

POLS 684 – Contemporary Native Hawaiian Politics  
UHIP & IGOV exchange, March 19 – 30, 2012

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**Course description and objectives:**

This is a highly-experiential, place-based and project-based course focused on contemporary Hawaiian efforts to “restore kuleana” to land and community. This two-week intensive course is the fifth in a series of graduate seminars conducted in collaboration with the Indigenous Governance Program (IGOV) at University of Victoria. Students and faculty from both UHIP and IGOV will develop understandings of major political and social forces in Hawai‘i over the past two centuries. In particular, we will use the case study of Kaho‘olawe to:

- Historicize the way we think about and enact kuleana to ‘āina (land);
- Explore restoration of land-based knowledge and relationships; and
- Consider land reclamation strategies used by Kānaka Maoli and settler allies in communities aiming to remake militarized relations to land.

This international exchange will be further enriched by an intensive engagement with members of the Protect Kaho‘olawe ‘Ohana (PKO), a community organization that has almost four decades of practice in restoring kuleana on Kaho‘olawe island. By experiencing and reflecting on the intersections of theory and practice, of Hawaiian and North American Native politics, and of intellectual and physical work, participants are engaged in a rigorous and meaningful project.

In considering the kuleana the Protect Kaho‘olawe ‘Ohana has re-established for the island versus the state’s notion of “the public” in relation to state-controlled land and rights to it, we hope to begin a larger conversation about the ways Indigenous people negotiate revitalization/demilitarization projects and settler state structures. For instance, the Kaho‘olawe case highlights the tensions between ‘ohana-governance based on kuleana and state-based notions of “the public” in relation to state-controlled land and public access rights.

O‘ahu-based class time will be used to build a shared knowledge base about our case study. We will focus on the history of Kaho‘olawe, its genealogy, mo‘olelo and mele, how it came to be a bombing range for the military, the resistance movement, and the transfer of the island from the Navy to the State of Hawai‘i under the stewardship of the Kaho‘olawe Island Reserve Commission. While on island we will work on various projects organized by PKO but we should also have time to gather as a class for discussion. When we return to Honolulu, students will have time to work on group projects and present them to the class. The projects must have a comparative element and take up the issues raised in the first half of the session.

## Course Requirements:

1. Reading responses/Blog posts: Since we have only three days prior to our departure for Kaho‘olawe, we do not have a lot of time together in class to prepare. The blog will help us to begin sharing ideas and get conversation started. **During the month prior to the start of the course**, we ask that course participants do two things at your own convenience: 1) Choose at least one of the readings or a set of the readings and post a blog entry that includes a brief summary and commentary, which can include questions or other thoughts about the reading; 2) Post at least one response to someone else’s entry. Additionally, **UHM students** are assigned to each of the readings and have been asked to initiate the in-class discussion on assigned days.
2. Creative Presentation: Students will be organized into small groups. Each small group will present some form of creative expression (song, chant, poem, visual piece, etc) that speaks to their experience on Kaho‘olawe. These presentations will begin our debriefing session on the Monday after we return to O‘ahu.
3. Final Group Presentations: The small groups will work on comparative projects that explore the tensions between restoring Indigenous relational obligations with land and settler state institutions/logics/structures. Each group should compare the case of Kaho‘olawe with at least one or more locations or initiatives. By looking at these cases comparatively, groups can address such questions as: What are the tensions that emerge when undertaking projects of Indigenous resurgence and working against, alongside and/or within settler state structures? How are people negotiating these tensions? What have been the strategies, gains, lessons learned? Where do we go from here? *Project presentations are scheduled for Mar 28 & 29.*
4. Critical reflection paper: **UHM students** will write an individual paper that builds upon the final group project. It should address the questions of what it means to restore kuleana and to work within, against, outside, and/or between settler state structures. *Papers will be due May 9.*

The course can be taken for a pass/fail or letter-grade option. Please let the instructors know at the beginning of the semester which you choose. In either case, grading will be based on students’ participation in all learning experiences, engagement during classroom sessions, contribution to group projects, and final paper.

### Required Texts:

The following books can be purchased through Prof. Oliver Lee or any online vendor. Professor Lee can be found in his office, Saunders 634, Mon –Thurs, 1- 5 pm. Ph# 956-3688.

Morales, Rodney. Ed. *Ho‘iho‘i hou: A Tribute to George Helm & Kimo Mitchell*. Honolulu: Bamboo Ridge, 1994.

All other readings can be downloaded from Laulima, including the book *Na Mana‘o Aloha o Kaho‘olawe* by Ritte and Sawyer.

## Schedule

\*A mandatory PKO-led briefing on safety and cultural protocol will be required. Date and location TBA as soon as we hear from PKO.

