

INDIGENOUS POLITICS
 POLS 304/Writing Intensive
 Spring 2016: University of Hawai'i at Mānoa

Instructor: Forrest Young

Ph.D. Anthropology, M.A. Anthropology, M.A. Philosophy, M.A. Political Science.

Office: TBA

Office Hours: Tuesday 10:30-11:30

Email: forresty@hawaii.edu

Course Description: Indigenous politics arose as an international movement in the late twentieth-century, as Indigenous peoples worldwide sought to address their needs following the failure of the United Nations decolonization processes to address Indigenous peoples. We begin with some introductory reflection upon cultural worlds and conflicts of Indigenous peoples in Asia and the Pacific Islands. We proceed by learning about the emergence of the concept of Indigenous peoples amidst settler colonialism and imperialism within Indigenous worlds and within international organizations like the United Nations. We will then read various books and articles written by and about aspects of the contemporary Indigenous peoples' movements and issues. Some of the topics foregrounded are: Indigenous human rights, settler colonialism, the politics of recognition and refusal, development and Indigenous peoples, heritage parks, education and health. We will do our best to learn from Indigenous peoples throughout the world: from the Triqui, Rama, and Mohawk Indigenous peoples of the Americas to the Sami of Northern Europe, the Kondh Peoples of India, and Kalasha of Pakistan; as well as from the Ogoni of Nigeria in Africa to Aboriginal Australians, the Inuit of Greenland, and the Bontok and Kalinga of the Philippines. Since we are in Hawai'i and in the Pacific Islands, our discussions will start with and often refer to the political situation of the Indigenous people of these islands, and the broader Indigenous politics of Oceania; for example, issues of Chamorro, Kānaka Maoli, Māori, Rapa Nui, and West Papuans.

Required Texts:

Kirksey, Eben

2012 Freedom in Entangled Worlds: West Papua and the Architecture of Global Power.
 Durham: Duke University Press.

Simpson, Audra

2014 Mohawk Interrupts: Political Life Across the Borders of Settler States.

United Nations

2009 State of the World's Indigenous Peoples. New York: United Nations. (Available On-line for free download)

GRADING: Students will be graded according to the standard UHM grading scale. The total points possible will be 500.

TAKE HOME EXAMS (200 points): There will be two take home exams each requiring approximately 3-5 pages of writing in essay form (typed, double spaced, font 12) addressed to broad themes of the course.

FINAL EXAM (100 points): There will be an “in-class” final exam covering the final one third of the course material.

TERM PAPER (100 points): Students are to write an approximately 5-8 page paper that engages with current issues and/or cases of Indigenous politics. **Students will have an opportunity for peer and instructor evaluation** during the course of the term for suggestions and feedback on the composition **on three separate occasions**. At the end of the first month of class and introduction to major themes in Indigenous politics, students will be required to submit an introductory paragraph for their term paper. This paragraph will be discussed in class among student peers and consequently submitted to the instructor for further evaluation and suggestions. After the second month of class, students will bring in a beginning draft of the term paper which will be similarly discussed among peers in class and then submitted to the instructor for further evaluation and suggestions. At the end of month three, students will bring a nearly complete draft of the paper for peer discussion in class and submission to the instructor for evaluation and suggestions for improvement. On the last day of instruction the term paper is due in final form. A detailed description of the project instructions will be provided.

INTRODUCTORY REFLECTION PAPER (30 points): Students reflect upon the concept of Indigeneity the first week of class in terms of readings and personal experience with Indigeneity. The paper should be 2 pages minimum (double spaced, font 12).

INDIGENOUS RIGHTS REFLECTION PAPER (30 points): Students will write a brief reflection paper that distinguishes key rights of Indigenous Peoples according to the UNDRIP. The paper should be 2 pages minimum (double spaced, font 12).

