Indigenous Nations and the Problems of Sovereignty
POLS 776
Prof. Noelani Goodyear-Kaʻōpua
Wednesdays, 1:30 – 4pm, Saunders

Course overview
“Sovereignty” has been mobilized variously to suppress, to contain, to transform and to represent the autonomy of nations who self-identify as Indigenous. This course explores the complex engagements between sovereignty and indigeneity. As such, we begin from the foundational assumption that understandings and practices of sovereignty and indigeneity change across time and place. They are historically contingent political categories. Joanne Barker historicizes indigenous sovereignty in this way:

“Following World War II, sovereignty emerged not as a new but as a particularly valued term within indigenous discourses to signify a multiplicity of legal and social rights to political, economic, and cultural self-determination. It was a term around which social movements formed and political agendas for decolonization and social justice were articulated. It has come to mark the complexities of global indigenous efforts to reverse ongoing experiences of colonialism as well as to signify local efforts at the reclamation of specific territories, resources, governments, and cultural knowledge practices.”

This course gives participants the opportunity to delve deeply into critical, Indigenous examinations of sovereignty, particularly the concept’s ability to (re)initiate meaningful self-determination and healing from the legacies of colonial and imperial violence.

Student learning outcomes
In this course, students will…

• Learn to historicize and critically analyze Indigenous mobilizations of the concept and practices of sovereignty.
• Push beyond sovereignty’s imaginary by exploring other ways of theorizing and practicing Indigenous autonomy, nationhood and territoriality.
• Frame their own questions and lines of research in relation to questions of sovereignty and indigeneity.
• Deepen their ability to produce quality scholarship by practicing and developing foundational skills for PhD level work (and beyond).

Required Texts
All books are available for purchase from the UH bookstore and they are available in electronic and/or hard copy forms through UH Voyager. Additional articles will be accessible through Laulima.


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**Course Requirements and Assessments**

1. **Attendance & Participation (10%)**

A seminar is based upon conversation, not lectures and passive learning. Prepare for and participate in seminar accordingly. This includes: reading all the assigned material and actively contributing to class discussion. Your A&P grade will be based upon:

- Facilitating discussion for one week. You will be responsible for offering three things: background of the author, mind map of main argument, and discussion questions.
- Your challenging and collaborating with others in useful and respectful ways. This includes being a good listener, encouraging others, offering helpful follow-up remarks, building on what others have offered.
- **An occasional absence is understandable. However, if you miss three or more class sessions, you will get a zero for A&P.**

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**How do I read for a seminar?**

Plan to read the assigned texts more than once, with a series of goals in mind:

- Isolate the main argument of the text and paraphrase it in your own words in a few short sentences.
- Figure out how the author is situating the work within a larger field. What interventions or insights are made?
- Determine how the author uses evidence. Assess whether you think s/he is successful.
- Take note of how the text speaks to your own work and concerns.
- Articulate ways the text relates to other works we are reading.

After a first reading, you can go back and pinpoint parts of the reading that surprised, intrigued or raised questions for you. These can be points for discussion. Write down at least 2-3 things you want to talk about together in seminar. Now you are prepared!
2. **Weekly reading summaries:** 35%
Choose nine weeks to do these summaries. Prepare a summary of the main points piece, then raise some possible issues for discussion. Aim for approximately one single-spaced page in length. Post your contribution to the Laulima discussion board by Tuesday at 9pm. These pieces should also be helpful to you in the long run. That is, they should remind you of the main arguments, aims, and methods of the work, your analysis of its success, and your reflections on how it speaks to other readings, events, or your own research projects. Be prepared to speak to your colleagues in class on what you find useful, problematic, intriguing about what you’ve read.

4. **Term Paper (30%)**
This assignment is intended to give you practice in the essentials of academic writing and presentation. I encourage you to try to work on something that will be directly useful to your progress toward your degree, such as the literature review for your dissertation proposal, an exploratory research paper on a possible dissertation topic, etc. The assignment includes four main elements that build upon one another:

- **Abstract** (due Feb 24): Write an abstract, just as you would submit one when applying to present at a conference or be included in a journal or anthology.
- **First draft** (due March 30): The first draft of your paper can be one section of the paper, a mini lit review, etc.
- **Final draft** (due May 11): A 20 – 25 page paper on a topic you choose. I expect you to draw on readings and ideas we have grappled with in class.
- **Presentation** of a conference length (15 min): As professional academics, you will need to give conference presentations. These are typically drawn from papers in progress, but they typically have a specific length that requires you to condense longer papers. I also want to challenge you to go beyond what far too many academics do in simply reading their papers aloud.

