

**POLS 684**  
**Contemporary Native Hawaiian Politics**  
**Spring 2014**

*Note: This is a draft; some activities may not yet be listed, and the due dates for assignments haven't been determined yet.*

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Saunders 640C

Office hours: Tuesdays and Thursdays 1-3 pm or by appointment

This seminar is a course of study of contemporary Hawaiian political thought via the works of Native Hawaiian scholars. We begin with secure grounding in the past, because it is not possible to understand contemporary Hawaiian political thinkers and activists without understanding our deep connections to our 'āina and our ancestors. The central issue for Kānaka 'Ōiwi is always 'āina and our relationships to it and each other as a lāhui. The loss of our sovereignty—that specific relationship of our lāhui to our 'āina—in the late 19<sup>th</sup> century is yet unresolved. The readings in the course will prepare participants to think more knowledgeably about what sovereignty, self-determination, and decolonization mean for Kānaka today.

Students are expected to attend every course session having read the assignment(s) and ready to participate in discussion. Each student will write a research paper of 20-25 pages on a topic related to the course, and present that research to the class.

Students must purchase books in time to fulfill the reading requirement. **No excuses will be accepted for failure to obtain books.** If, for any reason, a student fails to get a book in time, s/he should attend the seminar but not contribute to the discussion.

Books may be purchased from Prof. Oliver Lee in Saunders 632, Monday – Thursday 1-5 pm, in the early part of the semester only. Required books:

*Ruling Chiefs of Hawai'i*, S. M. Kamakau

*Aloha Betrayed*, Noenoe Silva

*Native Land and Foreign Desires*, Lilikalā Kame'eleihiwa

*Hawaiian Blood*, J. Kēhaulani Kauanui

*Waimea Summer*, John Dominis Holt

*From A Native Daughter*, Haunani-Kay Trask

*The Queen and I*, Sydney Laukea

*Native Men Remade*, Ty Kāwika Tengan  
*A Chosen People, a Promised Land*, Hokulani Aikau  
*The Seeds We Planted*, Noelani Goodyear-Ka'ōpua

**Seminar discussion each week:** Students should take notes while reading, develop questions for discussion, and think about how the material might relate to their own research projects. I may ask students to submit discussion questions the day before class.

**Weekly written responses** to readings to be determined.

**Poetry or news topic.** Each week one student will present either a poem that they like—and if so, email a copy to all members of the class—or bring in a news item that relates to our class. The time we spend on this will depend on the relevance of the discussion to our seminar and to what is on our minds. I will circulate a sign-up sheet.

**Pā'ina pū.** Our seminar takes place in the evening and it is important to keep our energy going; it is also good to share food. I will circulate a sign-up sheet for people to volunteer to bring light food for us to share. I will bring plates, napkins, utensils, etc. I would appreciate a volunteer, however, to help me carry those things from Saunders to our classroom each week.

**Term paper.** Each student will write a 20-25 page paper based on original research, and aiming for publishable quality. To assist with this, there are 4 separate assignments. Students must complete every phase of the paper or risk getting a low grade.

1. Topic: Submit your idea in the form of a research question, possible argument, or hypothesis. This must be approved by me before you proceed.
2. Outline and bibliography. This should be in the form of an actual outline of the paper, with an introduction, somewhat detailed body, and conclusion. The bibliography is a work in progress at this point, but should show that you have thought about what you will need to read to support your argument or hypothesis.
3. Full draft of the paper. All of the pages. Partial drafts will receive only partial credit; that is, if you turn in 10 out of the 20 pages (50%), the grade will be F, etc. I will give detailed feedback on this draft and students are encouraged to meet with me for additional feedback.
4. Full revised and polished paper.

### **Presentations**

Students will present their research papers to the seminar. The presentation should be 10-15 minutes (this will be determined by the number of participants in the seminar), summarize the argument of the paper, and be presented with appropriate visuals. We will have time for discussion of each paper.

**Grading**

Attendance and participation	35%
Weekly writing	30%
Research paper: Topic	5%
Outline & bibliography	5%
Draft	10%
Final paper	10%
Presentation:	5%

**Plagiarism Warning!**

All student work must be original in order to gain credit. Using anyone else's words, phrases, sentences, paragraphs, etc. without citation is plagiarism. If you cut and paste anything at all from a web site, for example, without putting quotation marks around it and citing it, that is plagiarism. Plagiarism is cheating. I will immediately fail any student who turns in a paper containing plagiarized material. If you have any doubt at all about what constitutes plagiarism, please ask. Plagiarism usually occurs when a student feels overwhelmed for some reason. If this should happen to you, please let me know and we will work out something that will be a lot more beneficial to you than cheating.

Anything on this syllabus is subject to change. It is the student's responsibility to attend the seminar to keep current. I will post changes to laulima, so students should attend to any communications from me via laulima.

POLS 684 Contemporary Native Hawaiian Politics  
Spring 2014 Calendar

<b>Date</b>	<b>Read for seminar</b>	<b>Due</b>
Jan. 13		
Jan. 20	NO CLASS MLK Jr. holiday MUST READ: 1 <sup>st</sup> half <i>Ruling Chiefs</i>	
Jan. 27	<i>Ruling Chiefs</i> , 2 <sup>nd</sup> half	
Feb. 3	<i>Aloha Betrayed</i>	
Feb. 10	<i>Native Land and Foreign Desires</i>	
Feb. 17	NO CLASS Presidents' Day holiday	
Feb. 24	Kuleana --'Umi Perkins, dissertation	
Mar. 3	<i>Hawaiian Blood</i>	
Mar. 10	<i>On Being Hawaiian</i> (will be provided to students) & <i>Waimea Summer</i>	
Mar. 17 Kauikeaouli (Kamehameha III) birthday	<i>From A Native Daughter</i>	
Mar. 24	NO CLASS Spring Break	
Mar. 31	Iaukea, <i>The Queen and I</i>	
Apr. 7	Tengan <i>Native Men Remade</i>	
Apr. 14	<i>Aikau: A Chosen People</i>	
Apr. 21	Goodyear-Ka'ōpua: <i>The Seeds We Planted</i>	
Apr. 28	Student presentations	
May 5	Student presentations LAST DAY	