INDIGENOUS COMMUNITY ENGAGEMENT REFLECTION PAPER (40 points): Students will be given an opportunity to engage in Indigenous political worlds during the class with scheduled fieldtrips. Students are to attend one trip and write a brief reflection paper on the experience. The paper should be 2 pages minimum (double spaced, font 12).

WEBSITE RESOURCES: Students may want to consult some of the following websites for news and issues in general and particular for the term paper: Asia Indigenous Peoples Pact www.aippnet.org, Amazon Alliance www.amazonalliance.org, Assembly of First Nations www.afn.ca, International Indigenous Women's Forum www.fimi-iiwf.org, Inuit Circumpolar Council www.inuit.org, International Indian Treaty Council www.treatycouncil.org, www.ipac.org.za/eng, RAIPON Russian Association of Indigenous Peoples of the North www.raipon.info, Sami Council www.samicouncil.net, Tebtebba [Philippines Indigenous Peoples] Foundation www.tebtebba.org Indigenous Peoples Global Partnership on Climate Change and Forests www.indigenouclimate.org and the United Nations Permanent Forum on Indigenous Issues <http://undesadspd.org/indigenouspeoples.aspx>.

COURSE SCHEDULE

Indigenous Encounters

Week 1: January 12 and 14

Classes this week introduce the course topic—Indigenous politics—through reflection on readings the Philippines, and Rapa Nui. As you read assess why and how these writings engage Indigenous politics as opposed to simply politics in general. In other words, what political themes of these social encounters seem to be specific to Indigenous worlds? Do you engage with these worlds with identity with an Indigenous people? **ASSIGNMENT:** Write a short reflection (2-3 pages) answering these questions in the context of reflecting on the readings.

Readings:

Casumbal-Salazar, Melisa

- 2015 Narratives of the Vulval Curse in Bontok and Kalinga, Philippines. *In At Home and in the Field*, Pp. 233-239. Honolulu: University of Hawai'i Press.

Young, Forrest Wade

- 2015 Talking with the Moai in Easter Island: Placing Rapa Nui Language. *In At Home and in the Field*, Pp. 93-99. Honolulu: University of Hawai'i Press.

Mauna A Wakea & Indigenous Politics in Hawai'i

Week 2: January 19 and 21

Classes this week localize the course material in Hawai'i. Students learn about Kānaka Maoli resistance to US colonialism in the late nineteenth century and key issues circumscribing Mauna a Wākea.

Readings:

Peralto, Leon Lo'eau

- 2014 Mauna a Wākea: Hānau ka Mauna, the Piko of Our Ea. *In A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*. Noelani Goodyear-Ka'ōpua, Ikaika Hussey, and Erin Kahunawaika'ala, eds., Pp. 232-243. Durham: Duke University Press.

Silva, Noenoe

- 2014 Ke Kū'ē Kūpa'a Loa Nei K/Mākou (We Most solemnly Protest): A Memoir of 1998. *In A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*. Noelani Goodyear-Ka'ōpua, Ikaika Hussey, and Erin Kahunawaika'ala, eds., Pp. 303-311. Durham: Duke University Press.

Media

Mauna Kea: Temple Under Siege. <http://oiwi.tv/oiwitv/mauna-kea-temple-under-siege/>

Culture & Indigenous Peoples

Week 3: January 26 & 28

Classes this week introduce and review aspects of the culture concept in social science and the humanities in general with particular attention to the value of this concept for Indigenous Peoples. We reflect upon how our “Week 1” ideas about Indigenous cultural worlds from ethnography, poetry, and film articulate with official accounts of the culture concept from Indigenous political leaders at the United Nations Permanent Forum for the Rights of Indigenous Peoples. Students should begin to examine the chapters carefully in consideration of their term paper projects.

Readings:

United Nations (Introduction, Chapter 1, and 2)

2009 State of the World’s Indigenous Peoples. New York: United Nations.

Media

The United Nations and Indigenous Peoples Part I-III. Youtube.

