

**POLS 620: Introduction to Indigenous Politics
Fall 2012 - Wednesday 12:30 - 3:00pm**

Course Description:

This course provides an introduction to the genealogical, activist and academic concerns of the field of Indigenous Politics, particularly as it is taught within this particular location--UH Mānoa. It is also an International Cultural Studies Certificate (ICSC) Program Graduate elective course.

You should leave the course with an understanding of some of the main trajectories that Native & Indigenous Studies have followed over the last four decades, as well as the key concepts that inform the field today. These include: indigenous/indigeneity, colonialism, settler colonialism, heteropatriarchy, survivance, sustainable self-determination, aloha 'āina, wasase, recognition/reconciliation, resurgence, and anarcha-indigenism, to name a few. Prepare to read a lot, expand your mind and have fun! Indigenous people have faced dispossession and genocidal forces, so this class should not be a death march too! It includes as much celebration of Indigenous survivance (ooh, there's one of those key terms already), as it does critique of the forces that have sought to subordinate autochthonous nations.

We will approach Indigenous Politics from a comparative and interdisciplinary lens, since the political and intellectual projects that drive Indigenous Studies have never been contained in or by a single academic discipline. The course is interdisciplinary, just as indigenous peoples' movements to maintain and revitalize cultural practices, assert political, economic, and social control over their lives and livelihoods require fluency across fields of knowledge. Furthermore, if we understand indigeneity to be a political category that recognizes both the connection of autochthonous peoples to our lands and the international alliances and interconnections amongst peoples who identify as Indigenous, then our focus is necessarily comparative. However, Hawai'i is our base, and the course materials privilege texts in Indigenous Studies that focus on Hawai'i, Oceania, and North America.

Course Objectives:

- Begin to map out the interdisciplinary field of Indigenous Politics/Indigenous Studies, particularly as it relates to your own research interests and commitments.
- 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.
- Critically engage Indigenous forms of theory and methods.
- Think about and articulate your own position in relation to the land on which you reside and the Indigenous peoples of it.
- Consider forms of Indigenous governance and how they have been transformed over time, as well as visions for post-imperial or anti-colonial futures.
- Analyze intersecting axes of oppression, particularly indigeneity, race, gender, sexuality, and class.
- Consider ways to practice academic, artistic and activist aspects of Indigenous Politics.
- Prepare a portfolio that demonstrates your progress on these as well as your own goals and objectives.

Required Texts: All books (except *Forced Federalism*) are available for purchase from the UH bookstore. There will be additional readings accessible through Laulima.

- Aikau, Hokulani. 2012. *A Chosen People, A Promised Land: Mormonism and Race in Hawai'i*. Minneapolis: University of Minnesota Press.
- Alfred, Taiaiake. 2005. *Wasáse: Indigenous Pathways of Action and Freedom*. Toronto: Broadview Press.
- Allen, Chadwick. 2002. *Blood Narrative: Indigenous Identity in American Indian and Maori Literary and Activist Texts*. Durham: Duke University Press.
- Césaire, Aimé. 2001. *Discourse on Colonialism*. Monthly Review Press.
- Corntassel, Jeff, and Richard C. II Witmer. *Forced Federalism: Contemporary Challenges to Indigenous Nationhood*. Norman: University of Oklahoma Press, 2008.
- Deloria, Vine Jr. 1988. *Custer Died for Your Sins: An Indian Manifesto*. Norman: University of Oklahoma Press.
- Diaz, Vicente M. 2010. *Repositioning the Missionary: Rewriting the Histories of Colonialism, Native Catholicism, and Indigeneity in Guam*. Honolulu: University of Hawai'i Press and the Center for Pacific Islands Studies.
- Dillon, Grace L, ed. 2012. *Walking the Clouds: An Anthology of Indigenous Science Fiction*. 1st ed. Tucson: University of Arizona Press.
- Driskill, Qwo-Li et al., eds. 2011. *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. University of Arizona Press.
- Howe, LeAnne. 2001. *Shell Shaker*. 1st ed. San Francisco: Aunt Lute Books.
- Memmi, Albert. 2005. *The Colonizer and the Colonized*. Beacon Press.
- Trask, Haunani-Kay. 1999. *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. Revised ed. Honolulu: University of Hawai'i Press.

Course Requirements and Assessments:

I believe the form of grading, based on capitalist logics, pervasive in most schools and universities is counter-productive to encouraging student-driven learning. Because we work within that system, you will receive a letter grade based on your performance in this course. However, you and I will determine that grade together.

At the beginning of the course, you will create goals along the dimensions: 1) affective, 2) social, 3) analytical. Your goals will obviously overlap the various dimensions, and you should feel free to add other dimensions or general goals that don't fit well in one category or another. Your learning goals should be clear, understandable, attainable, and demonstrable (i.e. you can show evidence of your progress). At the end of the course, you will submit a narrative assessment and recommended letter grade with your final portfolio, which will serve as the evidence for your recommended grade.

