

**NATIVE DECOLONIZATION IN THE PACIFIC RIM:  
FROM THE NORTHWEST TO NEW ZEALAND  
SPRING 2014 SYLLABUS**

Faculty:	Office	Mailbox	Phone	Email	Office Hours by appointment
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**PROGRAM DESCRIPTION**

***Ko ia kāhore nei i rapu, tē kitea*** (“She/he who does not seek will not find”)

In this program we will continue to identify and contextualize the spaces and the politics of Indigenous identity and settler colonialism. All students have developed and carried out independent research projects, and the major student work at the end of spring quarter will be to refine and edit research papers through peer and faculty feedback. Students will continue to learn about the ongoing effects of colonization as well as gain a foundation in theories and practices of decolonization. We will take as our basic premise in this program that those wishing to know about the history of a particular Native group should write it with a purpose to be in solidarity with these people today. Students will be expected to integrate extensive readings, lecture notes, films, interviews and other sources. The final week of the program students will collaboratively develop panels to present their research to the program.

**WEEKLY SCHEDULE (NOTE ROOM CHANGES FROM WINTER QUARTER, AND CHANGES ON MAY 5)**

Monday	Reading, Writing, and Preparation (online response due)		
Tuesday	9:30-12:00	Longhouse 1007B	Lecture
Tuesday	1:00-3:00	Longhouse 1002 Longhouse 1007B	Ackley Book Seminar Grossman Book Seminar
Wednesday	9:30-12:30	Longhouse 1007B	Workshop/Film/Lecture/Reading
Thursday	Reading, Writing, and Preparation (online response due)		
Friday	9:30-12:30	SEM II B1105	Workshop/Film/Lecture/Reading
Friday	1:30-3:30	SEM II B3105 SEM II B3107	Ackley Book Seminar Grossman Book Seminar

**Students must check their Evergreen email accounts and Moodle every weekday.**

CLASS MOODLE WEBPAGE (*Bookmark!*), or access via my.evergreen.edu or moodle.evergreen.edu :  
<https://moodle.evergreen.edu/course/view.php?id=5817>

**REQUIRED TEXTS**

Alfred, Taiaiake, *Peace, Power, Righteousness: An Indigenous Manifesto*  
 Dunbar-Ortiz, Roxanne, *An Indigenous People's History of the United States*  
 Simpson, Leanne (ed.), *Lighting the Eighth Fire: The Liberation, Resurgence,  
 and Protection of Indigenous Nations*  
 Williams, Melissa, *Panguru and the City: Kāinga Tahī, Kāinga Rua* (PDF on Moodle)  
 Grace, Patricia, *Small Holes in the Silence* (PDF on Moodle)

## 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 seminar's book assignment. You will pick a short excerpt from the book (with chapter and page number) and write at least one paragraph offering your analysis or reflection about it. Paper should be between 500-700 words. You will post the text on Moodle by 9:00 am on the seminar day, bring a copy for yourself to afternoon seminar, share your reading of it with your seminar group, and turn in the hard copy to your faculty. The purpose of this assignment is to provide verification that you have done the reading, to prepare you for seminar discussion, and to initiate online discussion among students in your seminar. 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 700 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 700). There are deficiencies in language and sentence structure that result in a lack of clarity and interfere with meaning.

**2.) Online Responses:** Students will regularly post papers and respond to their classmates' work online on the class Moodle website. You will respond to at least one other student after each seminar. For Tuesday seminar, students need to respond by Thursday, for Friday seminar, students need to respond by Monday. Faculty will respond to different students each week. 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.

**3.) Seminar participation:** All students must be prepared and ready to contribute to seminar, starting by **bringing the reading to every seminar**. You **must** bring your book to seminar, or a print out of any pdf that is available on Moodle. Please note that a digital version does not have the same page numbers as the book. Having the text in hand 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.

**4.) Academic Statement:** Turning in an annual Academic Statement is a college requirement for undergraduate students admitted or readmitted Fall 2013 and after, and optional for all others.

If this requirement applies to you and you don't turn in your annual Academic Statement on [my.evergreen.edu](http://my.evergreen.edu) by **May 14, 2015**, you will receive a hold and will not be able to register until you meet the requirement.

