

**AOTEAROA NEW ZEALAND:  
NATIVE DECOLONIZATION IN THE PACIFIC RIM  
SPRING 2018**

(All Office Hours will be by appointment)

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**PROGRAM DESCRIPTION**

In the final quarter of this year-long program we will identify and contextualize spaces and politics of indigeneity and settler colonialism. We use the Pacific Rim broadly as a geographic frame, with a focus on the Pacific Northwest Native nations and 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.

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. Students will be expected to integrate extensive readings, lecture notes, films, interviews and other sources. Students will collaboratively develop panels to present their research to the program.

**GUIDING QUESTIONS FOR THE PROGRAM**

- 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 TIMES & ROOMS**

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> 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\*

Alfred, Taiaiake, *Peace, Power, Righteousness: An Indigenous Manifesto*.

Gooyear-Ka'ōpua, Noelani and Okaoka Hussey, and Erin Kahunawaika'ala, eds. *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*.

Williams, Melissa, *Panguru and the City: Kāinga Tahī, Kāinga Rua* (PDF on Canvas)

Grace, Patricia, *Small Holes in the Silence* (Two PDFs on Canvas)

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

**1.) Academic Statement:** Turning in an annual Academic Statement is a college requirement for all undergraduate students.

If you don't turn in your annual Academic Statement on [my.evergreen.edu](http://my.evergreen.edu) by **May 17, 2018**, 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 15, 2018**. 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. *Make sure you hit the button that says "Turn In."*

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 (Weds May 16). Make sure to take advantage of these resources!

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

**2.) Synthesis Papers:** You will write a weekly paper, 2-4 pages; *all papers are 12-point, double spaced, and stapled, and also submitted as pasted text on Canvas in your seminar discussion section*. All synthesis papers (except during weeks 4 and 9) are due in your Thursday Book Seminar at 1:30pm as hard copy *and* pasted on our Canvas site. 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).

*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, 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. 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.) 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 24. 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 a means of communication about your project period: your discovery, experiences, learning, and research findings, preferably synthesized together. 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 and careful responders to 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. Check out the Purdue online writing lab for easy to follow examples at: <https://owl.english.purdue.edu/owl/>

**First draft due Tuesday, April 24**

**Final draft due Thursday, May 31**

**6.) Project Briefing:** We are compiling a class report on the group trip and individual projects, to let the Evergreen community know about our class work and experiences. Past class reports were critical to getting Evergreen’s institutional support for our class this year. 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 Canvas discussion, as a .doc or .docx only. **May 22 is an absolute deadline because of the tight editing time before class.**

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 the 2015 report at the top of Canvas for examples.*
- \* **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 Canvas, 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. You can use Zoltan’s albums as sources (see links on Canvas), just as you can for your presentation. 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 Tuesday, May 22 by 6:00 pm**

*Skills emphasized: Research; personal engagement; integrative, independent, critical thinking*

**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 Canvas 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.

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

**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 Thursday, June 7, 4:00 pm to faculty office.**

*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 FOUR: APRIL 24, 25, 26 (Peer Review)

- |                      |   |
|----------------------|---|
| Tuesday 9:30-12:30   | Welcome back; Round Robin on research projects<br>Guest: Longhouse director Tina Kuckkahn-Miller tour of Fiber Arts Studio<br><b>DUE: First draft of Project Paper</b> (four stapled copies + attachment on Canvas) |
| Tuesday 1:30-3:30    | Peer Review   |
| Wednesday 9:30-12:30 | Briefings on Citations and grammar<br>Continuation of Peer Review<br>Guest: Erika Warren, Native Student Success Coordinator  |

- Thursday 9:30-12:30 Reflections: Theorizing Refusal; Unanswered Questions  
Workshop on research process and findings
- Thursday 1:30-3:00 Waka Huia film shorts from Aotearoa *in Sem II B2105*:  
Rueben Taipari & Hinee Hoterene living self-sufficiently;  
Visitors' Guide to Kaitaia
- Friday, April 27\* Luminary Procession starts at 5<sup>th</sup> & Washington (9:30 pm) procession.org  
Fall Arts Walk downtown (5:00-10:00 pm)
- Saturday, April 28\* Procession of the Species downtown -- *don't miss it!* (4:30-6:00 pm)  
Fall Arts Walk downtown (12:00-8:00 pm)

**WEEK FIVE: MAY 1, 2, 3 (Urban Shift)**

Reading: Williams, Melissa, *Panguru & the City* (one PDF on Canvas)

