COURSE OVERVIEW

This course provides a critical study of contemporary Native Hawaiian politics. We consider social movements and state processes. We approach complex problems from a variety of lenses: historical, comparative and futures-oriented.

Because Native Hawaiian political issues are deeply tied to land in the islands, they are issues that touch everyone. How are the lives of all residents of Hawaiʻi intertwined with Native Hawaiian politics? What histories continue to shape our present? What can we learn from looking comparatively at Hawaiʻi and the Pacific? How can we create just futures together? This course takes these questions as central to our inquiry together.

This course meets the W-focus requirement, which means that you must satisfactorily complete all the writing assignments in order to pass the class.

This is also an online course delivered through Laulima. As an online course, you are required to participate in the course discussions electronically. In order to do this, you must have a reliable connection to the internet (DSL, LAN, or cable connection desirable), access to Laulima, and have basic competency using web browsers and email. Students are expected to participate weekly on the discussion board and chatroom. Assignments will be handed in via the Laulima Dropbox.

Learning Objectives

By the end of this semester, you will be able to:
- Present informed arguments on salient, contemporary issues in Native Hawaiian politics.
- Consider community-organizing strategies that have been used within contemporary Hawaiian social movements.
- Critically examine issues by comparing the Hawaiʻi context with other Pacific Island nations and peoples.
- Reflect on your positionality and on-going responsibilities in Hawaiʻi.
ASSESSMENT AND GRADING

You are assessed by the effort you put into participating in class activities and your demonstrated understanding of the course material.

**Participation (20%)**
You are expected to participate in discussion board conversations as well as scheduled chats on laulima. These are arenas where you can contribute your thoughts, reactions, questions and responses to the course material. Participation in the discussion forum and synchronous chat sessions is critical to your success in this class and to the success of your fellow students. If you don't “attend,” you can’t participate. Your participation grade is based on accumulating points for every post and every chat session you attend.

**Annotated Bibliography (25%)**
You are expected to complete annotated bibliographies for at least 8 of the course readings. The following questions will guide your annotation:
1. What is the main argument that the author is making?
2. How does the reading relate to contemporary Native Hawaiian politics? Each entry must be a minimum of 200 words. Examples of annotated bibliography along with a detailed description of how to write one is in the Laulima Resources section. The assignment is submitted in two parts. Part one is part of your mid-term evaluation. Part two is due at the beginning of week 9.

**Response Papers (30%)**
During the term you will write three response papers. The papers must be at least 300 words (approximately one page double-spaced with one inch margins). Specific topics are listed in the Schedule.

**Comparative Essay (30%)**
In the Comparative essay you will compare an aspect of the Native Hawaiian sovereignty movement with an independence movement or land struggle of another Pacific Island state or territory. A detailed description of the assignment is posted in Laulima. The final paper should be a minimum of 2000 words. You are required to submit the paper in four phases. Each of the assignments helps you build your paper in a timely manner. 
- Week 3 identify Pacific Island state or territory for comparison;
- Week 5 submit outline of paper including bibliography;
- Week 7 first Draft of Paper; and
- Week 10 final day of instruction paper due.

In order to earn full credit for this essay you must complete all four assignments in a timely manner.
COURSE SCHEDULE

**Week 1 (June 5-11)**

**Lecture:**
1. Introductions and orienting ourselves in place. Review syllabus.
2. Introduce first set of readings that address two forms of colonialism: settler colonialism and colonialism from afar.

**Readings for week 2:**
- Trask, From a Native Daughter: Colonialism and Sovereignty in Hawai‘i: Part 1
  - Sovereignty: the International Context
- Hauofa “Our Sea of Islands”
  - Film: Act of War (online stream)

**Week 2 (June 12-18)**

**Lecture:** Relationship of colonialism, imperialism, and militarization. Kalakaua and the bayonet constitution. US gains control of Pearl Harbor.

**Writing Assignment:** Response paper 1 (due 6-18)

What is the difference between settler colonialism and colonialism from afar? Use examples from lectures and the Trask and Hauofa readings.

**Readings for week 3:**
- *Volume 1 of Teaching Oceania Series, Militarism and Nuclear Testing in the Pacific*: chapters 1-3
- Darlene Keju Speech to World Council of Churches, Vancouver 1983 [https://youtu.be/1hxCGIA5oJQ](https://youtu.be/1hxCGIA5oJQ)

**Week 3 (June 19-25)**

**Lecture:** Militarism in Hawai‘i and the Pacific. The he‘e (octopus) spreads from Pearl Harbor across the Pacific.

**Writing assignment:** Abstract for comparative essay.

Write a brief statement identifying the Pacific Island sovereignty/independence/social justice movement that you are comparing to an aspect of the Native Hawaiian sovereignty movement. (due 6-25)

Response paper 1 returned with comments. Students may submit revised paper to improve grade.

