

ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Vancouver, BC, where I live and work is on the traditional, ancestral and unceded territories of the sə̓ilwətaʔt təməxʷ (Tsleil-Waututh), S’ólh Téméxw (Stó:lō), Qayqayt, Stz’uminus and šxʷməθkʷəy̓əməʔt təməxʷ (Musqueam) people. I am thankful to have and to learn of the ties and stories on these lands and within the broader community that are connected.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Sociology of Indigenous Peoples Days: Tue Thu Time: 3:30-5:00pm (PST)	SOCI 220 201	3

PREREQUISITES

There are no pre-requisites for the course.

CONTACTS

Course Instructor(s)	Contact Details	Office Hours
Kimberly Huyser, PhD Associate Professor UBC Sociology	Email: kimberly.huyser@ubc.ca	Online: Thursdays 10:00-11:00am (PST - Vancouver) or by appointment

OTHER INSTRUCTIONAL STAFF

Teaching Assistant: Irene Lin

Email: putaiirene@gmail.com

Office Hours: Wednesdays 15:00-16:00 (PST – Vancouver) or by appointment

COURSE DESCRIPTION & STRUCTURE

Race and ethnicity have played significant roles in the course of Canadian and United States history and continue to do so today. Indigenous peoples have been present in the North American continent prior to the establishment of the countries that currently exist on it. Indigenous peoples also have a unique place in folklore and culture. The focus of this course is to study the effects of the social meanings of race, ethnicity, gender, and class for Indigenous peoples in Canada and United States. The course will also explore how these social meanings shape identity formation, life chances, health, and social policy.

This course will be a Web-Oriented Course, which indicates that our course activities will dominantly occur on Zoom or Canvas (including Collaborate Ultra). There will be no required face-to-face (in-person) interactions. Lecture will be held on online on Tuesdays and Thursdays from 3:30-5:00 (PST). The lectures will be recorded and posted on Canvas; this will allow students to attend lecture by either synchronous or asynchronous method. There will be affiliated assignments for each lecture where students will apply and illustrate the concepts in the lecture. All course assignments will be posted on and submitted via UBC Canvas.

LEARNING OUTCOMES

Students successfully completing this course will be able to:

1. Understand the social construction of the Indigenous identity in Canada and United States (L01)
2. Explain the social factors that influence the location and distribution of Native American in Canada and the United States (L02)
3. Apply sociological theory and research to understand life and life changes of Indigenous peoples in Canada and the United States (L03)

LEARNING ACTIVITIES

1. *Weekly Topics:* Weekly dates are approximate for lecture topics, but everyone MUST have completed the assigned work by the date indicated (unless stated otherwise in class) and assignments must be completed by due dates as well. Staying on top of your work is key for success in this course.

2. *Participation Grade:* Your participation grade is based on participation in class via Zoom and on Canvas assignments and discussion boards, and participating in group exercises.

- There will be brief assignments with each class time with a coordinating due date that will allow students to complete and receive credit by both synchronous/asynchronous lecture attendance. Details of the assignments will be discussed in class and posted with the assignments.
- Missed Class Activities. Except under extraordinary circumstances, in-class activities cannot be made up. The lowest grade will be dropped, meaning that students can effectively miss an activity without it having a negative impact on their grade.

3. *Quizzes:* Three quizzes will be administered to assess your understanding and your knowledge of Indigenous sociology (includes sociological theory and application of sociological concepts) through a timed quiz on Canvas. Further details about quiz format will be discussed in class and posted on Canvas. Two of the three quizzes will count toward your final grade; your lowest quiz mark will be dropped. The quizzes are not cumulative, meaning that material tested for Quiz 1 will not be repeated for Quiz 2. (L01, L02)

- Late Quizzes. If you need to miss a quiz deadline due to illness or any other unforeseen reason, you must notify me as soon as possible prior to the due date and apply for academic accommodation via your academic advisor. Without accommodation, 5 points will be deducted per day that the quiz is late. Please note: I am not obligated to accept late assignments and do so solely at my own discretion.
- Requests to Re-Mark Assignments. Students who feel that their assignments are unfairly assessed should arrange to have their work re-assessed by the Instructor with the understanding that their grade may increase OR decrease. The process for re-submitting work to be re-marked is to submit

the exact same work, with comments/grades with a paragraph explaining why you think your mark should be increased.

4. *Reflection and Analysis Papers (RAP)*: You will have four (4) reflection and analysis papers through the term that will explore and demonstrate course concepts (LO1, LO2, LO3). Three of the four RAP's will count toward your final grade; your lowest RAP will be dropped. The details of each RAP will be discussed in class and posted on Canvas.

