

**NATIVE DECOLONIZATION IN THE PACIFIC RIM:
From the Northwest to New Zealand
Fall 2010 Syllabus**

(All Office Hours will be by appointment)

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PROGRAM DESCRIPTION

In this program we will identify and contextualize the spaces and the politics of indigenous identity 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 show common processes of Native decolonization in different settler societies. In order to examine the central role of Indigenous peoples in the region's cultural and environmental survival, we will use the lenses of geography, history, art 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. We will stress the complexities and intricacies of colonization and decolonization by concentrating on the First Nations of western Washington, their cultural representations, and historic and contemporary treaty relationships in our region. We will later expand the focus to appreciate the similarities and differences of Indigenous experiences in other areas of the Pacific Rim, such as British Columbia First Nations, Native Alaskans, Aboriginal peoples in Australia, and South Pacific island peoples.

WEEKLY SCHEDULE

Tuesday	9:30-11:30	Lecture	Longhouse 1007B
Tuesday	11:30-12:30	Pre-seminar (students discuss passages in small groups)	
Tuesday	1:00-3:00	Ackley Book Seminar	Library 1003
		Grossman Book Seminar	Library 1005
Wednesday	9:30-12:30	Workshop/Film/Lecture	Longhouse 1007B
Friday	9:30-12:30	Workshop/Film/Lecture	Sem II E1105
Friday	1:30-3:30	Ackley Book Seminar	Library 1003
		Grossman Book Seminar	Library 1005

REQUIRED TEXTS*

Wilkinson, Charles. *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way.*

Tauli-Corpuz, Victoria and Jerry Mander, eds. *Paradigm Wars: Indigenous Peoples' Resistance to Globalization.*

Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research & Indigenous Peoples.* (2 chapters this quarter, the rest in winter quarter)

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

King, Thomas. *The Truth about Stories.*

Trask, Haunani-Kay. *From a Native Daughter: Colonialism and Sovereignty in Hawai'i.*

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

Durie, Mason. *Nga Tai Matatu: Tides of Maori Endurance.*

*There will also be several ancillary readings that will be available on the program website.

ASSIGNMENTS

1) Short assignment first week As you enter into the studies of the program, you will write a 2-page “story” about (or from) your life experiences and places that has shaped who you are. Discuss your life experiences in the context of race, culture, class and gender, cross-cultural contact (in the U.S. and abroad), indigenous peoples, anti-oppression work, etc.

Due Friday, October 1

2) Seminar Reading(s) of the Text: Students will engage in close readings of the program texts. You will write a short paper weekly about one passage in the week’s seminar book. You will pick an excerpt from the book and write about it. You will share your reading of it with a pre-seminar group on Tuesday mornings, give a typed copy to your faculty at seminar on Tuesday afternoon, and post a revised version on the program website by Thursday. You will receive a separate handout on this in class.

3) Online Responses: In preparation for the winter project, when online learning communities will become very important, students will regularly post papers and respond to their classmates’ work online on the class Moodle website. You will respond to at least two other students’ work by Sunday.

4) Synthesis Essays: You will compose a 5 page thesis-driven essay twice in the fall quarter. These essays will succinctly and comprehensively draws on program readings AND suggest their significance for understanding the themes of the program. You will receive peer-review after you have handed in the essay to your faculty. If you choose, you may revise these essays in light of peer feedback and submit a revised draft to the faculty. Essays are due at the BEGINNING of Friday morning program meetings. For all writing assignments, hand in a hard copy (do *not* email written work to faculty).

Synthesis Essay 1: Due Friday, October 22 at 9:30am

Synthesis Essay 2: Due Friday, November 12 at 9:30am

5) Interviews. 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, November 30 at 9:30am

6) Short Quizzes. There will be three Short Quizzes at the beginning of three seminars, lasting no more than a half-hour. They will be based on identifying facts that should be obvious from the lectures, films, maps, and readings. If you attend classes, the questions will be obvious.

7) Final project. In Week 1 seminar, you will be divided into Issue Groups, with their themes organized around articles in the United Nations Declaration of Indigenous Peoples (examples: Native Education, Fisheries, Mining, Park Conservation, Museums, Language Revitalization, Anti-Native Movements, Intellectual Property, 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 North America (particularly in the Pacific Northwest if possible). You will develop a 250-word abstract on your presentation for week 9. In Week 10, you will present a 10-minute PowerPoint to the class, as part of a panel of your Issue Group. The project will give you grounding in local issues to prepare you for comparative work. In winter quarter, your project will be comparing the North America issue to the same topic elsewhere (example: Native fisheries under Northwest treaties and Maori fisheries under the Treaty of Waitangi).

Abstract due: Friday, December 3 at 9:30am

Final Presentations: Week 10

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)
- Completing all assignments by the date due
- Writing a narrative self-evaluation for your transcript
- Attending an evaluation conference when you leave 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.

