

# AOTEAROA NEW ZEALAND: NATIVE DECOLONIZATION IN THE PACIFIC RIM Fall 2017 Syllabus

(All Office Hours will be by appointment)

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## PROGRAM DESCRIPTION

In this program we will identify and contextualize spaces and politics of indigeneity and settler colonialism. We will use the Pacific Rim broadly as a geographic frame, with a focus on the Pacific Northwest Native nations and the Maori in Aotearoa (New Zealand). By concentrating on a larger region, students will have an opportunity to broaden indigenous studies beyond the Lower 48 states and explore common processes of Native decolonization in different settler societies.

A comparative study of the role of treaties in Washington state and New Zealand—in natural resources, governance, the arts, education, etc.—will provide a key framework for the program. We will study decolonization through cultural revitalization and sovereign jurisdiction of First Nations. In order to examine the central role of Indigenous peoples in the Pacific Rim region's cultural and environmental survival, we will use the lenses of geography, history, and literature.

In fall, our focus will be on familiarizing students with the concept of sovereignty, working with local Native nations, and preparing to travel to Aotearoa or elsewhere. The concept of sovereignty must be placed within a local, historical, cultural, and global context. Through theoretical readings and discussion, we will move from state-building in the U.S. and Canada to Native forms of nationalism. We will stress the complexities and intricacies of colonization and decolonization by concentrating on the First Nations of western Washington and British Columbia, then proceeding to the Pacific Rim and Aotearoa.

## GUIDING QUESTIONS THROUGH THE QUARTER

1. How is settler colonialism a structure and not an event?
2. In what ways have Indigenous peoples tried to decolonize their lands and cultures?

## WEEKLY SCHEDULE

Monday & Friday	Reading / Class Prep on own		
Tuesday	9:30am-12:30pm	Longhouse 1007A	Lecture
Tuesday	1:30pm-3:30pm	Longhouse 1007A and 1002	All-Program Seminar
Wednesday	9:30am-12:30pm	Sem II B1105	Workshop/Film/Lecture
Thursday	9:30am-12:30pm	SEM II B1105	Workshop/Film/Lecture/Reading
Thursday	1:30pm-3:00pm	SEM II B2105 SEM II B2107	Ackley Seminar Grossman Seminar

**BOOKMARK CANVAS MODULES:** <https://canvas.evergreen.edu/courses/1598/modules>

You can also access our Canvas page via <http://my.evergreen.edu>. Please have a close-up photo of your face on your Canvas account (so we can all recognize each other). All communication will be sent only to your evergreen.edu address, so if you use another address you must forward your Evergreen emails to it. **You must check Canvas and their email accounts regularly, at least once every weekday! It is the only way to contact you.** Please use only your Evergreen address to communicate with faculty.

## REQUIRED TEXTS\*

Wilkinson, Charles. *Messages from Franks Landing: A Story of Salmon, Treaties, and the Indian Way*. (Students should read this book for discussion for the first seminar).

King, Thomas. *The Inconvenient Indian*.

Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research & Indigenous Peoples*. (we will read the book in both the fall and winter quarters)

Raibmon, Paige. *Authentic Indians : Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast*.

Ihimaera, Witi. *The Whale Rider*.

Reading, Nigel, and Gary Wyatt. *Manawa: Pacific Heartbeat*.

\*There will also be several discussion readings that will be available on the Canvas website.

## ASSIGNMENTS (CHECK HERE FIRST TO ANSWER ANY QUESTIONS)

**1.) Academic Statement/Orientation Essay:** You have received faculty academic statements, which are also posted on Canvas. In addition to introducing ourselves to you, these statements also serve to illustrate how we approach the program themes. All Evergreen students are required to write an Academic Statement about their college education and perspective, starting with an Orientation Essay for new students in O-Week. The Academic Statement is iterative, which means that you will work on it throughout your time at Evergreen. You will submit it yearly and a final version must be submitted when you graduate. We will work collaboratively to shape these statements over the year. Bring three (3) copies of your Academic Statement (or Orientation Essay) with you to the first Tuesday seminar, along with your Seminar Introduction Form (at the end of the Covenant). We will be working with them in small groups that day. Post them after class on Canvas. **Due Tuesday, Sept. 26**

