

Indigeneity and Sociology Resource Guide

**Compiled by the Canadian Sociological Association's
Decolonization Subcommittee**

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The purpose of this syllabus is to provide a list of readings to assist Sociologists with adding Indigenous-focused scholarship to their courses. It should be noted that this list is merely a starting point and not exhaustive. In other words, this list is here as a resource to get you started. We have not been able to list everything, and it is likely we may have missed some. If you have other sources you would like to see added, please contact the Canadian Sociological Association at office@csa-scs.ca

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Sources Consulted/References:

Canadian Political Science Association Indigenous Content Syllabus Materials: A Resource for Political Science Instructors in Canada

What is reconciliation?

At its heart, reconciliation is an ongoing process that has, as its goal, the creation and maintenance of respectful relationships between Indigenous and non-Indigenous communities (Truth and Reconciliation Commission (TRC) 2015). Creating respectful relationships asks us to do so through the recognition of rights and responsibilities, and in the spirit of respect, cooperation and partnership. Key is the understanding that reconciliation cannot happen without listening to and respecting Indigenous voices and knowledge moving forward.

The Canadian government and post-secondary institutions, through the Social Sciences and Humanities Research Council of Canada (SSHRC), and in collaboration with Indigenous Peoples and the National Centre for Truth and Reconciliation, are specifically called to develop a national research program to build an “understanding of reconciliation” (ibid, 242). In the pursuit of reconciliation, the TRC (2015) [Final Report](#) asserts that Canadians and Canadian institutions seeking reconciliation must take “concrete steps,” and that reconciliation through research and teaching are “vital” (ibid, 8, 242). Reconciliation necessitates a collective effort by all parties. The TRC [Calls to Action](#) also lists the importance of integrating Indigenous knowledge into post-secondary classrooms through Call to Action #62:

“We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to... provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.”

For educators, this means understanding, respecting and educating ourselves and our students on the importance of knowing Indigenous theories, histories, languages, laws and governance systems. A concrete way of doing this is integrating research and writing by Indigenous authors and allies. This resource provides a listing of peer-reviewed and other sources, designed to educate and push boundaries around thinking about and with Indigenous Peoples. We hope you find this resource of value as you build Indigenous content into your own courses.

Introductory Readings

- National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*. https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf
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Education

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Settler Decolonization and Alliances

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