should expect that everyone has read. Your task is to come up with a wide-swath of questions and conversation points to get the discussion going, and to be the point-person for that discussion. You are essentially the “professor for the day.” You will be assessed based on the quality and accuracy of your summary, and on the efficacy of your leadership.

**3. Reading Accountability (15%):** Each week, you will fill out the *reading keys* worksheet for all assigned readings and hand it in via Quercus before class time. This exercise provides you with an opportunity to demonstrate your accountability to the weekly readings so that you are not arriving to class expecting to depend on your peers’ reading labor. If you aren’t already doing so, it is also good practice to think about and process the materials that you read in this way.

**5. Paper 1- Land Acknowledgment (20%):** Students will first explore the Land Acknowledgement Module in Quercus to begin your critical thinking about the form, function, prevalence, and purpose of territorial land acknowledgments. The module provides materials to familiarize yourselves with Mississaugas political history and resources for critical self-reflection. Students will incorporate required materials and module resources to create a 4–5-page self-reflexive positionality statement that acknowledges their lived relations to land and peoples. The paper should be titled and follow appropriate formatting requirements.

**6. Paper 2- Final Paper (35%):** Demonstrate an anti-colonial sociological imagination in your individual projects. Student will draw from course content and additional sources to demonstrate how your research project will advance or contribute to a Critical Indigenous Sociology. 12-15 pages. The paper should be titled and follow appropriate formatting requirements.

- Filenames should be formatted: Lastname.Firstname.Coursecode.AssignmentName (Sherwood.Yvonne.SOC6309.LandAcknowledgement)
- All assignments will be submitted through Quercus.

## **COURSE POLICIES**

### **Accessibility**

Students with diverse learning styles and needs are welcome in this course. 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>.

### **Grading and Penalties**

The University of Toronto Grading Policy specifies the meaning of grades and grade scales for graduate students as well as general policies regarding grading practices.

<https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>

Please note the following sections:

- **1.2. Consequences for late submission** specifies “...instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases, a late penalty is normally not appropriate. Where an instructor intends to accept and apply penalties to late assignments, this must be set out clearly in the course syllabus.”
- **1.3. Changes to the method of evaluation** specifies “...after the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of a simple majority of students attending the class.”

Based on the above policies:

- **Late assignment penalties:** Points will be deducted for handing in assignments late unless permission is obtained ahead of time (5% if turned in 1 day late; 10% 2 days late; 15% 3 days late). Extensions will only be granted in circumstances that are unavoidable and unpredictable (e.g., illness, emergency). Assignments that are more than 72 hours (3 days) late will not be accepted.
- **Exceeding word limit:** A grading penalty will be applied to assignments that exceed the prescribed word limit will. Deductions will be: 10 percentage points for excess length of between 10 and up to 20 percent, and 20 percentage points for excess length of between 21 and up to 30 percent. Assignments with excess length of over 30 percent will be assigned a grade of 0.

### **Satisfactory Performance and Good Academic Standing**

Students are reminded they must achieve satisfactory performance to remain in good academic standing and continue with their program. According to the School of Graduate Studies (SGS), “Satisfactory performance in a degree program requires the completion of every course taken for graduate credit with a grade of at least a B– “. For a full description of these requirements please see the SGS Calendar section “7 Good Academic Standing and Satisfactory Academic Progress, Time Limits, Supervision, and Candidacy” and section “7.4 Satisfactory Completion of Graduate Courses”. (<https://sgs.calendar.utoronto.ca/general-regulations#7>)

### **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, personating another person, and committing plagiarism. For more information see [U of T Academic Integrity](#) website.

Academic integrity includes understanding appropriate research and citation methods. If you are uncertain about this, please seek out additional information from the instructors or from other institutional resources including the following:

- This tip sheet provides clear and helpful information about appropriate academic citation: <http://guides.library.utoronto.ca/citing>
- This site offers a series of scenarios to help students understand how to prevent themselves from being subject to academic offence allegations <https://www.utm.utoronto.ca/academic-integrity/students/scenarios>
- Before handing in assignments students can also review this [academic integrity checklist](#) provided by the UofT Centre of Teaching Support & Innovation:
  - I have acknowledged the use of another's ideas with accurate citations.
  - If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
  - When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
  - I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
  - My references include only the sources used to complete this assignment.
  - This is the first time I have submitted this assignment (in whole or in part) for credit.
  - Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
  - This is the final version of my assignment and not a draft.
  - I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
  - I understand the consequences of violating the University's Academic Integrity policies as outlined in the [Code of Behavior on Academic Matters](#).