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.

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.

YOU MUST REGULARLY CHECK THE PROGRAM FALL MOODLE SITE AT:

[HTTP://MOODLE.EVERGREEN.EDU/COURSE/VIEW.PHP?ID=839](http://moodle.evergreen.edu/course/view.php?id=839)

WEEKLY SCHEDULE

WEEK ONE: SEPTEMBER 28-OCTOBER 1 (Introduction/Treaties)

Reading: Wilkinson, Charles. *Messages from Franks Landing: A Story of Salmon, Treaties, and the Indian Way*.

- Tuesday 9:30-11:30 First program meeting: Shape of the program, projects, and themes
Faculty introduction
Fill out/sign Seminar Introduction Forum
- Tuesday 1-3 Seminar introductions, the Covenant, Cultural sensitivity and allyship
(Meet in Lecture Hall I at 1pm for first part of class, then break into seminar groups)
- Wednesday 9:30-12:30 Welcome to the Longhouse Education and Cultural Center:
Laura Grabhorn (Tlingit/Haida)
Lecture: First Contact and Early Interactions
Introduction to Moodle website
Lecture: "Reflections on the White Man's Indian"
- Friday 9:30-12:30 **Short assignment due**
Lecture: Treatymaking in the U.S. and Washington
Film: "Usual and Accustomed Places"
Lecture: 20th-century Treaty Rights Conflicts
- Friday 1:30-3:30 Seminar on Wilkinson, *Messages from Frank's Landing*
(Bring paper to seminar and post on Moodle. Responses due by Sunday)
Introduce Seminar Issue Groups

WEEK TWO: OCTOBER 5-8 (Global Indigenous Decolonization)

Readings: Tauli-Corpuz, Victoria and Jerry Mander, eds. *Paradigm Wars*; United Nations Declaration on the Rights of Indigenous Peoples (print from Moodle link and bring to class for Wednesday, October 6)

October 5 deadline for online submission for Gilman Scholarship: Michael Clifthorne at 867-6312 or clifthom@evergreen.edu or <http://www.iie.org/en/Programs/Gilman-Scholarship-Program/Apply>

- Tuesday 9:30-11:30 Lecture: The Politics of Indigeneity and Settler Colonialism
Lecture: Indigenous Cross-Border Cooperation
Guest Lecture: Alan Parker on United League of Indigenous Nations
- Tuesday 1-3 Tauli Corpuz and Mander, pp. 3-39, 71-78, 97-130
- Wednesday 9:30-12:30 Film: "Homeland"
Lecture: Native Environmental Justice
Workshop: United Nations Declaration of Rights of Indigenous People
- Friday 9:30-12:30 Lecture: Gender and Colonialism
Film: "Whale Rider"
- Friday 1:30-3:30 **SHORT QUIZ** at beginning of seminar
Tauli Corpuz and Mander, pp. 133-148, 159-200, 211-227

WEEK THREE: OCTOBER 12-15 (Representing Indigeneity) FIELD TRIP!

Readings: Introduction and Chapter 8 of Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research & Indigenous Peoples*; PDF Excerpts from Sleeper-Smith, Susan. ed. *Contesting Knowledge: Museums and Indigenous Peoples* (print out from Moodle and bring to seminar)

- Tuesday 9:30-11:30 Lecture: Museums and Empire
Lecture: Tribal Museums and Cultural Representations
- Tuesday 1-3 Smith, Sleeper-Smith readings
Synthesis question prompt given out
- Wednesday 9:30 am We will be leaving for our field trip to La Push (Quileute Nation) and Neah Bay (Makah Nation), WA. Prepare by reading links on Moodle. We will return on Friday by 8pm. You will receive a separate, detailed handout on the field trip. You will bring a bag lunch to eat on Wednesday and money for a quick meal on the way home on Friday.

WEEK FOUR: OCTOBER 19-22 (Settler Colonialism)

Reading: Selected Chapters from Stasiulis and Yuval-Davis, eds., *Unsettling Settler Societies: Articulations of Race, Ethnicity, and Class*, and Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Angloworld, 1783-1939* (available to download from Moodle – print out and bring to seminar when discussing the reading)

- Tuesday 9:30-11:30 Lecture: Late 19th and Early 20th Century Federal Policies
Workshop: Ethnographic Interviewing
FIELD TRIP REFLECTIONS DUE
- Tuesday 1-3 Stasiulis and Yuval-Davis, eds., *Unsettling Settler Societies*
- Wednesday 9:30-12:30 Lecture: Boarding Schools and Historical Trauma
Film: "Where the Spirit Lives"
- Friday 9:30-12:30 Lecture: Mid-Late 20th Century Policies and Movements
Film: "Utu"
SYNTHESIS ESSAY I DUE
- Friday 1:30-3:30 *Replenishing the Earth: The Settler Revolution and the Rise of the Angloworld, 1783-1939*
Issue Groups Meet
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WEEK FIVE: OCTOBER 26-29 (History and Agency)

