

POLS 110 WI : Introduction to Political Science

Spring 2019

MW 10:30-11:45

Professor Noenoe Silva

Email: noenoe@hawaii.edu

Office hours: M 1–3 or by appointment

Course Overview:

The purpose of this course is to introduce you to the study of politics, as well as the various ways in which peoples engage with the political. This is a broad field of study, and in order to navigate it we will focus on the professor's specializations and areas of interest, namely Indigenous and Hawaiian politics. Throughout the course, we will engage with Indigenous scholarship to expand our understandings of what is political, as well as how we can interact with the world around us. We begin by looking at stories, at the importance of positionality, and the ways in which narratives shape our perceptions about the world. We then move into issues of knowledge production, investigating what counts as knowledge, as well as what knowledges we value and how we come to regard them as such. To close, we will investigate race and identity. Building on our understandings of narratives and knowledge, we will analyze historical and contemporary power structures surrounding race and identity as a way to recognize the political structures and motives they serve. These readings are grounded in issues of colonialism and decolonization, and are meant to encourage students to think about the power and politics we learn about within their historical contexts, as well as the futures they might lead to.

As a student of politics, the goal is for you to come away from this introductory course with the improved ability to:

- Think critically and historically about power and the political
 - Including the ability to identify and analyze various power dynamics

Anything on this syllabus is subject to change. It is students' responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.

- Craft and defend evidence-based arguments
- Pose and explore open-ended questions about authority and legitimacy
- Communicate effectively and cogently explain the interconnectedness of local and global dynamics of power

These learning outcomes can also be found on our department website, here:

<http://www.politicalscience.hawaii.edu/undergraduate/index.html>

The course is structured to help you meet these goals. The readings assigned analyze various power structures and are meant to encourage you to think about these structures and processes in new and different ways. As a student, you are expected to craft arguments and pose questions based on the readings assigned, and then present these arguments and questions to the instructors and the rest of the class via discussion and written assignments. During discussions, students are expected to engage with one another in a respectful manner, remaining open to new opinions and beliefs, and using evidence from the assigned texts to support their arguments.

This is a writing intensive course and writing is therefore a primary tool for learning. The learning objectives for writing intensive courses are that students will be able to:

1. Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres;
2. Develop and organize appropriate and relevant content;
3. Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field; and
4. Control style and mechanics to communicate effectively.

Anything on this syllabus is subject to change. It is students' responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.

The hallmarks of a writing intensive course are:

1. The class uses writing to promote the learning of course materials.
2. The class provides interaction [e.g., conferences, written feedback] between the instructor and students while students do assigned writing.
3. Written assignments contribute significantly to each student's course grade.
4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

One book and a course reader are required. Purchase *The Truth About Stories* by Thomas King at UH Bookstore, and the course reader at Professional Image at 3520 Wai'ala'e Ave. Call Professional Image in advance at (808) 973-6599 because they only print on demand. The cost is \$23.

Readings:

Corntassel, Jeff. 2012. "Re-envisioning Resurgence: Indigenous Pathways to Decolonization and Sustainable Self-determination." *Decolonization: Indigeneity, Education & Society* 1, no. 1: 86-101.

Hau'ofa, Epeli. 1983. *Tales of the Tikongs*. Honolulu: University of Hawai'i Press.

Herman, Douglas. 1999. "The Aloha State: Place Names and the Anti-conquest of Hawai'i." In *Critical Toponymies: The Contested Politics of Place Naming*, edited by Lawrence D. Berg and Jani Vuolteenaho. Farnham, UK: Ashgate.

Kauanui, J Kēhaulani. 2008. *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity*. Durham: Duke University Press.

King, Thomas. 2008. *The Truth About Stories: A Native Narrative*. Minneapolis: University of Minnesota Press.

Anything on this syllabus is subject to change. It is students' responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.

