

# SOC 401/590: Indigenous Worldviews

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*Office Hours:* TBD

*Key Themes:* Indigeneity, Identity, Community, Place-Making, Decolonial Theory, Orality

*Land Acknowledgement:* We are on the traditional land of the first people of Seattle, the Duwamish People past and present and honor with gratitude the land itself and the Duwamish Tribe ([www.duwamishtribe.org](http://www.duwamishtribe.org)).

*Positionality:* I am not a native person and as such all knowledge I present in this course is borrowed knowledge from the Native scholars and peoples by which it originated. I am not the expert in Indigenous worldviews, I am a student of them, just like you are. As the instructor of this course, I commit to only assigning Native and Indigenous authors and speakers.

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## ***Pt 1: Course Description***

*Story is the most powerful force in the world. – Deborah Miranda*

*Indigenous Worldviews* is an introduction to Indigenous Ways of Knowing and Decolonial Thought. This course emphasizes the centrality of land, kinship, story, language, and religious traditions in understanding the lived reality of Indigenous peoples around the globe. This course will explore pivotal work in the field of Native American and Indigenous studies from a sociological perspective. The course will ask students to consider topics on the micro, mess and macro levels. We will engage with socio-historical realities of Indigenous peoples while critically interrogating important social institutions and interactions with Indigenous worldviews at the center. Indigenous sociology is a way of framing sociological work in relation to Indigenous worldviews to produce research that is produce with, by and for Indigenous peoples. This course will ask students of sociology to consider the sociological perspective on work from a variety of disciplines and styles.

This course is a collaborative effort involving instructors and students. It is a multidisciplinary exploration of the nature, structure, and meaning of Indigenous Worldviews in both historical and contemporary settings. Students will develop a critical understanding of the racialized violence routinized during colonization and built into modern political and social structures to which we all belong. In this course, Native and Indigenous voices will be at the center of all materials and discussions.

In this course, students will: (1) investigate how cultural meanings determined by Indigenous worldviews directly affect diverse facets of social like such as, but not limited to politics, education, family, and law, (2) will work to build connections between sociological theory and examples of Indigenous studies provided and (3) will critically consider the way worldviews shape ones position and movement within the social world.

## ***Pt 2: Some Starting Points***

### **1. Self-care.**

Always strive for a balance between school, work, and taking care of yourself. Everyone in this course and at this university face different stressors. If you are feeling overwhelmed by any aspect of your life, especially my course, take a moment and relax! I believe above all else learning should be something positive in your life and sometimes we need to take breaks to get the most out of it. Drink lots of water, eat good healthy food, and above all, get sleep!!!

### **2. Practice belief (or suspend your disbelief).**

The topics covered in this class will ask you to think in ways you have not before and ask you to grow as an intellectual and human being. In this course, we accept the basic premises that identity and power are co-constituted in violent ways across systems and structures to which we belong. The worldwide European colonization of Indigenous peoples was an intentional act of subjugation and genocide. Today neo-colonial legacies and ways of being attempt to erase and continually oppress Black, Indigenous and People of Color in the United States and beyond. If you do not believe this is the case—or you are not comfortable talking in detail about how the multiple iterations of this violence are staged physically, affectively, rhetorically, and environmentally—you should consider taking a different class.

### **3. Learn together; no “Experts”**

As a learning community we will critically engage with the course materials and topics. We will ask the hard questions and support each other as we attempt to find answers. We will make space for our peers and always maintain a safe environment for all peoples from all backgrounds. It is okay to disagree and it is okay to debate ideas, however, all students must not ever act out homophobic, transphobic, racist, ableist, or misogynist beliefs in our class.

### **4. Take a second look at everything.**

Always consider who is writing what you read; check the author. Consider the publication date, read the footnotes, and google about the author and subject matter to see what else is out there.

### **5. Don't presume anyone's identity.**

We will share pronouns at the start of the first few class meetings, but if you are not positive about someone's gender, use the pronoun “they” until you know.

### **6. Always ask.**

In this class, everyone is always welcome to ask questions or bring up concerns. We are a community based on mutual respect where we aid each other.

### **7. If I need to know something, tell me early.**

If you have any matter that I should know of, please communicate as soon as possible.

### ***Pt 3: Required Text***

Miranda, Deborah A. 2013. *Bad Indians: a tribal memoir*. Berkeley, CA: Heyday Press. <https://heydaybooks.com/bad-indians/>

Recommended: Treuer, A. (2012). *Everything you wanted to know about Indians but were afraid to ask*. Saint Paul, MN, CA: Borealis Books.

\*\*All other course readings will be provided on Canvas in the form of a digital PDF)\*\*

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### ***Pt 4: UW Academic Policies***

#### Plagiarism and Academic Integrity

Academic integrity is a very serious topic. In a shared learning environment it is our responsibility to maintain integrity in our work. If you're uncertain about if something is academic misconduct, please ask me. I am willing to discuss questions you might have and guide you on how best to incorporate outside ideas and or facilitate community based learning environments.

