

## **Introduction to Indigenous Politics: WI**

Political Science 304 – MW 12:30-1:45

KUY 304

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### **Course Overview**

As Alfred and Corntassel assert, to be Indigenous today entails living an “oppositional, place-based existence, along with the consciousness of being in struggle against the dispossessing and demeaning fact of colonization by foreign peoples” (Alfred & Corntassel 2005, 297). According to the United Nations Permanent Forum on Indigenous Issues, there are over 370 million Indigenous people in over 70 different countries. Although we will not be able to fully survey this diversity, through a readings, discussion, community engagement, and writing assignments with feedback from the professor, students will get a sense of the breadth and dynamism of the issues and movements that constitute this political field. As a *writing intensive* course, students will develop effective writing strategies and increased familiarity with different writing styles. The formal and informal writing assignments assist us in developing our collective and individual understandings of Indigenous peoples’ struggle against colonialism and globalization and the alternative futures leaders envision for their people.

This course is interdisciplinary in so far as the global Indigenous peoples’ movement encompasses Indigenous peoples’ desire to revitalize and maintain their cultural practices, assert political, economic and social control over their lives and livelihoods, while also having control over their governments and governance practices. If we understand Indigeneity to be a political category that recognizes both the connection of autochthonous peoples to our lands and sacred histories *and* the international alliances and interconnections amongst peoples who identify as Indigenous, then our focus is necessarily comparative. We will begin by familiarizing ourselves with the key terms and concepts in the field. We will then expand out to consider how various global forces impact Indigenous nations, the strategies deployed to push back against these forces, and the ways communities are working to regenerate their land- and water-based practices. 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. Finally, through community engaged learning, students will do more than read about the regeneration of Indigenous oppositional, place-based existence, but will actively contribute to the struggles underway today.

### **Learning Objectives**

- Students will understand the diversity of Indigenous peoples and struggles, and think critically about Indigeneity as an identity of alliance; by calling ourselves ‘Indigenous,’ we connect to others beyond our local struggles.

- Students will strengthen your comprehension of important terms and concepts in Political Science and Indigenous Politics: indigeneity, liberalism, colonialism, settler-colonialism, decolonization, sovereignty, self-determination, survivance, neoliberalism, reconciliation/recognition, genocide, Wasáse, etc.
- Students will put theory into practice through community engaged research and service.
- Students will analyze intersecting axes of oppression and privilege, particularly indigeneity, race, gender, sexuality, and class.
- Students will develop effective strategies for writing, learn to use

## Assessments and Grading

### **20% Participation and Attendance**

This course is discussion based; regular attendance and participation are critical to its success and yours. In order to actively participate in class discussion, complete in-class activities (small group work, quizzes, informal writing, etc.) 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. These exercises 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 there 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. For group work, each member actively contributed to the group and worked to be inclusive and collaborative of all group members.
- 2 – Shows only partial understanding of the reading and put in moderate effort. For group work, draws only on contributions from some group members.
- 1 – Made an attempt but showed little if any understanding of the reading. Group work relies only on one individual.
- 0 – No attempt.

### **10% Key Concept Presentation**

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 as it pertains to Indigenous politics. One example for inspiration is The Pinky Show’s video archive. For example, check out their piece on “Kaho‘olawe,” URL: <http://www.pinkyshow.org/videos/thirteen-things-i-learned-at-kahoolawe>

### **20% Community Engaged Student Learning in Hawai‘i**

According to a well known, and often used ‘ōlelo no‘eau, “Ma ka hana ka ‘ike,” learning and knowing happens in the work that we do. I believe that we cannot fully understand what is at stake for Indigenous peoples unless we leave the classroom, roll up our sleeves and get to work. This is a two part assignment that intends to make the link between community action and

politics. At the end of the semester you will give a 2 minute presentation on the organization you worked with and your experiences.

