

Sociology of Indigenous Peoples (SOC1 220)
University of British Columbia
Instructor: Autumn Knowlton
aknowlton@alumni.ubc.ca
Course times: Monday, Wednesday, and Friday, 10:00 AM-11:00 AM
Office hours: Monday and Wednesday, 11:00 AM-12:00 PM (or by appointment)
Office location: TBA

Course Description

In this course we will critically engage with the historical and current realities of colonialism, power, and resistance in places as diverse as Central and South America, Asia, Australia, New Zealand, and North America. This class is global in scope, but the situation of Aboriginal peoples in Canada will receive special attention. We will analyze academic texts, media articles, book chapters, and fictional texts by indigenous and non-indigenous authors. We will also consider visual (self-)representations of indigenous realities in the form of documentaries, films, and cartoons.

In this course we will consider the following questions:

- How do indigenous peoples define terms like colonialism, post-colonialism, and decolonization in different contexts?
- How do indigenous peoples respond to government apologies, calls for reconciliation, and truth commissions as ways of addressing policies of assimilation and cultural and physical genocide?
- What alternatives do indigenous peoples offer to Western notions of knowledge, science, and development?

Your final mark in the class will be based on the following:

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| Attendance and participation (including on-line discussion) | 20% |
| Movie review | 10% |
| Media item | 10% |
| Event write-up | 10% |
| Multiculturalism paper | 10% |
| Final paper | 40% |

Required Texts

De la Cadena, M. & Starn, O. (Eds.). (2007). *Indigenous experience today*. Oxford: Berg Publishers. (available at the UBC Bookstore or as an ebook at the UBC Library) (IE below)
The majority of the other readings are available electronically at the UBC Library; I'll post electronic copies of the others on Connect.

Requirements for Written Assignments

All assignments need to be submitted as a hard copy to the instructor in class on the due date.

All written assignments must:

- be in 12 point Times New Roman or Arial font
- use 1" margins
- be double spaced
- contain the title of your paper, your name and student ID, and the date you are submitting the paper
- have page numbers in the bottom right hand of each page
- follow the citation guidelines for the American Psychology Association (APA)
(For basic guidelines see <https://owl.english.purdue.edu/owl/resource/560/01/>)

If you are absent from class the day an assignment is due, you must submit a digital copy of the assignment by the end of class that day and a hard copy the following class. I will deduct 5% from the total mark for each day an assignment is late. An exception may be made if students provide a doctor's note to account for their absence.

Course Requirements

Attendance and participation: Every student's regular attendance and active engagement with the class materials is essential to making this course a success. Come to each class prepared to contribute to the discussion.

Your contribution to on-line discussions on Connect is part of your participation grade. Students need to post at least three questions and two responses (of at least 100 words each) to others' posts between Weeks 2 and 12. Use this space as an opportunity to bring up issues we don't get around to discussing in class, to add thoughts that occur to you after class, or just to respond to others' comments.

Movie review: On February 11th students will turn in a 3-5 page review of a movie with a plot or themes related to the course material. Students should not just summarize the movie's plot, but should show how you are critically engaging with the topics and themes of the course. Students should dedicate a substantial part of the review to an analysis of visual and other cultural elements of the film. I will post a list of suggested films on Connect.

Media item: Students are responsible for bringing in a media item related to the week's theme to initiate discussion once during the term. Students will present for approximately 5 minutes.

Event write-up: Students are required to attend an event related to the topics in the course. Your 2-3 page write-up of the event should include the details of the event itself, as well as your personal reflections. The assignment is due on March 9th, but I recommend that you turn it in as soon as possible after attending the event so as not to forget the details. I will post events on the course Connect site throughout the semester.

Multiculturalism paper: On Monday, March 2nd students will submit a 3-5 page paper arguing for or against including First Nations, Inuit, and Métis in Canada's official state multiculturalism policy. The paper should include in-text references to at least two course readings from Week 8.

Final research paper: At the final class on April 10th students will turn in an 8-10 page research-based paper on a topic related to the course material. Students can turn in a traditional paper or they can explore alternative paper formats, such as a policy paper. The paper needs to draw on course readings as well as other academic sources.

On February 23rd students need to turn in a 1-2 page typed project proposal, with at least three academic sources for the final paper. The paper proposal is worth 10% of the overall mark for the final paper.

Class Schedule and Assigned Readings

All readings need to be completed before class the day they are listed in the course outline.

