

Introduction to Indigenous Politics: Social Movements, Sovereignty, and Sustainable Futures

Political Science 304 – TR 3:00 – 4:15pm, Kuy 301

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Office Hours: Tues, 12:30-2:30pm or by appt
Saunders 609

Course Overview

Through this course, participants will develop our collective and individual understandings of the field of indigenous politics, particularly as articulated by indigenous political leaders and intellectuals. According to the United Nations Permanent Forum on Indigenous Issues, there are over 370 million indigenous people in over 70 different countries. We will not be able to fully survey this diversity, but you will get a sense of the breadth and dynamism of the issues and movements that constitute this political field.

Throughout the course, we will read and talk about how leaders constitute a common global indigenous agenda, while also advocating for locally-situated movements. We will begin by grounding ourselves in contemporary Kanaka Maoli issues right here in Hawai'i Nei and then move outward to consider selected indigenous nations of Oceania and the Americas. We will consider the way a global network of indigenous political movements has coalesced since the late twentieth century, and we will discuss historical and contemporary entanglements between indigenous peoples and states. As we zoom in to focus on the political struggles of the Haudenosaunee, the Zapatistas, the indigenous peoples of Micronesia, Samoa and Hawai'i, we will specifically engage questions of sovereignty, land usage, and indigenous forms of governance. My goal is not only to facilitate learning *about* indigenous politics but to nurture leaders who will *practice* the things we discuss.

Learning objectives

- Better understand the diversity of indigenous peoples and struggles, and think about indigeneity as an identity of alliance, i.e., by calling ourselves 'indigenous,' we connect to others beyond our local struggles.
- Strengthen your comprehension of important terms and concepts in Political Science and Indigenous Politics: liberalism, anarchism, colonialism, decolonization, sovereignty, self-determination, survivance, neoliberalism, reconciliation/recognition, genocide, race/racial formations, wasase, etc.
- Consider traditional forms of governance, how they have been transformed over time, and what people envision as sustainable futures for their nations
- Analyze intersecting axes of oppression, particularly indigeneity, race, gender, sexuality, and class

Assessments and Grading

23% Written & Oral Exercises in-class on readings (3 pts for 15 class sessions = 45 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 have read 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.

15% Concept presentation (30 pts possible)

This assignment is aimed at strengthening your understanding of core concepts through a collaborative learning process. With a small group of your classmates, you will give the class a 10-minute presentation on a designated concept. The presentation or activity can take any form you choose: skit, panel discussion, musical interpretation, video, etc. It must be aimed at helping the audience better understand the concept, in the context of indigenous politics. One example for inspiration is The Pinky Show's video archive. For example, check out their piece on "globalization," URL: <http://www.pinkyshow.org/archives/episodes/070307/>

25% Group project on Land-based Social Movements in Hawai'i (50 pts)

The big project for the course is a class-wide effort to create a website on land struggle in Hawai'i. Hopefully, we will have the opportunity to work collaboratively with students at a Native Hawaiian charter school on this project. The project will include multiple forms of research, including archival and oral history research. Our class will be broken up into smaller groups, so as to divide the work. Most of the groups will be doing background research, while one or two groups will be 'field' groups who will go out and video document interviews with activists, organizers or participants in particular land struggles. More info on this later...

37% Vocabulary-based Exams – Mid-term (35 pts) and Final (40 pts)

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

Required Course Texts

- Course packet available at Campus Copy (In Campus Center near Taco Bell)
- *Conquest: Sexual Violence and American Indian Genocide* by Andrea Smith
- *Shell Shaker* by LeAnn Howe
- *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity* by Kehaulani Kauanui
- *Wasase: Indigenous Pathways of Action and Freedom* by Taiaiake Alfred

All required books are available for purchase through Prof. Oliver Lee (olee@hawaii.edu) in Saunders 634.

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: 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 quotation marks and proper citation is plagiarism. Plagiarism is academic theft, and there is no excuse for it. A student who submits a paper with plagiarized parts will receive an 'F' for the course, no discussion

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

Date and Unit	Topics and Essential Questions	Readings (to be done <i>before</i> coming to class)	Activities/Assignments
8/25 Tues Unit 1 <i>Points of Entry</i>	Ho'olauna		<i>*Readings are an assumed part of your regular homework for each class and will not be listed in this column under assignments.</i>
8/27 Thurs	Local Points of Entry: <i>The Akaka bill and "Statehood"</i>	<u>Reader:</u> "The Native Hawaiian Government Reorganization Act of 2009 (SB 1011)," and Kauanui, "Precarious Positions: Native Hawaiians and US Federal Recognition" Hearing on bill can be viewed at: http://www.senate.gov/fplayers/I2009/urlPlayer.cfm?fn=indian080609&st=1501&dur=10074	
9/1	Global Points of Entry: <i>International Indigenism and States</i>	<u>Reader:</u> 1. Alfred and Cornthassel, "Being Indigenous: Resurgences Against Colonialism," 2. "Indigenous People and the United Nations: An Overview" 3. "Who are Indigenous People?" handout	Homework: Introductory essay; introduce yourself by telling a story about one of your grandparents and their experiences as being indigenous or a settler.
9/3	Conceptual Points of Entry: <i>Sovereignty and Decolonization</i>	<u>Reader:</u> 1. Barker, "For Whom Sovereignty Matters" 2. Waziyatawin and Bird, "Beginning Decolonization"	Concept presentation: sovereignty and state
9/8 Unit II <i>Hawai'i</i>	Resistance to illegal annexation	<u>Reader:</u> "Strangling Hands on a Nation's Throat"	In-Class: Re-enact "Strangling Hands"
9/10	Race, racism and rehabilitation	<i>Hawaiian Blood</i> : Intro, Ch. 1-2	Concept presentation: Race and racial formations
9/15		<i>Hawaiian Blood</i> : Ch. 3-6	
9/17	20 th century social	<u>Reader:</u>	Class session at Hamilton library

