

## Land and Indigenous Politics

POL443 H1S / POL2322 H1S / USA403 H1S



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. We explore transnational Indigenous politics by focusing on material struggles over land. In doing so, the course considers how global Indigenous land struggles are constituted through and cultivate relationships between Indigenous peoples, social ecologies, and more-than-human existents. As a seminar, we discuss Indigenous geontologies of land, water, and air. The seminar is oriented around Indigenous struggles over and relations with lakes and rivers, a sacred mountain, and the atmosphere, to just name a few. We track new, groundbreaking, and critical research on Indigenous politics that intersects with 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)
- Brittany Luby, *Dammed: The Politics of Loss and Survival in Anishinaabe Territory* (Winnipeg: University of Manitoba Press, 2020)
- 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 conceptual issues related to Indigenous politics of land
- Evaluate environmental (in)justice through Indigenous politics research
- Compare global formations of settler colonialism and extractive capital
- Engage empirical and scholarly debates about Indigeneity, land, and relationality
- Discuss, present, and write analysis in the concentration of Indigenous politics

### STUDENT

#### RESPONSIBILITIES

For this course, I expect you to:

- Read assigned literature closely
- Attend seminar meetings and participate actively in discussions
- Submit your assignments on time
- Respectfully engage your peers and professor
- Contribute positively to a safe course climate, free from hate and intolerance

### PROFESSOR

#### RESPONSIBILITIES

For this course, you should expect me to:

- Arrive to the seminar prepared and organized
- Convey ideas and material in a thorough and engaging manner
- Respect your individuality as people and learners
- Encourage you to become excellent readers, writers, and critical thinkers

### COURSE POLICIES

1. **Seminar Meetings:** The seminar will meet synchronously online via Zoom each week on Tuesday from 2–4pm EST. You will need technology like a computer, tablet, or smart phone with internet access to join seminar meetings, and video-audio capabilities to participate in discussion. Participation in live online discussions is a significant component of the final mark.
2. **Accommodations:** If a disability adversely affects your course work, I will do my best to accommodate your needs. You may need more time on assignments, course material in Braille, or alternative assignments because of PTSD triggers. Register with Accessibility Services on the phone (416-978-8060), via email ([accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)), or

at their office (455 Spadina Avenue, 4<sup>th</sup> Floor, Suite 400, Toronto, ON, M5S 2G8). 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. Furthermore, contact me if you require accommodations related to online access to content and discussions.

3. **Academic Integrity:** This course follows UofT rules and regulations on academic integrity. According to the International Center for Academic Integrity's definition endorsed by UofT, 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](http://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019).
4. **Submitting Assignments:** All assignments are due on Saturdays at 11:59pm EST. Assignments must be submitted electronically through Quercus ([q.utoronto.ca](http://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 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](http://Turnitin.com) web site.
5. **Late Work:** Submission of assignments after their respective due date will receive a one-point deduction for each day elapsed after the deadline. Late work deductions are capped at half of the point total for the respective assignment.
6. **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 Quercus, 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/academichandbook-jitreminders/#remarkingpolicy](http://teaching.artsci.utoronto.ca/teachinginas/academichandbook-jitreminders/#remarkingpolicy).
7. **Absences:** Absences should be recorded in the Absence Declaration tool on ACORN ([acorn.utoronto.ca](http://acorn.utoronto.ca)). If you expect to be absent to the seminar for whatever reason, send me a Quercus message to inform me. If you are experiencing an emergency that triggers absence(s), send me an email message to notify me.
8. **Communication:** Use the messenger in Quercus to contact me. Do not email me. I will try my best to respond within 24 hours after receiving a message during the week.

### **PARTICIPATION – 20 total points**

Participation is evaluated in individual contributions during synchronous discussions throughout the term. You are expected to consistently and actively engage the assigned required material in seminar discussions. This means you should be prepared to **closely discuss material**: 1) reiterating facts and case studies accurately; 2) offering synthesis coherently; 3) posing relevant questions and organized analysis. This also means you should participate in group work, which might be assigned during facilitation. The point scale for participation marks is as follows:

<b>0</b>	<b>No contribution to discussion</b>
<b>1–4</b>	<b>Very little consistency and activity in discussion</b>

<b>5–8</b>	<b>Little consistency and activity in discussion</b>
<b>9–12</b>	<b>Moderate consistency and activity in discussion</b>
<b>13–16</b>	<b>Consistent and active discussion</b>
<b>17–20</b>	<b>Very consistent and active discussion</b>