*Skills emphasized: Taking responsibility for your own work; understanding and making visible academic choices*

**2.) Synthesis Papers:** You will write a weekly paper, 2-4 pages; *all papers are 12-point, double spaced, and stapled*. This paper should 1.) draw from and synthesize your Tuesday and Thursday readings, 2.) summarize their themes (what the author was trying to say), and 3.) and relates them to other material in that week. This assignment will allow you to practice synthesis (interweaving or integration) of different observations into a coherent whole. You might, for example, identify a theme that cuts across the readings, and extract from the three parts of the week to provide evidence for your analysis).

All synthesis papers except during week four are due in your Thursday Book Seminar at 1:30pm as hard copy *and* pasted on our Canvas site. (In the week of the field trip, you will instead write a reflection that treats treat the events as a text, that you “read” and analyzed, using your own field notes, observation, learning and documentation. It will be due the following Tuesday.)

*Optional revisions:* You have the opportunity to revise your paper each week. Students who choose to do the revisions (2nd draft) on your completed Thursday first-draft paper will hand revisions in to their seminar leader and post on Canvas by the following Tuesday by 9:30am.

To receive credit, the papers must include:

1. A quote, fact, or concept from the Tuesday reading(s) in your all-program Tuesday Seminar.
2. A quote, fact, or concept from the Thursday reading(s) in your smaller Thursday Seminar.
3. Some other aspect of the class, such as a lecture, film, field trip, etc.
4. A sense of synthesis (interweaving or integration) of these observations into a coherent whole.

The purpose of seminar assignments is to provide verification that you have done the reading, and to prepare you for seminar discussion. Faculty will review papers and give feedback based on the rubric below:

*Check plus:* Student has focused well on a specific excerpt from the book that is representative of a substantive (larger) issue. Student begins an informative and intriguing analysis that speaks to both breadth and depth, and is well supported by examples from the book. Student makes connections to other readings, lectures, etc. All this is done in a very concise way. Student demonstrates superior facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors. Response is not less than 500 or more than 1,000 words.

*Check:* Student focuses on an excerpt that speaks to a larger issue in the book and/or is related to class themes. Student begins an analysis with limited focus or specificity, and/or raises extraneous (not essential to topic) points. It is apparent that the issues the author raises are new to student, and that the student is building the knowledge necessary to then move toward analysis. In the response the student relies on a summary of the text, with less significant reflection or analysis. Student generally demonstrates control of the conventions of standard written English, but may have some errors.

*Check minus:* Student chooses an excerpt that is representative of only a narrow issue of the book and/or raises questions that are factual (yes/no) rather than substantive and thus do not lend themselves to larger discussions. Student relies on opinion and doesn't bring up specific examples in books. Student either has too few words (less than 500) or too many (more than 1,000). There are deficiencies in language and sentence structure that result in a lack of clarity and interfere with meaning.

*Skills emphasized: Writing, Reading, and Analysis*

**3.) Online Responses:** In preparation for the winter project, when online learning communities are essential, students will regularly post papers and respond to their classmates' work online on the class Canvas website. You will respond to at least one other student after Thursday seminar, but by the end of the following Monday. The submission of papers online is a crucial way to build a learning community and to engage in peer-based learning. Sharing your own paper and reading what other students have written builds writing, analytical, and critical thinking skills. In the rare circumstance that students need to miss a seminar, they will be required to read and respond to multiple student posts. Students will gain knowledge of the different ways students interpret texts, gain familiarity with different writing styles, and engage in asynchronous communication. This is critical preparation for your independent project period in late winter / early spring.

