

SOCIOLOGY OF INDIGENOUS PEOPLES AND NATIVE NATIONS

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“Individual and social transformations are needed that draw upon the teachings of Indigenous cultures.” - Michelle Jacob (Yakama)

“Power is not brute force and money; power is in your spirit. Power is in your soul. It is what your ancestors, your old people gave you. Power is in the earth; it is in your relationship to the earth.” – Winona LaDuke

WELCOME TO SOCIOLOGY 295 : Sociology of Indigenous Peoples and Native Nations

Welcome to this Introduction to the sociology of Indigenous peoples and Native nations. This sub-field within the discipline of sociology is just beginning and this course welcomes you into a developing and robust conversation regarding the production of sociologically relevant knowledge by, with, and for Indigenous peoples.

In this class we focus mostly on work relevant to peoples within the contemporary nations of the United States and Canada because issues relevant to Indigenous peoples within these settler-nations have long been ignored.

WHAT BOOKS OR SUPPLIES DO I NEED?

You will need reliable internet access and a working device (preferably a computer, laptop, or tablet). If you have technology concerns, contact ITS. This link will take you to their student FAQ <https://www.grinnell.edu/about-grinnell/leadership-and-administration/offices-and-services/its/student-faq>

There are two required books for this class. If for any reason you are unable to access the books needed for class, please contact me as soon as possible.

Real Indians : Identity and the Survival of Native America - E. M. Garrouette

Yakama Rising: Indigenous cultural revitalization, activism, and healing - Michelle Jacob

All other readings and video materials will be on our course site on PWEB. You will find readings and videos in folders that are organized by module.

HOW WILL THIS CLASS BE TAUGHT?

This course uses a mixture of informal lectures, discussion, hands-on activities, writing, and media engagement—including text, film, data sets, and primary source materials to meet the course learning objectives.

WHAT AM I SUPPOSED TO LEARN?

In any course there are many different learning objectives. The following lists outline the main objectives for this class. They are divided into conceptual objectives, practical objectives, and relational objectives.

CONCEPTUAL LEARNING OBJECTIVES:

Those who successfully complete this course will be able to answer the following questions at an advanced undergraduate level:

- What is colonialism? How is it related to imperialism? Settler colonialism?
- How do Indigenous scholars contend with ideas of identity and belonging?
- How do Indigenous scholars and others in this sub-field think about sovereignty?
- How has sociology been challenged by the IPNN sub-field?

PRACTICAL LEARNING OBJECTIVES:

Those who successfully complete this course will be able to do the following:

- Apply course concepts to observations of the social world
- Locate sociologically relevant peer-reviewed articles using a variety of databases
- Access and understand data
- Create a literature review
- Collect a data sample from publicly available social artifacts
- Code data
- Express ideas in clear and well-reasoned writing
- Use American Sociological Association (ASA) style in formal written work

RELATIONAL LEARNING OBJECTIVES:

Those who successfully complete this course will be able to do the following:

- Engage in sociologically informed discussions with peers
- Give thoughtful consideration to ideas that differ from their own
- Approach questions and challenges collaboratively
- Be generous in their analysis of writings especially those from other times or cultures
- Slow the pace of their responses to allow time for thinking before speaking
- Reflect on their thoughts in a way that allows them to consider how new ideas are being integrated into their thinking

We will have two challenge days where I will present the class with a series of tasks to complete. These tasks will require you to demonstrate your conceptual understanding of the

course materials, your ability to utilize the practical skills you've built, and an opportunity to work collaboratively with others toward a common goal.

WHAT ABOUT GRADES?

Each professor has a different approach to grading and it is important to me that my students understand how I think about grades and assessment.

First, let me assure you that I understand that there are very good reasons for a student to focus on grades. There are risks and rewards attached to grades; this is especially true for those with scholarships. And regardless of risks and rewards, the majority of students entering college have been trained for twelve or more years to see grades as the most significant outcome of any course. I do not believe this to be true.

The intellectual / personal development of my students is my primary goal in teaching. Prioritizing grades over growth is counterproductive to this mission.

That said, assessment and evaluation of your progress is a critical part of any class and I will be evaluating how well you meet the course objectives.

