



Sociology UNIVERSITY OF TORONTO

SOC6209H – Ethnicity III: Indigenous Social and Political Thought

Summer 2020

Tuesdays and Thursdays (10am to 1pm) – Via BB Collaborate

Instructor: Dr. Jennifer Adese

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Virtual Office Hours: Tuesdays and Thursdays by appointment

Course Description

We begin by acknowledging this land on which the University of Toronto operates. The land on which we gather is part of the Treaty Lands of the Mississaugas of the Credit. For more information please visit the Mississaugas of the Credit's webpage: <http://mncfn.ca/media-communications/treaty-lands-and-territory-recognition-statements>. It is also the traditional territory of the Huron-Wendat and the Seneca. This “meeting place” or “carrying place” is still the home to many Indigenous people from across what these Indigenous nations refer to in English as “Turtle Island.” For more information on University of Toronto's "Statement on Acknowledgement of Traditional Land" please visit

<https://memos.provost.utoronto.ca/statement-of-acknowledgement-of-traditional-land-pdadc-72>.

Since the 1960s, there has been a resurgence of activism and nation-(re)building among Indigenous peoples. Indigenous peoples have mobilized at and across multiple scales (including local, regional, national and international) to assert inherent and treaty rights and affirm title to their territories. As such, this course examines the relationships between Indigenous peoples and settler society with a focus on Indigenous struggles for land and life. Using an interdisciplinary approach, we will explore Indigenous resistance to settler colonialism and discuss a range of First Nations, Métis, and Inuit projects seeking to maintain relationships with homelands, nations, languages, knowledges, and cultural practices. In addition, we will look at conceptualizations of rights and how the language of rights has altered the terrain of Indigenous struggles. The goal of this course is to strengthen students’ understanding of Indigenous resurgence, pathways to decolonized futures, and the rightful place of Indigenous peoples and nations in their territories. As Indigenous studies is a multi-disciplinary area of study, the course utilizes the frameworks of Indigenous epistemologies and writing, as well as history, literature, decolonization studies, political studies, cultural studies, critical theory, women's studies, and critical race theory (among others), to examine and analyze the everyday structures and processes of Indigenous lives. The course is a seminar with discussions that expand on the weekly readings and films.

Course Learning Objectives and Outcomes

By the end of this course, you will be able to:

- Explain the concepts of politics and resurgence as they pertain to Indigenous peoples

- Explain the significance of politics and resurgence to/for Indigenous peoples/communities/nations and for Indigenous-settler relations
- Demonstrate some understanding of the unique stories and future pathways of select, specific Indigenous peoples/communities/nations
- Use the concepts of both politics and resurgence to explain the nature of Indigenous-Indigenous, Indigenous-settler, and Indigenous-state relations
- To participate effectively in active learning in the virtual classroom
- Employ more effectively your multimodal learning skills, including the critical analysis of visual, aural, and written texts

Required Course Texts and Materials

- Selected films and readings (available through Quercus and via NFB and the U of T Library catalogue)

Course Requirements – Summary

Type	Description	Date due	Weight
Assignment	Seminar Leadership	TBD	15%
Assignment	Critical Response Paper	TBD	10%
Assignment	Final Paper Abstract & Working Bibliography	May 19 th	15%
Assignment	Seminar Participation	Ongoing	20%
Assignment	Final Paper	June 11 th	40%

Course Requirements – Detailed

Seminar Leadership (15%)

Due Date: Various

Similar to other in-class seminar courses, this online seminar class will follow a “seminar model.” This means we will read the materials and watch the films prior to class and discuss them. Each student will be in charge of “leading seminar” once during the course. We will sign up to lead the seminar on the first day of class, following class. A sign-up sheet will be posted online to Quercus and it will be “first come first serve” in term of time/date/reading selection. Each student will be responsible for providing a 10-15 minute summary of the substantive reading that they have signed up for the week, highlighting key points and generating a list of 5 questions to stimulate discussion. You are encouraged to bring additional examples, materials, etc. into your presentation that may be circulated online to your fellow classmates. Given the structure of the class, only one student will lead the seminar for one reading (meaning there will be no overlap).