*Skills emphasized: Participate collaboratively and responsibly; respond creatively and effectively*

**4.) Seminar participation:** All students must be prepared and ready to contribute to seminar, starting by *bringing the reading to every seminar, both on Tuesday and Thursday afternoons*. You *must* bring your book to seminar, or a print out of any pdf that is available on Canvas. A digital version does not have the page numbers necessary for discussion. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. Expect to hear faculty and students read aloud passages (and if you feel comfortable, be prepared to read aloud as well). Reading out loud underscores significant ideas of the text and increases student comprehension. Students will work with the text in small and large groups. Students are evaluated on their skills in seminar, and will receive a rubric the first day that outlines how faculty will assess seminar skills.

*Skills emphasized: Participate collaboratively and responsibly; respond creatively and effectively; Learning across significant differences*

**5.) Reflections:** \* Squaxin Island Museum worksheet and reflection. **Due as hard copy Tues. Oct. 17**

\* Olympic Peninsula Field Trip: 2-3 page reflection. **Due as hard copy & on Canvas Tues. Oct. 24**

\* Event Reflection: 1-2 pages, on at least one public event relevant to our program; hard copy due soon after event, but not after Week 9.

\* Other possible writing exercises within morning class or seminar, on selected readings or topics.

*Skills emphasized: Personal engagement; integrative, independent, critical thinking*

**6.) Ethnographic Interview:** You will conduct an interview with another student. This interview will consider life experiences, family history, etc. You will receive a separate handout on this in class. This exercise will help build your ethnographic interviewing skills. **Due Tuesday, Nov. 28**

*Skills emphasized: Participate collaboratively and responsibly; respond creatively and effectively; Learning across significant differences*

**7.) Map Quizzes:** There will be two map quizzes, which we expect to take only about 10-15 minutes; you have been given the Study Guides as handouts and on Canvas. **BE ON TIME**. Students will answer multiple choice and short answer questions based on identifying facts that should be obvious from the lectures, films, maps, and readings. We use the quizzes not as a strict evaluation tool, but as a learning opportunity to underscore significant program themes. Students often retain information better when memory is used as a learning tool, such as in the use of pre-tests and practice tests. **Oct. 10 and Oct. 24**

*Skills emphasized: Personal engagement; integrative, independent, critical thinking*

**8.) Final Project & Presentation:** In Week 1 we will introduce the idea of Issue Groups, with final groups assigned by week 5. Issue Groups will consist of themes organized around articles in the United Nations Declaration of Indigenous Peoples (examples: Native Education, Fisheries, Mining, Park Conservation,

Museums, Language Revitalization, etc.). These Issue Groups will become important in seminar discussions and online learning communities. Your final project in fall quarter will be to examine the issue topic in the West Coast region of the U.S. / Canada (particularly in the Pacific Northwest if possible). The project will give you grounding in local issues to prepare you for comparative work. In winter quarter, your project will be comparing the West Coast issue to the same topic elsewhere (example: Native fisheries under Northwest treaties and Maori fisheries under the Treaty of Waitangi).

The assignment is in staggered steps, with each expanding on the previous step. You will turn in a Topic Sentence as an initial proposal to faculty in Week 2. You will develop a 200-word Project Topic Paragraph by Week 4, and expand it to a 750-word Project Topic Statement on your presentation for week 8, with a final draft due in Week 10. The Project Topic Paragraph should have at least 3 listed sources, with at least one of them peer-reviewed. The draft Project Topic Statement should expand to use at least 7 listed sources, with at least 3 of them peer-reviewed. In Week 10, you will present a 10-minute PowerPoint to the class, as part of a panel of your Issue Group.