### **1. Hana lima (10%)**

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 a Kānaka Maoli organization who are not a part of the UH system. Select an organization, group or ‘āina that is related to the issues around which you are interested in learning more about. For instance, if you wanted to learn more about Indigenous peoples’ struggle for food sovereignty, you might volunteer to work with: Ma‘o organic farms in Lualualei, Paepai O He‘eia fishpond, Māhuhua ‘ai o Hoi in He‘eia, or Ho‘oulu ‘Āina. If you are interested in demilitarization, you might want to work with groups like Hawai‘i Peace and Justice or the Protect Kaho‘olawe ‘Ohana. Your hana lima must be a minimum of 4 hours and you need to provide documentation of your participation.

### **2. Testimony (10%)**

At the beginning of the semester you will identify a Bill, either in the House or Senate, that is relevant to Indigenous issues in Hawai‘i. You will follow the bill over the course of the semester and when appropriate you will write and submit testimony in support or against the bill. Your paper needs to conform to the testimony format (I will post a template to laulima and we will discuss the testimony genre in class) and your position needs to be supported by scholarly research that can come from material covered in class or your own secondary research. In addition to submitting your testimony to the Legislature, you will upload your paper to Laulima for grading. I am happy to meet with you individually to talk about your testimony. I am also available to read and comment on drafts.

### **Mid-Term Essay 20%**

Your mid term assignment will be to write a short essay where you will be asked to critically reflect on the material we have covered in class.

### **Final Research Paper: (30%)**

The final research paper provides you with an opportunity to look more in-depth at one Indigenous nation or group. Your final paper must be typed, double-spaced and 10 pages in length. As a writing intensive course, I am as interested in the process of writing as I am in the final product. All topics must be approved by me: TBA. The process portion of the paper is worth 15% of your final total: Outline (5%) **Due TBA**, Draft (5%), Presentation (5%) **Due TBA**. Final paper is due: **TBA**.

### **Grading Procedures:**

Below is a general written description of how I determine grades.

- A Achievement **outstanding** relative to the level necessary to meet course requirements
- B Achievement **significantly above** the level necessary to meet course requirements.
- C Achievement **meeting the minimum course requirements**.
- D Achievement **worthy of credit** even though it does not fully meet the basic course requirements in every respect.
- F Performance **failing to meet the basic course requirements**

**Grade Breakdown:** Your grade will be based on the +/- system.

A	100% - 93%
A-	90%
B+	86.49%
B	82.49%
B-	80%
C+	76.49%
C	72.49%
C-	70%
D+	66.49%
D	62.49%
D-	60%
F	59% - 0 %

**Required Course Texts:**

There are 3 books required this semester. These are available at the UHM bookstore. In addition, a significant number of additional readings for this course will be available on the *Lualima* website or at URL's provided in the course syllabus. You are expected to read all assigned material before class and have them with you when you come to class.

- Albert Memmi, *The Colonizer and Colonized* (Boston: Beacon Press, 1967)
- Taiaiake Alfred, *Peace, Power, and Righteousness* (New York: Oxford University Press, 2009)
- Andrea Smith, *Conquest: Sexual Violence and American Indian Genocide* (Cambridge: South End Press, 2005)

**Policies**

**Attendance and Tardiness:** 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 (please keep in mind that not all in-class activities or assignments can be made up given the nature of the assignment or activity). You are allowed a maximum of four (4) absences over the course of the semester before your grade will be affected. Further absences will result in a deduction of points from your participation grade. **If you miss eight (8) or more class sessions, you will get zero points for your participation grade.** You are responsible for all readings, class discussions, and lecture material covered in your absence. Repeated tardiness will count as an absence.

**Late Work:** All work should be completed on time. If students have special circumstances that prevent them from turning in an assignment on time **PRIOR** arrangements must be made. A paper is late if it is not turned in by the end of class of the assigned due date. Late papers will be marked down by 1/3 of a grade for every day it is late (i.e. from an A- to a B+). After a week the paper will receive zero points.

No **incompletes** will be given for this course unless there are extenuating circumstances in which case a contract must be drawn up with a plan for completion.

**Submission of work:** All written assignments must be submitted via Laulima. All written assignments must be saved as either a word doc (.doc or .docx) or as a PDF file (.pdf) before they are uploaded. It is your responsibility to make sure you submit papers in an approved format, if I cannot open a file because you did not save it correctly, your paper may be penalized.

**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.