



POLITICS OF PLACE: HAWAI`I

POLS 301 [HAP]—SPRING 2016—TUES/THURS 3:00-4:15—SAUNDERS 637

INSTRUCTOR:

Lianne Charlie—PhD Student, Indigenous Politics Program, Political Science

The best way to contact me is via email: lcharlie@hawaii.edu

I am available during office hours on Tuesdays and Thursdays, 1:30pm to 2:30pm

My office is located in Saunders 634b

COURSE OBJECTIVE:

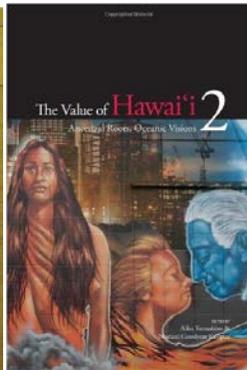
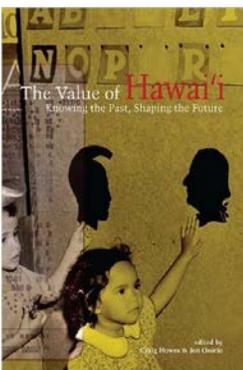
The story of decolonization is one that has room for many voices, one where many people can find ways to belong on the land without dominating, destroying, and displacing Indigenous societies. (Lowman & Barker 2015, 121)

This course is an exploration of our relationship to place. Depending on who we are and where we are, our relationship to place is going to change. For each of us here in Hawai'i, whether we are visitors, guests, foreigners, exchange students, arrivants, descendants of families that have been here for multiple generations, Kānaka `Ōiwi, none of these or all of these; we all have one thing in common: we are living in a place—Hawai'i—where the original Peoples and lands are currently and forcibly occupied by a foreign nation—The United States of America. There also continues to be an active Aloha `Āina movement to restore ea—Kānaka sovereignty or breath—here in Hawai'i. How do these politically contentious and competing desires for Hawai'i inform how we relate to this place? While there are many theories and concepts we could use to try and answer this question, this course draws upon those that articulate Settler Colonialism and Decolonization.

This course asks us to take seriously the `ōlelo no`eau (wise saying): Ho`okāhi no lā o ka malihini. Translated literally, it means “a stranger only for a day.” Metaphorically, it means “after the first day as a guest, one must help with the work” (Pukui 1983, 115). Our work in this class will be informed by a practice of relationality in which we “begin trying to see the world as networked together, and to understand how various actions and decisions will impact the world around us” not just here in Hawai'i, but throughout Oceania (Lowman & Barker 2015, 118).

We will use methods and tools of critical mapping and critical literacy in order to see that the places that surround us are imbued with politics. This course puts an emphasis on personal connection and reflection, as well as builds critical thinking and collaborative research skills. It requires off-campus work for credit. It also invites each of you to work with different ways of expressing knowledge and interacting with The Politics of Place.

TEXTBOOKS & READINGS:



→ Howes, Craig and Jonathan Kay Kamakawiwoole Osorio, editors. 2010. *The Value of Hawaii: Knowing the Past, Shaping the Future*. Honolulu: University of Hawaii Press.

→ Goodyear-Kaopua, Noelani and Aiko Yamashiro. 2014. *The Value of Hawaii 2: Ancestral Roots, Oceanic Visions*. Honolulu: University of Hawaii Press.

The books are available at the UHM Bookstore for purchase. They are also available ONLINE via the UHM Library Portal: <http://library.manoa.hawaii.edu/> Selected Readings are available electronically on Lulima [L] or online via the hyperlink [H] provided.

LEARNING OUTCOMES

By the end of this course you will be able to:

1. Understand your own positionality and how it relates to Hawai'i.
2. Be conversant in key concepts and theoretical underpinnings of Settler Colonialism, Decolonization, and the Politics of Place in Hawai'i.
3. Identify power dynamics and ideological tensions in a variety of circumstances.
4. Identify and use a variety of media to express knowledge.