Week 1- Who Is Indigenous? Who Gets to Decide?

January 5th

- Overview of course materials, assignments, expectations

January 7th

- De la Cadena, M. & Starn, O. Introduction (Introduction, IE)
- Tsing, A. Indigenous voice (Chapter 1, IE)

January 9th

- Corntassel, J.J. (2003). Who is indigenous? Peoplehood and ethnonationalist approaches to rearticulating indigenous identity. *Nationalism and Ethnic Politics*, 9(1), 75-100.

Week 2- Sovereignty: What's in a Word?

January 12th

- Taiaiake, A. (2005). Sovereignty. In J. Barker (Ed.), *Sovereignty matters: Locations of contestation and possibility in indigenous struggles for self-determination* (pp. 33-50). Lincoln: University of Nebraska Press. (ebook)

January 14th

- Brown, M.F. Sovereignty's betrayals (Chapter 6, IE)

January 16th

- Clifford, J. Varieties of indigenous experience: Diasporas, homelands, sovereignties (Chapter 7, IE)

Week 3- Land Rights: From the Local to the Transnational

January 19th

- Woolford, A. (2011). Transition and transposition: Genocide, land and the British Columbia treaty process. *New Proposals: Journal of Marxism and Interdisciplinary Inquiry*, 4(2), 67-76.

January 21st

- Merlan, F. Indigeneity as relational identity: The construction of Australian land rights (Chapter 4, IE)

January 23rd

- Einbinder, N. & Nolin, C. (2010). Voices from the edge. *Cultural Survival Quarterly*, 34(3), 28-33.

Watch *Defensora* in class

Week 4- Land as Teacher and Holder of Knowledge

January 26th

- Basso, K.H. (1988). "Speaking with names": Language and landscape among the Western Apache. *Cultural Anthropology*, 3(2), 99-130.

January 28th

- Styres, S.D. (2011). Land as first teacher: A philosophical journeying. *Reflective Practice*, 12(6), 717-731.

January 30th

- Cruikshank, J. Melting glaciers and emerging histories in the Saint Elias Mountains (Chapter 13, IE)

Week 5- Art and (Self-)Representation

February 2nd

- Townsend-Gault, C. (2004). Circulating Aboriginality. *Journal of Material Culture*, 9(2), 183-202.

February 4th

- Chaat Smith, P. The terrible nearness of distant places: Making history at the National Museum of the American Indian (Chapter 14, IE)

February 6th

- Raheja, M.H. (2012). Reading Nanook's smile: Visual sovereignty, indigenous revisions of ethnography, and *Atanarjuat: The Fast Runner*. In M.E. Marubbio and E.L. Buffalohead (Eds.), *Native Americans on film: Conversations, teaching, and theory* (pp. 58-88). Lexington, KY: The University Press of Kentucky. (ebook)

Week 6- Identity and “Authenticity”

February 9th NO CLASS

February 11th

- Briones, C. “Our struggle has just begun”: Experiences of belonging and Mapuche formations of self (Chapter 3, IE)

*Movie review due

February 13th

- Smith, L.T. The native and the neoliberal Down Under: Neoliberalism and “endangered authenticities” (Chapter 12, IE)

Week 7- No Class (Reading Week)

Week 8- Canada’s Multiculturalism Policy: What Place for First Nations, Métis, and Inuit?

February 23rd

- Paine, R. (1999). Aboriginality, multiculturalism, and liberal rights philosophy. *Ethnos*, 64(3), 325-349.
- *Recommended reading*: Kymlicka, W. (2001). Liberalism, dialogue, and multiculturalism. *Ethnicities*, 1(1), 128-137.
- *Recommended reading*: Frost, C. (2011). How Canada killed multiculturalism. *Canadian Ethnic Studies*, 43(1), 253-264.

*Final project proposal due

February 25th

- St. Denis, V. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: “There are other children here.” *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 306-317.

February 27th

- Varadharajan, A. (2000). The “repressive tolerance” of cultural peripheries. In M. Battiste (Ed.), *Reclaiming indigenous voice and vision* (pp. 142-149). Vancouver: UBC Press. (ebook)

Week 9- State Apologies and Truth Commissions: Righting Wrongs or Empty Gesture?

March 2nd

- Moses, A.D. (2011). Official apologies, reconciliation, and settler colonialism: Australian indigenous alterity and political agency. *Citizenship Studies*, 15(2), 145-159.
- Mookherjee, N., Rapport, N., Josephides, L., Hage, G. & Renier, L. (2009). The ethics of apology: A set of commentaries. *Critique of Anthropology*, 29(3), 345-366.