If you are graduating this June and were admitted fall 2013 or after, your final academic statement is due by **June 12, 2015**. If you do not meet this deadline by submitting your annual Academic Statement on <http://my.evergreen.edu> your graduation date will change as a result.

Individualized support for writing and revising your academic statement is available by appointment with faculty (current or past), during open hours at the Writing Center, and at the spring All Campus Mentoring Day (Wed. May 13). Make sure to take advantage of these resources!

More information here: <http://www.evergreen.edu/academicstatement/requirements.htm>

**5.) Research Papers and Peer Review:** Students will devote a significant amount of time to a particular topic, inquiry, or investigative problem in your projects. In this manner, you have acquired a level of knowledge of the topic that you will share through written work – the 15-20 pg. research paper, a best draft which is due on our first spring-quarter class on April 21. Broadly speaking, your paper demonstrates your knowledge, develops your voice, shapes learning communities, and influences your readers. Your paper is *not* just an assemblage of your journal entries, but a coherent, publishable research paper. The paper should be about your discovery, experiences, and learning as well as a means of communication. We will focus on writing as a process that involves strategies for generating ideas, revising, and editing. Significant time is devoted to revision and reflection through peer and faculty review. Students are required to become readers of each other's papers. Students will break into small groups and will provide clear and concise feedback on student papers. Take this seriously – your classmate's ability to revise their paper depends in large part on careful and thorough feedback. Challenge yourself to give your classmate clear comments on their paper (including copyediting for grammar, spelling, and punctuation). What is the author trying to say? Is there an identifiable argument? Is the argument well-supported? What was done well? You must go beyond "This was good. I liked it."! What were the weak or confusing points of the paper (every paper has them)? Importantly, what are possible solutions to problems that you see? How can the paper be improved? What would you have liked to know more about? Remember, this is about making the paper better (and having the time to do it). Students must provide written comments on the papers in peer review groups, in addition to verbal feedback. You will receive time in class to do some of this, but might need to spend time outside of class as well.

Your final draft will illustrate the substantive work that has gone into it – not only the research but also the writing. You will work to develop an argument or analysis in light of peer and faculty feedback. Final drafts should must be properly cited and relatively free of grammatical errors. You may use either APA, MLA, or Chicago depending on your experience or disciplinary emphasis. Check out the Purdue online writing lab for easy to follow examples at: <https://owl.english.purdue.edu/owl/>

***First draft due Tuesday, April 21***

***Final draft due Friday, May 22***

**6.) Project Briefing:** We are compiling a report on the group trip and individual projects, to let the Evergreen community know about our class work and experiences. The PDF will also be useful to send to friends, family, and prospective students. You will need to submit 500-550-word briefing on your project, with four project photos. This abstract should cover the main argument, research question(s), findings, experiences, and/or thesis of your project. We are posting and sending each student a one-page template to complete on your individual projects, and an example. Rename the template with your last name, as in AckleyProjectBrief.doc –no other names or words. Attach it on the Moodle forum, as a .doc or .docx only. ***May 15 is an absolute deadline because of the tight editing time before class; this assignment will be worth one credit.***

The first paragraph should resemble your original project abstract. You can change it if your project has changed, but don't use up space describing how it has changed from the original plan--the audience will care more about your final version. Please change the tense from the future ("I will") to the past ("I did xyx"). Start out with one short sentence on your fall quarter project. The next 2-3 paragraphs will be your Findings—what conclusions you reached during your Project Period. Briefly include the towns you visited

on your own and what you found out there. Incorporate analysis, concepts and ideas, as well as facts and data—who, where, what, when, why. Be specific—not vague. Assume the reader has zero knowledge of the places we visited or the Indigenous terms—translate them in parentheses. We want the pages to look the same, so follow these guidelines:

- \* The total text should be exactly 500-550 words—no shorter or longer. (Word Count in Tools).
- \* The text should be broken up into exactly 3-4 paragraphs, with a space between the paragraphs and no indents. It should all fit neatly within the text box. See Kayla's Project Briefing as an example.
- \* **All text is Times New Roman 11 pt—do NOT change the font or text size, for any reason.**
- \* **Do NOT change the size or outline of any text boxes or photo boxes, for any reason.**

Besides posting the doc on Moodle, also send four project photos (jpegs, gifs or tiffs) as attachments to grossmaz@evergreen.edu Drop your photos into the four boxes on the left of the page, and write very short descriptive captions. Each photo should be directly related to *your project*, not photos of beautiful places or classmates. They should focus mainly on your own project period, not the group trip. The photos should be taken *by you or a classmate*, not from the Internet or a third party. Keep in mind that the photo boxes are small, so emphasize objects or people that are identifiable (large or close up). The first photo at top left should be of you and a symbol of your project. Your face should be large and visible, no sunglasses; look professional. All photos should be either jpegs, gifs, or tiffs. Send them as attachments to grossmaz@evergreen.edu, as well as dropping them into the photo boxes, without changing their size.

