

Native Hawaiian Politics (POLS 302)
Spring 2013 - Tues/Thurs 3:00 – 4:15pm

Course Description

This course provides a critical study of issues in contemporary Native Hawaiian politics, with an emphasis on application and active engagement. This semester we will be focusing on four key areas that impact Hawaiian lands and communities in the present: land use, sovereignty, education, and energy. Within these broad areas, students will be able to select issues that are particularly meaningful to them and to their communities for more in-depth study.

One of the features of Native Hawaiian political studies, particularly as it has been practiced at UH Mānoa, is its practitioners' active and engaged scholarship. In other words, Hawaiian political scholars have long been concerned that their work has utility for Hawaiian communities beyond the academy and that academic work be grounded in the experiences of Kanaka Maoli past and present. In this course, you will be expected to engage with communities beyond the campus boundaries and to consider respectful and effective ways to build those relationships. We will consider various Hawaiian movement-building approaches and the importance of framing political discourse. While our focus is on Native Hawaiian politics, you will also be asked to think about how to build coalitions across differences and to reflect on the ways in which efforts to alleviate the oppression of Native Hawaiians may sometimes be premised on or complicit with the oppression of other groups. Thus, this course takes the politics of solidarities seriously.

If politics can be broadly understood as the ways collective decisions are made and implemented, the form of the course mirrors the content of what we are learning. This is a project-based course, meaning that it is organized around the completion of collaborative and individual, student-driven projects. In this class, you practice working in groups to gather and analyze information, debate, make decisions, design plans and reflect on your work together. This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments

Student Learning Outcomes

By the end of this course, you will:

1. Historicize salient, contemporary issues, or "hot topics," in Native Hawaiian politics.
2. Develop informed opinions about political issues related to land, sovereignty, education and energy in Hawai'i.
3. Become conversant with various theorizations of sovereignty and peoplehood, aina and territoriality, learning and pedagogy, mana and energy that emerge from political science, indigenous studies and Hawaiian studies.
4. Critically examine state, media and grassroots discourses about political issues impacting Native Hawaiian people and lands.
5. Consider community-organizing strategies that have been used within contemporary Hawaiian social movements.

6. Practice movement-building by designing campaigns around student-chosen issues.
7. Practice critical reading, research and public comment on government and media documents.
8. Examine and participate in group decision-making and visioning processes related to Hawai'i's future.
9. Connect the course content to previous experiences and future commitments in your life.

Required Texts

Because this course focuses primarily on current issues, the majority of the readings will be available through Laulima and our course website. We will be reading selections from the books listed below. They are excellent references and I recommend buying them, however the relevant sections will be made available to you in digital form.

Recommended texts:

Cooper, George, and Gavan Daws. *Land and Power in Hawaii: The Democratic Years*. Honolulu: University of Hawaii Press, 1990.

Trask, Haunani-Kay. *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. Revised ed. Honolulu: University of Hawai'i Press, 1999.

Van Dyke, Jon M. *Who Owns the Crown Lands of Hawai'i?* Honolulu: University of Hawai'i Press, 2008.

Assignments and Grading

15% Written & Oral Exercises in-class on readings (3 pts for 10 class sessions = 30 pts possible)

If you want to pass the class and make the most of your learning experience, you must do all the readings and come to class prepared to discuss them. The written and oral exercises in class are designed to help you process the readings, as well as to demonstrate that you've done them prior to arriving at class. They may include written summaries, impromptu debates, guided discussion, role-plays, and other formats. Activities will generally be done at the beginning of the class. Sometimes they will be group activities. *You need to be in class in order to earn the points.* Both written and oral exercises will be graded on the following scale:

- 3 – Shows you understood the reading and put in strong effort. Actively worked to include contributions from all group members in group work.
- 2 – Some effort. Shows only partial reading. For group work, draws only on contributions from some group members.
- 1 – Made an attempt but didn't show any understanding of the reading. Group work relies only on one individual.
- 0 – No attempt.

20% Engaged learning (40 pts)

Integration of classroom learning with real-world experiences allows for deep and meaningful learning. You must complete one activity in each of the following categories:

1. Testimony (20 pts)

Write a formal testimony that can be submitted to a specific government body or institutional entity concerning your stance on a current political issue in Hawai'i. Examples: submit public comment for an EIS currently under review, submit testimony on a particular bill going through the legislature, etc.

2. Hana lima (20 pts)

For this assignment, you will visit, learn about, and help out at any community space or organization that is not affiliated with UHM. Your time must allow you to either interact with 'āina and/or with Kānaka Maoli who are not a part of the UH system. Select an organization, group or 'āina that is related to the issues around which you want to build your campaign. For instance, if you wanted to build a campaign around food sovereignty, you might volunteer to work with: Ma'o organic farms in Lualualei, He'eia fishpond, He Hawai'i Au lo'i kalo in Waiāhole, or Aihualama lo'i in Mānoa. If you are building a campaign around demilitarization, you might want to work with groups like Hawai'i Peace and Justice or the Protect Kaho'olawe 'Ohana.

