

Political Science 684: Native Hawaiian Politics  
**Instructor:** Dr. Jamaica Heolimeleikalani Osorio  
**Meeting Days & Times:** Tuesdays 12-2:30pm  
**Location:**  
**Office Hours:**

### **Course Description**

This course engages participants in a critical study of issues in Kanaka Maoli History and Politics, with an emphasis on the role of literature in contemporary resurgence and engagement. To do so, we will turn our focus to the intersecting politics and practices of Aloha 'āina, pilina and mo'olelo. This course, **Political Science 684: Native Hawaiian Politics**, will begin with aloha 'āina as an orienting political framework and explore the way this framework and the practice of aloha 'āina has been deployed in a diversity of ways in historic and contemporary contexts in Hawai'i and by Hawaiians.

### **In this class we will:**

1. Study Hawai'i's political history
2. Explore the ways Kanaka scholars, educators, artists and community organizers are engaging with aloha 'āina as political praxis;
3. Critically examine issues of Hawaiian governance and Nation Building
4. Craft and critique arguments on contemporary issues in Native Hawaiian politics;
5. Analyze critically Kanaka Maoli mo'olelo alongside contemporary Hawaiian scholarship
6. Reflect on our kuleana in Hawai'i.

### **Required Texts (To be purchased by the student)**

*Power of the Steel Tipped Pen*  
*Paradoxes of Hawaii Sovereignty*  
Course Reader (Professional Image on Wai'alaie)  
*Other readings to be made available through Laulima*

### **Unit Breakdown:**

#### **Acts of War & Beginnings in Contemporary Hawaiian Scholarship**

Brief overview of Hawai'i's Political History. Primarily informed by scholarship focused on late 19th century Hawaiian politics, land and historiography. Also includes a brief survey of the beginnings of contemporary Hawaiian scholarship at the University of Hawai'i – and the birth of Kamakakū'okalani Center for Hawaiian Studies as a pu'uhonua of 'ike Hawai'i.

#### **The Erasure of a Hawaiians Intellectual History**

Brief survey of the politics of Hawaiian literature, translation and the erasure of a vibrant Kanaka Maoli intellectual history & civic engagement.

#### **Nā Wahine Mana & Indigenous Queer Feminisms**

The future is wahine, and so is the past. In this unit we will discuss and celebrate the roots of Kanaka Maoli wahine political and intellectual history and her vibrant futures. This unit will center on Maoli feminisms in relationship to Native Hawaiian politics and nation building.

### **Deoccupation / Decolonization / Fed Wreckage and the struggle for Nation Building**

Survey of the false binary of deoccupation and decolonization. This unit will allow us to familiarize ourselves with the arguments of these two major movements for Native Hawaiian politics and take on the issue of federal recognition and proposed forms of “nation building” head on.

### **Ea, Kū'okoā & Contemporary Resurgence**

For all the ideas, inspirations and organizing that exist outside of the nation state. In this unit we will dive into contemporary resurgence, organizing, activism and the struggle to articulate Ea beyond the nation state.

### **Attendance & Participation: (25%)**

Seminars require vibrant conversation. Vibrant conversations require active preparation and participation. Therefore, you should expect the very least of yourself and each other for each class:

- Come to class having completed the reading. Come prepared to speak with your colleagues about the about what you found useful, problematic, and perhaps even dangerous about what you've read.
- Challenge and collaborate with your classmates in ways that are respectful and foster mutual growth. Be a good listener, follow up, ask specific questions.
- Come to class. An occasional absence is understandable, life happens. *After three missed classes your grade will be reduced by 1/3 of a letter grade for each subsequent absence. If you miss six or more classes, you will not pass the course.*

### **Additional Assignments / Grading**

**Food:** Our class meets during one of my favorite meals of the day: FIRST LUNCH☺ . Because of this we will coordinate to share food with each other throughout the course of the semester. At the beginning of the semester i will circulate a sign-up sheet for people to volunteer to bring light food for us to share as a class. This is not meant to pose a financial hardship on anyone and if it does, please do not feel obligated to put yourself out. I will provide the paper goods and the 'ai for the first class and we will potluck the final class.

**Seminar Discussion & Weekly Writing (25%):** Students should come to class having completed all the reading and having taken meaningful notes. To help facilitate this, students will be required to submit a one-page response discussing the argument and major ideas presented in the readings. These weekly writing assignments should include one or more discussion questions. Responses will be posted to Laulima by midnight before class. In addition, each student will sign up for a seminar to lead.