### **Plagiarism Detection**

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

### **Recordings of Webinar Sessions**

In the case that we need to switch to remote learning, recordings of webinar lecture sessions held within the context of this course will be archived and posted to Quercus to support access to course content by all students. These resources are intended to be used as a student study aid and are not a substitute for participation.

Video recordings will primarily capture the instructor and onscreen content. Students will not be visible on video recordings unless their webcam is enabled. Your voice, however, may be captured as an audio recording if you ask a question in class. The same holds true for questions posted in

the chat tool. Please speak to the course instructor(s) if you have any concern about your image, voice or text being recorded, to determine if alternative means of participating are possible.

Course videos may not be reproduced, posted, or shared anywhere other than the official course Quercus site 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 the instructor 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.

### **Student Mental Health Resources**

- [U of T's Central Hub for Student Mental Health Resources](#)
- [SGS Graduate Wellness Services](#)
- [Student Life Health and Wellness](#)
- MySSP: 1-844-451-9700 (or use the app)
- Good2Talk: Call: 1-866-925-5454 or Text: GOODTOTALKON to 686868
- 8<sup>th</sup> Floor Lounge on Quercus

### **Other Key Resources and Supports for DSLPH Graduate Students**

- U of T [Graduate Student Union](#)
- [DLSPH Covid Information](#)
- [DLSPH Student Resources \(Policies, Financial Aid, Health and Wellness, etc.\)](#)
- [DLSPH Student Handbook](#)

### **Course Schedule:**

#### **September 15 (Land Acknowledgement)**

Land Acknowledgement Module (Reading completed prior to class)

\*Introductions, course overview, conversation starters, seminar leadership scheduling

#### **September 22: (Introduction to The Colonial Problem)**

*The Colonial Problem* Chapters 1-5

#### **September 29: (Introduction to The Colonial Problem)**

*The Colonial Problem* Chapters 6-9

Supplemental:

*Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. 2015. Truth and Reconciliation Commission of Canada. <http://www.trc.ca/about-us/trc-findings.html>

### **October 06: Settler Colonialism**

Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8(4):387-409.

Veracini, Lorenzo. 2021. "Is Settler Colonial Studies Even Useful?" *Postcolonial Studies* 24(2):270-277.

Kauanui, J. Kēhaulani. 2021. "False Dilemmas and Settler Colonial Studies: Response to Lorenzo Veracini: 'Is Settler Colonial Studies Even Useful?'" *Postcolonial Studies* 24(2): 290-296.

Te Punga Somerville, Alice. 2021. "OMG Settler Colonial Studies: Response to Lorenzo Veracini: 'Is Settler Colonial Studies Even Useful?'" *Postcolonial Studies* 24(2):278-282.

Warrior, Robert. 2021. "Settler Sidekick Solidarity? Response to Lorenzo Veracini: 'Is Settler Colonial Studies Even Useful?'" *Postcolonial Studies* 24(2):283-289.

Supplementary:

Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation." *Sociology of Race and Ethnicity* 1(1):52-72.

McKay, Dwanna L., Kirsten Vinyeta, and Kari Marie Norgaard. 2020. "Theorizing Race and Settler Colonialism within U.S. Sociology." *Sociology Compass* 14(9).

### **October 13: Paper 1 Due – No Seminar**

### **October 20: Representation, Voice, and Active Presence**

Butler-McIlwraith, Kathleen. 2006. "(Re)presenting Indigeneity: The Possibilities of Australian Sociology." *Journal of Sociology* 42:369-381.

Simpson, Audra. 2007. "On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship." *Junctures: The Journal for Thematic Dialogue*, no. 9:67-80.

Tuck, Eve. 2009. "Suspending Damage: A Letter to Communities." *Harvard Educational Review* 79(3):409-427.

Andersen, Chris. 2008. "From Nation to Population: The Racialisation of 'Métis' in the Canadian Census." *Nations and Nationalism* 14(2): 347-368.