Readings: Raibmon, Paige. *Authentic Indians.; First Fish/First People* (PDF on Moodle – bring to class for Wednesday, October 27)

Tuesday 9:30-11:30 Lecture: Mobility: Native People and World's Fairs
Lecture: Revitalizing Traditions

Tuesday 1-3 Raibmon, Introduction, Chapters 1-4

Wednesday 9:30-12:30 Lecture: Canada and B.C First Nations History
Films: "Blockade" and "The Potlatch"

Friday 9:30-12:30 Film: "Dead Man"

Friday 1:30-3:30 **SHORT QUIZ** at beginning of seminar
Raibmon, Chapters 5-6, 8 and Conclusion
Peer Review of Papers

WEEK SIX: NOVEMBER 2-5 (Writing Back to Empire) FIELD TRIP!

Reading: King, Thomas. *The Truth about Stories*.

Tuesday 9:30-11:30 Lecture: Narrative Tradition and Indigenous People
Lecture: Native Countermapping and Delgamuukw case

Tuesday 1-3 King, Chapter I-V and "Afterwords"

Wednesday 9:30-12:30 Film: "Atanarjuat: The Fast Runner" Reel Injun trailer

Friday 9:30am Leave for Squaxin Island Museum, return by 4:00 pm

WEEK SEVEN: NOVEMBER 9-12 (Culture and Sovereignty)

Reading: Trask, Haunani-Kay. *From a Native Daughter: Colonialism and Sovereignty in Hawaii*;
Ancillary: Trask 1st Edition chapter on coalitions (print out from Moodle and bring to seminar on Tuesday)

Tuesday 9:30-11:30 Lecture: Hawai'i overview
Film: "Acts of War"

Tuesday 1-3 Trask (Introduction, Parts I and II; 1st Edition ancillary)

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

Evergreen Holiday Thursday Nov. 11 for Veterans Day (Campus/Library not open)

Friday 9:30-12:30 **SYNTHESIS ESSAY II DUE**
Workshop: Tourism and Indigenous People
Short Hawai'i videos and "Storytellers of the Pacific"

Friday 1:30-3:30 Trask (Parts III and IV, Appendixes)

WEEK EIGHT: NOVEMBER 16-19 (Indigenous Art)

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

Tuesday 9:30-11:30 Film: "Return to the Swing"
Guest Lecture: Tina Kuckkahn-Miller, Longhouse Education and Cultural Center (Ojibwe)

Tuesday 1-3 *Manawa*, pp. 1-82

Wednesday 9:30-12:30 Guest Lecture: Shaun Peterson (Coast Salish Artist)
Guest Lecture: Gene Tagaban (Tlingit-Filipino Performance Artist)

Friday 9:30-12:30 Films: Short Maori videos
Indigenous Art and Community
Workshop: Indian Arts and Crafts Act

Friday 1:30-3:30 **SHORT QUIZ** at beginning of seminar
Manawa, pp. 83-170
Peer Review of Papers

NO CLASS NOVEMBER 23-26: EVERGREEN BREAK WEEK

WEEK NINE: NOVEMBER 30-DECEMBER 3 (Maori Decolonization)

Reading: Durie, Mason, *Nga Tai Matatu: Tides of Maori Endurance*.

Tuesday 9:30-11:30 Lecture: Aotearoa History
Film: NZ Video Shorts
Lecture: Language Revitalization
INTERVIEW DUE

Tuesday 1-3 Durie, Ch. 1-5

Wednesday 9:30-12:30 Lecture: "Lest Others Speak for us": Maori Cinema
Film: "Ngati"

Wednesday Film
Showing at 7:00pm Film Showing: "Once Were Warriors" (recommended)

Friday 9:30-12:30 Guest lecture: Brian Murton (Maori Geography Professor)
Reflections on the Quarter/Self-Evaluations
POWERPOINT ABSTRACT DUE

Friday 1:30-3:30 Durie, Ch. 6-10

WEEK TEN: DECEMBER 7-10 (Presentations)

Tuesday 9:30-11:30 Presentations

Tuesday 12:30-3:30 Presentations (Meet in Lecture Hall 1)

Wednesday 9:30-12:30 Presentations

Friday 9:30-11:30 Presentations
PORTFOLIOS DUE outside your faculty's office door

Friday noon-3:30 Concluding Potluck and finish presentations (Meet in Sem II E 1105)

EVALUATION WEEK: DECEMBER 13-17

Winter Quarter Research Project Dates (Five week time period):

Week 4 through Week 8 of Winter Quarter
Monday, January 24 – Friday, February 25