- McDougall, Brandy Nālani. 2014. "Putting Feathers on Our Words: Kaona as a Decolonial Aesthetic Practice in Hawaiian Literature." *Decolonization: Indigeneity, Education & Society* 3, no. 1: 1-22.
- Ngũgĩ wa Thiong'o. 1986. *Decolonising the Mind: The Politics of Language in African Literature*. Portsmouth: Heinemann Educational Books Inc.
- Rich, Adrienne. 1986. "Notes Towards a Politics of Location (1984)." In *Blood, Bread, and Poetry: Selected Prose 1979-1985*, edited by Adrienne Rich, 210-231. New York: W.W. Norton & Co.
- Simpson, Leanne Betasamosake. 2014. "Land as Pedagogy: Nisnaabeg Intelligence and Rebellious Transformation." *Decolonization: Indigeneity, Education & Society* 3, no. 3: 1-25.
- Tallbear, Kim. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press.
- Trask, Haunani-Kay. 1999. "Decolonizing Hawaiian Literature." In *Inside Out: Literature, Cultural Politics, and Identity in the New Pacific*, edited by Vilsoni Hereniko and Rob Wilson, 167-182. Lanham: Rowman & Littlefield Publishers, Inc.

Coursework:

Getting to know each other

Each student will present a poem or a short story or video sometime in the semester. If it is a recited poem, please provide the text ahead of time via the laulima mail tool, or provide copies for your classmates. Time limit is 3 minutes. Sign-up sheet will be provided.

Bringing texts to class

Students are required to bring the required book or course reader to class every session. Phones, tablets, and laptops are NOT allowed during class. Take notes with pen/cil and paper.

Anything on this syllabus is subject to change. It is students' responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.

Daily homework and attendance

Students are expected to do all assigned readings before class. Each student must write 1 page, typed and double-spaced, about the assigned readings and must turn these in to me before class begins, every day, for every class, unless told otherwise.

These essays must, at minimum, include:

- your understanding of the argument that the author is making;
- the clear statement of a vital question that you see the author raising about politics, or that the daily reading provokes you to think about; and
- a short explanation of why the question that you have chosen is important.

This daily essay is not an invitation to tell the instructors what the author said, and you should avoid writing a summary. It is an invitation to engage with the readings and how they are influencing your thinking. This daily assignment is not optional: no essay, no acknowledgement of your presence for the class. These essays will be graded at random (several will be selected each day for scrutiny; if your essay is selected on a Monday, please note that the laws of randomization suggest that this selection has absolutely no bearing on whether your next essay will be selected the following Wednesday). From time to time, I will give students a special assignment in place of the daily paper. The first of these is the “Locating Yourself” paper described below. These assignments and your appearance in class, plus the instructors’ evaluation of your oral participation, will constitute 70% of your grade.

Locating Yourself Paper:

During the first weeks of class we will look at where we are, both as students of the University and as individuals in the world. For this assignment, you will write a 1–2 page reflection on your positionality; that is, who you are, where you come from, your relationship to Hawai‘i and its Native people and what you bring to the classroom. You are encouraged to reflect on the readings to help shape how you choose to write this assignment. Some additional questions to consider are: How

Anything on this syllabus is subject to change. It is students’ responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.

did you end up at the University of Hawai‘i at Mānoa? What are some past experiences that shape how you approach politics? In what ways does your identity influence your engagement with the political?

Locating Yourself Pt. 2:

For this paper, you will locate yourself within your stories and experiences. Rather than situating yourself in relation to the place you are now, you will look at the stories that have helped shape who you are today, as well as the experiences that influence your individual positionality. Building on King and Rich, this 1-2 page paper should engage with the following questions: What stories shape yourself and your community? Why does it take so long to learn certain (hi)stories? What are the experiences of your individual body, and how does that influence your positionality here in Hawai‘i? What do we tend to omit from our (hi)stories, and what do these omissions tell us?

Final Paper—0%

Students will choose a topic to research that is related to the content of the course, and will write a 6–8 paper on that topic that makes an argument. Students will construct their papers in four distinct stages:

1. Propose a topic in one or two sentences.
2. Turn in an outline and working bibliography of the sources to be used.
3. Turn in a complete, proofread draft.
4. Turn in a revised and polished draft.

Students will receive instruction at each of these stages, and will receive feedback on all work turned in for this paper. After the complete drafts are turned in, each student will have an individual conference with the professor to go over suggestions for improvement.

Anything on this syllabus is subject to change. It is students' responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.

Presentation of Research

Each student will present their research paper to their classmates in a 3 minute presentation. The presentation must include an articulation of the argument in the paper and brief explanation of the evidence that supports it. This presentation is the final examination for this course.