Acts of academic misconduct in this course may include, but are not limited to:

- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (Ex: working with each other on assignments that are designed for you to complete alone)
- Use of work from another course without authorization (using large portions of previous work from a similar course without checking with me)

Concerns about these or other behaviors prohibited by the Student Conduct Code may be referred for investigation and adjudication by university administration.

Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

To avoid unintentional misconduct and clarify the consequences of cheating see the Student Academic Responsibility Statement at the following link: <http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

#### Grade Appeal Procedure and Incompletes

Any concern over a grade should be brought to my attention as soon as possible. Questions concerning grades are welcomed and encouraged. For official UW Policy, see below:

*A student who believes that an instructor erred in the assignment of a grade, or who believes a grade recording error or omission has occurred, should first discuss the matter with the*

*instructor, before the end of the following academic quarter. If the student is not satisfied with the instructor's explanation, the student, no later than ten days after his or her discussion with the instructor, may submit a written appeal to the chair of the department, with a copy of the appeal also sent to the instructor. Within ten calendar days, the chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the chair believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of that department to evaluate the performance of the student and assign a grade. The dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a department or college file. (UW Student Guide, General Catalog, Grading)*

*An Incomplete is given only when the student has been participating (e.g. completing assignments) and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given. (UW Student Guide, General Catalog, Grading)*

## ***Pt 5: Assignments***

### **UNDERGRADUATE ASSIGNMENTS**

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3 Response Papers  
60 Points (20 each)

You must complete four reading response papers addressing a key theme, idea, or contribution in the reading. Consider the sociological significance of the week you choose and how it connects to the broader focus of the course. More information will be provided in week 1.

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Annotated Bibliography  
20 Points

You will select 8 readings (at least 4 must be from the course) and create an annotated bibliography in ASA format. Students must provide at the top of their annotated bib the theme of the bibliography and a research question the bibliography could assist in answering. Please see provided example on Canvas.

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Weekly Discussion Questions  
20 Points

Strong discussions can provide some of the best moments of learning. You and your peers often engage with the material in new and exciting ways and our weekly discussions provide an opportunity to engage in community learning. Each week you must prepare one in-depth question centered on the materials read or materials covered by the week's guest speaker.

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## GRADUATE ASSIGNMENTS

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4 Response Papers 40 Points (10 each)	You must complete four reading response papers addressing a key theme, idea, or contribution in the reading. Consider the sociological significance of the week you choose and how it connects to the broader focus of the course. More information will be provided in week 1.
Annotated Bibliography 20 Points <i>DUE: Week 10</i>	You will select 10 readings (at least 5 must be from the course) and create an annotated bibliography in ASA format. Students must provide at the top of their annotated bib the theme of the bibliography and a research question the bibliography could assist in answering. Please see provided example on Canvas.
Weekly Discussion Questions 20 Points (5 each) <i>DUE: Every Thursday in Class Weeks 2-9</i>	Strong discussions can provide some of the best moments of learning. You and your peers often engage with the material in new and exciting ways and our weekly discussions provide an opportunity to engage in community learning. Each week you must prepare one in-depth question centered on the materials read or material covered by this week's guest speaker.
Book Review 20 Points <i>DUE: Week 10</i>	Book reviews are an important part of professional activity in any field as they help scholars stay up to date on recent published work. Writing a good book review is an important skill. It requires you to distill the importance of a lengthy scholarly project into an extremely short piece of writing, summarizing the research question, data, findings, and theoretical innovations/interventions. Great book reviews also situate a book within a field, summarizing the research project as well as explaining what the research builds on, challenges, questions, or connects with in the field more generally. For this review, you will select a recently published book (2016-2021) connected to Indigenous Worldviews. A list of texts to choose from will be provided, however students are welcome to search for a text not listed.

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### ***Pt 6: Grading Details***

Grades in this course are point based. Students will start with 0 points and earn up to 100 points through completion of assignments. Assignments will be graded out of the total points possible for each (see Pt 5: Assignments for details).

<b>Points Earned</b>	<b>Numerical Grade</b>	<b>Letter Grade</b>
96-100	4.0	A
94-95	3.9	A
92-93	3.8	A
90-91	3.7	A-
89	3.6	B+
88	3.5	B+
87	3.4	B
86	3.3	B
85	3.2	B
84	3.1	B
83	3.0	B
82	2.9	B-
81	2.8	B-
80	2.7	B-
79	2.6	C+
78	2.5	C+
77	2.4	C
76	2.3	C
75	2.2	C
74	2.1	C
73	2.0	C
72	1.9	C-
71	1.8	C-
70	1.7	C-
69	1.6	D+
68	1.5	D+
67	1.4	D
66	1.3	D
65	1.2	D
64	1.1	D
63	1.0	D
62	.9	D-
61	.8	D-
60	.7	D-
<60	0.0	F

## ***Pt 7: Course Schedule***

Over the next 10 weeks, we will engage with a variety of scholars both through in class guest lectures (via Zoom) and through assigned readings. Each week, our class will meet two times.

