

Land & Indigenous Politics

POL 443/2322 H1S | Sidney Smith 1078 | Tuesdays 2-4pm



Ahu at northern plateau of Mauna Kea on Hawai'i island (photo by Dr. Maile)

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COURSE DESCRIPTION

This course examines Indigenous politics *through* land. Specifically, the course explores transnational Indigenous politics by focusing on material struggles over land. The course also considers how global Indigenous land struggles are constituted through and cultivate relationships between Indigenous peoples, environmental elements, and more-than-human subjects. As a seminar, we discuss Indigenous politics through geontologies of land, water, and air. The seminar is oriented around material struggles over and relationalities with a sacred mountain, lakes and rivers, the atmosphere, and more. This course traces fresh, groundbreaking scholarship in Indigenous Studies that intersects with other fields like Latin American Studies, Pacific Island Studies, and Black Studies.

REQUIRED MATERIAL

- Maile Arvin, *Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai'i and Oceania* (Durham, NC: Duke University Press, 2019)
- Nick Estes, *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (New York: Verso, 2019)

- Macarena Gómez-Barris, *The Extractive Zone: Social Ecologies and Decolonial Perspectives* (Durham, NC: Duke University Press, 2017)
- Dina Gilio-Whitaker, *As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock* (Boston, MA: Beacon Press, 2019)
- Susan M. Hill, *The Clay We Are Made Of: Haudenosaunee Land Tenure on the Grand River* (Winnipeg: University of Manitoba Press, 2017)
- Tiffany Lethabo King, *The Black Shoals: Offshore Formations of Black and Native Studies* (Durham, NC: Duke University Press, 2019)
- Shiri Pasternak, *Grounded Authority: The Algonquins of Barriere Lake against the State* (Minneapolis, MN: University of Minnesota Press, 2017)
- Elizabeth A. Povinelli, *Geontologies: A Requiem to Late Liberalism* (Durham, NC: Duke University Press, 2016)
- All other required materials are available in Querqus on Course Reserve

COURSE OBJECTIVES

By the end of this course, students should be able to:

- Understand key issues and theories concerning the Indigenous politics of land
- Critically evaluate environmental (in)justice through Indigenous politics
- Comparatively analyze global formations of settler colonialism and capital
- Engage empirical and scholarly debates about land, Indigeneity, and relationality in the field of Indigenous Studies
- Discuss, present, and write critical analysis in the concentration of Indigenous politics

STUDENT RESPONSIBILITIES

Each time that we meet, I will expect you to:

- Closely read assigned material
- Participate consistently and actively in discussion
- Facilitate assigned material in a timely and effective manner
- Respectfully engage your peers and professor
- Contribute positively to a safe classroom climate

PROFESSOR RESPONSIBILITIES

Each time that we meet, you should expect that I will:

- Arrive to class prepared and organized
- Convey passion for the material
- Conduct class in a manner that is thorough and engaging
- Respect each student's individuality as a person and learner
- Encourage you to become excellent scholars

COURSE POLICIES

1. **Accommodations:** If you have or acquire a disability that may affect your participation in class, I will do my best to accommodate your needs (e.g., you may need more time on assignments, material in Braille, alternative assignments because of PTSD triggers). To help in this process, please register with Accessibility Services. You can do this over the phone (416-978-8060) or via email (accessibility.services@utoronto.ca). You can also go to their office (455 Spadina Avenue, 4th Floor, Suite 400, Toronto, ON, M5S 2G8). To ensure that necessary accommodations are made, contact me or have a representative from Accessibility Services contact me as soon as possible so your needs can be accommodated in a timely manner.

2. **Emergency Absences:** If you are absent from class for personal issues, injury, illness, or other medical reasons, you can submit one type of official medical documentation so that it can be excused. There are four types of documentation: UofT Verification of Illness or Injury Form (illnessverification.utoronto.ca); Student Health or Disability Related Certificate; College Registrar's Letter; Accessibility Services Letter. An excused absence will not count against your attendance grade. Absences that are unexcused will count against your attendance grade.
3. **Academic Integrity:** This course follows the rules and regulations on academic integrity established by UofT. According to the International Center for Academic Integrity's definition, which UofT endorses, we should communicate and act in our class community and coursework with honesty, trust, fairness, respect, responsibility, and courage. You are required to understand and adhere to the Faculty of Arts and Science's Code of Behavior on Academic Matters. More information on academic integrity and what constitutes misconduct is available online: governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019.
4. **Laptops and Phones:** I recommend that you avoid using laptops in class. Additionally, I recommend that you avoid using phones and smartphones in class, as well as handheld or tablet devices. If your phone rings during the seminar, you may be asked to leave the classroom. If you are texting, or using your phone, tablet, or laptop in a distracting manner, you may be asked to leave class.
5. **Submitting Assignments:** All assignments are due on Monday by 11:59pm EST and to be submitted electronically through Querqus (q.utoronto.ca). Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. You may opt-out of using Turnitin.com. In that case, I will offer alternative methods for essay submission.
6. **Late Work:** Late submissions for assignments will not be accepted.
7. **Remarking:** You may submit a formal request for remarking after receiving work back, but no later than 2 weeks after it was returned. The request, submitted through Querqus, should include a rationale for remarking that will be evaluated to determine whether or not remarking is granted. I will remark the submission and return it no later than 2 weeks from the date remarking was granted. There is an appeal process that you can read more about online: teaching.artsci.utoronto.ca/teachinginas/academic handbook-jitreminders/#remarkingpolicy.
8. **Online Communication:** Use the messaging function in Querqus to contact me. If you encounter an emergency, you may send an email message to notify me. In both cases, I will respond no later than 48 hours after receiving a message.