**Project topic sentence due: Thursday, Oct. 5**

**Project topic paragraph (200 words) due: Tuesday, Oct. 17** (+ 3 sources incl 1 peer-reviewed)

**Draft Presentation Topic Statement (750 words): Tuesday, Nov. 14** (+ 7 sources incl 3 peer-reviewed)

**Final Project Statement (750 words): Tuesday, Dec. 5**

**Final presentations: Week 10**

*Skills emphasized: Research; personal engagement; integrative, independent, critical thinking, working collaboratively, public speaking.*

**9.) Portfolio:** Students must maintain a portfolio of their work over the course of the program. These portfolios are a documentation of your growth and development as a scholar, and are an important aspect of encouraging reflective, self-directed learning. Students should keep copies of written work in the portfolio, as well as your notebook. Your notebook will be submitted as part of your final Portfolio, so take care with your notetaking. Studies show that information is retained in our memory if we write it down. You do not have to take notes on everything, but record enough information to jog your memory later. Some lecture notes and powerpoints will be made available ahead of class, so you can print them off (using the "Handouts (3 slides per page)" print-out selection in powerpoint) and take notes on additional info from the lecture.

**\*\*\*: Mid-quarter checklist of all written assignments due.** Students will note which assignments have been submitted, submitted late, or not submitted. **Due Wednesday, Oct. 25**

**\*\*\*: Portfolios due (including final checklist of all written assignments) to box outside faculty office door.** Portfolios must be submitted by 4pm. **Due Thursday, Dec. 7**

*Skills emphasized: Taking responsibility for your own work; understanding and making visible academic choices*

## CHECKLIST FOR WRITTEN ASSIGNMENTS

- Your name at top.
- Date of assignment.
- Assignment (or short title of reading).
- Title of your paper.
- Text in 12-point, double-spaced text (quotations over 40 words single-spaced and indented).
- Paper stapled (to avoid getting pages misplaced; buy a small stapler).
- Quotations or concepts from the reading cited with page number(s).
- Page numbers inserted (necessary for discussion and evaluation).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Paper posted on Canvas (copy and paste text; do NOT attach papers!).
- Reading brought to Tuesday and Thursday seminars.
- Hard copy of paper brought to Thursday seminar for discussion.
- Hard copy handed in to your faculty.

## ACCOMMODATIONS

Please let your faculty know at the beginning of the quarter if there are any accommodations that you will need that will be coordinated through the Evergreen's Access Services.

## CREDIT

Full credit can be earned by doing all of the following:

Reading assigned texts in advance of class

- Participating in class activities (participation is defined as active listening, speaking, and thinking)
- Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will mean reduced credit; three occasions of tardiness will equal one absence). Additionally, more than one absences in Thursday seminar may mean reduced credit.
- Completing all assignments by the date due
- Writing a narrative self-evaluation and submitting it online
- Attending an evaluation conference at the end of the program
- If you do all the above at a passing level, you will earn sixteen credits for the quarter. The quality of the work you accomplish will be described in a narrative evaluation.

## EVALUATION

Your evaluation will consist of your seminar leader's written evaluation of your work, your self-evaluation, and the evaluation conference. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on your intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.

## THE FIVE FOCI OF LEARNING

*We Believe...The main purpose of a college is to promote student learning through:*

**Interdisciplinary Study:** Students learn to pull together ideas and concepts from many subject areas, which enables them to tackle real-world issues in all their complexity.

**Collaborative Learning:** Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others.

**Learning Across Significant Differences:** Students learn to recognize, respect and bridge differences - critical skills in an increasingly diverse world.

**Personal Engagement:** Students develop their capacities to judge, speak and act on the basis of their own reasoned beliefs.

**Linking Theory with Practical Applications:** Students understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations.

## SIX EXPECTATIONS OF AN EVERGREEN GRADUATE

- \* Articulate and assume responsibility for your own work.
- \* Participate collaboratively and responsibly in our diverse society.
- \* Communicate creatively and effectively.
- \* Demonstrate integrative, independent, critical thinking.
- \* Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- \* As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

## WEEKLY SCHEDULE \*-Optional event

### WEEK ONE: SEPTEMBER 26-28 (Introduction/Treaties)

Reading: Wilkinson, Charles. *Messages from Franks Landing*.