Dion, Susan D. and Angela Salamanca. 2014. "inVISIBILITY: Indigenous in the City, Indigenous Artists, Indigenous Youth and the Project of Survivance." *Decolonization: Indigeneity, Education & Society* 3(1):159-188.

Supplementary:

Walter, Maggie and Michele Suina. 2019. "Indigenous Data, Indigenous Methodologies and Indigenous Data Sovereignty." *International Journal of Social Research Methodology* 22(3):233-243.

### **October 27: Place-Thought, Contexts, and Turns**

Watts, Vanessa. 2013. "Indigenous Place-Thought & Agency amongst Humans and Non-Humans (First Woman and Sky Woman Go on a European World Tour!)." *Decolonization: Indigeneity, Education & Society*. 2(1): 20-34.

Todd, Zoe. 2016. "An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism: An Indigenous Feminist's Take on the Ontological Turn." *Journal of Historical Sociology*. 29(1): 4–22.

Spice, Anne. 2018. "Fighting Invasive Infrastructures: Indigenous Relations against Pipelines." *Environment and Society* 9(1): 40–56.

Simpson, Leanne Betasamosake, and Jordan Abel. 2021. *A Short History of the Blockade: Giant Beavers, Diplomacy, and Regeneration in Nishnaabewin*. Edmonton, Alberta: The University of Alberta Press.

Dorries, Heather, and Sue Ruddick. 2018. "Between Concept and Context: Reading Gilles Deleuze and Leanne Simpson in Their in/Commensurabilities." *Cultural Geographies*. 25(4): 619–35.

Supplementary:

*Violence On The Land, Violence On Our Bodies: Building an Indigenous Response to Environmental Violence*. n.d. Women's Earth Alliance, and Native Youth Sexual Health Network. <http://landbodydefense.org/uploads/files/VLVBReportToolkit2016.pdf>

Simpson, Audra. 2014. *The Chiefs Two Bodies: Theresa Spence and the Gender of Settler Sovereignty*. R.A.C.E. Network. <https://vimeo.com/110948627>

### **November 3: Decolonizing Relationalities**

Tuck, Eve, and K. Wayne Yang. 2012. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1(1): 40.

Sexton, Jared. 2016. "The Vel of Slavery: Tracking the Figure of the Unsovereign." *Critical Sociology* 42, no. 4–5: 583–97.

Byrd, Jodi. 2019. "Weather with You: Settler Colonialism, Antiracism, and the Grounded Relationalities of Resistance." *Critical Ethnic Studies* 5(1–2):207-214.

Coulthard, Glen, and Leanne Betasamosake Simpson. 2016. "Grounded Normativity / Place-Based Solidarity." *American Quarterly* 68(2):249–55. doi: 10.1353/aq.2016.0038.

Harris, Cheryl. 2019. "Of Blackness and Indigeneity: Comments on Jodi A. Byrd's 'Weather with You: Settler Colonialism, Antiracism, and the Grounded Relationalities of Resistance.'"



*Critical Ethnic Studies* 5(1–2):215-228.

Supplementary:

Horne, Gerald. 2018. *The Apocalypse of Settler Colonialism: The Roots of Slavery, White Supremacy, and Capitalism in 17th Century North America and the Caribbean*. New York: Monthly Review Press.

Garba, Tapji, and Sara-Maria Sorentino. 2020. "Slavery Is a Metaphor: A Critical Commentary on Eve Tuck and K. Wayne Yang's 'Decolonization Is Not a Metaphor.'" *Antipode* 52, no. 3 (2020): 764–82.

### **November 10: Erotics of Sovereignty**

Rifkin, Mark. 2011. "The Erotics of Sovereignty." Pp. 172-189 in *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*, edited by Qwo-Li Driskill et al. Tucson, AZ: University of Arizona Press.

TallBear, Kim. 2018. "Making Love beyond Settler Sex and Family." in *Making Kin Not Population: Reconceiving Generation*, edited by Adele Clarke and Donna Haraway. Chicago, IL: Prickly Paradigm Press. 145-164.

Barker, Joanne. 2019. "Confluence: Water as an Analytic of Indigenous Feminisms." *American Indian Culture and Research Journal* 43(3):1–40.

Moreton-Robinson, Aileen. 2021. "Incommensurable Sovereignties." in *Routledge Handbook of Critical Indigenous Studies*, edited by Brendan Hokowhitu, Aileen Moreton-Robinson, Linda Tuhiwai-Smith, Chris Andersen, and Steve Larkin, 257–68. 1st ed. Abingdon, Oxon; New York, NY: Routledge.