As the professor, I have the kuleana of final determination of your grade. In addition to your self-assessment, I will look at whether or not you have met the expectations of the course outlined in the syllabus. If the final grade I determine differs from your recommended grade, I will make my reasoning and evidence available to you, upon request. Beyond just the letter grade, I provide written and verbal feedback to support you in advancing your projects.

Sample Goals:

Affective dimension

- “I will find ways to work through the discomforts involved in being an ‘Ōiwi or a settler in Hawai'i.”
- “I will deepen my respect for the multiple perspectives articulated by Pacific Islanders with regard to land and sovereignty.”

Social dimension

- “I will participate in collective organizing around creating sustainable, local economies.”

- “I will clarify my kuleana as a scholar working in partnership with a school-based community, including teachers, family members, and students.”

Analytical dimension

- “I will compare visions about future regional cooperation and identity in the Pacific written by islanders versus visions written by outsiders.”
- “I will write a publishable-quality critical review of the rhetoric and strategies of the Grassroots Institute of Hawai‘i or the Reinstated Hawaiian Kingdom Government.”

Assignments and Expectations

Participation and Attendance

Being absent once or twice is understandable. Once you hit your third absence, your final grade will be lowered for each subsequent absence. **If you miss five or more class sessions, you will not pass the course.**

Final Portfolio

All assignments will be compiled in a **final portfolio**, including the elements described below. Each assignment also has its own due date, so that you are completing various pieces of the portfolio over the course of the semester.

1. Individual reading summaries on texts labeled as including “individual readings”

Due dates: see schedule

For certain class sessions, you will be selecting readings of your choice to report back on to the group. Prepare a summary of the main points and issues for discussion, approximately one single-spaced page in length. Post your contribution to the course blog by 6pm the night before class. These pieces should also be helpful to you in the long run. That is, they should remind you of the main arguments, aims, and methods of the work, your analysis of its success, and your reflections on how it speaks to other readings, events, or your own research projects. Be prepared to speak to your colleagues in class on what you find useful, problematic, intriguing about what you’ve read.

2. Book review

Due: The week after the book you are writing about has been assigned on the syllabus. (This gives you the opportunity to use discussion in class to help you think about the review.)

A book review is a very particular kind of academic writing that summarizes and provides a critical analysis of a text. The purpose of a book review is to provide someone interested in the book with enough information to determine whether or not it is applicable to their research and/or teaching needs. It is prepared for a targeted audience and situates the book within an existing field. Book reviews are a great way to begin to establish a publishing record as a graduate student. Here is the process I’d like you to follow:

- Choose one book from our list of assigned readings. *I have marked eligible books with an asterisk in the course schedule.*
- Identify an academic journal that would likely find this book applicable to their readers.
- Research *their* guidelines for book reviews and use these guidelines to structure your review. Please attach the book review guidelines you used to organize and structure your paper.
- You may helpful guides on writing book reviews at the following hyperlinks: [Purdue OWL](#), [ANU academic skills](#), [H-net review guidelines](#)

After you submit our review to me, I will provide you feedback so that you may revise your review, if you wish, for actual submission to a journal or for your final portfolio.

3. Letter to someone outside the academy: written, spoken or video

Due date: November 21

One of the central ethical commitments in Indigenous Studies is to take our knowledge outside the academy. Similarly, a friend of mine lovingly shared this piece advice with a group of Indigenous Studies students when we were visiting his home community: “Don’t stay in your closet playing with yourself and your knowledge!” Sharing useful knowledge is essential, and this often requires translation from the dominant languages of the academy to languages that are more accessible within our other communities.

In this assignment, I want you to *write or speak* a letter (or some other form such as a mele, poem, personal narrative) to a specific person who is not located within academe. Take some of the central insights you are learning and share them with this person. Start a dialogue. Make some observations. Engage this person in your process, and push yourself to integrate emotion and analysis. Whether or not you actually share this piece with your intended audience is up to you. If you are looking for inspiration, check out James Baldwin's "My dungeon shook: Letter to my nephew on the 100th anniversary of the emancipation."

4. **A mapping of major ideas, arguments, texts and authors. AND oral defense.**

Due date: Dec 14

The final assignment is intended to help you synthesize what you have learned in this introduction to Indigenous Politics. We have talked about the formation of Indigenous Studies in terms of various genealogies, so think about this assignment as an opportunity to map the relationships between texts, ideas, social movements, authors and/or places. Your map can take the form of a diagram with text, a conventional annotated bibliography or literature review, a collection of images related to the works we read (with captions), a series of blog postings in a public forum, or a mele with an explanatory essay. Whatever form you decide to use, you should include at least 10 of the texts we have engaged this semester which have been most influential to you. Most importantly, the process and product should be useful to you (and others) in the long run. You will present and defend your map during the final meeting of our class.

5. **A final self-assessment of your performance and achievements in the course**

Due date: Dec 14

The self-assessment must include the letter grade you recommend for your performance in the course. It should then substantiate that recommendation by describing what you've put forth and what you've gained from the class. You will have a separate opportunity to evaluate the course and me, so keep this focused on you and your performance. The self-assessment should be the cover page of your portfolio and should be followed by all the pieces listed above (#1-4).