- Tuesday 9:30-12:30 Film clip: *Canoe Way: The Sacred Journey*  
First program meeting: Shape of the program, projects, themes  
Faculty & student introductions; Canvas site
- Tuesday 1:30-3:30 Welcome to the Longhouse (Assistant director Laura Grabhorn)  
Lecture: Aotearoa New Zealand trips  
Covenant; Fill out / sign & turn in Seminar Introduction Forum  
**DUE:** Academic Statement / Orientation Essay (*bring 3 stapled copies*).
- Wednesday 9:30-12:30 Guest: Gilman Scholarship (Michael Clifthorne, Office of International Programs)  
Lecture: Open Curriculums, Learning Communities, and Student Engagement  
Lecture: First Contact and Early Interactions
- Wed. 4-6 pm\* Re-Convocation Rally on Red Square
- Thursday 9:30-12:30 Lecture: Reflections on the White Man's Indian  
Film: *Usual and Accustomed Places* (Makah)  
Lecture: Treaty-making in the U.S. and Washington
- Thursday 1:30-3:00 Seminar on Wilkinson, *Messages from Frank's Landing*  
(Bring response paper to seminar and post on Canvas.  
One response due by Monday; Can edit post by Tuesday).  
Discuss Seminar Issue Groups.

### WEEK TWO: OCTOBER 3-5 (Indigenous Homeland)

Reading: LaDuke, Winona, *Recovering the Sacred* (PDF on Canvas)

**Oct. 3 deadline** (9:59 pm PST) for online submission for Gilman Scholarship: Michael Clifthorne at 867-6312; [clifthom@evergreen.edu](mailto:clifthom@evergreen.edu); <http://www.iie.org/en/Programs/Gilman-Scholarship-Program/Apply>

- Tuesday 9:30-12:30 Lecture: Native Environmental Justice; Film: *Homeland* (N. Cheyenne)  
Workshop: Past and Present Project Topics  
Field trip food committee formed, Drivers identified and certified
- Tuesday 1:30-3:30 Film: *Homeland* (Gwich'in); Read Guidelines for Visiting Native Communities;  
LaDuke, pp. 153-210 (or print LaDukeTuesday.pdf on Canvas)
- Wednesday 9:30-12:30 Lecture: Native Food Movements; taro & wild rice videos;  
Guests: Grace Ann Byrd, Janell Blacketer (Nisqually Community Garden)
- Thursday 9:30-12:30 Lecture: Politics of Indigeneity and Settler Colonialism  
Workshop: Cultural Sensitivity, Appropriation, and Allyship
- Thursday 1:30-3:00 **DUE:** Project topic sentence  
LaDuke, pp. 33-63, 213-25, 237-253 (or print LaDukeThursday.pdf on Canvas).
- Fri.-Sat.\* Fall Arts Walk downtown, Fri. 5-10 pm, Sat. 12-5 pm

### WEEK THREE: OCTOBER 10-12 (Contesting Settler Narratives)

Reading: King, Thomas, *The Inconvenient Indian*.

- Monday, Oct. 9\* Indigenous Peoples' Day: Honoring Our Women, State Capitol, 10 am-2 pm;  
Grand Entry walk; Heritage Park, 3-6 pm
- Tuesday 9:30-12:30 Film: *Awake: A Dream from Standing Rock*  
Lecture: Fossil Fuel Wars and Climate Change

- Tuesday 1:30-3:30 King, Prologue, Ch. 1-5  
**MAP QUIZ I** (Washington tribal nations)
- Wednesday 9:30-12:30 **Squaxin Island Museum field trip**; leave Parking Lot C at 9:30 am;  
The museum has a gift shop if you want to bring money.
- Thursday 9:30-12:30 Guest: Michael Clifthorne (Evergreen Office of International Programs)  
Guest: Alex McCarty (Makah)
- Thursday 1:30-3:00 King, Ch. 6-10  
Olympic Peninsula field trip tips; food committee meets  
**DUE** as hard copy with synthesis paper: Squaxin field trip worksheet/reflections
- Sunday, Oct. 15\* Lummi Totem Pole Journey in Tacoma (Foss Waterway Seaport, 6:30 pm)

