SOC6309H: Indigeneity I
"Indigenous Sociology: Decolonizing the Sociological Imagination"
Winter 2024, Thursday 2pm-4pm, Room #17146
Instructor: Dr. Robin R. R. Gray
Email: robin.gray@utoronto.ca
Office Hours: by appointment in Zoom

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, or "the dual intersubjectivities of first world dispossessed Indigenous peoples" (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 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, we will think through the uses and limits of concepts like settler colonialism, decolonization, racial capitalism, and heteropatriarchy. In addition to gaining a foundational knowledge of the history and lived social realities of Indigenous peoples in Canada and abroad, students will learn how 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:
-Unsettle dominate approaches to understanding "The Indian Problem"
-Articulate the differences between Indigenous Sociology vs. a sociology of Indigenous Peoples
-Understand the contributions of Indigenous scholars and Indigenous Studies scholarship in sociological research and to critical social theory
-Effectively communicate concepts, ideas, and principles central to Indigenous Studies
-Effectively apply Indigenous Studies concepts, ideas, and principles in independent research
-Demonstrate relationality and reflexivity as you consider your own positionality in research

Evaluation Components:

COMPONENT	DESCRIPTION	DATE DUE (DD/MM/YY)	RELATIVE WEIGHT

(ESSAY,TEST, PRESENTATION)	(PAGE-LENGTH, TIME REQUIREMENTS, CONTENT)		
1. Seminar Participation	regular class attendance + active participation in class discussions	ongoing	10%
2. Weekly Response Papers	Brief summary and critical reflection of weekly content; 1-page single-spaced.	Weekly; Due 1 hour before class time	20%
3. Seminar Leadership	each student presents 20-30-minute PPT presentation and facilitates a class discussion of weekly content	Leadership schedule TBD	20%
4. Land Acknowledgement and Positionality Statement	Critical place-based self-reflexive land acknowledgment and positionality statement; 4 pages double-spaced.	2/23/24	15%
5. Final Paper	Demonstrate a decolonized sociological imagination in research and writing; 10-12-pages double-spaced	4/18/24	35%

Course Requirements:

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 professor 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: (10) present in all sessions, accountable to readings, active contributions, initiates thoughtful questions, and offers insightful observations; (7.5) present in all or most sessions, accountable to readings, baseline contributions, responds when called upon with thoughtful questions or insightful observations; (5) present but silent unless called upon; (2.5) minimal attendance, lacking contributions, and unprepared for class. 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 content beforehand and be prepared to discuss them in class. Each student will lead a weekly seminar at least once during the course. We will determine the presentation schedule on the first day of class. Each student will be responsible for providing a 20-minute presentation of the readings that they have signed up for. You should expect that everyone has read; if they haven't that's their problem, not yours. Your task is to effectively summarize the content, 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. Weekly Response Papers (20%): Each week, write a brief summary and critical reflection of the assigned content and hand it in via Quercus before class time. Length: 1-page single-spaced. *There are no response paper's expected in Week 1 or Week 12. Total = 10 response papers.

5. Land Acknowledgment & Positionality Statement (15%): Students will incorporate required materials, module resources, and additional research to create a 4-page double-spaced self-reflexive positionality statement that acknowledges their lived relations to land and peoples.

6. Final Paper (35%): Demonstrate an anti-colonial sociological imagination in your individual projects. Student will draw from course content and additional research to demonstrate how your research project can benefit from or contribute to a critical Indigenous Sociology. 10-12 pages double-spaced.

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. The seminar will act like a "crash course" in Indigenous Sociology. 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 will strive to achieve a collaborative, respectful, and robust learning space.

Course Schedule:

January 11
*introductions, course overview, conversation starters, seminar leadership scheduling

January 18:
Butler-McIlwraith, Kathleen. 2006. "(Re)presenting Indigeneity: The Possibilities of Australian Sociology." *Journal of Sociology* 42:369-381.

Jacob, Michelle. 2017. "Indigenous Studies Speaks to American Sociology: The Need for Individual and Social Transformations of Indigenous Education in the USA." *Social Sciences* 7(2):1-10.

Watts, Vanessa. 2023. "The Sociological Indian: Representations of Indigeneity in Canadian and American Sociology Journals." University of British Columbia, Department of Sociology, Distinguished Speaker Series, April 28. https://sociology.ubc.ca/news/watch-dr-vanessa-watts-the-sociological-indian-representations-of-indigeneity-in-canadian-and-american-sociology-journals/

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.

January 25:
Brayboy, Brian Mckinley Jones and Jeremiah Chin. 2020. "On the Development of Terrortory." *Contexts* 19(3):22-27.

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

Teves, Stephanie Nohelani. 2018. "Introduction: How to Do Things with Aloha." Pp. 1-21 in *Defiant Indigeneity: The Politics of Hawaiian Performance*. Chapel Hill: UNC Press.

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

February 1:
Mississaugas of the Credit Learning Module (in Quercus)

Nanibush, Wanda. 2021. "Williams Treaties." Pp. 29-36 in *Indigenous Toronto: Stories That Carry This Place*, edited by Denise Bolduc, Mnawaate Gordon-Corbiere, Rebeka Tabobondung, and Brian Wright-McLeod. Toronto, ON: Coach House Books.