PARTICIPATION – 20 total points

Participation is evaluated through attendance and discussion during the term. At the beginning of each class meeting, I will take attendance with a sign-in sheet. Your signature next to your printed name documents your presence. Attending class is critical to performing well on assignments. The point scale for attendance marks is as follows:

- 0 – attended one class or none**
- 2 – attended at least 3 classes**
- 4 – attended at least 5 classes**
- 6 – attended at least 7 classes**
- 8 – attended at least 9 classes**
- 10 – attended at least 11 classes**

You are expected to attend class meetings prepared to discuss required material. This means being prepared to closely discuss the material, reiterating case studies and facts as well as offering analysis,

synthesis, and questions, during the seminar. This also means participating in group work within discussions. The point scale for discussion marks is as follows:

- 0 – Inconsistent and inactive discussion**
- 2 – Very little consistency and activity in discussion**
- 4 – Little consistency and activity in discussion**
- 6 – Moderate consistency and activity in discussion**
- 8 – Consistent and active discussion**
- 10 – Very consistent and active discussion**

FACILITATION – 30 total points

Seminar discussions in each class meeting will be facilitated by a group of undergraduate students with at least one graduate student. Undergraduate students are required to facilitate one seminar discussion, whereas graduate students are required to facilitate three seminar discussions. On the first class meeting, students will sign up for discussions to facilitate. Each facilitation's objective is to clarify main arguments, supporting claims, methods and methodologies, and central interventions in the assigned material. Groups should compose facilitation plans, which could include discussion questions for large or small groups and/or outside materials such as short videos, applicable case studies, or current events that would help us delve deeper into the assigned material. Thus, facilitators must meet to plan their session. After meeting, facilitators must **send me a group email outlining their facilitation plan by Sunday 10pm** (or sooner) so I can make changes, if necessary. I may need to adjust your facilitation plan for our seminar discussion as I am ultimately responsible for our learning environment.

BOOK REVIEW – 10 total points

Each student will write a review of one book on land and Indigenous politics that is not from the assigned material. You will be responsible with finding a call for book reviews from a scholarly journal. After selecting a call for review, identify a book with the intention of composing a review of it that follows the selected journal's guidelines. The book review should be submitted with the journal's call for review. I encourage you to submit your book review to the journal for publication.

SEMINAR PAPER – 40 total points

The seminar paper is a conference-style paper on a topic of your choosing that is relevant to the course topics, theories, and geontologies. An abstract of no more than 250-words will be due on February 25. For undergraduate students, the seminar paper should be 10-12 pages, not including a bibliography. For graduate students, the seminar paper should be 15-20 pages, not including a bibliography. Papers should be written in Chicago 17th edition format with 1-inch margins and double-spaced. On the last class meeting, students will present their seminar paper.

MARKING SCHEME

<i>Term Work</i>	<i>Due Date</i>	<i>Weight in Percentage</i>
Participation	n/a	20%
Facilitation	n/a	30%
Book Review	February 10	10%
Seminar Paper	March 30	40%

GRADING SCALE

Percentage	Grade	GPA Value	Grade Definition
90-100	A+	4.0	Excellent
85-89	A	4.0	
80-84	A-	3.7	
77-79	B+	3.3	Good
73-76	B	3.0	
70-72	B-	2.7	
67-69	C+	2.3	Adequate
63-66	C	2.0	
60-62	C-	1.7	
57-59	D+	1.3	Marginal
53-56	D	1.0	
50-52	D-	0.7	
0-49	F	0.0	Inadequate

COURSE SCHEDULE

	<i>Topics & Required Material</i>	<i>Assignment Due</i>
<u>Week 1:</u> January 7	Introduction to Land & Indigenous Politics	
<u>Week 2:</u> January 14	Geontology <i>Geontologies: A Requiem to Late Liberalism</i> by Elizabeth A. Povinelli *last day to enroll is January 19*	
<u>Week 3:</u> January 21	Settler & Indigenous Sovereignties <i>Grounded Authority: The Algonquins of Barriere Lake against the State</i> by Shiri Pasternak	
<u>Week 4:</u> January 28	Extractive Capital & Decolonization <i>The Extractive Zone: Social Ecologies and Decolonial Perspectives</i> by Macarena Gómez-Barris	
<u>Week 5:</u> February 4	Clay <i>The Clay We Are Made Of: Haudenosaunee Land Tenure on the Grand River</i> by Susan M. Hill	
<u>Week 6:</u> February 11	Grass	Book Review Due

	<i>As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock</i> by Dina Gilio-Whitaker	
<u>Week 7:</u> February 18	Winter Reading Week: No Class	
<u>Week 8:</u> February 25	River <i>Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance</i> by Nick Estes	Abstract for Seminar Paper Due
<u>Week 9:</u> March 3	Shoal <i>The Black Shoals: Offshore Formations of Black and Native Studies</i> by Tiffany Lethabo King	
<u>Week 10:</u> March 10	Ocean <i>Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai‘i and Oceania</i> by Maile Arvin *last day to drop is March 15*	
<u>Week 11:</u> March 17	Mountain “I ka Piko, To the Summit” by Emalani Case “A Fictive Kinship” by Iokepa Casumbal-Salazar “Protectors of the Future” by Noelani Goodyear-Ka‘ōpua “For Mauna Kea to Live, TMT Must Leave” by Uahikea Maile “Ke Mau Nei Nō Ke Ea O Ka ‘Āina I Ka Pono” by Noenoe K. Silva	
<u>Week 12:</u> March 24	Atmosphere “Settler Atmosphericities” & “Expanse” by Kristen Simmons “White Terror, Las Vegas, & Paiute Homelands w/ Kristen Simmons” by The Red Nation	
<u>Week 13:</u> March 31	Seminar Paper Presentations	Seminar Paper Due