***Project Briefing and four photos due Friday, May 15 by 6:00 pm***

**7.) The Academic Panel in the Final Research Symposium:** We are excited about the final week, which will be devoted to final presentations. **Refer to the “Powerpoint Presentation Guidelines” for technical preparation and delivery rules.** You will work throughout spring quarter individually and collaboratively with your research groups to form an academic panel. An academic panel consists of a small group of scholars who present their research concerning a topic in common. You will work with other members of your panel to put together a presentation in which each member of the panel presents a different dimension of a common topic, based on a selected portion of your paper. These will be formal presentations with a student panel chair who will introduce the topic and the papers, and will facilitate questions and discussion. You should have images that you engage with (use and discuss) that more fully develop your ideas for your presentation, to be submitted on Moodle by 6:00 pm on the day before your presentation. Students will prepare *written* presentations for the class. You will present for a maximum of 10-15 minutes, so that means you should prepare about 5-7 double-spaced pages (depending on your practiced reading pace) to read to the class. The information would be drawn from your research paper, but that doesn't mean you are just copying chunks of your paper; you may have to paraphrase (summarize) parts of your paper. 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. ***The public and guests will be invited and welcome to the presentations, and the schedule of talks will be made available to the campus community. For the schedule, the title of your presentation title must match your final paper and project briefing, and it must be on the first slide with your name and group.***

**8.) Portfolio and evaluations:** The portfolio is for both winter and spring quarters, including seminar papers, assignments, class notes, research project materials, and your project journal. You must also include your best draft of your self-evaluation in the portfolio, and upload a faculty evaluation to my.evergreen.edu

***Due by Friday, May 29, 4:00 pm outside faculty doors***

## WEEKLY SCHEDULE

### WEEK FOUR: APRIL 21, 22, 24 (Peer Review)

Tuesday 9:30-12:00 Welcome back; Round Robin on research projects; Video: *Return to Whakarae*

Tuesday 1:00-3:00 Peer Review

Wednesday 9:30-12:30 Peer Review; Workshops: Citations and grammar

Friday Event: Pacific Northwest American Studies Association Conference at South Puget Sound Community College (Students presenting at 2:00 pm)

Friday 9:30 pm Event: Luminary Procession, 5<sup>th</sup> & Washington

Saturday 4:30 pm Event: Procession of the Species, downtown Olympia

### WEEK FIVE: APRIL 28, 29, MAY 1, 2 (Reframing Native History & Sovereignty)

*Readings:* Alfred, Taiaiake, *Peace, Power, Righteousness*;

Dunbar-Ortiz, Roxanne, *An Indigenous People's History of the United States*

Tuesday 9:30-12:00 Film: Rueben Taipari & Hinee Hoterene living self-sufficiently (Waka Huia)  
Lecture: Funding and resource community initiatives

Tuesday 1:00-3:00 Alfred, *Peace, Power & Righteousness*, pp. 3-78, 104-181

Wednesday 9:30-12:30 Film: *Drunktown's Finest*

Friday 9:30-12:30 Lecture: Joint Base Lewis-McChord (JBLM) / Nisqually  
Lecture: The Global War on Tribes

Friday 1:30-3:30 Dunbar-Ortiz, *An Indigenous People's History of the U.S.*, pp. xi-94  
(Author's Note, Introduction, Ch. 1-5)

Saturday, May 2  
**(Required)** Leschi-Quiemuth Honor Walk with Nisqually tribal members in Joint Base Lewis-McChord (JBLM), Arrive by 8:30 am at Nisqually Youth Center (Lashi St SE, Olympia WA) (*required; see registration form for options on walking or riding*). *This is a military installation, so we will be loading onto tribal busses to get inside the base; if you are late you will miss the bus.*