In SOC 295, conceptual objectives are assessed via all forms of student work. Basically, anything you write or say should reflect your growing understanding of the concepts we cover in class. Does this mean that you can never say something that's not accurate? Or that you can't ask questions? No. Growth means getting things wrong and then trying again. Wrangling with difficult concepts until they are understood is an expected part of the learning process. So ask questions and make mistakes so that your conceptual grasp of sociology can flourish.

Relational objectives are primarily assessed through student participation in discussions, group activities, etc. I will be looking for your ability to be collaborative, creative, and generous with others as we work together.

Practical objectives are assessed largely through your written work. Some assignments focus on helping you develop and demonstrate specific practical skills.

The mission here is to *stop worrying about grades and start focusing on your learning.*

WHAT COUNTS AS MEANINGFUL PARTICIPATION?

Participation can mean many things, but some examples of what I would call meaningful participation include:

- Providing an insight into the topic being discussed
- Offering a relevant example for analysis
- Contributing to an ongoing analysis
- Demonstrating logical connections between observations and interpretations
- Drawing connections to course materials

Refraining from opinion-based commentary
Interrogating / providing supporting evidence
Raising relevant questions

DUE DATES (very likely to change. Consult the PWEB version for most up-to-date information)

MODULE ONE: IDENTITY QUESTIONS

Jan 23

In class intro / logistics / assessment

Jan 25

Real Indians Intro & Ch. 1

Jan 30

Real Indians Ch. 2 & Ch. 3

Feb 1

Real Indians Ch. 4 & 5

Feb 6

Real Indians Ch. 6 & conclusion

Feb 8

Collective Challenge on *Real Indians*

Prep Day for Paper One

Feb 13

Huyser, K. R. (2020). Data & Native American Identity. *Contexts*, 19(3), 10-15.

Gonzales, A. A., & Kertész, J. (2020). Indigenous identity, being, and belonging. *Contexts*, 19(3), 28-33.

Lee, D., & Horn-Miller, K. (2018). Wild card: making sense of adoption and Indigenous citizenship orders in settler colonial contexts. *AlterNative: An International Journal of Indigenous Peoples*, 14(4), 293-299.

Feb 15

McKay, D. L., Vinyeta, K., & Norgaard, K. M. (2020). Theorizing race and settler colonialism within US sociology. *Sociology Compass*, 14(9), e12821.

Davis-Delano, L. R., Strother, S., & Gone, J. P. (2021). Native American identity work in settler colonial context. *International Journal of Intercultural Relations*, 85, 226-235.

Lawrence, B. (2003). Gender, race, and the regulation of Native identity in Canada and the United States: An overview. *Hypatia*, 18(2), 3-31.

MODULE 2: MEDIA AND REPRESENTATION

Feb 20

Paper One Proposal Share

Laurel R. Davis-Delano, Jennifer J. Folsom, Virginia McLaurin, Arianne E. Eason & Stephanie A. Fryberg (2021) Representations of Native Americans in U.S. culture? A case of omissions and commissions, *The Social Science Journal*, DOI: [10.1080/03623319.2021.1975086](https://doi.org/10.1080/03623319.2021.1975086)

Feb 22

Theresa Davidson, Niya Pickett Miller & Bryan Day (2023) Primitive or empowered: representations of Native Americans and COVID-19 in news media, *Communication Quarterly*, 71:1, 43-63, DOI: [10.1080/01463373.2022.2105654](https://doi.org/10.1080/01463373.2022.2105654)

Laurel R. Davis-Delano, Joseph P. Gone & Stephanie A. Fryberg (2020) The psychosocial effects of Native American mascots: a comprehensive review of empirical research findings, *Race Ethnicity and Education*, 23:5, 613-633, DOI: [10.1080/13613324.2020.1772221](https://doi.org/10.1080/13613324.2020.1772221)

Feb 27

Morton, K. (2016). Hitchhiking and missing and murdered indigenous women: A critical discourse analysis of billboards on the highway of tears. *Canadian Journal of Sociology/Cahiers canadiens de sociologie*, 41(3), 299-326.

Moeke-Pickering, T., Cote-Meek, S., & Pegoraro, A. (2018). Understanding the ways missing and murdered Indigenous women are framed and handled by social media users. *Media International Australia*, 169(1), 54-64.

Bacon, J. M. (2020). Dangerous pipelines, dangerous people: colonial ecological violence and media framing of threat in the Dakota access pipeline conflict. *Environmental Sociology*, 6(2), 143-153.