Sault, Margaret. 2021. "A Story About the Toronto Purchase." Pp. 37-44 in *Indigenous Toronto: Stories That Carry This Place*, edited by Denise Bolduc, Mnawaate Gordon-Corbiere, Rebeka Tabobondung, and Brian Wright-McLeod. Toronto, ON: Coach House Books.

February 8:
Elliott, Jonathan. 2020. "Awakenings - We Were Always Here – Acknowledgment." Toronto History Museum. https://www.youtube.com/watch?v=3X4MYbJvLUI

Gaudry, Adam and Danielle Lorenz. 2018. "Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy." *AlterNative* 14(3):218-227.

Grace and Qua. 2021. "What's in a Land Acknowledgement?" November 21 in *Call Her Aunty* podcast, 27:45. https://anchor.fm/callherauntypodcast/episodes/Episode-77-Whats-in-a-land-acknowledgement-e1akito

Mackey, Eva. 2016. "Introduction: Settler Colonialism and Contested Homelands." Pp. 2-26 in *Unsettled Expectations: Uncertainty, Land and Settler Decolonization*. Halifax: Fernwood Publishing.

Wemigwans, Jennifer and Lanna Mackay. 2023. "The Haudenosaunee Ohén:ton Karihwatéhkwen Thanksgiving Address: Moving Beyond the Havoc of Land Acknowledgements." *Engaged Scholar Journal* 9(2):1-21.

February 15:
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.

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

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

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

February 29:
Andersen, Chris. 2008. "From Nation to Population: The Racialisation of 'Métis' in the Canadian Census." *Nations and Nationalism* 14(2): 347–368.

Bonilla-Silva, Eduardo. 2015. "More than Prejudice: Restatement, Reflections, and New Directions in Critical Race Theory." *Sociology of Race and Ethnicity* 1(1):73-87.

Fenelon, James V. 2015. "On Critical Race Analysis from Indigenous Perspectives." *Sociology of Race and Ethnicity* 7.

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.

March 7:
Harris, Cheryl. 2019. "Of Blackness and Indigeneity: Comments on Jodi A. Byrd's 'Weather with You: Settler Colonialism, Antiblackness, and the Grounded Relationalities of Resistance.'" *Critical Ethnic Studies* 5(1–2):215-228.

Lightfoot, Sheryl R. 2010. "Emerging International Indigenous Rights Norms and "Over-compliance" in New Zealand and Canada." *Political Science* 62(1):84-104.

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

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.

March 14:
Barker, Joanne. 2019. "Confluence: Water as an Analytic of Indigenous Feminisms." *American Indian Culture and Research Journal* 43(3):1–40.

MMIWG2 & MMIP Organizing Toolkit. n.d. Sovereign Bodies Institute in partnership with MMIWG2 families, Indigenous survivors of violence, and their allies. Authors: Aqpik 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 Hetoevehotohke 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

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

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

March 21:
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.

Moreton-Robinson, Aileen. 2003. "I Still Call Australia Home: Indigenous Belonging and Place in a White Postcolonizing Society." Pp. 23-40 in *Uprooting/Regroundings: Questions of Home and Migration,* edited by Sara Ahmed et al. New York, NY: Berg Publishers.

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

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

March 28:
Coulthard, Glen. 2014. "Introduction: Subjects of Empire." Pp. 1-24 in *Red Skin White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press.

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

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

"September/October 2020: The Land Back Issue." *Briarpatch Magazine*. Retrieved July 15, 2021 (https://briarpatchmagazine.com/issues/view/september-october-2020).

April 4:
Côté, Rochelle, Jeff Denis, Vanessa Watts, and Rima Wilkes. 2021. "Indigenization, Institutions, and Imperatives: Perspectives on Reconciliation from the CSA Decolonization Sub-Committee." *The Canadian Review of Sociology* 58(1):105-117.

Romero, Mary. 2020. "Sociology Engaged in Social Justice." *American Sociological Review* 85(1):1–30.

Zevallos, Zuleyka. 2020. "Indigenous Sociology for Social Impact." June 5. *The Sociological Review*. http://thesociologicalreview.org/magazine/june-2020/activism/indigenous-sociology-for-social-impact/

COURSE POLICIES

Late Work

Assignments that are more than 72 hours (3 days) late will not be accepted. Late assignments for reasons that are within your control will be penalized 10% marks per day. The penalty will run from the day and time the assignment was due until the day and time it is submitted to the instructor via Quercus.

Academic Integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence *"to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."*

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) and *Code of Student Conduct (*http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to www.ouriginal.com 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 www.ouriginal.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the www.ouriginal.com service are described on the www.ouriginal.com web site.

Use of Generative Artificial Intelligence Tools

1. The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
2. The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
3. Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
4. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
5. The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at http://www.studentlife.utoronto.ca/as, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. Office location: 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, http://www.studentlife.utoronto.ca/hwc, or Student Crisis Response, 416-946-7111.

Equity and Diversity

The University of Toronto is committed to equity and respect for diversity. All members of this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behavior that undermines the dignity or self-esteem of any individual in this course. Please alert me to any intimidating, hostile or racist behavior. It is our collective responsibility to create a space that is inclusive and welcomes critical yet respectful discussion. Discrimination, harassment and hate speech of any kind will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at http://equity.hrandequity.utoronto.ca.

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