Human Rights and Indigenous Peoples

Week 4: February 2 & 4

Classes this week introduce and discuss some of the international forums and law for the global movement for Indigenous human rights. We review how Indigenous political leaders at the United Nations Permanent Forum for the Rights of Indigenous Peoples have begun to create frameworks and pathways for securing Indigenous human rights and how Indigenous rights have articulated within broader frameworks of international law at the United Nations. **ASSIGNMENT:** Write a short reflection on the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) according to the directions provided in class (2-3 pages).

Readings:

United Nations (Chapter 6: Human Rights)

2009 State of the World’s Indigenous Peoples. New York: United Nations.

United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP).

Media:

The Last Yoik in Sami Forests? - A documentary video for the UN. Youtube

Reference Readings:

Dias, Augusto Willemson

2010 How Indigenous People’s Rights Reached the UN. *In Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples*, Claire Charters and Rodolfo Stavenhagen, eds. Pp. 16-31. Copenhagen: International Work Group for Indigenous Affairs.

Stamatopoulou, Elsa

2007 Cultural Rights in International Law: Article 27 of the International Declaration of Human Rights and Beyond. Boston: Martinus Nijhoff Publishers

Colonialism & Settler Colonialism

Week 5: February 8 & 10

For many of the Indigenous Peoples of the world, settler colonialism is a key context of struggle for human rights and everyday life meaning and vitality. Classes this week listen to and reflect upon critical formulations of settler colonialism articulated in dialogue between Patrick Wolfe and Kēhaulani Kauanui transcribed for our reading from a radio conversation as we begin to discuss literary sensibilities of settler colonial issues articulated in Patricia Grace's short story Ngati Kangaru.

Readings:

Kauanui, J.K. and P. Wolfe

2012 Settler Colonialism Then and Now. *Politica & Societa* 2: 235-258.

Grace, Patricia

2000 Ngati Kangaru. *In Remembrance of Pacific Pasts: an Invitation to Remake History*, Robert Borofsky, ed. Pp. 385-398. Honolulu: University of Hawai'i Press.

Media:

Maori Land Protests : Hikoi and Bastion Point. UH Mānoa Streaming Video.

Nga Kara me nga iwi (The flags and the people). UH Mānoa Streaming Video.

The Waitangi Treaty: An Introduction. Films on Demand.

Reference Readings:

Cesaire, Aime

2000 Discourse on Colonialism. New York: Monthly Review Press.

Recognition & the Indigenous Politics of Refusal

Week 6: February 16 & 18

Classes this week focus on issues of Northern Native American Indigenous politics. We discuss selections of an ethnographic study of Kahnawā:ke Mohawk struggles for place as articulated by Audra Simpson—a leading scholar of Indigenous Studies and anthropology. Significant attention is given to Simpson's development of twenty-first century Indigenous politics of "refusal" that have moved beyond twentieth century Indigenous politics of "recognition". Take-Home Exam 1 is given at the end of week 7, which among other things, will engage students with an essay question addressed to Simpson's ethnography.

Readings:

Simpson, Audra

2014 Mohawk Interrupts: Political Life Across the Borders of Settler States.

Media:

Kanehsatake: 270 Years of Resistance. Youtube.

Rapa Nui Refusal of “Easter Island”

Week 7: February 23 & 25

Classes this week focus on contemporary Indigenous politics in Rapa Nui. Students learn about 2015 refusals of Chilean settler colonialism and political occupation of ancestral lands developed into a Chilean national park. The case study complements issues of refusal explored with Mohawk, Kānaka Maoli, and Maori. **The take-home examination** will be distributed and will be due the following Thursday in-class.

Readings:

Young, Forrest Wade

2016a Rapa Nui: Political Review of Polynesia July 2014-June 2015. *The Contemporary Pacific* 28 (1): 237-244.

