

Decolonial Futures - POLS 777

Fall 2011, Mondays 1:30 – 4:00pm, Miller 101

Prof. Noelani Goodyear-Ka'opua goodyear@hawaii.edu	Office Hours: Tues, 10:30-12:30pm or by appt Saunders 609, 956-8928
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Course Overview

"The future" does not exist as an already-determined set of relations. Rather *multiple* futures are made possible or foreclosed everyday in the present. What futures can be envisioned to eclipse colonial & neocolonial relations of power? In this course, we will challenge ourselves to imagine futures beyond the dominant structures or institutions that profoundly shape our present realities: the schools and scholarship, the prisons and punishment, and the military and war. Such rethinking and imagining requires deep, historicized critiques of these institutions and also requires us to challenge accepted categories. We will look to critiques emerging from Indigenous Studies, as well as other fields, that focus on interrogating white supremacy and settler colonialism. We will also look at manifestos and utopias that call us to imagine and engage in action toward anti-colonial or non-colonial futures.

The creation of preferred futures requires cooperation and collaboration. Similarly, the course is designed to encourage collaborative learning. Many of our readings will be shared. In order to help us cover more ground and teach each other, you will be responsible for reporting to the group on readings that you, alone or with a partner, have completed. Because the realization of 'preferred' or 'alternative' futures necessarily involves people beyond the academy, this course also emphasizes taking your learning beyond the academy. As such, some of the assignments are geared toward developing your skills in relaying between university and non-university spaces, or between 'academic' and 'popular' conversations.

Required Texts

Red Pedagogy by Sandy Grande

Another Kind of Public Education by Patricia Hill Collins

The Ignorant Schoolmaster by Jaques Ranciere

Militarized Currents: Toward a Decolonized Future in Asia and the Pacific, eds. Shigematsu and Camacho

Are Prisons Obsolete? by Angela Y. Davis

Earth Democracy: Justice, Sustainability, and Peace by Vandana Shiva

Queer Indigenous Studies: Critical Interventions in Theory, Politics and Literature, eds. Driskill, Finley, Gilley and Morgensen

All required books are available for purchase through the UH bookstore, but feel free to use any bookseller from which you can get the book in time for the week we are reading it. Other course readings will be available in electronic format on Laulima. Please note: I am open to adding readings you would like to include and modifying the reading assignments based on student interests.

Grading

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, as long as you include the three listed. Your learning goals should be clear, understandable, attainable, and demonstrable (i.e. you can show evidence of your progress). I have provided some samples below. 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 am happy to provide whatever written and verbal feedback is most helpful to 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

1. Participation and Attendance

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

2. 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.

- **Individual reading summaries**

Due dates: see schedule

Choose ten weeks to do these summaries. 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 Laulima discussion board by Sunday at 6pm. 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.

- **Critical review presentation and paper**

Due dates: Abstracts due on Sept 26. Presentations on Nov 28 & Dec 5. Paper due on Dec 12.

This assignment is intended to give you practice in presenting conference papers. You will present a critique of a text representing a possible future for Hawai'i, another Pacific Island group, or the region as a whole. I want you to find something that helps further your own graduate research project, but I can also help make suggestions if you are having trouble selecting a text (or set of texts). Some examples include: The Pacific Plan, Moloka'i's "Future of a Hawaiian island," the Hawai'i 2050 plan, proposals for US deoccupation of Hawai'i, or various organizations' strategic plans. The assignment includes an abstract and a 10-15 minute presentation to the class, in the style of a formal conference presentation. Think of your classmates as the first audience, but also keep in mind the possibility of developing the work further for a larger audience. In the past, some students have developed their presentations further for the Native American and Indigenous Studies Association conference. For this assignment, you will need to submit a complete paper, or other approved format, as part of your final portfolio.

- **Class project on Pacific futures: MOANA NUI 2011**

Due date: Nov 7

This semester, we have the unique opportunity to participate in an alternative conference that will parallel the Asia-Pacific Economic Cooperation (APEC) meetings in Honolulu from November 7-10. The conference is called "Moana Nui," and the aim is to bring together people who are left out of the kind of future planning APEC does, yet who are among those most deeply affected by their decisions. You can also see a tentative conference schedule at <http://moananui2011.org/>. The role we can play may evolve as the conference date approaches. For this assignment, our class will work on drafting shared visions around conference themes: food/water sovereignty, energy independence, education, health, indigenous stewardship of lands, confronting environmental challenges, alternative economic development, and demilitarization. We might also break up into working groups based on the units of this course. In any case, we will talk in class about how to break up the work in ways that align with your interests. The statements we produce can become contributions toward the larger drafting of an international declaration at the conference. Please block off some time during Nov 9-11, so

that you can participate in the conference to whatever extent possible. If you are on Facebook, I encourage you to join the *Moana Nui 2011* group, which includes the planners and supporters of this conference. Folks have also been posting a lot of information from various parts of Oceania.

- **Write-up of reflection on Moana Nui conference**
Due date: Dec 12

By the end of the semester, you will write a reflection piece on your experience in participating in this community research partnership.