Class meeting	Topic	Reading
<p><b>(UHIP only)</b> Feb 1 Mar 7 Mar 14 12:30 – 2:30pm Saunders 624</p>	<ol style="list-style-type: none"> <li>1. Hoolauna and expectations</li> <li>2. Oli practice</li> <li>3. Makana prep</li> </ol>	<p>Lei-making session on Sunday, March 18</p>
<p>1 Mon, Mar 19 <i>Meet at Kānewai</i>  8:30 – 11:30am</p>	<p>Welcoming protocols Introductions and orientation to Kānewai</p> <p>Kohemalamalama-a-Kanaloa: Genealogy, cultural meaning and kuleana</p>	<ol style="list-style-type: none"> <li>1. McGregor, “Kaho‘olawe: Rebirth of the Sacred”</li> <li>2. Kamakau, selection on kuleana from <i>Ka Po‘e Kahiko</i></li> </ol> <p><i>Discussion leader: Maya</i></p>
<p>2a Saunders 624 Tues, Mar 20 10:30 – 11:30am</p> <p>2b 1:00 – 2:30pm 2:30 – 4:00pm</p>	<p>Screening of “Kaho‘olawe Aloha ‘Āina” (DVD 7733)</p> <p>The movement to stop the bombing: Environmental and Indigenous movements – uneasy alliances</p> <p>PKO orientation for those going to Kaho‘olawe</p>	<ol style="list-style-type: none"> <li>1. Morales, <i>Ho‘iho‘i hou</i></li> <li>2. Kajihiro, “The Militarizing of Hawai‘i”</li> <li>3. Blackford, “Environmental Justice, Native Rights, Tourism, and Opposition to Military Control: The Case of Kaho‘olawe”</li> <li>4. <a href="#">Moolelo Aloha Aina website</a></li> <li>5. <a href="#">PKO website</a></li> </ol> <p><i>Discussion leaders: Ni‘oi, No‘eau and Tuti</i></p>
<p>3 Saunders 624 Wed, Mar 21 8:30am – 12pm</p> <p>Moloka‘i group leaving at 10:30am</p>	<p>Restoring the kuleana of Kanaloa Kaho‘olawe</p> <p><i>Guest speaker: Kaliko Baker, Mo‘olono and KIRC Commissioner</i></p> <p>Fly from O‘ahu to Maui in the late afternoon (around 5pm)</p>	<ol style="list-style-type: none"> <li>1. 2003 MOA US Navy and State of Hawaii</li> <li>2. 2009 MOA, KIRC/State of Hawaii and PKO</li> <li>3. KIRC Strategic Plan 2009-2013, and Year-in-Review 2010</li> <li>4. “Creating the practitioners for Kanaloa Kaho‘olawe” from <i>Kukula ke Ea a Kanaloa</i></li> </ol> <p>For your reference:</p> <ul style="list-style-type: none"> <li>• Summary of the 1994 Dept of Defense Appropriations Act</li> <li>• <a href="#">Hawaii Revised Statutes 6K (Kaho‘olawe Island Reserve)</a></li> </ul>
<p>3 Saunders 624 Wed, Mar 21 8:30am – 12pm</p>	<p>Restoring the kuleana of Kanaloa Kaho‘olawe</p> <p><i>Guest speaker: Kaliko Baker, Mo‘olono and KIRC</i></p>	<ol style="list-style-type: none"> <li>1. 2003 MOA US Navy and State of Hawaii</li> <li>2. 2009 MOA, KIRC/State of Hawaii and PKO</li> </ol>

4 Thur, Mar 22	KAHOOLAWE	
5 Fri, Mar 23	KAHOOLAWE	Selections from <i>Kukula ke Ea a Kanaloa</i> (particularly those things related to the spring equinox and specific observable sites)
6 Sat, Mar 24	KAHOOLAWE	Ritte and Sawyer, <i>Na Mana'o Aloha o Kaho'olawe</i> <u>(Please bring to the island in a water tight bag)</u>
7 Sun, Mar 25	TRANSIT DAY Wake up before dawn to board boat to Maui. Fly back to O'ahu (around 3pm)	
8 Mon, Mar 26 <i>Saunders 624</i> 1:00 – 4:00pm	Creative Presentations and Debrief	Mon afterclass: Harvest and prep 'uala
9 Tues, Mar 27	Groups work independently on group projects	
10 & 11 Mar 28 & 29 12:30 – 3:30pm <i>Saunders 624</i>	Group presentations and discussion	Thurs pm: Imu and mea 'ai for pā'ina
Fri, Mar 30	'Awa ceremony and circle  Closing pā'ina (open to families, alums, etc.)	