- Tuesday 9:30-12:30 Lecture: Urban Indigeneity  
Workshop set-up: Indigenous Uses of Social Media
- Tuesday 1:30-3:30 Williams, *Panguru* (directed reading of Introduction, Ch. 1)
- Wednesday 9:30-12:30 Film: *Honor Totem* (Seattle community response to John T. Williams shooting)  
Lecture: Traditional Mapping and Countermapping
- Thursday 9:30-12:30 Workshop: Indigenous Social Media
- Thursday 1:30-3:00 Williams, *Panguru*, Ch. 5  
**DUE**: Synthesis paper (hard copy and pasted text on Canvas)

**WEEK SIX: MAY 8, 9, 10 (Reframing Native Sovereignty)**

Reading: Alfred, Taiaiake, *Peace, Power, Righteousness*

- Tuesday 9:30-12:30 Lecture: Restorative Justice  
Lecture: "Let's Get to the Marae": Manaakitanga and Disaster Management
- Tuesday 1:30-3:30 Alfred, *Peace, Power & Righteousness*, pp. 3-78
- Wednesday 9:30-12:30 Film: *Mt. Zion*  
Workshop: Project Briefings
- Thursday 9:30-12:30 Lecture: Identity and Membership  
Presentation panels meet
- Thursday 1:30-3:00 Alfred, *Peace, Power & Righteousness*, pp. 104-181  
**DUE**: Synthesis paper (hard copy and pasted text on Canvas)
- Sunday, May 13\* Missing and Murdered Indigenous Women walk from Canada arrives in Olympia

**WEEK SEVEN: MAY 14-18 (Writing Period; No Class)**

Faculty (and Annika R.) at Native American and Indigenous Studies Association (NAISA) conference in Los Angeles.

- Wed., May 16\* Mentoring Day (1:30-4:00 pm)
- Thurs. May 17 **DUE**: Academic Statement (if continuing and need to register)

**WEEK EIGHT: MAY 22, 23, 24 (*Decolonizing Pacific Empire*)**

Reading: *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*

Tuesday 9:30-12:30      Lecture: Performing Indigenous Nationhood  
Lecture: The Continuing Occupation Function of U.S. Military Bases in Hawai'i  
**DUE: Project Briefing** as attachment on Canvas by 6:00 pm,  
with four photos emailed by 6:00 pm to grossmaz@evergreen.edu

Tuesday 1:30-3:30      Workshop: Hawaiian language pronunciation  
*A Nation Rising*, 1-30, 36-47, 78-85, 86-87, 331-350

Wednesday 9:30-12:30 Film clips: *Mauna Kea: Temple Under Siege, Stolen Waters*  
Workshop: Project Briefing

Thursday 9:30-12:30    Film: *Act of War: The Overthrow of the Hawaiian Nation*  
Lecture: Facing West and The Global War on Tribes

Thursday 1:30-3:00      *A Nation Rising*, 137-157, 161-178, 180-197, 220-241  
**DUE: Synthesis paper** (hard copy and pasted text on Canvas)

**WEEK NINE: MAY 29, 30, 31 (*Responsibility to People and the Land*)**

Reading: Grace, Patricia, *Small Holes in the Silence* (two PDFs on Canvas)

Tuesday 9:30-12:30    Lecture: The Clay We Are Made of  
Lecture: Climate Change Challenges

Tuesday 1:30-3:30      Grace, *Small Holes in the Silence* (two PDFs on Canvas)

Wednesday 9:30-12:30 Film: *Hunt for the Wilderpeople*

Thursday 9:30-12:30    Workshop: Presentations  
**DUE: Final Draft of Project Paper**

Thursday 1:30-3:00      Presentation Panels meet

**WEEK TEN: JUNE 5, 6, 7 (*Student Presentations*)**

Tuesday 9:30-12:30    Student Presentations

Tuesday 1:30-3:30      Student Presentations

Wednesday 9:30-12:30 Student Presentations

Thursday 9:30-12:30    Student Presentations

Thursday 1:30-3:00      Final Reflections  
**DUE: PORTFOLIOS, by 4:00 pm outside faculty doors** (preferably earlier)

Sat., June 9\*              Racial Justice Summit, hosted by YWCA

**WEEK ELEVEN: JUNE 11-14 (*Evaluations*)**

Fri., June 15              **DUE: Academic Statement** (if graduating or admitted fall 2013 or after)  
Sun., June 16\*            Nisqually's Leschi-Quiemuth Honor Walk in Joint Base Lewis-McChord (JBLM)  
Fri., July 27\*              Paddle to Puyallup arrival, followed by a week of tribal song / dance Protocol