

SOC6209H: Ethnicity III—Indigeneity II
Research and Indigenous Peoples
Instructor: Dr. Robin Gray
Winter 2021, Monday's 3-5pm

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Office Hours: in Zoom, Wednesday's 3-5pm

Course Description:

In the first sentence of her seminal manuscript, *Decolonizing Methodologies: Research and Indigenous Peoples* (1999:1), Māori scholar Linda Tuhiwai Smith asserts that, "...the term 'research' is inextricably linked to European imperialism and colonialism." In consideration of this dynamic, students in this seminar will explore, analyze, and interrogate the purposes and possibilities of research at the intersection between knowledge and power. Drawing on literature from the multi-disciplinary field of Critical Indigenous Studies, we will examine the state of the relationship between research and Indigenous peoples, historical and contemporary case studies of Indigenous research, Indigenous research ethics and protocols, and Indigenous research paradigms. To expand your learning of course content, we will discuss topics including, but not limited to, the politics of representation, the socio-cultural effects of knowledge production, the relationship between property and research, the protection and management of data, and ownership, access and control of Indigenous cultural heritage.

Course Goals:

Students will leave this course with an understanding of historical antecedents, current issues, and ongoing debates in the field of Indigenous research. You will read extensively to understand the trajectory of these debates, and to build your research toolkit with resources that you can, and should, use as you think about, and implement, your own research projects. Thus, even if your research does not involve Indigenous peoples, or address Indigenous issues, you will expand your understanding of the purposes, possibilities, and pitfalls of research in general, which is the best position one can be in to minimize potential risks and harms in research projects that involve human beings. The primary goals of this course are to:

- develop competency in research ethics
- explore the contributions of Indigenous scholars and scholarship in research debates
- question the presumed neutrality of Western knowledge systems and research paradigms
- interrogate the purposes, possibilities, and pitfalls of Indigenous research using anti-oppressive, decolonial, Indigenous, and emancipatory frameworks of analysis and critique
- gain exposure to epistemological, ontological, axiological and methodological diversity
- demonstrate relationality and reflexivity as you consider your own positionality in research

Required Texts:

Mihesuah, Devon A., ed. 1998. *Natives and Academics: Researching and Writing about American Indians*. Lincoln, NE: University of Nebraska Press.

Smith, Linda T. 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. London, UK: Zed Books.

Wilson, Shawn. 2008. *Research is Ceremony: Indigenous Research Methods*. Halifax, NS: Fernwood Publishing.

You must either purchase the books or borrow them from the library. All other materials can be found on our course website and/or the University of Toronto library website (login required).

Evaluation Components:

ASSIGNMENT TYPE	DESCRIPTION	DATE DUE	WEIGHT
1. Seminar Participation	regular attendance + quality of contributions to class discussions	ongoing	15%
2. Seminar Leadership	each student presents + leads a class discussion of weekly readings	ongoing	20%
3. Reading Accountability Exercise	Fill out a <i>reading keys</i> worksheet each week; shorthand annotations help you process info + keep you accountable	Weekly; due before class time	15%
4. Positionality Statement	4-page's double-spaced; researcher positionality + ethical research praxis	03/08/2021	15%
5. Mini-Conference Presentation	Conference theme: "Indigenizing Comprehensive Exam Reading Lists" 15-minute proposal + rationale	04/05/2021	15%
6. Executive Summary + Annotated Bibliography	2-page single-spaced executive summary + minimum 10 recommended sources; 300-400 word annotations ea.	04/09/2021	20%

Course Requirements:

1. Seminar Participation (15%): 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: (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%): Although we are meeting in the online environment, we will continue to follow the classic graduate seminar model. This means that we will read the weekly assigned materials beforehand and be prepared to discuss them in class. Each student will be in charge of leading 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; if they haven't that's their problem, not yours. 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 (10%): 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 leech off 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.

4. Positionality Statement (15%): Researcher reflexivity is a critical component of ethical research praxis. Your positionality and level of self-awareness impact your research from the paradigms you select, the questions you ask, the theories and methods that you use, and the presentation of results. Write a 4-page double-spaced positionality statement. Questions to consider include, but are not limited to: How do you self-identify? Which standpoint(s) do you learn and speak from? How do these standpoints impact the way you see the world and interpret social phenomenon? What does it mean to be objective, but from a subjective standpoint? What ethical commitments do you make in your research and why? Etc. Submit your positionality statement by February 22 via Quercus.

5. Mini-Conference (20%): On the final day of class, we will host a mini-conference based on the theme of "Indigenizing Comprehensive Exam Reading Lists." Each student will present a 15-minute proposal and rationale for the incorporation of select Indigenous Studies material into comprehensive exam readings lists in the Department of Sociology at the University of Toronto. You will be expected to assess the current state of the comprehensive exam readings lists, identify gaps and needs, consider the value of course content, conduct additional research of sources, and offer a proposal and rationale for the inclusion of Indigenous Studies content.

