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

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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

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

United Nations
**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).

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

Young, Forrest Wade

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

Silva, Noenoe

Media
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)  

**Media**

**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)  


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

**Reference Readings:**
Dias, Agusto Willemon  

Stamatopoulou, Elsa  
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  
Grace, Patricia  

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.  

Reference Readings:  
Cesaire, Aime  

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


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)

Aikau, Hokulani and Nahaku Kalei and Bradley Wong

Ritte, Walter and Bill Freese

Kirksey, Eben (Begin)

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  

Saro-Wiwa, Ken  

**Media:**

(Environmental contamination of Ogoniland by Shell. Youtube.)

**Reference Readings:**

Naanen, Ben  

**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  

**Reference Readings:**

Xaxa, Virginius  

**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

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)

Holmes, Seth M. (Selections)

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)

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

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

Rasmussen, Henrietta

Final Exam Review
Week 16: May 3