**WEEK FOUR: OCTOBER 17-20 (Representing Indigeneity: Olympic Peninsula Field Trip)**

Readings: Sleeper-Smith, Susan. ed. *Contesting Knowledge: Museums and Indigenous Peoples*;  
Quileute & Makah readings (on Canvas)

- Tuesday 9:30-12:30 **DUE**: Project topic (200 words); *one copy for faculty; bring extra on field trip.*  
Lecture: Museums and Empire  
Workshop: Ethnographic Interviewing
- Tuesday 1:30-3:30 Sleeper-Smith, *Contesting Knowledge* (print from Canvas and bring to seminar)  
Field trip reminders.
- Wednesday 9:30 am We will be leaving for our field trip to La Push (Quileute Nation) and Neah Bay  
(Makah Nation). Prepare by reading links on Canvas, and bringing print-outs.  
We will return on **Friday** by 8 pm. You will receive a separate, detailed handout  
on the field trip. You will bring a bag lunch to eat on Wednesday.

**WEEK FIVE: OCTOBER 24-26 (History and Agency)**

Readings: Raibmon, Paige. *Authentic Indians*.

- Tuesday 9:30-12:30 Lecture: Mobility: Native People and World's Fairs  
Lecture: Late 19th and Early 20th Century Federal Policies  
**DUE**: Olympia Peninsula field trip reflection
- Tuesday 1:30-3:30 Lecture: Revitalizing Traditions  
Raibmon, Introduction, Chapters 1-4  
**MAP QUIZ II**: North American Native nations
- Wednesday 9:30-12:30 Lecture: Mid-Late 20th Century Policies  
Guest: Gary Wessels-Galbreath  
**DUE**: Mid-quarter Checklist sheet (as hard copy to faculty)
- Thursday 9:30-12:30 Lecture: Boarding Schools and Historical Trauma  
Film: *Rabbit-Proof Fence* (Australia)
- Thursday 1:30-3:00 Raibmon, Chapters 5-6, 8 and Conclusion  
Issue Groups form and meet

**WEEK SIX: OCTOBER 31-NOVEMBER 2 (Indigenous Art)**

Reading: Reading, Nigel, and Gary Wyatt. *Manawa: Pacific Heartbeat*.

- Tuesday 9:30-12:30 Film: *Te Hiringa o te Tangata* (Matatina Marae)  
Guests: Students who went to Aotearoa: Bronson Purcell & Sandy Jaime  
Lecture: Indigenous Art and Community
- Tuesday 1:30-3:30 Film: *Return to the Swing*  
*Manawa*, pp. 1-82

Wednesday 9:30-12:30 Guest Lecture: Joe Seymour (Squaxin Island/Acoma Pueblo artist)  
Visit "Tears of Duk'WibahL" Pacific Rim Indigenous art exhibit, Evergreen Gallery

Thursday 9:30-12:30 Film: *Angry Inuk*

Thursday 1:30-3:00 *Manawa*, pp. 83-170  
Workshop: Coast Salish/Pacific Rim art comparison

### **WEEK SEVEN: NOVEMBER 7-9 (Indigenous Decolonization)**

Reading: Introduction and Chapter 8 of Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research & Indigenous Peoples*; United Nations Declaration on the Rights of Indigenous Peoples (on Canvas)

Tuesday 9:30-12:30 Lecture: Canada and B.C First Nations History  
Short films on First Nations blockades, Idle No More  
Workshop: Powerpoint preparation

Tuesday 1:30-3:30 Smith, *Decolonizing Methodologies* (Intro., Ch. 8)

Wednesday 9:30-12:30 Lecture: Unlikely Alliances  
Lecture: Narrative Tradition and Indigenous People

Thursday 9:30-12:30 Lecture: Kanaka Maoli in Hawai'i  
Films on Mauna Kea & Thirty-Meter Telescope (TMT) in Hawai'i  
*Storytellers of the Pacific* on Kaho'olawe Island bombing range

Thursday 1:30-3:00 Workshop: United Nations Declaration of Rights of Indigenous People  
(*print from Canvas and bring to class*)