**On Tuesdays, we will have a guest speaker** on the topic for the week. **On Thursday, we will discuss the readings and the guest speaker.** Please make sure to bring your graded discussion question to class on Thursday.

Each week has a dedicated topic crucial to understanding Indigenous Worldviews. For each week, I will provide a discussion question that asks you to consider the sociological perspective on a given weekly topic. I will provide at the start of each discussion a short 5-minute overview of the relevant sociological theory for the week's discussion topic. (For example, in Week 2, I will ask you to draw connections between the role of land for Indigenous culture and communities with sociological work on place-making.)

### **COURSE SCHEDULE AND ASSIGNED READINGS**

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Week 1: <i>Indigenous Ways of Knowing and Decolonial Thought PT. 1</i>	Guest Speaker: Lola Mondragon, Chicasaw and Chicana  Miranda, Deborah A. <i>Bad Indians: a tribal memoir</i> . Berkeley, CA: Heyday, 2013. Pages ix-35  Smith, L. T. 1999. <i>Decolonizing methodologies: research and indigenous peoples</i> by Linda Tuhiwai Smith, 1st edition. Moorpark, CA: Cram101 Inc. Pages 1-80
Week 2: <i>Land</i>	Guest Speaker: Dr. Robert Perez, Apache  Basso, Keith Hamilton. <i>Wisdom sits in places: landscape and language among the Western Apache</i> . Albuquerque: Univ. of New Mexico Press, 1996.
Week 3: <i>Identity</i>	Guest Speaker: Dr. Felicia Lopez, Chicana  Miranda, Deborah A. <i>Bad Indians: a tribal memoir</i> . Berkeley, CA: Heyday, 2013. Pages 36-74  Fenelon, James V. 2016 "Critique of Glenn on Settler Colonialism and Bonilla-Silva on Critical Race Analysis from Indigenous Perspectives" <i>Sociology of Race and Ethnicity</i> . 237-242.

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<p>Week 4: <i>Community and Kinship</i></p>	<p>Guest Speaker: Lola Mondragon, Chicasaw and Chicana</p> <p>Smith, L. T. 1999. <i>Decolonizing methodologies: research and indigenous peoples</i> by Linda Tuhiwai Smith, 1st edition. Moorpark, CA: Cram101 Inc. Pages 198-233</p> <p>Miranda, Deborah A. <i>Bad Indians: a tribal memoir</i>. Berkeley, CA: Heyday, 2013. Pages 75-106</p>
<p>Week 5: <i>Gender</i></p>	<p>Guest Speaker: TBD</p> <p>Anderson, K., &amp; Innes, R. A. 2015 <i>Indigenous men and masculinities: Legacies, identities, regeneration</i>. University of Manitoba Press. *Read any chapter of interest*</p>
<p>Week 6: <i>Religious Traditions and Ceremony</i></p>	<p>Guest Speaker: Dr. Cutcha Risling Baldy, Hupa, Yurok and Karuk</p> <p>Talamantez, Ines. 1982. "Dance and Ritual in the Study of Native American Religious Traditions," <i>New Scholar</i> 8 (1982), pp. 535-50</p> <p>BALDY, C. (2018). <i>We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies</i>. Seattle: University of Washington Press. 3-27 and 124-152.</p>
<p>Week 7: <i>Language</i></p>	<p>Guest Speaker: Dr. Geneva Becenit, Diné</p> <p>Basso, Keith Hamilton. <i>Wisdom sits in places: landscape and language among the Western Apache</i>. Albuquerque: Univ. of New Mexico Press, 1996. 3-36 and 71-104</p>
<p>Week 8: <i>Education</i></p>	<p>Guest Speaker: Keri Bradford, Chicasaw</p> <p>Fixico, D. 2003. <i>The American Indian Mind in a Linear World American Indian Studies and Traditional Knowledge</i>. Binghamton, NY: Haworth Press.</p> <p>Kimmerer, R. W. 2014. <i>Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge, and the teachings of plants</i>. Minneapolis, MN: Milkweed Editions.</p>
<p>Week 9: <i>Story</i></p>	<p>Guest Speaker: Dr. Deborah Miranda, Chumash</p> <p>Miranda, Deborah A. <i>Bad Indians: a tribal memoir</i>. Berkeley, CA: Heyday, 2013. Pages 107-217</p>
<p>Week 10: <i>Indigenous Ways of Knowing and Decolonial Thought PT. 2</i></p>	<p>Guest Speaker: Mia Lopez, Chumash</p> <p>NO READINGS ☺</p>