

**NATIVE DECOLONIZATION IN THE PACIFIC RIM:
From the Northwest to New Zealand
WINTER 2011 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.

This quarter we will move from theory to practice and experience, as students will plan, carry out, and formally report on substantive research projects. Many of us will travel to Aotearoa where we will use a comparative framework to study decolonization. Other students will develop projects that will look at the politics of settler colonialism, indigeneity, and self-determination in a more local context. We will carefully consider issues of research ethics and protocol, and all students will be asked to define and articulate their own research stance.

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	Sem II E2109
		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	Sem II E2109
		Grossman Book Seminar	Library 1005

REQUIRED TEXTS*

Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research & Indigenous Peoples*.

Walker, Ranginui. *Ka Whawhai Tonu Matou: Struggle Without End* - Revised Edition.

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

YOU MUST REGULARLY CHECK THE PROGRAM WINTER MOODLE SITE AT:
[HTTP://MOODLE.EVERGREEN.EDU/COURSE/VIEW.PHP?ID=840](http://moodle.evergreen.edu/course/view.php?id=840)

YOU CAN ACCESS IT ALSO FROM [HTTP://MOODLE.EVERGREEN.EDU](http://moodle.evergreen.edu)

ASSIGNMENTS

1) 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.

2) 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.

3) Short Quiz. There will be a Short Quiz at the beginning of seminar, 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, and study the Friday's reading and glossary, the questions will be obvious.

4) Project Proposals

Deadline: Monday, January 16 at noon in your faculty's mailbox

Even though you may not be sure of the specific research project you will carry out in the field, you need to have a clear plan for how to develop the project in a relatively short period of time once you start your work. The Project Proposal helps shape your inquiry. It doesn't have to be a lengthy response, but you should give some thought to these six parts:

1) The **topic statement** briefly identifies the particular interest of your inquiry. You should also include a **backup topic** if you are as yet uncertain about whether you'll be in a position to pursue your primary topic. This must be well-developed as much as you can – you've no doubt already thought about it and will just need to commit some time to writing it down.

2) The **guiding questions** that define the substance of your inquiry. What is it you want to investigate about your topic that you don't know already? Your guiding questions will focus you in a way that will bring depth and significance to the work you do. There is a big difference between a theme and topic and a sustainable and manageable research inquiry. For example, contemporary Maori art is a theme (even if you narrow it to urban Maori contemporary art), not a research inquiry and therefore not a project. You must define a theme or topic and narrow your focus in order to give a well-considered presentation at the end of the quarter. If you were starting with the theme above, you might focus on the way a particular artist or small group of artists represent ideas of home in visual art. You might have seen a newspaper article on the what the newspaper called "tensions" between urban Maori and rural Maori, particularly in regards to what one might consider home. You might first ask if the article shows any bias (remembering Raibmon's *Authentic Indians*). You would look at examples of different artwork, carefully read artist statements, and think about what home might mean to different groups of people, particularly in the context of settler-colonialism. Is there a larger discourse around ideas of "community" "home" "identity", etc. that you need to identify and think about before you can even ask your guiding questions? This is what we want you to think seriously about – preparation is key! Think about these guiding questions seriously and work with your peers and faculty to refine them.

3) The **methods** you plan to use to answer these guiding questions. We have been discussing methodologies and will continue to do so. Do you intend to use ethnography, oral history, survey research, photography or video, cultural analysis, etc.? How? What

kinds of evidence will your methods produce? Can you actually answer (or make some insightful conclusions about) the questions you pose given the position available to you? With the above example, you clearly could not answer the questions completely without experiencing urban New Zealand, at least for a little while. When thinking about methods, you should note your biggest obstacle – time – and scale your project accordingly. For example, could you expect people to speak openly enough about this topic for you to learn something through your inquiry? Given sensitivities many Indigenous communities have about outsiders doing “fly-in research,” how might you talk about your project? Could the topic focus on non-Native people or organizations? Who might you talk to (remember, those whose jobs it is to interact with the public is a great place to start!)?

4) The **ethical concerns and research stance** you have about your project. Be specific about issues you foresee that might arise in your conduct of the inquiry or the uses that might be made of it, such as matters of power relations, representation, and equity examined in *Decolonizing Methodologies*, and the AAG Indigenous research ethics declaration. How will you address them? You will have a stance that informs this dimension of your work and you will explain what that is.

5.) The **plan of action** you hope to follow. This should take the form of a week-by-week schedule, showing how you foresee your project may develop. Be specific and realistic.