Critical Response Paper (10%)

Length: 2-3 double-spaced pages + Works Cited (if applicable) + Questions Page

Submission: Via Quercus

Due Date: Prior to Seminar Leadership

Late Penalty: No late submissions accepted

This assignment is a Critical Response Paper to the reading on which you base your Seminar Leadership. It is a 2-3 double-spaced page + Works Cited critical summary and discussion of your chosen reading. You will be expected to provide a 1 double-spaced

page summary identifying key themes and points within the reading and a 1 double-spaced page analysis of the reading. You may also expand to connect this to other things you've read either inside the course or outside and think about how the theories/discussions presented within them link up to practice/reality. You may also use 'I' and write in the first person. You must also append your list of 5 questions to your submission.

Final Paper Abstract & Working Bibliography (15%)

Length: 250 words single-spaced + list of 10 sources

Submission: Via Quercus

Due Date: May 19th, 2020

Late Penalty: 10% per day late (including weekends)

Choose a topic that relates to one of the weekly thematic areas or readings. It may be as close to the topic discussed in the readings, or it may be related to them and inspired by them. You can use the readings as a catalyst to develop your own project in relation to the wider thematic area and as it pertains to the course topics. In 250 words, you should identify the topic you tentatively plan to address and then offer specific context for your paper, demonstrating what kinds of material/sites you intend to examine, before stating what you think your primary argument will be. You will then provide a list of 10 sources with at least 2 coming from course materials, at least 4 from scholarly, peer-reviewed academic journals or peer-reviewed books, and 4 additional academic and/or non-academic sources. For each source you must provide full citation information.

Final Paper (40%)

Length: 12-14 double-spaced pages + Works Cited

Submission: Via Quercus with Turnitin review unless opted out in writing prior to the due date

Due Date: June 18, 2020 by 10am

Late Penalty: 10% per day late (including weekends)

The Final Essay is a persuasive/argumentative essay. The Final Essay requires you to draw on a minimum of 10 sources (2 must come from the course readings and at least 4 external sources must come from scholarly, peer-reviewed sources such as a journal article or book chapter, and 4 can be either academic or non-academic sources. The essay should include: a persuasive/argumentative thesis statement, introduction, body of content paragraphs, conclusion, Works Cited in ASA (or other format - just keep it consistent), and lastly, appendix if pictures, tables or charts are included in the essay.

Seminar Participation (20%)

Our twice weekly seminar will take place online via a secure BB Collaborate Course Room accessible through our class' Quercus page.

In terms of participation, as this is an online course, you need to be present via BB Collaborate in order to participate. Should this prove to be of imminent concern or you have concerns regarding accessibility, **please contact me early in the course.** Your engagement with the topics and your participation in discussions are integral. Students are expected to do all readings and watch all films prior to their assignment class and come prepared to participate in dialogue. Participation

grades will go as follows: (20%) present in all sessions, prepared with readings, initiating thoughtful questions and insightful observations; (15%) present in all sessions, prepared with readings and responding when called on with thoughtful questions and insightful observations; (10%) present and silent unless called upon, etc. Our virtual classroom should function as an open and welcoming environment – one that values and respects each student's unique contribution. This component of your grade is based on: attendance; active listening; demonstrated grasp of the weekly readings through discussion; by making an effort to engage fully with the subject and readings; and the quality of the critical assessment offered in class. This includes raising important questions, detecting gaps in the discussion, and making links with other sections of the course. It is the quality of your interventions more than the quantity that matters but attendance is nevertheless an important component of the course, for good discussions can only occur if people attend class regularly and are prepared (that is, you have done the readings in advance and come to class prepared to discuss, raise questions, etc.).

Class/Seminar Format

The course is a mixture of reading, films, and discussion. Class discussions and collaborative learning will allow you to explore your ideas and provide a space for everyone to participate in active, critical, and thoughtful discussion and debate in a respectful manner.

Evaluation (including Penalty for Lateness Clause)

For both undergraduate and graduate courses, 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.

Academic Integrity Clause

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* (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) 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 Turnitin.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 Turnitin.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 Turnitin.com service are described on the Turnitin.com web site.

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. The office is located at 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 the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech 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>.