**Readings for week 4:**
- *Militarism and Nuclear Testing in the Pacific* chapter 4 Indigenous Response and chapter 5 Contemporary Currents
● Pacific Women Speak out for Independence and Denuclearisation.
  ○ “Planting the Mustard Seed of World Peace” Cita Morei – Belau (Palau)
  ○ “Surviving a Nine Year War” Josephine Kauona Sirivi – Bougainville
  ○ “Independence is an Inalienable Right” Tamara Bopp du Pont – Te Ao Maoi (French Polynesia)
● Kathy Jetnil-Kijiner’s poem “History Project”

**Week 4 (June 26-July 2)**

**Lecture:** Indigenous resistance. Native Hawaiians join other indigenous peoples in the anti-nuclear struggle as the call for Native Hawaiian sovereignty grows at home.

**Writing Assignment:** Annotated bibliographies of at least four of the texts (print and video material) (due July-2)

Abstract for essay returned.

**Readings for week 5:**
● Goodyear-Kaʻōpua, “Introduction” to A Nation Rising
● Bastion Point Day 507 Film by Merata Mita.

**Week 5 (July 3-July 9)**

**Lecture:** Ea and the beginnings of the contemporary Hawaiian movement. Lecture also discusses the influence that land struggles in Aotearoa have had on Native Hawaiian sovereignty movement.

**Writing Assignment:** Outline for Comparative Essay including bibliography (due July 9)

Response papers returned with comments. Students may submit revised paper to improve grade.

Annotated bibliographies returned. Students may submit revised bibliography to improve grade.

**Readings for week 6:**
● Osorio “Hawaiian Souls: The Movement to Stop the US Military Bombing of Kahoʻolawe
● Morales, Rodney, “George Helm: the Voice and Soul” in Ho ‘ihoʻi Hou: A Tribute to George Helm & Kimo Mitchell

**Week 6 (July 10-16)**

**Lecture:** Aloha ʻĀina: Theorizing land-based relationships. Kahoʻolawe and the modern day aloha ʻāina movement compared with indigenous land struggle and resistance in Guam.

**Writing Assignment:** Response Paper 2 (due July 16)

Discuss the various types of resistance to militarism and colonialism in Hawaiʻi and other
Pacific Island communities including at least two of the following: nonviolent protest; armed resistance or warfare; regional and international initiatives; legal initiatives; cultural revitalization and artistic expression.

**Week 7 (July 17-23)**

**Student conferences** Students meet individually with instructor to discuss comparative essay. First Draft of essay due July 23.

Response papers returned with comments. Students may submit revised paper to improve grade.

**Readings for Week 8:**
- Portraits of aloha ‘āina warriors in *A Nation Rising*
  - Marie Beltran and Annie Pau: Resistance to Empire, Erasure, and Selling Out
  - Sam Kaha‘i Ka‘ai
  - Puhipau: The Ice Man Looks Back at the Sand Island Eviction
  - Puanani Rogers
  - Puanani Burgess

**Week 8 (July 24-30)**

**Lecture:** People make a movement.

**Writing Assignment:** Response Paper 3 (due July-30)
Compare one of the Native Hawaiian aloha ‘āina warriors profiled in *A Nation Rising* with a Pacific Island warriors from our reading list. Pacific Islanders to choose from: Kathy Jetnil-Kijiner, Julian Aguon, Epeli Hauofa, Gabriel Tetiarahi, John Hawke, or a Pacific Island scholar/artist/activist of student’s choosing.

**Readings for Week 9:**
- Ka‘iama, “Kū i ka Pono: The Movement Continues” in *A Nation Rising*

**Week 9 (July 31-August 6)**

**Lecture:** Contemporary issues in Hawaiian Sovereignty. Picking up where Ka‘iama’s essay leaves off we look at the Mauna Kea struggle, Na Wai ‘eha on Maui and other contemporary land struggles.

**Writing Assignment:** Annotated Bibliography 2 (due Aug 6)

**Extra credit writing revisions:** All revised writing assignments must be in Dropbox by midnight August 6 in order to receive extra credit.

**Week 10 (August 7-August 11)**

Students meet individually with instructor to assess performance in class and discuss final grade.

**Comparative Essay due on last day of instruction (Aug 11)**
**READING LIST**

- **Required:** Please purchase or download as an electronic resource the following text prior to the first day of class. A significant portion of the course reading will come from this volume.


- **The following assigned readings are available online or in the Laulima Resources section:**


  Tetiarahi, Gabriel. "French Nuclear Testing in the South Pacific, or When France Makes


- **The following are suggested resources for comparative essay:**


- **Videos**