Grading Scheme

Attendance and participation: 35%

Daily papers: 30%

Final paper: 30%

Presentation: 5%

Anything on this syllabus is subject to change. It is students' responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.

Reading Schedule:

All readings can be found in your course reader, with the exception of *The Truth About Stories* (2008) by Thomas King, which can be purchased through the UH Bookstore.

Date	Read before class	Assignment Due
M		
W	Herman, "Aloha State" (Download from Laulima)	
M	Ch. 1 in <i>The Truth About Stories</i>	Locating yourself paper I
W	Ch. 2 in <i>The Truth About Stories</i>	
M	Ch. 3 in <i>The Truth About Stories</i>	
W	Finish <i>The Truth About Stories</i>	
M	"Notes Towards a Politics of Location"	
W	Preface, Introduction and Ch.1 [to top of pg. 13 (End of part III)] in <i>Decolonising the Mind</i>	Locating yourself paper II
M	Cont. Ch. 1 to bottom of pg. 22 (End of part VI) in <i>Decolonising the Mind</i>	
W	Finish <i>Decolonising the Mind</i> excerpts	Reflection on whole Ngugi reading (2 pages)
M	Selected chapters from <i>Tales of the Tikongs</i>	
W	"Decolonizing Hawaiian Literature"	
M	"Putting Feathers on Our Words"	
M	"Re-envisioning Resurgence"	
W	"Land as Pedagogy"	
M	Read Introduction (pages 1-13) in <i>Native American DNA</i>	
W	Finish Introduction in <i>Native American DNA</i>	
Oct.	Recommendation: Attend (Re)Mapping Indigenous and Settler Geographies in	

~~Anything on this syllabus is subject to change. It is students' responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.~~

	the Pacific Conference	
M	Read Ch. 1 in <i>Native American DNA</i> to page 48	
W	Finish Ch. 1 (pg. 66) in <i>Native American DNA</i>	
M	Read Ch. 2 in <i>Native American DNA</i> to top of pg. 86	
W	Finish Ch. 2 (pg. 103) in <i>Native American DNA</i>	
M	Read first-half of Conclusion in <i>Native American DNA</i> (pg. 177- top 192) Library Visit, meet in Hamilton 113	
W	Finish Conclusion in <i>Native American DNA</i>	
W	Read Poems (“Blood Quantum” and “Thinking about Hawaiian Identity”) and first-half of introduction (bottom of pg. 16) in <i>Hawaiian Blood</i>	
M	Finish Introduction in <i>Hawaiian Blood</i>	
W	Read first-half of Ch. 1 (to page 52) in <i>Hawaiian Blood</i>	
M	Finish Ch. 1 in <i>Hawaiian Blood</i>	
W	Beamer, “Hawaiian Independence”	
M	FINAL EXAM DAY Student presentations	Final paper due.

Plagiarism:

Plagiarism is a very serious offense. If you present someone else’s words or ideas as your own, you are plagiarizing them. Plagiarism is a form of theft and academic dishonesty. Some examples include doing any of the following without proper citation: cutting and pasting text from a website, paraphrasing another person’s ideas, directly

Anything on this syllabus is subject to change. It is students’ responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.

copying words from any source (book, journal, script), etc. We will not hesitate to fail any student who turns in plagiarized work. We understand that generally people resort to plagiarism when they are under pressure for various reasons. If you are having a hard time with an assignment, or if you feel overwhelmed with your semester, please come speak to us.

Student Resources:

Be sure to take advantage of the following resources:

KOKUA Program is available for alternative learners as well as differently abled students. For more info: <http://www.hawaii.edu/kokua/>

Learning Assistance Center is available to all students to assist in writing and other academic needs, including free tutoring and workshops on time management. For more info: <http://manoa.hawaii.edu/undergrad/learning/>

The Writing Center is available to all students interested in free assistance at any stage of the writing process. For more info: <https://sites.google.com/a/hawaii.edu/writingcenter/about>

Counseling and Student Development Center is available to all students to obtain free and confidential support with mental health and wellbeing as well as career or academic concerns. For more info: <http://www.manoa.hawaii.edu/counseling/>

Anything on this syllabus is subject to change. It is students' responsibility to attend class and use the most recent version of the syllabus in order to stay current. I will not make changes without notifying students.