Policies

Late Work: Late work is unacceptable. If extraordinary circumstances arise, I will consider exceptions on a case-by-case basis. There will be a grade penalty of some kind, if the work is accepted at all.

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>). Furthermore, cheating and stealing are not acceptable within a Hawaiian cultural value system. 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 any of the numerous online sources that provide tips on academic writing. See me if you need suggestions.

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.

Course Schedule

Foundations: Historical, Conceptual and Activist

Aug 22	Ho'olauna Early Influences	Cesaire, <i>Discourse on Colonialism</i> Memmi, <i>The Colonizer and the Colonized</i> Waziyatawin's poem, "Speak to me of justice when..." Supplemental: Fanon, <i>Wretched of the Earth</i> and <i>Black Skin, White Masks</i>
Aug 29	Academics and Activism in Native North America	Deloria, <i>Custer Died For your Sins</i> Akwesasne Notes, <i>A Basic Call to Consciousness</i>
Sept 5	Academics and Activism in Hawai'i	Trask, <i>From a Native Daughter</i> Individual readings: Pick one of the chapters from Trask's book to read more closely.
Sept 12	Sovereignty and Recognition	Barker, Introduction to <i>Sovereignty Matters</i> Simpson, "Under the Sign of Sovereignty" Alfred, Excerpt from <i>Peace, Power, Righteousness</i> Coulthard, "Subjects of Empire: Indigenous Peoples and the Politics of Recognition in Canada"
Sept 19	Settler colonialism and white supremacy	Fujikane, Intro to <i>Asian Settler Colonialism</i> * Moreton-Robinson, "Imagining the good indigenous citizen" Saranillo, "Colliding Histories: Hawai'i Statehood at the Intersection of Asians 'Ineligible to Citizenship' and Hawaiians 'Unfit for Self-Government'" Smith, "Three Pillars of White Supremacy" Wolfe, "Settler Colonialism and the Elimination of the Native" Individual readings: You are expected to read all the articles for today, but pick two that you would especially like to focus on and write about.
Sept 26	Queer Indigenous critiques of heteropatriarchy	Shared reading: Introduction, Part I and <i>Conclusion of Queer Indigenous Studies</i> , ed. By Driskill et al. * Individual readings: At least one additional chapter of your choice in <i>Queer Indigenous Studies</i>

Telling Our Own Stories

Oct 3	Methods and the role of research	<p>Shared reading: Smith, Excerpts from <i>Decolonizing Methodologies</i> Vizenor, Excerpt from <i>Survivance</i> Kanahele, "I am this Land"</p> <p>Individual readings (at least one of the following): Alfred "Warrior Scholarship" Andersen, "Critical Indigenous Studies: From Difference To Density" Gaudry, "Insurgent research" Kikiloi, "Rebirth of an Archipelago: Sustaining a Hawaiian Cultural Identity for People and Homeland," Teaiwa, "Lo(o)sing the Edge" Warrior, "Native American Scholarship and the Transnational Turn"</p>
Oct 10	Native Agency, Culture and Religion	Diaz, <i>Repositioning the Missionary*</i>
Oct 17	Negotiating Faith and Culture	Aikau, <i>A Chosen People, A Promised Land*</i>
Oct 24	Activist Texts	<i>Blood Narrative: Indigenous Identity in American Indian and Maori Literary and Activist Texts</i>
Oct 31	Novels and Genealogy	Howe, <i>Shell Shaker</i>
Nov 7	Native Science Fiction	<p>Dillon, <i>Walking the Clouds: An Anthology of Indigenous Science Fiction*</i></p> <p>Individual readings: You are expected to read the whole volume, but chose two to read closely and write about.</p>
Nov 14	<p>Settler colonialism, anthropology and Native America</p> <p>*Noe will be at ASA conference.</p>	<p>Film: <i>Avatar</i></p> <p>Essays by Orin Starn, Audra Simpson, and James Clifford in <i>Cultural Anthropology</i> 26(2)</p>

Contemporary Conditions and Future Visions

Nov 21	Negotiating with Settler States	Corntassel and Witmer, Forced Federalism: Contemporary Challenges to Indigenous Nationhood*
Nov 28	Climate Change and Peak Oil: Impacts on Indigenous Nations	Shared reading: Grossman and Parker, <i>Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Crisis</i> * Individual readings (at least two of the following): Cheyfitz, “Balancing the Earth: Native American Philosophies and the Environmental Crisis” Goodyear-Ka'ōpua & Baker, “The Great Shift” LaDuke, <i>Recovering the Sacred</i> (excerpts) Waz'iyatawin, “The Coming Collapse”
Dec 5	Fighting for and nurturing post-imperial Indigenous Futures	Shared reading: Alfred, <i>Wasase</i> Individual readings: Alfred, <i>Wasase</i> Goodyear-Ka'ōpua, Kuleana Lāhui: Corntassel, “Sustainable Self-Determination”
Dec 12	FINALS WEEK: Portfolios Due	Final exam scheduled for Friday, Dec 14 from 12 – 2pm. If the class collectively agrees on an alternate time, we can meet earlier in the week, but the portfolios will not be required earlier than the scheduled final exam period.

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