- Late RAP's. If you need to miss a RAP deadline due to illness or any other unforeseen reason, you must notify me as soon as possible prior to the due date and apply for academic accommodation via your academic advisor. Without accommodation, 5 points will be deducted per day that the RAP is late. Please note: I am not obligated to accept late assignments and do so solely at my own discretion.
- Requests to Re-Mark Assignments. Students who feel that their RAP were unfairly assessed should arrange to have their work re-assessed by the Instructor with the understanding that their grade may increase OR decrease. The process for re-submitting work to be re-marked is to submit the exact same work, with comments/grades with a paragraph explaining why you think your mark should be increased.

5. *Final Exam*: The final exam will cover materials from lectures, class discussions, and assignments. The final exam is cumulative and will test all material presented in the course. Further details about the final exam format will be discussed in class and posted on Canvas. Exams will not be curved.

- Late Exam. Any exam turned in after 11:59:00 pm on designated date will lose 5 points (no exceptions). After this date and time, late portfolios will be lowered by 10 pts for each day that they are late. The projects will not be returned but I will discuss them with you if you wish.
- Missed Exam. Students should make every effort to make it to the exams. If you are sick or have an emergency arise, please contact me as soon as possible. In some cases I will allow students to make up the exam, but I reserve this option for exceptional circumstances and may require the student to submit documentation to Arts Advising.
- Requests to Re-Mark Assignments. Students who feel that their assignments are unfairly assessed should arrange to have their work re-assessed by the Instructor with the understanding that their grade may increase OR decrease. The process for re-submitting work to be re-marked is to submit the exact same work, with comments/grades with a paragraph explaining why you think your mark should be increased.

LEARNING MATERIALS

UBC Library & Canvas

The course materials are available via our UBC library. Materials that cannot be access on the UBC library, you can access them on Canvas. I also post grades on Canvas, send announcements to students via Canvas, and use Canvas to hold virtual office hours. Please note that Canvas collects information about student use and this material may be used by UBC. I do not use this data. For more information about this, please see this site: <https://lthub.ubc.ca/guides/canvas/privacy/>

ASSESSMENTS OF LEARNING

Your grade in this course is based on class participation via Zoom or Canvas, quizzes, RAP’s, and the final exam, each contributing to your grade according to the weights below:

Grades will be determined as follows:

Participation	25%	includes class participation via Zoom or Canvas
Quizzes	20%	
Reflection Papers (RAP)	35%	
Final Exam	20%	
Total:	100%	

Assessment Policies

According to the UBC Guidelines:

An A grade is “Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.”

A B grade is “Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.”

A “D to C” grade is “Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.”

Posting of Grades. Students can expect marks to be posted to Canvas and should monitor their marks there to ensure that they are correctly entered. If a mistake is suspected, students need to notify the instructor immediately and submit their original graded work with the TA/Instructors comments

On-line Access for Course Materials & Assignment Submission. This course uses UBC Canvas to disperse course materials and to submit course assignments, papers, quizzes, and, exam for evaluation. It is your responsibility to ensure that you have access to the internet and UBC Canvas to access these materials in a timely manner and to submit your assignments and/or papers on time. It is also your responsibility to ensure that you have uploaded the correct document and verify it is in the correct format before the due date and time according to specified timezone (Pacific Time – Vancouver). If an incorrect document is received, or submitted after the due date and time, it will be treated as a late assignment, paper, or project.

SCHEDULE OF TOPICS

While this is the plan for the course, we may find that we need more time on some topics and less on others as we go along. The dates of different topics and course readings will be adjusted if necessary. If the schedule is adjusted the material each exam covers may change as well. Any changes will be announced both in class and on UBC Canvas. Please have readings done by class on the corresponding date.

MODULE 1: MEMBERSHIP & IDENTITY

Tuesday, January 12, 2021

Introduction and Overview of the Course

Thursday, January 14, 2021

Dunbar-Ortiz, R. (2019). *An Indigenous Peoples' History of the United States for Young People*. Boston: Beacon Press. Pgs. vii-ix, 1-16.