Supplementary:

Moreton-Robinson, Aileen. 2006. "Towards a New Research Agenda?: Foucault, Whiteness and Indigenous Sovereignty." *Journal of Sociology* 42(4):383-395.

Byrd, Jodi A. 2014. "Forum: Indigeneity's Difference: Methodology and the Structures of Sovereignty, Introduction." *J19: The Journal of Nineteenth-Century Americanists* 2(1): 131–36.

### **November 17: Tracking Gender, Race, and the State**

Karuka, Manu. 2019. *Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad*. Univ of California Press.

### **November 24: Convergences and Disjunctions**

King, Tiffany Lethabo. 2019. *The Black Shoals: Offshore Formations of Black and Native Studies*. Illustrated edition. Durham ; London: Duke University Press Books.

### **December 01: Indigenous Lifeworlds and Resurgent Laws**

Alfred, Taiaiake and Jeff Corntassel. 2005. "Being Indigenous: Resurgences against Contemporary Colonialism." *Government and Opposition* 40(4):597-614.

McGregor, Deborah. 2020. "Indigenous Environmental Justice." Routledge Handbook of Critical Indigenous Studies. Edited by Brendan Hokowhitu, Aileen Moreton-Robinson, Linda Tuhiwai-Smith, Chris Andersen, and Steve Larkin. 1st ed. Routledge.

Walter, Maggie. 2022. "Conceptualizing and Theorizing the Indigenous Lifeworld." in *The Oxford Handbook of Indigenous Sociology*, edited by M. Walter, T. Kukutai, A. A. Gonzales, and R. Henry. Oxford University Press. – Settler Colonialism must be included

Gray, Robin R R. 2022. "Rematriation: Ts'msyen Law, Rights of Relationality, and Protocols of Return." *Native American and Indigenous Studies* 9(1): 1–27.

### **December 08: Countering, Indigenizing and Decolonizing**

Gaudry, Adam, and Danielle Lorenz. 2018. "Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy." *AlterNative: An International Journal of Indigenous Peoples*. 14(3):218–27.

Watts, Vanessa, Gregory Hooks, and Neil McLaughlin. 2020. "A Troubling Presence: Indigeneity in English-Language Canadian Sociology." *The Canadian Review of Sociology* 57(1):7-33.

Jacob, Michelle M., Kelly L. Gonzales, Deanna Chappell Belcher, Jennifer L. Ruef, and Stephany RunningHawk Johnson. 2020. "Indigenous Cultural Values Counter the Damages of White Settler Colonialism." *Environmental Sociology*, 1–13.

"September/October 2020: The Land Back Issue." *Briarpatch Magazine*.  
(<https://briarpatchmagazine.com/issues/view/september-october-2020>).

Suggested:

*MMIWG2 & MMIP Organizing Toolkit*. n.d. Sovereign Bodies Institute in partnership with MMIWG2 families, Indigenous survivors of violence, and their allies. Authors: Aqpiq Apok, Charlene, Shereena Baker, Gabriella Balandran, Bernadine Bear Heels, Moroni Benally, Tammy Carpenter, Carolyn DeFord, Danielle Ewenin, Aryn Fisher, Ashleigh Fixico, Deborah Green (Gopher), Lenny Hayes, Cheryl Horn, Raechel Ibarra, Annita Hetoievehotohke Lucchesi, Mary Kathryn Nagel, Lacina Tangnaqudo Onco, Tia Oros Peters, Lillian Piapot, Viridiana Preciado, Taylor Ruecker, Deondre Smiles, Jessica Smith, Pamela Smith, Chelsea Miraflor Trillo, Roxanne White, Whitney Whitehorn, Lorelei Williams, Agnes Woodward, and Mona Woodward.  
[https://2a840442-f49a-45b0-b1a1-7531a7cd3d30.filesusr.com/ugd/6b33f7\\_2585fecaf9294450a595509cb701e7af.pdf](https://2a840442-f49a-45b0-b1a1-7531a7cd3d30.filesusr.com/ugd/6b33f7_2585fecaf9294450a595509cb701e7af.pdf)

**Final Paper Due: Friday, December 09<sup>th</sup>.**