**Midterm Paper (10%):** This midterm will serve as your first treatment of your final term paper. This paper should be approximately 5 pages and should include an annotated bibliography for the term paper. The crux of this paper is to introduce your primary research question and to articulate the overall scope and significance of your project. The task of this midterm is to articulate what part of the class materials you will be jumping from and into your own research project. Our course should provide the initial base, while your proposed bibliography should seek to move beyond the materials of the class.

**Term Paper (25%):** Each Student will write a 20-25 paged paper based on original research that is of publishable quality. Your paper should include some work studied in class (unless other arrangements have been previously arranged with the instructor). This assignment is scaffolded for your convenience.

**Part 1:** The midterm as described above. **Part 2:** Outline & Annotated Bibliography.

**Part 3:** Full draft of the paper. *You will receive feedback from myself and one or two of your classmates.* **Part 4:** Final polished paper

**Final Presentations (10%):** Once the midterms have been completed, students will be split into groups that will offer their eventual final papers in presentation form to the class. These presentations will be modeled off of typical conference expectations. Each student will present their work to the class as a part of their panel. Each group will have a chair, moderator and time keeper. Following the groups presentation, we will open it up to question and answer.

**Peer Review (5%):** You will receive credit for your meaningful peer review of your colleague's term paper draft.

### **Late Assignments**

If there are specific circumstances that prohibit your ability to make a deadline, prior arrangements must be made with the instructor for late work to be accepted. Otherwise, Late work will not be accepted for any assignments.

### **Plagiarism & Academic Dishonesty**

According to the University of Hawai'i Catalogue:

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.

Consequences for plagiarism & Cheating can result in failure of the course. Students should also be aware that plagiarism & academic dishonesty can be met with university disciplinary action.

### **Classroom Behavior and Respect**

As members of a learning community we not only have the responsibility to engage in effective & respectful scholarly discourse—we have the kuleana to foster and maintain a safe environment for all learners. Therefore, there is a zero-tolerance policy for ANY use of hate speech. Using any form of hate speech or engaging in any form of harassment (whether racial, ableist, sexual, gendered, or otherwise) will result in your removal from the class and further University disciplinary action. In addition, there is a zero-tolerance policy for any

instances of Sexual harassment and/or assault. All perpetrators will be permanently removed from the class, will receive a failing grade and face severe disciplinary action.

The U.S. Department of Education's Office for Civil Rights (OCR) states that sexual harassment is *any* unwelcome conduct of a sexual nature. Sexual Violence is a severe form of sexual harassment. Some examples of sexual violence include threatening someone into unwanted sexual activity; sexual contact with someone who is drunk, drugged, unconscious, or otherwise unable to give a clear, informed "yes" or "no"; and rape or attempted rape.

Under Title IX, responsible employees cannot ensure confidentiality. Responsible employees must report any instance or disclosure of alleged sexual harassment. If you would like to speak to someone *confidentially* about your options regarding something you have experienced or witnessed, please contact:

**The UH Office of Gender Equity**, confidential resource that provides information about options regarding University policies and procedures to potential complainants of gender-based discrimination, sexual violence, stalking, dating violence, or intimate partner violence. You can contact this office at 808-956-7077 (voice or text) and email at [eeo@hawaii.edu](mailto:eeo@hawaii.edu).

### **Accessibility & Support**

If you have or think that you may have a disability and therefore need some support, you are encouraged to contact the KOKUA Program for students with all disabilities including learning, mental health, and physical disabilities. Contact KOKUA at 808-956-7511 (V/T), email KOKUA at [kokua@hawaii.edu](mailto:kokua@hawaii.edu), visit KOKUA in Room 013 Queen Lili'uokalani Center for Student Services, or visit the KOKUA web site at <http://www.hawaii.edu/kokua/> for further information. KOKUA services are confidential and there is no charge to students.

For any students feeling overwhelmed and need someone to talk to the university offers a variety of free and confidential consoling services including: [personal counseling](#), [couples and family counseling](#), [group counseling](#), [career counseling](#), [peer mentor services](#), [psychiatric services](#) and [emergency / crisis services](#) to meet the needs of students in support of their academic, career, and personal goals. If you are interested in counseling, please call CSDC at (808) 956-7927 or walk into the Center to set up an intake [appointment](#).