First Nations in Canada (Overview History)

<https://www.rcaanc-cirnac.gc.ca/eng/1307460755710/1536862806124>

Tuesday, January 19, 2021

Forte, M. C. (Ed.). (2013). *Who is an Indian?: Race, Place, and the Politics of Indigeneity in the Americas*. University of Toronto Press. Pgs. 3-51 (Introduction)

Available via UBC Libraries – Ebook

<https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=3289207>

How the Indian Act continues to impact the lives of First Nation people – Podcast

<https://www.cbc.ca/radio/unreserved/how-the-indian-act-continues-to-impact-the-lives-of-first-nation-people-1.5614187>

Thursday, January 21, 2021

Forte, M. C. (Ed.). (2013). *Who is an Indian?: Race, Place, and the Politics of Indigeneity in the Americas*. University of Toronto Press. Chapter 1

Available via UBC Libraries – Ebook

<https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=3289207>

Forte, M. C. (Ed.). (2013). *Who is an Indian?: Race, Place, and the Politics of Indigeneity in the Americas*. University of Toronto Press. Chapter 2

Available via UBC Libraries – Ebook

<https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=3289207>

Tuesday, January 26, 2021

Forte, M. C. (Ed.). (2013). *Who is an Indian?: Race, Place, and the Politics of Indigeneity in the Americas*. University of Toronto Press. Chapter 3

Available via UBC Libraries – Ebook

<https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=3289207>

Forte, M. C. (Ed.). (2013). *Who is an Indian?: Race, Place, and the Politics of Indigeneity in the Americas*. University of Toronto Press. Chapter 4

Available via UBC Libraries – Ebook

<https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=3289207>

Thursday, January 28, 2021

TallBear, Kim. (2013). Genomic articulations of indigeneity. *Social Studies of Science*, 43(4), 509-533.

McKay, Dwanna L., January 2019. "Real Indians: Policing or Protecting Authentic Indigenous Identity?" *Sociology of Race and Ethnicity*. (on-line first): 1-14. doi:[10.1177/2332649218821450](https://doi.org/10.1177/2332649218821450)

Optional:

Huyser, Kimberly R. 2017. "A 'Real' American Indian" *Contexts*. 16(1): 69-71. (DOI 10.1177/1536504217696067)

TallBear, Kim & Deborah A. Bolnick. (2004). "Native American DNA" Tests: What are the Risks to Tribes?. *The Native Voice* (Dec. 3-17, 2004)

All my relations podcast episode 4: Can a DNA test make me Native American?

QUIZ 1:

MODULE 2: SOCIOECONOMIC ATTAINMENT

TBA

MODULE 3: HEALTH & HEALTH CARE

TBA

MODULE 4: LAW, CRIME, & DELINQUENCY

TBA

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/supportresources/freedom-expression>

OTHER COURSE POLICIES

Academic Integrity. Sociologists have a code of professional ethics that they abide by, and these are reflected in our expectations of our students in Sociology. What this means in the context of any particular course may differ in terms of what ethical actions are being emphasized, but one area of that is common to all sociological work and is standard for all students at UBC is our commitment to academic integrity. Students who fail to uphold the standards of academic

integrity, can be charged with academic misconduct, which can be severely punishable (i.e. expulsion). Academic misconduct includes cheating, plagiarism, and falsifying information. If you are unfamiliar with the range of behaviours that are included in UBC's definition of academic misconduct, please read through the description available on UBC's calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>)

All students should be familiar with UBC's policies on academic honesty and academic misconduct, which can be found on the university website here:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

Academic Resources. If you are citing papers and need a quick guide, the Harvard ASA style guide is helpful (<https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>). The Purdue Owl Writing Lab also has fantastic resources for helping students: https://owl.purdue.edu/owl/purdue_owl.html. The UBC Library has an entire section devoted to helping students succeed in Sociology courses: <http://guides.library.ubc.ca/sociology>. If you want help with your writing, please check out the UBC Centre for Writing and Scholarly Communications (<https://learningcommons.ubc.ca/improve-your-writing/>).

Disability. The University accommodates individuals living with disability or ongoing conditions that may affect their academic success. I encourage students living with disability or ongoing medical conditions to register with Access & Diversity and to access university resources for academic accommodation here: <http://students.ubc.ca/success/student-supports/academic-accommodations>.

Academic Concession. UBC supports students' academic pursuits, including circumstances that may require academic concession. Arts Students must contact Arts Advising as soon as you are aware you may need an in term concession, including information on policies to enable students and members of faculty and staff to observe the holy days of their religions. Please review their website for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

If you encounter medical, emotional, or personal problems that affect your attendance or academic performance, please contact the Faculty of Arts Academic Advising Office, in Buchanan D111, phone 604-822-4028, <http://students.arts.ubc.ca/advising/contact-us/> as soon as possible. There are a wide range of university resources available to support individuals who face challenges inside and outside the classroom. If you are in need of help and unsure of what resources are available to you, please come and see me and I will be happy to connect you with available resources.

Early Alert. During the term, I will do my best to reach out and offer support If I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to a coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The

information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Learning technologies capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to view overall class progress, track your progress in order to provide you with personalized feedback, review statistics on course content being accessed to support improvements in the course, track participation in discussion forums, and assess your participation in the course.

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