

**POLS 720 Indigenous Theory
Spring 2016**

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Office hours: Tues. 10-11 a.m., Wed. 9-10 a.m.

In this seminar we will consider what (mostly political) theory is, its relationship to our work in indigenous politics, and what specifically indigenous theory is and might be. We will read a selection of recent works produced by indigenous theorists, which are not clustered on any specific theme or topic.

Most of the writing work in the course will be focused on preparing a paper of publishable quality. In addition, I will do my utmost to secure outside peer reviewers in order to give seminar participants an idea of how the process works. We will begin with discussions on what makes for publishable papers. Students will group themselves or be grouped into writing groups as part of this process. The steps in the process will include: developing a topic and bibliography; producing a full draft that will be workshopped with the writing group; turning in and receiving feedback from me on the revised draft; revising and turning that in; receiving feedback from an outside reviewer; and responding to that outside review with a final version of the paper.

This process is contingent on my getting enough volunteer peer-reviewers. Should my efforts fail, we will do the same process, but without the peer-review.

At the end of the course participants should have a good sense of recent works in indigenous theory and have either a soon-to-be-publishable paper, or at least, a pretty good idea of how the process works.

Required books. All of these are available electronically from the UH library.

Deloria, Vine Jr., *The World We Used to Live In*. 237 pages.

Simpson and Smith, *Theorizing Native Studies*. 337 pages.

Nakata, *Disciplining the Savages, Savaging the Disciplines*. 247 pages

Goldstein, Alyosha, *Formations of United States Colonialism*. 400 pages

Brooks, Lisa. *The Common Pot: The Recovery of Native Space in the Northeast*. 346 pages

McDonough, Kelly, *The Learned Ones: Nahua Intellectuals in Postconquest Mexico*. 276 pages

Teaiwa, Katerina Martina, *Consuming Ocean Island: Stories of People and Phosphate from Banaba*. 246 pages.

Moreton-Robinson, Aileen. *The White Possessive: Property, Power, and Indigenous Sovereignty*. 200 pages.

In addition, we will read one issue of *Decolonization* journal and other journal articles. Those will be available either open access or through the UH library.

Attendance and participation

Attendance is required and expected at all seminar sessions. Unexcused absences will result in lowered grades. As in all seminars, students are expected to do all the reading and come to class prepared to discuss it. Questions are especially welcome. Learning happens in our grappling together over the readings.

Writing groups

All students will actively participate in a writing group. This will require a commitment to meet and read each other's papers outside of class. Writing groups will consist of three or four students.

Term paper project

The term paper will be a work of original research of 20-25 pages. It must be related to the course in some way. Students who are working on theses or dissertation proposals should focus on an aspect of those projects. The steps in the process will include: developing a topic and bibliography; producing a full draft that will be workshopped with the writing group; turning in and receiving feedback from me on the revised draft; revising and turning that in; receiving feedback from an outside reviewer; and responding to that outside review with a final version of the paper.

Other writing

In addition to the term paper project, students will be asked to give written responses and compose discussion topics or questions most of the time. Good discussion questions are open-ended, ask about concepts that may be unclear, extend concepts or ideas from the reading, and so forth.

Getting to know each other

Each student is asked to share a poem or short piece of writing or play a short video or audio of something they like once in the semester. These can be no more than 3 minutes long. They may or may not have anything to do with the content of the seminar; they are a way of getting to know each other better. We will also share snacks each week. I will circulate sign-up sheets for each of these things.

Grading

Attendance and participation	30%
Weekly response papers	20%
Term paper	45%
Paper presentation	5%

Please note that participants must fulfill each step in the term paper process in order to receive an A for the paper. Papers that have not gone through the several drafts will not be accepted.

Plagiarism warning

All student work must be original in order to gain credit. Plagiarism is cheating. I will immediately fail any student who attempts to turn in a paper containing plagiarized material. Plagiarism usually occurs when a student feels overwhelmed for some reason (assignments too heavy; family or relationship problems; financial worries, etc.). 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.

Calendar for POLS 720 Spring 2016

Date	In Class	Read before class & what's due
Jan. 12	Introductions What is theory discussion	
Jan. 19	Discussion What makes a paper publishable discussion	Excerpts from <i>Clearing a Path</i> , ed. by Nancy Shoemaker and these 3 articles from Studies in American Indian Literatures Volume 26, Number 2, Summer 2014: Byrd: "Tribal 2.0," Doerfler: "Making It Work," and Howe: "Embodied Tribalography." Download these via Project Muse, through UH library. (The link above should work.)
Jan. 26	Discussion	Deloria 1-2 page response to Deloria with substantive discussion topic or question.
Feb. 2	Discussion Form writing groups	Decolonization journal, V. 3, no. 3 (open access online). Read feature article and all the articles. Dip into the continuations if you have time. Two-page response identifying what indigenous theories you found in at least two of the articles and your response to those.
Feb. 9	Discussion	Kauanui & Diaz "Native Pacific Cultural Studies on the Edge" and Kouvaka "Berths and Anchorages:

		<p>Pacific Cultural Studies from Oceania.” Download both from <i>The Contemporary Pacific</i> via Project Muse, through UH library.</p> <p>1-2 paragraph outlining main argument for each essay plus discussion topic or question.</p> <p>Bibliography in progress for paper</p>
Feb. 16	Discussion	<p>First half of <i>Theorizing Native Studies</i> pages TBA</p> <p>1-2 page response with discussion topic or question.</p>
Feb. 23	Discussion	<p>Remainder of <i>Theorizing Native Studies</i></p> <p>1-2 page response with discussion topic or question.</p>
Mar. 1	Discussion	<p>Nakata, <i>Disciplining the Savages</i>.</p> <p>1-2 page response with discussion topic or question.</p>
Mar. 8	First workshop of papers	<p>First full draft of paper, bring paper copies to class. Turn in copy on laulima on Sunday Mar. 6.</p>
Mar. 15	Discussion	<p>Teaiwa, <i>Consuming Ocean Island</i>. Turn in revised copy of paper via laulima, based on feedback from writing group.</p>
Mar. 22	NO CLASS: SPRING BREAK	<p>Will receive feedback from me on paper.</p>
Mar. 29	Discussion	<p>Goldstein, <i>Formations of US Colonialism</i>. 2-3 page response with discussion topic and/or question.</p>
Apr. 5	Discussion	<p>Brooks, <i>The Common Pot</i>,</p>

		first half, pages TBA. 1-2 page response with discussion topic or question.
Apr. 12	Discussion	Remainder of Brooks, <i>The Common Pot</i> , pages TBA Turn in revised paper. This version will be sent out to peer-reviewers
Apr. 19	Discussion	McDonough, <i>The Learned Ones</i> . 1-2 page response with discussion topic or question.
Apr. 26	Discussion of text and feedback from reviewers in the writing groups.	Moreton-Robinson, <i>White Possessive</i> . 1-2 page response with discussion topic or question. Receive feedback from peer-reviewers.
May 3 LAST DAY	Student presentations and pā'ina	
May 10		Turn in final, polished version. You will receive more feedback from me on this one, including a recommendation whether or not to pursue publication.