Thurs. Nov. 9\* Zoltán's reading of *Unlikely Alliances* at Orca Books (509 4<sup>th</sup> Ave. E., 6:00 pm)

### **WEEK EIGHT: NOVEMBER 14-16 (Culture and Sovereignty)**

Reading: Ihimaera, Witi, *Whale Rider*

Tuesday 9:30-12:30 Lecture: Aotearoa History I  
Films: Māori music, dance, and political videos  
**DUE:** Draft presentation topic statements (750 words)

Tuesday 1:30-3:30 Workshop: Te Reo Māori (language) pronunciation  
*Ihimaera, Whale Rider*, pp. 1-54

Wednesday 9:30-12:30 Lecture: Pacific Islands Overview: Nuclear and Military Presence  
Film: *The Insular Empire: America in the Mariana Islands*

Thursday 9:30-12:30 Lecture: Gender and Colonialism  
Film: *Whale Rider*

Thursday 1:30-3:00 Ihimaera, pp. 55-150

Friday Ethnographic interviews must be conducted by today, *before break*

### **FALL BREAK: NOVEMBER 20-26 No class**

### **WEEK NINE: NOVEMBER 28-30 (Maori Treaty)**

Reading: Walker, Ranginui, *Ka Whawhai Tonu Matou / Struggle Without End*

Tuesday 9:30-12:30 Lecture: Recent Aotearoa History II / shorts;  
Lecture: Maori Public History  
**DUE: Ethnographic Interview**

Tuesday 1:30-3:30 Walker, pp. 63-90  
Reflections on the Quarter/Self-Evaluations

- Wednesday 9:30-12:30 Lecture: "Lest Others Speak for us": Māori Cinema  
Film: *Boy* (Aotearoa)
- Thursday 9:30-12:30 Lecture: Maori Oil Resistance  
Lecture: Language Revitalization  
Film: *HeenetiiNEYOO3EIHIIHO'* (*Language Healers*)
- Thursday 1:30-3:00 Walker, pp. 90-116, 407-09  
**DUE:** Study Abroad nonrefundable fee for students going to N.Z.  
(15 students minimum for trip).
- Thursday 7:00\* Scatter Their Own (Oglala Lakota rock duo), Longhouse

### WEEK TEN: DECEMBER 5-7 (Presentations)

- Tuesday 9:30-12:30 Presentations  
**DUE: Final Draft of Project Topic Statement** (750 words)
- Tuesday 1:30-3:30 Academic Statement peer review; bring two copies
- Wednesday 9:30-12:30 Presentations
- Wednesday 1:30-3:30 Presentations
- Thursday 9:30-12:30 Presentations: Concluding Potluck and finish presentations  
**DUE: PORTFOLIOS**, Final Checklist; outside faculty's office by 4 pm.
- Thursday 1:30-3:00 If needed **Note New Room: Sem2 C1105**
- Fri.-Sat, Dec. 8-9 Longhouse Holiday Art Fair (great place to buy gifts), 11 am-6 pm

### EVALUATION WEEK: DECEMBER 11-15

Students will be assigned conference times. Check with your faculty before making any travel plans.

### TENTATIVE WINTER / SPRING SCHEDULE (SUBJECT TO CHANGE)

Winter weeks 1-5	Classes	Jan. 9-Feb. 8
Week 6	Travel window to NZ ( <i>other students begin projects</i> )	Feb. 12-16
Week 7	Study Tour of Auckland & North Island	Feb. 19-Mar. 6
NZ Project Period	Students at own NZ sites (5 weeks)	March 6-April 10
Spring Week 2	Travel window ( <i>other students wrap up projects</i> )	April 10-15
Week 3	Class break	April 16-20
Weeks 4-10	Spring Classes	April 24-June 7
Week 11	Evaluations	June 11-15
<i>Total period in NZ (7 weeks--not including travel windows)</i>		<i>Feb. 19-April 10</i>
<i>Total project period for other students (9 weeks)</i>		<i>Feb. 12-April 15</i>