*Multiculturalism paper due

March 4th

- Corntassel, J. & Holder, C. (2008). Who's sorry now? Government apologies, truth commissions, and indigenous self-determination in Australia, Canada, Guatemala, and Peru. *Human Rights Review*, 9(4), 465-489.

March 6th

- Waziyatawin. (2009). You can't un-ring a bell: Demonstrating contrition through action. In G. Younging, J. Dewar & M. Degagné (Eds.), *Response, responsibility, and renewal: Canada's Truth and Reconciliation journey*. Ottawa: Aboriginal Healing Foundation. (ebook)
- Truth and Reconciliation Commission of Canada. (2012). Interim Report. <http://www.myrobust.com/websites/trcinstitution/File/Interim%20report%20English%20electronic.pdf>

Week 10- Knowledge, Schooling, and Power (Part 1)

March 9th

- Whitt, L. (2009). Indigenous knowledge, power, and responsibility. In L. Whitt, *Science, colonialism, and indigenous peoples: The cultural politics of law and knowledge* (pp. 29-56). New York: Cambridge University Press.

*Event write-up due

March 11th

- Marker, M. (2006). After the Makah whale hunt: Indigenous knowledge and limits to multicultural discourse. *Urban Education*, 41(5), 1-24.
- Marker, M. (2011). Teaching history from an indigenous perspective: Four winding paths up the mountain. In P. Clarke (Ed.), *New possibilities for the past: Shaping history education in Canada*. Vancouver: UBC Press. (ebook)

Guest speaker: Dr. Michael Marker, Associate Professor, Department of Educational Studies and Coordinator of Ts'kel Program, UBC

March 13th

- Brayboy, B.C.J. & Maughan, E. (2009). Indigenous knowledges and the story of the bean. *Harvard Educational Review*, 79(1), 1-21.

Week 11- Knowledge, Schooling, and Power (Part 2)

March 16th

- Battiste, M. (2000). Maintaining Aboriginal identity, language, and culture in modern society. In M. Battiste (Ed.), *Reclaiming indigenous voice and vision* (pp. 192-208). Vancouver: UBC Press. (ebook)

March 18th

- Eder, D.J. (2007). Bringing Navajo storytelling practices into schools: The importance of maintaining cultural integrity. *Anthropology & Education Quarterly*, 38(3), 278-296.

March 20th

- Smith, G. H. (2003). Kaupapa Maori theory: Theorizing indigenous transformation of education and schooling. Paper presented at NZARE/AARE Joint conference, Kaupapa Maori Symposium, Auckland, December 2003.

Week 12- Indigenous Knowledge(s) and Development Paradigms

March 23rd

- Briggs, J. & Sharp, J. (2004). Indigenous knowledges and development: A postcolonial caution. *Third World Quarterly*, 25(4), 661-676.

March 25th

- Walsh, C. (2010). Development as *Buen Vivir*: Institutional arrangements and (de)colonial entanglements. *Development*, 53(1), 15-21.

March 27th

- Tester, F.J. & Irniq, P. (2008). *Inuit Qaujimagatuqangit*: Social history, politics and the practice of resistance. *Arctic*, 61(1), 48-61.

Week 13- Decolonization, Alliances, and Other Visions for the Future (Part I)

March 30th

- Stewart-Harawira, M. (2009). Responding to a deeply bifurcated world: Indigenous diplomacies in the twenty-first century. In J.M. Beier (Ed.), *Indigenous diplomacies* (pp. 207-223). New York: Palgrave Macmillan (ebook)

April 1st

- Rutherford, S. (2010). Colonialism and the indigenous present: An interview with Bonita Lawrence. *Race & Class*, 52(1), 9-18.
- Alfred, T. and Corntassel, J. (2005). Being indigenous: Resurgences against contemporary colonialism. *Government and Opposition*, 40(4), 597-614.

April 3rd- NO CLASS

Week 14- Decolonization, Alliances, and Other Visions for the Future (Part 2)

April 6th- NO CLASS

April 8th

- Pratt, M.L. Afterword: Indigeneity today (Afterword, IE)
- Smith, L.T. (1999). Twenty-five indigenous projects. In *Decolonizing methodologies: Research and indigenous peoples* (pp. 142-162). New York and London: Zed Books.

April 10th

- Wrap-up class discussion

*Final paper due