### WEEK SIX: MAY 5, 6, 8 (Community-Based Decolonization) **Note Tuesday room changes**

*Readings:* Dunbar-Ortiz, Roxanne, *An Indigenous People's History of the United States*;

Simpson, Leanne (ed.), *Lighting the Eighth Fire*

Tuesday 9:30-12:00 Guest speaker: Roxanne Dunbar-Ortiz (**required, in Lecture Hall 1**)

Tuesday 1:00-3:00 Dunbar-Ortiz, *An Indigenous People's History of the U.S.*, pp. 133-236  
(Ch. 8-11, Conclusion) (**in Library 2708**)

Wednesday 9:30-3:00 Video: Te Rau Titapu at Matatina Marae  
Lecture: Waipoua community-based wananga (school)

Friday 9:30-12:30 Lecture: Restorative Justice  
Lecture: Traditional Mapping / Countermapping

Friday 1:30-3:30 Simpson, *Lighting the Eighth Fire*, pp. 5-125

Friday May 8, 6:00      Event: Colleen Waata-Urlich and other uku (clay) artists,  
Clatsop Community College Art Gallery, Astoria OR

**WEEK SEVEN: MAY 12, 13, 15** (Community health and voice)

*Readings:* Simpson, Leanne (ed.), *Lighting the Eighth Fire*;  
Williams, Melissa, *Panguru & the City* (PDF on Moodle)

Tuesday 9:30-12:00      Lecture: Contemporary Maori media and social media  
Lecture: Public health  
Workshop: Project Briefing and Powerpoint Presentation Guidelines

Tuesday 1:00-3:00      Simpson, *Lighting the Eighth Fire*, pp. 127-211

Wednesday 9:30-12:30      Directed reading: Williams, Melissa, *Panguru and the City* (**Bring Moodle PDF**)  
Lecture & videos: Australian closures

Friday 9:30-12:30      Film: *The Dark Horse*

Friday 6:00      **PROJECT BRIEFINGS DUE** as attachments on Moodle by 6:00 pm,  
with four photos emailed by 6:00 pm to grossmaz@evergreen.edu

**WEEK EIGHT: MAY 19, 20, 22** (Responsibility to people & the land)

*Reading:* Grace, Patricia, *Small Holes in the Silence* (PDF on Moodle)

Tuesday 9:30-12:00      Videos: *Haida Raid 2 & 3*  
Lecture & videos: Maori opposition to deep-sea oil drilling in Aotearoa

Tuesday 1:00-3:00      Grace, *Small Holes in the Silence*

Wednesday 9:30-12:30      Lecture: Climate change challenges  
Lecture: Cultural heritage and public history: Recovering Oneida Space  
and Narratives through Site-specific Programs  
Workshop: Public history

Friday 9:30-12:30      Film: *Mt. Zion*

Friday 1:30-3:30      **FINAL PAPER DRAFTS DUE**  
Panel presentation meetings

**WEEK NINE: MAY 26, 27, 29** (Student Presentations, open to campus community and guests)

Tuesday 9:30-12:00      Student Presentations

Tuesday 1:00-3:00      Student Presentations

Wednesday 9:30-12:30      Student Presentations

**Wednesday 1pm-3:30 Note extra time for presentations! Room TBA**

Friday 9:30-12:30      Student Presentations and Final Reflections

Friday 4:00      **PORTFOLIOS DUE by 4:00 pm outside faculty doors** (*preferably earlier*)

**WEEK TEN: JUNE 1, 2** (Evaluation conferences)

## 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).
- Use Grammar and Stylistic Checklist as a way to check your work as you're writing.
- Use Citation Guide to check the format of your citations.
- Page numbers inserted (necessary for discussion and evaluation).
- Write and save papers outside of Moodle (which can freeze or lose text).
- Paper posted on Moodle (copy and paste text; *do NOT attach papers unless requested!*).
- Check post on Moodle; it can be edited for 30 minutes after posting.
- Reading brought to seminar (or class if requested in syllabus).
- Hard copy of paper brought to seminar for discussion.
- Hard copy handed in to your faculty.

## 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.

## 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)
- 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.

Our fall-winter Program Covenant and the Guidelines on Working with Indigenous Communities are still in effect in spring quarter.