6. Annotated Bibliography (15%): As an accompaniment to the mini-conference presentation, you will also be required to produce an annotated bibliography of recommended sources to be included in select comprehensive exam reading lists. You are expected to recommend a minimum of 10 sources. Begin with a 2-page single-spaced executive summary, followed by

your bibliographic list of source annotations. Each source annotation should be approximately 250 words. Submit your executive summary and annotated bibliography on April 9 via Quercus.

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 research. Due to the Covid-19 pandemic, we will meet online in Zoom for each class session. 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. Although not ideal for community-building, it is achievable in the online environment if we all commit to collaborative learning.

Course Schedule:

January 11

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

BabaKiueria (Barbeque Area). 1986. Dir: Don Featherstone.

<https://utoronto.kanopy.com/video/babakiueria>

The Couple in the Cage: A Guatinaui Odyssey. Coco Fusco and Paula Heredia.

https://www.youtube.com/watch?v=qv26tDDsuA8&feature=emb_logo

January 18

Mihesuah: Introduction + Chapters 1-3

January 25

Mihesuah: Chapters 5-8

February 1

Mihesuah: Chapters 9, 10 + 12

February 8

Smith: Introduction + Chapters 1-5

February 22

Smith: Chapters 6-10 + Conclusion

March 1

Cole, Peter. 2004. "Trick(sters) of Aboriginal Research: Or How to Use Ethical Review Strategies to Perpetuate Cultural Genocide." *Native Studies Review* 15(2):7-30.

Garrison, Nanibaa' A. 2012. "Genomic Justice for Native Americans: Impact of the Havasupai Case on Genetic Research." *Science, Technology & Human Values* 38(2):201-223.

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

March 8

Sunseri, Lina. 2007. "Indigenous Voice Matters: Claiming our Space Through Decolonizing Research." *Junctures*, 9:93-106.

Wilson, Shawn. 2008. *Research is Ceremony: Indigenous Research Methods*. Halifax, NS: Fernwood Publishing.

March 15

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

Brayboy, Bryan McKinley Jones. 2006. "Toward a Tribal Critical Race Theory in Education." *The Urban Review* 37(5):425-446.

Nakata, Martin. 2007. "The Cultural Interface." *The Australian Journal of Indigenous Education* 36, Supplement:7-14.

Nakata, Martin. 1998. "Anthropological Texts and Indigenous Standpoints." *Journal of Aboriginal Studies* 2:3-12.

March 22

Christen, Kimberly and Jane Anderson. 2019. "Toward Slow Archives" *Archival Science* 19:87-116.

Newsome, Bonnie. 2014. *Developing Policies and Protocols for the Culturally Sensitive Intellectual Properties of the Penobscot Nation of Maine*. Intellectual Property Issues in Cultural Heritage (IPinCH), Community-based Initiative, Final Report.

Younging, Greg. 2010. "Gnaritas Nullius (No One's Knowledge): The Public Domain and Colonization of Traditional Knowledge." World Intellectual Property Organization.

March 29

Hennessy, Kate with Natasha Lyons, Stephen Loring, Charles Arnold, Mervin Joe, Albert Elias, and James Pokiak. 2013. "The Inuvialuit Living History Project: Digital Return as the Forging of Relationships Between Institutions, People, and Data." *Museum Anthropology Review* 7(1-2):44-73.

O'Brien, Jean M. 2017. "Historical Sources and Methods in Indigenous Studies." Pp. 15-22 in *Sources and Methods in Indigenous Studies*, edited by Chris Andersen and Jean M. O'Brien. London, UK: Routledge.

TallBear, Kim. 2014. "Standing With and Speaking as Faith: A Feminist-Indigenous Approach to Inquiry." *Journal of Research Practice* 10(2), Article N17.

April 5

***Mini-conference: "Indigenizing Comprehensive Exam Reading Lists"**

United Nations General Assembly. 2007. *United Nations Declaration on the Rights of Indigenous Peoples*. Resolution A/RES/61/295 Adopted by the General Assembly, 2 October 2007.

Collison, Nika, Lucy Bell and Lou-ann Neel. 2019. "Indigenous Repatriation Handbook." Victoria, BC: Royal British Columbia Museum.

SSHRC Tri-Council Policy Statement 2 (2018)—Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada. https://ethics.gc.ca/eng/tcps2-eptc2_2018_chapter9-chapitre9.html

First Nations Centre. 2007. *OCAP: Ownership, Control, Access and Possession*. Sanctioned by the First Nations Information Governance Committee, Assembly of First Nations. Ottawa: National Aboriginal Health Organization.

COURSE POLICIES

Late Work

I will not accept any late work for this course. The reading load is heavy but the assignment load is light which will allow you to focus on the practical application of course content.

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* (<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 and duties, and provides 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. 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>.