2016b Rapa Nui. *In Pacific Ways: Government and Politics in the Pacific Islands*, Second Edition. Steven Levine, ed. Wellington: Victoria University Press.

ENVIRONMENT & INDIGENOUS PEOPLES **Indigenous Epistemology & Ecological Restoration**

Week 8: March 1 & 3

Classes this week introduce environmental issues engaging Indigenous Peoples. We begin with a review of the issues as articulated by Indigenous political leaders at the United Nations Permanent Forum for the Rights of Indigenous Peoples. Students are to begin reading Eben Kirksey’s ethnography of West Papua. We learn begin to learn about “accumulation by dispossession” of Indigenous Peoples in the context of Aboriginal Australia with a review of the recent documentary *Islands of Sanctuary*, as well as a brief documentary on the Rama Indigenous people of Nicaragua.

Readings:

United Nations (Chapter 3: Environment)

2009 State of the World’s Indigenous Peoples. New York: United Nations.

Aikau, Hokulani and Nahaku Kalei and Bradley Wong

2015 He`eia Kūpuna Mapping Workshops: Unearthing the Past, Inspiring the Future in Hawai`i. *In At Home and in the Field*, Pp. 222-228. Honolulu: University of Hawai`i Press.

Ritte, Walter and Bill Freese

2006 Haloa. *Seedling*: 11-14.

Kirksey, Eben (Begin)

2012 Freedom in Entangled Worlds: West Papua and the Architecture of Global Power. Durham: Duke University Press.

Media:

Islands of Sanctuary (UHM Dvd 1919)

Bangkukuk Taik an indigenous Rama Community and the Nicaraguan Interoceanic Grand Canal (Youtube)

Development & Indigenous Peoples of Africa

Week 9: March 8 & 10

Classes this week explore the political economic relationships of “accumulation by dispossession” and “environmental racism” in the context of Indigenous peoples of Africa with an emphasis on the Ogoni people of Nigeria. After a broad overview of environmental issues for Indigenous peoples of Africa, we read a selection of letters and poems from Ken Saro-Wiwa: a leader of the Indigenous Ogoni people of Nigeria who was executed amidst resistance to state development projects organized through the multinational corporation Shell Oil.

Readings:

Tegegen, Melakou

- 2014 The Impact of Dominant Environmental Policies. *In* Indigenous People in Africa: Contestations, Empowerment, and Group Rights, Ridwan Laher and Korir Sing `Oei, Pp. 45-62. Pretoria, South Africa: African Institute of South Africa.

Saro-Wiwa, Ken

- 2013 Ken Saro-Wiwa’s Letters and Poems. *In* Silence Would Be Treason: Last Writings of Ken Saro-Wiwa, Ide Corley, Helen Fallon, Laurence Cox, eds. Pp. 41-164. Maynooth: National University of Ireland Maynooth.

Media:

Environmental contamination of Ogoniland by Shell. Youtube.

Reference Readings:

Naanen, Ben

- 2012 The Nigerian State, Multinational Oil Corporations, and the Indigenous Communities of the Nile Delta. *In* The Politics of Resource Extraction: Indigenous Peoples, Multinational Corporations, and the State, Suzanne Sawyer and Edmund Terence Gomez, eds. 153-179. New York: Palgrave Macmillan.

Development & Indigenous Peoples of India

Week 10: March 15 & 17

Classes this week explore the relationship of “development and dispossession” for Indigenous Peoples in India. Students should continue to read Kirksey in preparation for discussion of these issues in West Papua which will begin to be discussed the 17th.

Readings:

Krishna, Sankaran

- 2015 Colonial Legacies and Contemporary Destitution: Law, Race, and Human Security. *Alternatives* 40(2): 85-101.

Reference Readings:

Xaxa, Virginius

- 2012 Identity, Power, and Development: The Kondhs in Orissa, India. *In* The Politics of Resource Extraction: Indigenous Peoples, Multinational Corporations, and the State, Suzanne Sawyer and Edmund Terence Gomez, eds. Pp. 180-203 New York: Palgrave Macmillan.