<b><u>Acts of War &amp; Beginnings in Contemporary Hawaiian Scholarship</u></b>		
<b>Date</b>	<b>In Class</b>	<b>Reading / Prep</b> (To be completed before class)
Jan 8	Launa, Historiography & Hawaiian politics	<i>Act of War</i> "Ka Mana'o o ka Wā Mamua," <i>Rethinking a Native Hawaiian Past</i> , Kanalū Young
Jan 15	Land and Pilina	<i>Native Land Foreign Desires</i> , L. Kame'eleihiwa
Jan 22	History, Historiography & the law	<i>Dismembering Lāhui</i> , J Osorio "Translation and the Law," K Kuwada
Jan 29	Hawaiian studies, The politics of 'ike, and the racist white university	<i>From a Native Daughter</i> , HKTrask

<b><u>The Erasure of a Hawaiians Intellectual History</u></b>		
<b>Date</b>	<b>In Class</b>	<b>Reading</b>
Feb 5	Mo'olelo, & Legendary Hawai'i	<i>Hawai'i, Its People, Their Legends</i>  <i>Legendary Hawai'i</i> , C Bacchilega (Focus: Chapter 1, 4 & Conclusion)
Feb 12	Mo'olelo & Discourses of Sufficiency	<i>Wind Gourd of La'amaomao</i>  <i>Mai Pa'a i ka leo</i> , P Nogelmeier (Focus: Chapter 1 & 2, & Conclusion)
Feb 19	Native Hawaiian Intellectualism and Mo'olelo	<i>Aloha Betrayed</i> , N Silva (Focus: Chapter 1, 2 & Conclusion)  <i>Power of the Steel Tipped Pen</i> , N Silva
Feb 26	Kaona, 'Ike and place	<i>Finding Meaning</i> , B McDougall (Intro, Chapter 1, Conclusion)  <i>Voices of Fire</i> , K Ho'omanawanui (Chapter 1, 3 & 7)

<b><u>Mana Wahine &amp; Indigenous Queer Feminisms</u></b>		
<b>Date</b>	<b>In Class</b>	<b>Reading</b>
Mar 5	Beyond Feminism & mana wahine nation building	<i>Light in the Crevice Never Seen</i> “Feminism and Indigenous Hawaiian Nationalism,” HK Trask “Kū’ē: Hawaiian Women’s Resistance to the Annexation,” N Silva <i>Na Wahine Kapu</i> , L Kame’eleihiwa
Mar 12	The Future is Wahine	<i>Night is a Sharkskin Drum</i> , HK Trask “Reproducing the Ropes of Resistance: Hawaiian Studies Methodologies,” N Goodyear-Ka’ōpua “Navigating Our Own ‘Sea of Islands’: Remapping a Theoretical Space for Hawaiian Women and Indigenous Feminism,” L Kahaleole Hall
Mar 19	Spring Break Schedule one-on-one meeting this week to go over your midterm.	<i>Makani Pa’akai</i> , B McDougall <i>Critically Sovereign</i> , Introduction “Introduction.” <i>Nā Wahine Koa</i> “Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy,” Arvin, Maile, Eve Tuck and Angie Morrill.
Mar 26	Kūhio Day Schedule one-on-one meeting this or next week to go over your midterm.	

<b><u>Deoccupation / Decolonization and the Struggle for Nation Building</u></b>		
<b>Date</b>	<b>Class</b>	<b>Reading</b>
Apr 2	The false binary of Deoccupation & Decolonization (Part 1)	<p>“Slippery Slope of Indigeneity,” Keanu Tsai</p> <p><i>Paradoxes of Hawaiian Sovereignty</i>, Kehaulani Kauanui</p>
Apr 9	The false binary of Deoccupation & Decolonization (Part 2)	<p>“Kū‘ē and Kū‘oko‘a,” Jonathan Osorio</p> <p><i>No Mākou ka Mana</i>, Kamana Beamer</p>
Apr 16	Fed Wrek and Futures	<p><i>Hi‘iakaikapoliopole (?)</i></p> <p>“Making ‘Aha: Independent Hawaiian Pasts, Presents, and Futures,” Kuwada and Goodyear-Ka‘ōpua</p> <p>“Indigenous Oceanic Futures: Challenging Settler Colonialisms &amp; Militarization,” Eve Tuck and Wayne Yang</p>

<b><u>Ea, Kū‘okoā &amp; Contemporary Resurgence</u></b>		
<b>Date</b>	<b>Class</b>	<b>Reading</b>
Apr 23	Ea, Organizing and Hawaiian Rap	<p>Sudden Rush &amp; Lākea Trask</p> <p><i>A Nation Rising</i></p> <p><i>No‘eau Dissertation (intro?)</i></p>
Apr 30	The mo‘olelo we carry, and how we choose to tell them.	<p>Paniolo Prince &amp; Punahale</p> <p><i>Kaiāulu</i></p>
Final Exam Period	Presentations	