- **A final self-assessment of your performance and achievements in the course**
Due date: Dec 12

The final self-assessment should 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 the teacher, so keep this focused on you and your performance. The self-assessment should be the cover page of your portfolio.

Policies

Late Work: Late work is unacceptable. If extraordinary circumstances arise, I will consider exceptions on a case-by-case basis, with the understanding that 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.

SCHEDULE

Week	Topics, Questions, Activities	Readings
Aug 22	Ho'olauna & overview Ecological contexts	Waziyatawin, "Indigenous Survival in the Coming Collapse" "The Millennium Ecosystems Assessment: A Toolkit for Understanding and Action"
Aug 29	Oceanic contexts	Von Fossen, "South Pacific Futures: Oceania Toward 2050" <i>(read to p.23 closely, skim the rest)</i> Sem, "Climate Change and Development in Pacific Island Countries" Teaiwa and Koloamatangi, "Democracy and its prospects in the Pacific" Aqorau, "Rethinking Sovereignty in the Pacific" Slatter, "Neoliberalism and the Disciplining of Pacific Island States"
Sept 12	Historical and political contexts: Settler colonialism and white supremacy	Wolfe, "Settler colonialism and the elimination of the native" Kauanui, "Colonialism in Equality: Hawaiian Sovereignty and the Question of U.S. Civil Rights" Goldstein, "Where the Nation Takes Place: Proprietary Regimes, Antistatism, and U.S. Settler Colonialism" Barker, "The Contemporary Reality of Canadian Imperialism" Lawrence, "The Epidemiology of Color-Blindness: Learning to Think and Talk about Race, Again" Smith, "Three Pillars of White Supremacy"
Sept 19	Queer Indigenous critiques and imaginings	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>
Sept 26	Radical indigenous departures in Education	<i>Red Pedagogy</i> by Sandy Grande
Oct 3	Educational reform within the settler state	<i>Another Kind of Public Education</i> by Patricia Hill Collins

Oct 10	Intellectual emancipation	<i>The Ignorant Schoolmaster</i> by Jaques Ranciere
Oct 17	Ecoliteracy, ecopedagogy and Pacific education	Kanahele, "I am this Land" Gadotti, "Education for Sustainable Development: What we need to learn to save the planet?" Orr, "Environmental Literacy: Education as if the Earth Mattered" Selections from <i>Tree of Opportunity: Rethinking Pacific Education</i>
Oct 24	Militarization and Demilitarization in the Pacific and Asia	Shared reading: Introduction, Part I and Conclusion of <i>Militarized Currents: Toward a Decolonized Future in Asia and the Pacific</i> , eds. Shigematsu and Camacho Individual readings: At least one additional chapter in the book
Oct 31	Militarization and Demilitarization in the Pacific and Asia	Selections from <i>Security Disarmed: Critical Perspectives on Gender, Race, and Militarization</i> [available through UH Voyager Electronic resources as e-book] <ul style="list-style-type: none"> • Intro, Chapters by Kirk, Teaiwa, and "Activist Statements" Maclellan, "From Fiji to Fallujah: The war in Iraq and the privatization of Pacific security" "Gender and US bases in Asia-Pacific" (URL: http://www.fpif.org/articles/gender_and_us_bases_in_asia-pacific) *Explore the <i>Women for Genuine Security</i> website
Nov 7	Mass incarceration and its abolition	Keahiolalo-Karasuda, "A Genealogy of Punishment in Hawai'i: The Public Hanging of Chief Kamanawa II" OHA, "The Disparate Treatment of Native Hawaiians in the Criminal Justice System" Executive summary (full report online at OHA.org) <i>Are prisons obsolete?</i> by A.Y. Davis

Nov 14	Beyond the hegemony of “the market”	<i>Earth Democracy: Justice, Sustainability, and Peace</i> by Shiva
Nov 21	Alternative economies and governance	Individual readings and report back: Community land trusts, cooperatives, community finance, participatory economics (Parecon), sustainable self-determination, basic income, stakeholder grants or other proposals for transforming capitalist economic production
Nov 28	Alternative economies and governance	Individual readings and report back: Old and new Indigenous forms of government (fa’a matai, ahupua’a and ‘ohana, etc.), other non-statist forms of social organization and decision-making (“The Coming Insurrection,” the commons, etc.)
Dec 5	<i>Oceanic Futures</i> Presentation of critical analyses	Sample: Teves, “We’re All Hawaiians Now’: Kanaka Maoli Alterities and the 21st Century Ahupuaa” and the City & County’s 21 st Century Ahupua’a Principles, available at: http://www.honolulu.gov/refs/ahupuaa/index.html <i>Aubrey, Anjali, Adam, Kara, Nadeen, Greg</i>
Dec 12	FINALS WEEK: Portfolios Due Presentation of critical analyses, continued	

The Pacific Plan and updates, available at

<http://www.forumsec.org.fj/pages.cfm/about-us/the-pacific-plan/?printerfriendly=true>