55% Student-driven and designed campaign -- Group project (110 pts)

1. Strategic plan for your campaign: includes identifying your base, your outreach strategies, the ethics and narratives around which you are framing the issue, your goals/objectives, any targeted decision-makers or influential players, and any planned actions. (30 pts)
2. A press release (20 pts)
3. A 1-2 page position paper or video communication, aimed at reaching your political base (30 pts)
4. A collective vision of a preferred future in Hawai'i (30pts)

Create a collective vision for some aspect of Hawai'i's future. There are a few ways you might approach this task.

- a. Start with a problem: "Hawai'i is too dependent on imported food," or "There aren't enough alternatives for Native Hawaiian and Pacific Islander youth who are dropping out of the public school system." Your vision could then be a way to address the root causes of the problem.
- b. Start with the needs of a particular community: "With the closure of Moloka'i Ranch, people need other ways to support their families," or "Mahu youth need more role models in Hawai'i public schools. are underrepresented as teachers within ." Your vision would then address that need. In any case, your vision will be developed collectively. It should be represented both visually and in writing. Feel free to use a multi-media approach, if your group has the skills to do so. Your group will be assigned a graduate student mentor to support your work. The visions will be presented publicly.
- c. Start with a dominant, "common sense" argument: "O'ahu needs more construction in order to provide jobs for a growing population," or "Hawaiians should just accept that Hawai'i is a part of the US now." Rather than simply protesting or criticizing the prevailing argument or action, posit an alternative vision for what Hawai'i could be if we were to think differently.

10% Final Exam (20 pts possible)

Exams will be in essay format, focusing on key concepts from readings, in-class discussions and other assignments.

Grading scale for the course:

97-100% = A+	74-76% = C
94-96% = A	70-73% = C-
90-93% = A-	67-69% = D+
87-89% = B+	64-66% = D
84-86% = B	60-63% = D-
80-83% = B-	<60% = F
77-79% = C+	

Policies

Attendance and Tardies: I expect students to be in class, on-time. Points for in-class assignments on reading can only be earned if you are present. Whether tardy or absent, you may only make-up in-class assignments or exams if you notify me ahead of time and get approval for alternate arrangements. Students with excessive tardies will receive a warning and subsequently may receive a deduction in points from the final grade.

Late Work: If students have special circumstances that prevent them from turning an assignment in on time **PRIOR** arrangements must be made. Otherwise, late work will be marked down by 10% for every day past the deadline. Assignments over a week late will not be accepted, unless we have made special arrangements ahead of time.

Submission of work: All assignments must be submitted in hard copy in class. You may not submit work by email unless I have given you specific instructions or approval to do so.

Academic Integrity: The work you do in this course must be your own. Yet, you will build on, react to, criticize, and analyze the ideas of others. This means you must be aware when you are working with someone else's ideas or research and explicitly acknowledge them in your writing, presentations, and other assignments. If you ever have questions about drawing the line between others' work and your own, ask me and I will give you clear guidance. It is the student's responsibility to be aware of and in compliance with the university's policies regarding academic dishonesty. (see the UH catalog, link: <http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>). Any academic dishonesty—such as plagiarism—will result in failure of the course.

Plagiarism is taking another person's words or ideas without crediting them. Anything cut and pasted from a website without quotation marks and proper citation is plagiarism. Copying anything from a book or journal without proper citation is plagiarism. Plagiarism is academic theft, and there is no excuse for it. A student who submits assignments with plagiarized parts will receive an 'F' for the course, no discussion. The case may also be referred to the Dean or department chair.

Plagiarism usually occurs when students feel overwhelmed—by school, by finances, by illness, relationship problems, etc. If you are dealing with a situation like this, please let me know and we can work something out that will be much more positive than cheating. If you are unsure about

how to properly use and credit sources, ask me for advice. You can also consult numerous online sources that provide tips on academic writing.

Reasonable Accommodation Policy: If you feel you need reasonable accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of QLCSS; 2) speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs.

Schedule

	Topics and learning objectives	Readings (to be done <i>before</i> coming to class)
Unit I: Kuleana, ethics and Hawaiian social movements 1/8	Kuleana: Situating ourselves in relation to place, culture and ethical standards	
1/10	20 th century Hawaiian social movement: Frames and strategies <i>Workshop: Strategies in political organizing</i>	1. Trask, Haunani-Kay. "The Birth of the Modern Hawaiian Movement: Kalama Valley, O'ahu" 2. Saranillio, "Colliding Histories: Hawai'i Statehood at the Intersection of Asians Ineligible to Citizenship' and Hawaiians 'Unfit for Self-Government'."
1/15	Historical perspectives on kuleana	1. Kamakau, Samuel Manaiakalani. <i>Ka Po'e Kahiko: The People of Old.</i> 2. Young, Kanalu. "Kuleana: Toward a Historiography of Hawaiian National Consciousness, 1780-2001."
1/17	Whose kuleana? Non-Hawaiians in Hawaiian movements	Warner, Sam L. No'eau. "Kuleana: The Right, Responsibility, and Authority of Indigenous Peoples to Speak and Make Decisions for Themselves in Language and Cultural Revitalization."
Unit II: 'Āina and Territoriality 1/22	Aloha 'Āina: Theorizing land-based relationships <i>Workshop: Establishing ethical foundations in community organizing</i>	Osorio, "Hawaiian Souls: The Movement to Stop the US Military Bombing of Kaho'olawe