6.) The **annotated bibliography** should list four readings on your research topic that you’ve done and intend to do and provides a brief synopsis for each text. These readings should serve as a foundation for your inquiry by providing cultural and historical background, a theoretical frame, and orientation to the topic of your research.

5) Final Approval of Project Proposals

The faculty must approve your proposal before you begin your project. **Project Proposals are due at noon Monday, January 17.** You will receive comments and feedback from both faculty on Wednesday, January 19. Based on this feedback, you might need to revise your proposal, due by Friday, January 21. You must have an approved project proposal to receive full credit.

6) The Field Journal

You will keep a very detailed journal throughout your project. Write in it at least every other day—daily, when you are actively engaging in fieldwork. Keep the journal in two parts: the accounts of your field research and experiences (the “Journal” proper), and your reflections on the project (these are often best organized by topics that are of continuing interest to you – for example, “Community” “Urban Issues” “Family Relationships” “Discourse on Home”). For guidance, check the Field Journal handout on the website and Pete Sinclair’s *Journal of Exploration* (found in week one of the winter Moodle site). Remember the first stage: jottings in the field notebook! A journal rich in description and interpretation is the key to writing a strong final paper.

7) Weekly Posting on the Native Decolonization in the Pacific Rim Website

At the end of each week, you will make a three-part post about your week’s work. The posting should be done sometime on Friday of each week. Be sure to put the post in the folder for *your* research group. Put a title in the “Subject” line that gets at something significant about the week’s research experience. Clearly identify each of the three parts:

1. Project status update. This is a report on your week’s activities, to give your readers a sense of how you see the state of your research and your project plans as they develop. Think about trials, triumphs, frustrations, and accomplishments. Feel free to include personal matters (e.g., your housing, health, socializing, state of mind) that you’d like to share.

2. Journal entry. Post the full journal account of a day's fieldwork from the week. Choose an account that you see as "thick" and revealing. See handout on Journaling in Moodle

3. Journal reflection. Post an entry or two written during the week from the second part of the journal, in which you write about topics, ideas, persons, dreams, books, magazine or newspaper articles, TV programs, and the like that are significant for your research.

Please include a subject heading (e.g., "Dilemmas of Development"). We encourage you to add 1-3 photos you've taken, as attachments to your post, when appropriate.

8.) Responses to Classmates: Each week, you must respond to your fellow students' posts. *Read and respond to all posts by your research group that have posted by the Friday due date.* These should be substantive and thoughtful (not variants of "liked it/great job.") Read around widely in other groups. You might respond to at least one other student in another group. You should post your responses before the following Thursday, so that students are able to see it. In previous classes, some students have tried to "make-up" their responses – we've noted that these responses are rarely seen and remarked on because students have already moved to the following week in their responses. In order for students to get feedback and to be an active part of the learning community, you must post and respond in a timely fashion.

NOTE: Posting is the main evidence of your work. If you do not post your work and respond to fellow students, you won't receive full credit. These are the tentative seminars/Moodle groups:

GROUP 1 (Zoltan)	GROUP 2 (Kristina)	GROUP 3 (Kristina)	GROUP 4 (Zoltan)
Katrina	Shanetta	Shannon	Tyler
Joelle	Charlie	Tessa	Nathaniel
Krissy	Gus	Sandy	Tess
Otis	Jenna	Candace	Colin
Bryce	Jennifer	Trevor	Eva Marie
Emily	Lizzy	Haley	Laura

Communication with Faculty

Faculty will respond to weekly postings, usually to the research group as a whole. Be sure, as well, to send personal messages to your faculty when you need to! We stand ready to help you work through ideas and problems.

9.) Abstract

You will need to write a 1000-word abstract of your project. This abstract should cover the main argument, research question(s), findings, and/or thesis of your project. It will be submitted in a template, so keep to the 1000-word count, and include four photos and captions that directly illustrate your project (not just photos of beautiful places or friends). We will make copies of these abstracts and hand them out to students and any interested guests at the presentations.

10.) Formal (Written) Presentations

We are excited about the final two weeks of the class, which will largely be devoted to final presentations. In contrast to last quarter, students will present individually, with time for individual questions. You should have at least five images that you engage with (use and discuss) that more fully develop your ideas for your presentation. Also in contrast to last quarter, students will prepare *written* presentations for the class. You will present for a maximum of 15 minutes, so that means you should prepare about 5-7 double-spaced pages (depending on your practiced reading pace) to read to the class. You will turn in your prepared remarks in your portfolio. This should keep you to time as well as hopefully allow your presentation to be more cohesive and reflective of your larger ideas. You will have a maximum of 10 minutes to respond to questions. We will prepare a schedule well in advance so that students know what day they are presenting. Depending on time, we may need to adjust our timing, but we will also let you know that in advance. It's doubtful that students will get more time to present or respond to individual questions.