	movements	1. Selections from <i>Ho'ihoi Hou: A Tribute</i> 2. Trask, "Kalama Valley: Birth of the Modern Hawaiian Movement"	
9/22 Unit III <i>Samoa: Land tenure and governance</i>	Independent Samoa	<u>Reader:</u> 1. Le Tagaloa, "Samoa Culture and Government" 2. So'o, "Culture and Governance in a Future Pacific"	
9/24	American Samoa	<u>Reader:</u> 1. Chappell, "The Forgotten Mau: Anti-Navy Protest in American Samoa" 2. Stover, "Individual Land Tenure in American Sāmoa."	
9/29 Unit III <i>US territories and Freely Associated States in Micronesia</i>	Colonialism and the former UN Trust Territory	<u>Reader:</u> 1. Nero, "Time of Famine, Time of Transformation: Hell in the Pacific, Palau" 2. Haglelgam, "Governance in Micronesia"	Concept presentation: Colonialism
10/1	Nuclear legacies	<u>Reader:</u> 1. Salvador, "The Nuclear History of Micronesia and the Pacific" 2. Keever, Ch 4 "From Orality to Infernos" from <i>News Zero</i>	Video: "Half Life"
10/6	Natural resource conservation and the Micronesian Challenge	<u>Readings:</u> TBA	
10/8 Unit IV <i>Indian nations and the US</i>	How does violence against indigenous people manifest in gendered ways?	<u>Conquest:</u> Ch. 1 & 2, "Sexual Violence as a Tool of Genocide" and "Boarding School Abuses"	
10/13		<u>Conquest:</u> Ch. 4 & 6, "Better Dead than Pregnant" and "Spiritual Appropriation as Sexual Violence"	
10/15		<u>Conquest:</u> Ch 7 & 8, "Anticolonial Responses to Gender Violence" and "US Empire and the War"	

		Against Native Sovereignty”	
10/20	Survivance, self-determination and story	<i>Shell Shaker</i>	Concept presentation: Self-determination
10/22		<i>Shell Shaker</i>	
10/27		<i>Shell Shaker</i> and <u>Reader:</u> Howe, “Story of America: A Tribalography”	Concept presentation: Tribalography and Survivance
10/29	Ho’ike: Vocabulary Test	Study!!!	
11/3 Unit V Haudenosaunee: in Peace and in Battle	Confederation to Oka crisis	<u>Reader:</u> “A Basic Call to Consciousness;” “What are Warrior Societies?” and <u>Wasase:</u> “first words” p.19-38	
11/5	Anarcha-Indigenism: What is anarchism? How might anarchist and indigenous movements overlap?	<u>Wasase:</u> “rebellion of the truth,” p. 39-100 and <u>Reader:</u> “Anarchist-Indigenous solidarity at the Six Nations Barricade” and “A Young Warrior’s Perspective”	Concept presentation: Anarchism
11/10		<u>Wasase:</u> “colonial stains on our existence,” p. 101-178	
11/12		<u>Wasase:</u> “indigenous resurgence,” p. 179-282	
11/17 Unit VI <i>Mayan peoples of Mexico and Guatemala</i>	In what ways have revolutionary movements in Mexico intersected indigeneity, gender and class? How have indigenous movements articulated with anarchist	<u>Reader:</u> Warren, “Indigenous Movements in Latin America, 1992-2004” Selections from <i>our word is our weapon:</i> “Chiapas, a name of pain and hope,” “Twelve women in the twelfth year,”	Video: “Los Ultimos Zapatistas”

	and socialist ideologies?	“War!: First Declaration,” “Votan-Zapata or Five Hundred Years of History,” and “Zapatista timeline”	
11/19	Subcomandante Insurgente Marcos and the Zapatistas	<u>Reader:</u> Selections from <i>our word is our weapon</i> , cont.: “A Storm and a Prophecy” “Long Journey from Despair to Hope”	Concept presentation: Neoliberalism
11/24 Tues Unit VII <i>Aotearoa</i>		Selections from <i>Terror in our Midst?: Searching for Terror in Aotearoa New Zealand</i>	
12/1		<u>Reader:</u> Barcham “(De)Constructing the Politics of Indigeneity” from <i>Political Theory and the Rights of Indigenous Peoples</i> Maaka and Fleras, “Engaging with Indigeneity: Tino Rangatiratanga in Aotearoa”	
12/3 Unit VIII <i>Australia</i>		<u>Reader:</u> Foley, “The Australian Labor Party and the Native Title Act” Brady, “That sovereign being: History matters”	
12/8		<u>Reader:</u> Moreton-Robinson, “Writing off Indigenous sovereignty: The discourse of security and patriarchal white sovereignty” Walter, “Indigenous sovereignty and the Australisn state: Relations in a globalizing era”	Concept presentation: White supremacy
12/10	Wrap-up, review, evals		

Final exam: Tuesday, Dec 15, 2:15-4:15pm