Feb 29

Risam, R. (2022). Indigenizing Decolonial Media Theory: The Extractive and Redistributive Currencies of Media Activism. *Feminist Media Histories*, 8(1), 134-164.

Dorries, Henry, R., Hugill, D., McCreary, T., & Tomiak, J. (2019). *Settler city limits : Indigenous resurgence and colonial violence in the urban Prairie West*. University of Manitoba Press .

Ch. 10 Talisi Through the Lens

Ch. 12 Decolonizing Prairie Public Art

Mar 5

Presentation Groups

Mar 7

TBD

Mar 12

Draft Review

Mar 14

PAPER DUE

MODULE 3: EDUCATION

April 2

Yakama Rising Intro, Ch. 1, Ch. 2

April 4

Yakama Rising Ch. 3

April 9

Yakama Rising Finish book

April 11

Rocha Beardall, Theresa. 2022. "[Settler Simultaneity and Anti-Indigenous Racism at Land-Grant Universities.](#)" *Sociology of Race and Ethnicity* 8(1):197–212.

Jacob, M. M., Sabzalian, L., Jansen, J., Tobin, T. J., Vincent, C. G., & LaChance, K. M. (2018). The gift of education: How Indigenous knowledges can transform the future of public education. *International journal of multicultural education*, 20(1), 157-185.

April 16

Jacob, M. M., Gonzales, K. L., Chappell Belcher, D., Ruef, J. L., & RunningHawk Johnson, S. (2021). Indigenous cultural values counter the damages of white settler colonialism. *Environmental Sociology*, 7(2), 134-146.

Leilani Sabzalian (2018) Curricular standpoints and native feminist theories: Why native feminist theories should matter to curriculum studies, *Curriculum Inquiry*, 48:3, 359-382, DOI: [10.1080/03626784.2018.1474710](https://doi.org/10.1080/03626784.2018.1474710)

MODULE 4: ENVIRONMENT

April 18

Norgaard, K. M., & Fenelon, J. V. (2021). Towards an indigenous environmental sociology. *Handbook of Environmental Sociology*, 477-494.

McGregor, D., Whitaker, S., & Sritharan, M. (2020). Indigenous environmental justice and sustainability. *Current Opinion in Environmental Sustainability*, 43, 35-40.

April 23

Chapter of choice from

Gilio-Whitaker, D. (2019). *As long as grass grows: The Indigenous fight for environmental justice, from colonization to Standing Rock*. Beacon Press.

April 25

Hooks, G., & Smith, C. L. (2004). The treadmill of destruction: National sacrifice areas and Native Americans. *American Sociological Review*, 69(4), 558-575.

Valarie Blue Bird Jernigan, Kimberly R. Huyser, Jimmy Valdes & Vanessa Watts Simonds (2017) Food Insecurity Among American Indians and Alaska Natives: A National Profile Using the Current Population Survey–Food Security Supplement, *Journal of Hunger & Environmental Nutrition*, 12:1, 1-10, DOI: [10.1080/19320248.2016.1227750](https://doi.org/10.1080/19320248.2016.1227750)

April 30

Challenge Day

May 2

TBD

May 7

Pathways of Settler Decolonization Readings

May 9

Moving forward presentations

WHAT ABOUT...?

WHAT ABOUT ACCOMMODATIONS?

If you have an accommodation letter please check in with me early to make sure that I have received it and to discuss any concerns you might have about your participation in this course.

In general, I aim to design a course that is accessible to all, but I am always learning and will be happy to work with you in any way I can if further changes need to be made.

If you have not spoken with the college about accommodations and wish to do so, please contact Jae Baldree at baldreej@grinnell.edu

It is important to be aware that at Grinnell you are not required to: register with disability resources; identify yourself to instructors, staff, or other students as having a disability; or accept accommodations you do not need or want. However, if you need and want accommodations, you are responsible for contacting disability resources and completing the process for requesting accommodations.

<https://www.grinnell.edu/about/offices-services/accessibility-disability/students>

WHAT ABOUT ACADEMIC HONESTY?

IS IT CHEATING IF I WORK WITH A FRIEND?

Grinnell College has a handbook on academic honesty which you can read at: https://www.grinnell.edu/sites/default/files/documents/AcademicHonesty_2017-18.pdf

Generally in this class my expectation is that you will often treat each other as colleagues and collaborators. It is therefore 100% acceptable to work together on activities, papers, and review quizzes.