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.

WEEKLY SCHEDULE

WEEK ONE: JANUARY 4-7 (Indigenous Place and Research Ethics)

Readings: Smith, Linda Tuhiwai, *Decolonizing Methodologies*; Association of American Geographers (AAG) Indigenous Peoples Specialty Group (IPSG), *Declaration of Key Questions About Research Ethics with Indigenous Communities* (2010; Handout and PDF on Moodle)

Tuesday 9:30-11:30 Welcome back; Update on Study Abroad

Film: *In the Light of Reverence*

Lecture: Native American Sacred Sites

Tuesday 1:00-3:00 **Read AAG-IPSG handout over lunch break**

Both seminars meet together in SEM II E2109

Film: *The Demarest Factor* (on mapping controversy in Oaxaca, Mexico)

Discussion on AAG-IPSG Indigenous research ethics protocols

Wednesday 9:30-12:30 Update on Projects and Issue Groups

Project Proposal Workshop

Guest lecture: Denny Hurtado (former Skokomish Chair), Director of Office of State Public Instruction (OSPI) Office of Indian Education

<http://www.indian-ed.org>

Friday 9:30-12:30

Lecture: Urban Indian/Maori communities

Lecture: Corporate and Community Solutions to Climate Crisis

Film excerpt: *Rising Waters*

Friday 1:30-3:30

Zoltan seminar in LIB 1005; Kristina seminar in Sem II E2109

Smith, *Decolonizing Methodologies* (Ch. 5, 6, 7, 9, 10, Conclusion)

Friday 5:00-7:30

Discussion of Supplemental Covenant (required for Study Abroad)

Chili Dinner in Sem II E1105; you can come early to help set up.

WEEK TWO: JANUARY 11-14 (Recovering Land and Children)

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

Ancillary readings on Te Roroa Claim in Waitangi Tribunal (handouts and Moodle link).

Tuesday 9:30-11:30 Lecture: Australia

Film: *Mabo*

Tuesday 1:00-3:00 Walker, *Struggle Without End* (pp. 24-43, 63-150)

Wednesday 9:30-12:30 Workshop: Te Roroa Claim in Waitangi Tribunal, 1992

(Link to documents on Moodle)

Friday 9:30-12:30

Film: *Rabbit-Proof Fence*

Film: Apology to the Stolen Generations by P.M. Kevin Rudd, 2008

Friday 1:30-3:30

SHORT QUIZ (including Maori terms in Walker glossary on Moodle)

Walker, *Struggle Without End*, (pp. 186-255, 263-270, 273-294, 303-311, 319-343, 377-406)

WEEK THREE: JANUARY 18-21 (Indigenous Self-Representation)

Readings: McCarthy, Conal, *Exhibiting Maori* (chapters on Moodle); Grace, Patricia, *Potiki*

PROJECT PROPOSAL DUE ON MONDAY, JAN. 17 AT NOON in faculty mailboxes

- Tuesday 9:30-11:30 Tour of Longhouse artwork as Journal exercise/Journal writing workshop
Kete Aronui arts programme on Maori Television
- Tuesday 1:00-3:00 McCarthy, *Exhibiting Maori* (excerpts on Moodle)
Grace, *Potiki* (excerpts on Moodle)
- Wednesday 9:30-2:30 Meetings with faculty on Research Project proposals in Small Groups
- Friday 9:30-12:30 Journal writing workshop II
Film: *Te Rua* or *Mauri*
Seminar on winter projects
- Friday 1:30-3:30 Marae protocol
Sum-up / Send-off

WEEKS FOUR - EIGHT JANUARY 25-FEBRUARY 25:

TRAVEL & PROJECT PERIOD

WEEK NINE: MARCH 1-4 (Presentations)

- Tuesday 9:30-11:30 Welcome Back and Debrief
Presentations Workshop
- Tuesday 1:00-3:00 Issue Group Meetings on Presentations
- Wednesday 9:30-12:30 Presentations
- Friday 9:30-3:30 Presentations in Sem II E1105 (with lunch break)

WEEK TEN: MARCH 8-11 (Presentations)

- Tuesday 9:30-1pm Presentations in Longhouse 1007B
- Tuesday All meet for presentations in Sem II E 2109?
- Wednesday 9:30-12:30 Presentations
- Friday 9:30-3:30 Presentations in Sem II E1105 (with lunch break)

EVALUATION WEEK: MARCH 14-18

Discuss eval meeting with faculty before making travel plans