Media:

The Real Avatar: Mine - Story of a Sacred Mountain. Youtube.

Genocide & Indigenous Peoples of West Papua

Week 11: March 29 & 31

Classes this week examine the Indigenous politics of West Papuans in Indonesia—a current global hot spot in Indigenous politics as West Papuans are subjects of ongoing genocide, and murder by many human rights reports. We learn about some of the basic political problems of West Papuans struggling to articulate a global assemblage for independence from the state of Indonesia. We focus on a recent text of Eben Kirksey that discloses how the struggles of West Papuans illuminate inequalities and “vampire assemblages” of power amidst globalization. Take-home exam #2 will be distributed and due the following week in-class on Thursday.

Readings:

Kirksey, Eben

2012 Freedom in Entangled Worlds: West Papua and the Architecture of Global Power. Durham: Duke University Press.

Media:

Forgotten Colonization: Directed by Damien Faure (UH Streaming)

West Papua: Directed by Damien Faure (UH Streaming)

Secrets and Lies in West Papua (Dvd 3148)

Indigenous Peoples & Health

Week 12-13: April 5, 7 & 12

Classes this week introduce health issues engaging Indigenous peoples. We begin each day with a poem on processed meats by Craig Perez—an Indigenous Chamorro poet based at UHM. We proceed with a broad review of the health issues articulated by Indigenous political leaders at the United Nations Permanent Forum for the Rights of Indigenous Peoples is introduced. Building upon the issues of accumulation and dispossession in the prior section of the course, students learn about the Triqui—an Indigenous people of Mexico. Students learn about how NAFTA and other forces of neoliberal globalization, have led to Triqui dispossession and incorporation into the US fruit industry suffering severe health problems and life-threatening conditions of labor. The Triqui provide a window into the biopolitics of contemporary food production in the US and global processes from the vantage of Indigenous peoples.

Readings:

United Nations (Chapter 5: Health)

2009 State of the World’s Indigenous Peoples. New York: United Nations.

Holmes, Seth M. (Selections)

2013 Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. Berkeley: University of California Press.

Perez, Craig

2008 Spams Carbon Footprint, Corned Beef Unrationed, Shoplifting Vienna Saussages

Indigenous Peoples and Education

Week 13-14: April 14, 19, & 21

Classes these weeks focus on the importance of decolonizing the mind through Indigenous determined education. We begin with a review of the issues as articulated by Indigenous political leaders at the United Nations Permanent Forum for the Rights of Indigenous Peoples. We proceed with an examination of Kānaka Maoli movements for Indigenous education in Hawai'i. We will conclude with a guest lecture on the revitalization of Chamorro language.

Readings:

United Nations (Chapter 4: Education)

2009 State of the World's Indigenous Peoples. New York: United Nations.

Goodyear-Ka'opua, Noelani (Introduction, Chapter 4 and 5)

2008 The Seeds We Panted: Portraits of a Native Hawaiian Charter School. Minneapolis: University of Minnesota Press

Sovereignty & Independence: Indigenous People of Greenland

Week 15: April 26 & 28

We conclude the course learning about the “entangled world” of Greenland’s Indigenous peoples. The Inuit people of Greenland have often provided a model for other Indigenous peoples’ desires for self-determination and independence. Students learn about how the movement for Inuit self-determination is increasingly entangled in climate shift issues.

Readings:

International Work Group for Indigenous Affairs

2013 Greenland. *In* The Indigenous World Report, Pp. 20-25. Copenhagen: International Work Group for Indigenous Affairs.

Rasmussen, Henrietta

2009 Cultural Rights in Greenland. *In* Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples, Claire Charters and Rodolfo Stavenhagen, eds. Pp. 232-248. Copenhagen: International Work Group for Indigenous Affairs.

Final Exam Review

Week 16: May 3