Course Schedule, Topics & Readings

May 5th – Welcome: How Did We Get Here? On Colonization, Violence and Dispossession

- *Film*: Martin Defalco & Willie Dunn – *The Other Side of the Ledger* – https://www.nfb.ca/film/other_side_of_the_ledger (42 mins)
- UBC Indigenous Foundations – “Marginalization of Aboriginal Women in Canada” https://indigenousfoundations.arts.ubc.ca/marginalization_of_aboriginal_women
- Cole Harris – “How Did Colonialism Dispossess?” (165-180)

May 7th – Thinking Resurgence and Responsibilities: Maintaining and Sustaining the Original Instructions

- *Film*: *Cry of the Earth: Iroquois Delegation* – https://www.youtube.com/watch?v=pAQh3oXffZE&list=PLBMrWA6y93p5W5HkZG_Vywv8I5tjONnO&index=9 (47 mins)
- Vanessa Watts – “Indigenous place-thought and agency amongst humans and non humans (First Woman and Sky Woman go on a European world tour!)” (20-34)
- Chief Oren Lyons – “Listening to Natural Law” (22-26)

May 12th – The Politics of Recognition I: Setting the Foundation

- *Film*: Maurice Bubulian – *Dancing Around the Table, Part One* – https://www.nfb.ca/film/dancing_around_the_table_1/ (57 mins)
- UBC Indigenous Foundations – “Indian Homemakers’ Association of British Columbia” https://indigenousfoundations.arts.ubc.ca/indian_homemakers_association
- JR Miller – “The Beginnings of Political Organization” (311-335)

May 14th – The Politics of Recognition II: Cracks in the Foundation

- *Film*: Maurice Bubulian – *Dancing Around the Table, Part Two* – https://www.nfb.ca/film/dancing_around_the_table_part_two/ (50 mins)
- UBC Indigenous Foundations – “Constitution Express” https://indigenousfoundations.arts.ubc.ca/constitution_express/
- Glen Coulthard – “The Politics of Recognition in Colonial Contexts” (25-50)

May 19th – The Constitutional Output: Aboriginal Rights & Title

- *Film*: Alanis Obomsawin – *Is The Crown at war with us?* – https://www.nfb.ca/film/is_the_crown_at_war_with_us/ (1 hr & 36 mins)
- UBC Indigenous Foundations – “Aboriginal Rights” – https://indigenousfoundations.arts.ubc.ca/aboriginal_rights
- UBC Indigenous Foundations – “Aboriginal Title” – https://indigenousfoundations.arts.ubc.ca/aboriginal_title
- John Borrows – “Frozen Rights in Canada: Constitutional Interpretation and the Trickster” (56-76)

May 21st – From Aboriginal Rights to Indigenous Rights: Being Onkwehonwe/ Anishinaabeg, etc. & Becoming Indigenous Through International Rights-Based Activism

- Peter Kulchyski – “Human rights or Aboriginal Rights? Reflections on the UN Declaration on the Rights of Indigenous Peoples” (1-6)
- UBC Indigenous Foundations – “UN Declaration on the Rights of Indigenous Peoples” – https://indigenousfoundations.arts.ubc.ca/un_declaration_on_the_rights_of_indigenous_p

[eoples/](#)

- Ronald Niezen – “The Origins of the International Movement of Indigenous Peoples” (1-21)
- *Film: Bioneers* – “Tom B.K. Goldtooth: Stopping the Privatization of Nature”
<https://www.youtube.com/watch?v=rQwwTwpOi3I> (21 mins)

May 26th – When Things Go Wrong: Studies in Indigenous Resistance

- *Film: “Sara Rocque – Six Miles Deep”* – https://www.nfb.ca/film/six_miles_deep/ (43 mins)
- UBC Indigenous Foundations – “Gustafsen Lake” –
https://indigenousfoundations.arts.ubc.ca/gustafsen_lake/
- Peter Russell – “Oka to Ipperwash: The necessity of flashpoint events” (29-46)
- John Borrows – “An Analysis of and Dialogue on Indigenous and Crown Blockades” (101-114)

May 28th – Reconciliation and Resentment

- Eva Jewell and Ian Mosby – “Calls to Action Accountability: Status Update on Reconciliation” – <https://yellowheadinstitute.org/2019/12/17/calls-to-action-accountability-a-status-update-on-reconciliation>
- Veldon Coburn – “Splitting INAC: Coercive Fiscal Federalism in The Disguise of ‘Reconciliation’” – <https://yellowheadinstitute.org/2018/06/28/splitting-inac-coercive-fiscal-federalism-in-the-disguise-of-reconciliation>
- Glen Coulthard – “Seeing Red: Reconciliation and Resentment” (105-129)
- *Film: Alanis Obomsawin – “The People of the the Kattawapiskak River”* –
https://www.nfb.ca/film/people_of_the_kattawapiskak_river/ (50 mins)