### **FACILITATION – 30 total points**

Discussions in each seminar meeting will be facilitated by a group of undergraduate and graduate students. Undergraduate students are required to facilitate one seminar discussion, whereas graduate students are required to facilitate three seminar discussions. In the introductory Querqus module, students will sign up for discussions to facilitate. I will compile and upload a schedule with facilitation groups listed. The objective of the facilitation is to present and clarify main arguments, supporting claims, methods and methodologies, and interventions in the literature. Groups must compose facilitation plans—including discussion questions for large and small groups, and possibly other materials like short videos that might assist in understanding the required material. Facilitation groups must coordinate their facilitation and send me a message outlining their facilitation plan by Sunday at 10pm EST.

### **BOOK REVIEW – 10 total points**

Each student will write a review of one book, regarding land and Indigenous politics, which is not from the required material. You will be responsible for finding and selecting a call for book reviews from a scholarly journal. After selecting a call for review, identify and choose a book with the intention of composing a review of it in accordance with the journal's guidelines. The book review should be submitted with the journal's call for review. Although not expected for the assignment, I encourage you to submit your book review to the journal for publication. Sample book reviews are provided in Querqus.

### **SEMINAR PAPER – 40 total points**

The seminar paper should be written on a topic of your choosing concerning land and Indigenous politics. The paper's analysis can be empirical (i.e., analyzing observable data) or theoretical (i.e., analyzing ideas, concepts, and theories), or both. An abstract of no more than 250-words will be due on February 27. For undergraduate students, the seminar paper should be 10-12 pages (3,000–3,500 words) not including a bibliography. For graduate students, the seminar paper should be 15-20 pages (4,500–5,000 words) not including a bibliography. Papers should be written in Chicago 17<sup>th</sup> edition format with 1-inch margins and double-spaced. Samples of the seminar paper are provided in Querqus.

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**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	Feb. 13	10%
Seminar Paper	Apr. 3	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 &amp; Required Material</i>		<i>Assignment Due</i>
<u>Week 1:</u> January 12	<b>Introduction</b>  Complete initial tasks in Querqus	
<u>Week 2:</u> January 19	<b>Geontology</b>  <i>Geontologies: A Requiem to Late Liberalism</i> by Elizabeth A. Povinelli  *last day to enroll is January 19*	
<u>Week 3:</u> January 26	<b>Social Ecology</b>  <i>The Extractive Zone: Social Ecologies and Decolonial Perspectives</i> by Macarena Gómez-Barris	
<u>Week 4:</u> February 2	<b>Lake</b>  <i>Dammed: The Politics of Loss and Survival in Anishinaabe Territory</i> by Brittany Luby	
<u>Week 5:</u> February 9	<b>Clay</b>  <i>The Clay We Are Made Of: Haudenosaunee Land Tenure on the Grand River</i> by Susan M. Hill	Book Review Due
<u>Week 6:</u> February 16	<b>Reading Week</b>	

<p><u>Week 7:</u> February 23</p>	<p><b>Grass</b></p> <p><i>As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock</i> by Dina Gilio-Whitaker</p>	<p>Abstract Due</p>
<p><u>Week 8:</u> March 2</p>	<p><b>River</b></p> <p><i>Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance</i> by Nick Estes</p>	
<p><u>Week 9:</u> March 9</p>	<p><b>Shoal</b></p> <p><i>The Black Shoals: Offshore Formations of Black and Native Studies</i> by Tiffany Lethabo King</p>	
<p><u>Week 10:</u> March 16</p>	<p><b>Ocean</b></p> <p><i>Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai'i and Oceania</i> by Maile Arvin</p>	
<p><u>Week 11:</u> March 23</p>	<p><b>Mountain</b></p> <p>“At Home on the Mauna” by Hi‘ilei Julia Hobart  “‘A Fictive Kinship” by Iokepa Casumbal-Salazar  “Unsettling (S)pace” by Uahikea Maile</p>	
<p><u>Week 12:</u> March 30</p>	<p><b>Atmosphere</b></p> <p>“Settler Atmospheric” &amp; “Expanse” by Kristen Simmons  “To Breathe Together” by Sefanit Habtom &amp; Megan Scribe</p>	<p>Seminar Paper Due</p>