Although you will be sharing ideas, it is your responsibility to write your own findings. In other words, no two papers or activities should say the exact same thing.

If you receive support from a peer on an assignment that is not explicitly a group assignment, indicate this in an acknowledgement. For example: "Acknowledgements – Thank you to Jan Smith for her review and suggestions."

Citation is the other major form of acknowledgement that must be attended to in this course. Whenever you are summarizing, paraphrasing, or directly quoting anything, you must provide ASA formatted citation. This is a way of giving credit to the original source of the information that you are using.

You can find how to form an ASA citation at the following website

https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

IS IT CHEATING IF I USE CHATGPT OR SOMETHING LIKE THAT?

Maybe... If you use AI you must cite your source and AI generated materials should not account for more than a small portion of your work. That said, AI is not especially reliable. It can be thought of as an assistant but not as an expert. Furthermore, I try to create assignments that are unlikely to benefit much from the use of AI (meaning I test them out and I know what AI says as a response).

CAN I RECORD / SCREENSHOT / REPOST PARTS OF THIS CLASS?

No. No aspect of this course should be recorded / screenshot or shared in any way outside of this course. This policy is to protect the privacy and intellectual rights of all those involved.

HOW SHOULD WE WORK TOGETHER? WHAT IF A GROUP HAS A PROBLEM?

This class relies heavily on collaboration and community. It is essential that we work well together. Sociology is in many ways about connections so please prioritize making connections and developing your ideas both while engaging course materials and while engaging with each other.

Our ability to cultivate and maintain good relationships is our best chance for a just future. Remember that we must stay humble. None of us knows everything. None of us is perfect.

In this class there will be many occasions when you will be working with other people. It is critical that we all respect the time, boundaries, and contributions of those we collaborate with.

If you find that you are in an unworkable situation, please contact me immediately at baconjul@grinnell.edu and I will sort things out.

WILL THERE BE CONTENT WARNINGS? / WHAT ARE CONTENT WARNINGS?

Content warnings are notices that precede potentially sensitive content. Almost every issue that sociology explores, i.e. race, gender, class, sexuality, and social control, requires us to consider situations that are often unjust, violent, and upsetting. In other words these issues are the content of sociology. That's my warning.

WHAT IF I NEED HELP WITH SOMETHING?

If you need help with something specific to this course or have general questions about sociology you should email me. I will either answer your questions through email or arrange a time for us to meet.

If you need help with writing a paper, I am happy to talk with you. However, you may also benefit from working with folks at the Writing Lab. The Writing Lab offers one-on-one instruction to support student writers. They can be reached at: writing@grinnell.edu

We will also have writing mentors for this course. They will meet with you early in the term to introduce themselves and tell you how they can support your work in this course.

There are a number of similar labs which may be of use to you as a student beyond this class. Here are some helpful links:

Math Lab - <https://www.grinnell.edu/academics/majors-concentrations/math-stats/math-lab>

Reading Lab - laniuska@grinnell.edu Phone (641) 269-3118

Digital Liberal Arts Collaborative (DLAC) - dlac@grinnell.edu

Data Analysis and Social Inquiry Lab (DASIL) - dasil@grinnell.edu Phone (641) 269-9734

If you need help with your computer or with a program you are running for class, reach out to Information Technology Services – ITservices@grinnell.edu Phone (641) 269-4901

If you need to contact Student Health and Wellness please call SHAW at (641)-269-3230

If you need to talk to a counselor call the 24/7 Counseling Hotline – (641)-269-4404

REALLY THOUGH...WHAT ABOUT GRADES?

You're right, I will need to give you a grade eventually. Here's how I will calculate your grade.

In Class Activities and Writing- 15% (can be turned in up to one week late no problem)

HW Responses- 10% (can be turned in up to one week late no problem)

Presenting Chapters or Articles - 10% (cannot be turned in late)

Challenge on Real Indians - 10%

Paper - 25% [final paper 15% - Research Presentation 5% - Drafts 5%]

Challenge April 30 - 15%

May 9 Presentation/discussion - 15%

IF YOU ARE SICK PLEASE STAY HOME

****If you miss class for any reason please check the assignments and discussion boards to get a sense of what we did / what you need to do to make up the class.