1/24	Land and power: Who controls the public lands trust (aka “ceded” or seized Hawaiian national lands)?	Excerpts from 1. Cooper, George, and Gavan Daws. <i>Land and Power in Hawaii: The Democratic Years</i> . 2. Van Dyke, Jon M. <i>Who Owns the Crown Lands of Hawai‘i?</i>
1/29	“Koe no na kuleana o na kanaka ma loko”: What kuleana remains? <i>Guest speaker: TBA</i>	Hawaii and US Supreme Court decisions: 1. <i>Public Access Shoreline Hawaii v Hawaii County Planning Commission</i> (1995); 2. <i>State of Hawaii v Office of Hawaiian Affairs</i> (2009) 3. Garavoy, “Ua koe ke kuleana o na kanaka: Integrating kuleana rights and land trust priorities in Hawaii”
1/31	The Public Lands Development Corporation <i>Workshop: Writing and presenting testimony</i>	Act 55, administrative rules, testimonies and popular media coverage on the Public Lands Development Corporation
2/5	Militarization and cooptation	Niheu, “Pu‘uhonua: Sanctuary and Struggle at Mākuā”
2/7	<i>Workshop: Building a campaign, the importance of framing and base-building</i>	Walker, “The Hawaiian Renaissance and Hawaiian Surfers” in <i>Waves of Resistance</i>
Unit III: Ea and Sovereignty 2/12	Native Hawaiian community-based initiatives for sovereignty <i>Guest speaker: TBA</i>	Ka Lāhui Hawai‘i, <i>Ho‘okupu a ka lāhui</i> .
2/14	Legalist approaches to Hawaiian national sovereignty	1. Sai, David Keanu. “The American Occupation of the Hawaiian Kingdom: Beginning the Transition from Occupied to Restored State” 2. Protest and demand filed with the United Nations General Assembly by David Keanu Sai on behalf of the Hawaiian Kingdom.
2/19	Theorizing kuleana and nation	Goodyear-Ka'ōpua, Kuleana Lāhui: Collective responsibility for Hawaiian Nationhood in Activists' Praxis

2/21		Kauanui, "Precarious Positions: Native Hawaiians and US Federal Recognition"
2/26	State-level Native Hawaiian Registry	<i>Act 195</i> , establishing the Kana'iolowalu registry process
2/28	Project work day	
Unit IV: Education and Pedagogy 3/5		1. Beniamina, Jean Ilei Keale. "Tēnā: A Learning Lifestyle." 2. Excerpts from: Blaich, Mehana. "Mai Uka a i Kai: From the Mountains to the Sea, 'Āina-Based Education in the Ahupua'a of Waipā"
3/7	Community-based pedagogies <i>Workshop:</i>	Hui Na'auao materials
3/12	Student organizing, direct action and ethical practice <i>Guest speaker: TBA</i>	Perry, "Make'e Pono Lāhui Hawai'i: A Student Liberation Moment"
3/14	The rationale for Hawaiian culture-based education	1. Excerpts from: Kahakalau, Kū. "Kanu o Ka 'Āina--Natives of the Land From Generations Back: A Pedagogy of Hawaiian Liberation" 2. White paper on "Education with Aloha"
3/19	<i>Workshop: Framing a collective vision for preferred futures</i>	Goodyear-Ka'ōpua, Noelani. "Rebuilding the 'Auwai: Connecting Ecology, Economy and Education in Hawaiian Schools"
3/21	Ethics of Indigenous scholarship	1. Alfred, Taiaiake. "Warrior Scholarship: Seeing the University as a Ground of Contention." 2. Smith, Linda Tuhiwai. <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>
3/25–29		SPRING BREAK!
Unit V: Energy and Mana 4/2	Contemporary ecological, economic and legal contexts	<i>Hawaii Clean Energy Initiative</i> and associated articles

4/4	Ethical dilemmas in alternative energy	Articles on Big Wind
4/9	Ethical dilemmas in alternative energy	MacGregor and Aluli, "Wao Kele o Puna and the Pele Defense Fund"
4/11	Ethical dilemmas in alternative energy	Articles on geothermal development
4/16	Project work day	
4/18	Group presentations	
4/23	Group presentations	
4/25	Group presentations	
4/30	Group presentations	

All assignments must be turned no later than the last day of class.

Final exam week: May 6-10