Assignments:

→ **Participation (25%):** Your attendance greatly impacts your learning experience, your classmates' learning experience and the overall classroom dynamic. For all of our benefit, you must attend class regularly. Your participation grade will be determined based on three evaluations at the end of the semester: 1. Self-evaluation (10%), 2. Instructor-evaluation (10%), and 3. Peer-evaluation (5%). You will be evaluated on the quality of your contributions to class discussions and activities, your use and incorporation of the readings into class discussions and activities, the quality of your contributions to pairs/group work, your completion of in-class assignments, and your in-class demeanor demonstrated by active listening and meaningful engagement with your peers and the subject matter.

→ **Final Project: POP Tours (30%):** You will create a Politics of Place (POP) Tour, which is essentially a walking tour of places with political significance in Hawai'i. Your tour will draw upon the course themes to address an issue or event of your choosing. You can use a variety of media to make your tour: a physical map, a Google Earth layer, an audio recording, a diorama, or a video. You will present your POP Tour to the class at the end of the semester. We will make all of the tours available on a website so that the public can access and potentially do the POP Tour you designed. I will provide detailed instructions later in the semester. Due Weeks 15 & 16.

→ **Weekly Instagram Posts (30%):** As a class we will collectively curate [@poptourshawaii](#) on Instagram. You will make 10 Instagram "posts" (3% each) throughout the semester. Each week (on Fridays) I will post the theme on Lulima. The themes will fit within our class theme of the Politics of Place (POP) in Hawai'i. You will take a photo or find an image that you think best addresses the theme and post it on Lulima under "Class Discussions" with a 75 word (max) explanation addressing the theme and drawing upon the readings, plus any appropriate hashtags. I will share 15 of the best posts from the week on our class Instagram account. This assignment invites you to share your knowledge beyond the classroom. It requires that you make a compelling political statement using images and a limited word-count that can be understood by the general public. You will be graded on the thought and effort you put into your image and write up and your critical engagement with the theme. Due on Lulima by midnight on Mondays.

→ **Community Engagement & Write-up (5%):** You will attend one (1) off-campus community event or workday (in addition to the Demilitarization Tour) before May 1, 2016. I will provide a list of options on Lulima. I am open to alternatives just as long as the event fits within the themes we are addressing in this course. Instructions for the Write-up will be posted on Lulima. It is due posted to Lulima before May 1, 2016. The deadline will not be extended and I will not accept late submissions for this assignment since you have ALL semester to complete it.

→ **Letter (10%):** For the final exam you will write a letter to someone who has never been to Hawai'i. It is your responsibility to convey to them the Politics of *this* Place based on what you've learned throughout the semester. I will provide study tips, guiding questions and specifications about criteria, length, style, and voice closer to the exam date. The exam will be open book (with a take-home option). The more detailed and organized your notes are (i.e. direct quotes from readings, definitions of themes and concepts with examples, and personal remarks), the better you will do.

Working Together

*You do not have to agree with me or your classmates 100% of the time, or at any time. But you do have to be willing to engage in active dialogue and listening, while remaining open to and respectful of varying opinions and perspectives.

*I am fully aware that politics can arouse deep passions and emotions. Such visceral responses are powerful learning and teaching tools. However, they require us to pay close attention to our own words and actions, while also being cognizant of others. I ask that all of you treat each other in the same way that you would like to be treated both in- and outside the classroom.

*Kokua: 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. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

*Writing Center: open Monday-Friday 9am to 6pm. Make appointments at:
<https://sites.google.com/a/hawaii.edu/writingcenter/appointments>

*Counselling Center: open Monday-Friday 8am to 4:30pm, QLC 312. More info at:
<http://www2.hawaii.edu/~csdc/index.html>

COURSE CALENDAR:

<p>[VH1]: Value of Hawai'i: Knowing the Past, Shaping the Future; [VH2]: Value of Hawai'i 2: Ancestral Roots, Oceanic Visions; [L]: Readings are on Laulima; [H]: Readings can be found via Hyperlink provided</p>	
Week 1: Introduction	
Tues Jan 12	Syllabus
Thurs Jan 14	Introductions
Week 2: People & Places	
Mon Jan 18	[MLK Day: No Classes]
Tues Jan 19	□ Kamanamaikalani Beamer, "Tūtū's Aloha `Āina Grace," [VH2]
Thurs Jan 21	□ U'ilani Arasata, "I am a Farmer," [VH2] □ Kathy Jetnil-Kijiner, "Tell Me," [VH2] Guest Speakers: Aiko Yamashiro, Jamaica Osorio, & Ken Kuper
Week 3: Settler Colonialism & Us	
Mon Jan 25	<i>Instagram Post 1 due on Laulima by midnight</i>
Tues Jan 26	□ Tuck & Yang, "Decolonization is not a Metaphor": [H] http://decolonization.org/index.php/des/article/view/18630/15554
Thurs Jan 28	Guest Speakers: Candace Fujikane & Logan Narikawa
Week 4: History sits in Places	
Mon Feb 1	<i>Instagram Post 2 due on Laulima by midnight</i>
Tues Feb 2	□ Tom Coffman, "Reinventing Hawai'i," [VH1] □ Jon Osorio, "Hawaiian Issues," [VH1] Youtube: Jon Osorio, Panel Discussion On Kānaka Maoli Self-Governance October 22, 2015
Thurs Feb 4	□ Yamashiro & Goodyear-Ka'ōpua, "We are Islanders," [VH2]
Week 5: Agriculture & Water	
Mon Feb 8	<i>Instagram Post 3 due on Laulima by midnight</i>
Tues Feb 9	□ Charles Reppun, "Agriculture," [VH1] □ Cheryse Sana, "TransFARMation," [VH2] Guest Speaker: Justin White, artist and curator of @shockabradah on Instagram
Thurs Feb 11	□ D. Kapua`ala Sproat, "Water," [VH1] □ Bonnie Kahape`a-Tanner, "Sailing the Ancestral Bridges," [VH2] □ Innocenta Sound-Kikku, "I am of Oceania," [VH2] YouTube: Kathy Jetnil-Kijiner "Dear Matafele Peinem"
Week 6: Tourism & Development	
Mon Feb 15	<i>Instagram Post 4 due on Laulima by midnight</i> [President's Day: No Classes]
Tues Feb 16	□ Trisha Watson, "Homelessness," [VH1] □ Tina Grandinetti, "Whose Kaka`ako?" [H]: http://fluxhawaii.com/whose-kakaako/ Guest Speaker: Kathryn Xian, Executive Director, Pacific Alliance to Stop Slavery (PASS)
Thurs Feb 18	□ Ramsay Taum, "Tourism," [VH1]
Week 7: Military & Prisons	
Mon Feb 22	<i>Instagram Post 5 due on Laulima by midnight</i>
Tues Feb 23	□ Ferguson & Turnbull, "The Military," [VH1] □ Eri Oura, "My Journey as an Ally for Social Justice," [VH2]
Thurs Feb 25	□ Chesney-Lind and Brady, "Prisons," [VH1] □ Mark Patterson, "Pu`uhonua, Creating Places of Healing," [VH2]
Week 8: Food, Fishponds & Farms	
Mon Feb 29	<i>Instagram Post 6 due on Laulima by midnight</i>
Tues Mar 1	□ Elise Cruz-Talbert, "How We Choose Our Food," [VH2] □ Hi`ilei Kawelo, "Fishponds, Food, and the Future in our Past," [VH2]
Thurs Mar 3	□ Dawn Mahi, "Kalihi Calls," [VH2]