**Policies**

**Late Work:** If students have special circumstances that prevent them from turning an assignment in on time, PRIOR arrangements must be made. Otherwise, late work will not be accepted.

**Academic Dishonesty:** It is the student’s responsibility to be aware of and in compliance with the university’s policies regarding academic dishonesty. (See: [http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm](http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm)). Any academic dishonesty will result in failure of the course. You will be referred to the department chair and dealt with according to university policy.

**What is considered plagiarism?**
- Taking another person’s words or ideas without crediting them.
- Anything cut and pasted from a website without quotation marks and proper citation.
- Copying anything from a book or journal without quotation marks and proper citation is plagiarism.
Consult any of the numerous online sources that provide tips on academic writing.

Plagiarism is academic theft, and there is no excuse for it. Plagiarism usually occurs when students feel overwhelmed (by school, finances, illness, relationship problems, etc.) If you are dealing with a situation like this, please let me know and we can work something out that will be much more positive than cheating.
## Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan 20</td>
<td>Sovereignty, recognition and their problems: How and why do they matter?</td>
<td>• Barker, “<em>For Whom Sovereignty Matters</em>”</td>
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<td>• Intro to <em>Recognition, Sovereignty Struggles, and Indigenous Rights in the United States</em> by Ouden and O'Brien</td>
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<td>• Aguon, “The Commerce of Recognition”</td>
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<td>• Barker, “The Corporation and the Tribe”</td>
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<td>Jan 27</td>
<td>Colonial Governmentality: “The Doctrine of Discovery,” the “Savage” and the Marshall Trilogy</td>
<td>• Williams, Introduction and Ch. 11 from <em>Savage Anxieties</em></td>
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<td>• The Marshall Trilogy: <em>Johnson v. M’Intosh</em> (1823); <em>Cherokee Nation v. Georgia</em> (1831); <em>Worcester v. Georgia</em> (1832)</td>
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<td>Feb 3</td>
<td>U.S. Federal law and Indian country</td>
<td>Wilkins and Lomawaima, <em>Uneven Ground</em></td>
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<td>Feb 10</td>
<td>Three studies in recognition and race</td>
<td>Klopotek, <em>Recognition Odysseys</em></td>
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<td>Feb 17</td>
<td>No Class Meeting</td>
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<td>Feb 24</td>
<td>Sovereignty and Indigenous Resurgence</td>
<td>Coulthard, <em>Red Skin, White Masks</em></td>
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<td>Mar 2</td>
<td>Sovereignty and Indigenous Refusal</td>
<td>Simpson, <em>Mohawk Interruptus</em></td>
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<td>Mar 9</td>
<td>Contemporary Constitution-building</td>
<td>Doerflor, <em>Those Who Belong</em></td>
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<td>Mar 16</td>
<td>Comparative Constitutions: Preambles, structures and functions of Indigenous governments</td>
<td>Excerpts from <em>Structuring Sovereignty: Constitutions of Native Nations</em> and assigned constitutions</td>
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### Reasonable Accommodations

If you feel you need reasonable accommodations because of the impact of a disability, please contact the KOKUA Program at 956-7511, and/or speak with me privately to discuss your specific needs. I will be happy to work with you to meet your access needs.

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<tr>
<td>Mar 30</td>
<td>Stories as methods of refusal and reckoning: Sovereignty, affect and genealogy</td>
<td><em>Bad Indians: A Tribal Memoir</em></td>
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<td>Apr 13</td>
<td>Case studies in Oceania: Kanaky</td>
<td>Jean-Marie Tjibou, <em>Kanak Witness to the World.</em></td>
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<td>Possibly selections from: <em>The Kanak Awakening: The Rise of Nationalism in New Caledonia</em> by D. Chappell</td>
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<td>Apr 20</td>
<td>Case studies in Oceania: Banaba Capitalist extraction, Indigenous Ecologies and Migration</td>
<td><em>Consuming Ocean Island: Stories of People and Phosphate from Banaba</em></td>
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<td>Apr 27</td>
<td>Writing workshops</td>
<td>Read and give feedback on peers’ papers</td>
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<td>May 4</td>
<td>Writing workshops, Last day of class</td>
<td>Read and give feedback on peers’ papers</td>
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<td>May 11</td>
<td>Final paper due</td>
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