	<input type="checkbox"/> Ho`oulu `Āina, “Our Mission” and “Our Intentions,” [H]: http://www.hoouluaina.com/our-mission/ & Ma`o Farms, “Our Values,” [H]: http://maoorganicfarms.org/our_values
Week 9: Energy & Climate Change	
Mon Mar 7	<i>Instagram Post 7 due on Laulima by midnight</i>
Tues Mar 8	<input type="checkbox"/> Henry Curtis, “Energy,” [VH1] <input type="checkbox"/> Makena Coffman, “A Perspective on Energy Policy,” [VH2]
Thurs Mar 10	<input type="checkbox"/> Chip Fletcher, “Climate Change,” [VH1] Guest Speaker: Joy Enomoto
Week 10: Education	
Mon Mar 14	<i>Instagram Post 8 due on Laulima by midnight</i>
Tues Mar 15	<input type="checkbox"/> Mari Matsuda, “Public Education,” [VH1] <input type="checkbox"/> Tina Grandinetti, “Decolonization and Public Education,” [VH2]
Thurs Mar 17	University of Hawai`i, TMT & Mauna Kea: Readings TBA Guest Speaker: `Ilima Long
Week 11: Spring Break	
Mon Mar 21	
Tues Mar 22	*****SPRING BREAK*****
Thurs Mar 24	
Week 12: POP Tours Project Preparation Time	
Tues Mar 29	***NO CLASS*** [To compensate for off-campus work required for POP Tour Project]
Thurs Mar 31	***NO CLASS*** [To compensate for off-campus work required for POP Tour Project]
Week 13: Sustainable Future(s) & Climate Change	
Mon April 4	<i>Instagram Post 9 due on Laulima by midnight</i>
Tues April 5	<input type="checkbox"/> Davianna McGregor, “Hawaiian Sustainability,” [VH1] <input type="checkbox"/> Sean Connelly, “Urban as Island Living,” [VH2]
Thurs April 7	<input type="checkbox"/> Dean Saranillio, “Alternative Economies for Alternative Futures,” [VH2] <input type="checkbox"/> Aubrey Morgan Yee, “Cultivating Foresight & Empowerment,” [VH2] Guest Speaker: Kahala Johnson
Week 14: Alternative Political Future(s) & US Occupation	
Mon April 11	<i>Instagram Post 10 due on Laulima by midnight</i>
Tues April 12	<input type="checkbox"/> Noelani Goodyear-Ka`ōpua, “Introduction” in <i>A Nation Rising</i> : [L]
Thurs April 14	<input type="checkbox"/> Hokulani Aikau, “Following the Alaloa Kīpapa,” [L] Guest Speakers: Kim Compoc & Decolonial Pin@ys
Week 15: Presentations	
Tues April 19	POP Tours Due & Presentations
Thurs April 21	POP Tours Due & Presentations
Week 16: Presentations	
Tues April 26	POP Tours Due & Presentations
Thurs April 28	POP Tours Due & Presentations
Week 17: Last Week of Classes	
Tues May 3	End of Semester Party & Launch of POP Tours Hawaii website
Wed May 4	***Last day of Classes***
Week 18/19: Exam Week	
Date of Exam:	
Location:	
Time:	
Note: Native American & Indigenous Studies Association (NAISA) @ University of Hawai`i at Mānoa: May 18-21, 2016 https://www.naisa.org/naisa-2016-in-honolulu.html	

OFFICIAL BUSINESS

Student Conduct:

It is a privilege to be a member of the UH Mānoa community. This privilege provides the student with the opportunity to learn and participate in the many programs that are offered on campus. Along with that privilege, the individual is expected to be responsible in relationships with others and to respect the special interests of the institution. These special interests are fully set forth in the UH System's Student Conduct Code. Information, advice, or a copy of the code may be obtained from the Office of Judicial Affairs, Queen Lili'uokalani Center for Student Services 207 or explore www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/.

Cheating:

Cheating includes, but is not limited to, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grade, altering an answer after an examination has been submitted, falsifying any official UH Mānoa record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism:

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and "dry-labbing," which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results.



Grading Scale

A+ = 100

A = 95

A- = 90

B+ = 87

B = 83

B- = 80

C+ = 77

C = 73

C- = 70

D+ = 67

D = 63

D- = 60

F = below 59

A: Outstanding—you complete all assignments, attend all classes, and show strong understanding and effort.

B: Significantly above average—you complete all assignments, attend majority of classes, and show effort to understand material.

C: Meets minimum course requirements—you complete all assignments and attend 40-65% of the classes.

D: Effort worthy of credit—you do not complete the assignments and attend 39% (or less) of the classes.

F: Fail to meet basic requirements—you make no attempt and/or are absent the majority of the semester.