Class Meeting Times: Tuesday, Thursday 10-11:30
Location: G168 Angell Hall

Telephone: 764-6345
Office Hours: Tuesdays 2:30-4:00
Office: 3176 Angell
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Course Description

This course examines environmental issues as they engage, relate to, and contradict with indigenous belongings to land and place in the Pacific Islands and beyond. We will examine the histories of colonialism and imperialism that set the stage for contemporary formations militarization, tourism, national parks, and genetically modified organisms, issues that engage both questions of sustainability and indigenous political sovereignty.

REQUIRED TEXTS
Patricia Grace, Potiki
Witi Ihimaera, Whale Rider (american edition)
Leslie Silko, Ceremony
Paul Alan Cox, Nafanua: Saving the Samoan Rainforest.

COURSEWORK

Participation & Discussion  20%
Journals  20%
Midterm Paper (5 pages)  20%
Final Paper  20%
Final Collaborative Project  20%
Attendance & Participation
Your attendance and participation in discussions are highly valued contributions. Students should read the assigned material prior to the scheduled class period, bring the printed material with you to class, and be prepared to be active discussants. Because class participation and regular attendance are central requirements of this course, 5 unexcused absences constitute a failing grade for the course. Since discussion and class participation are one of the ways learning takes place in this course, the instructor may call on you. (This is no cause for alarm—just careful thought and contribution.)

Journals
Journal responses are compact writing assignments intended to help focus your reading and understanding of the course material, to prepare you for lectures and discussions, and provide opportunities for you to practice and hone your close reading and critical thinking skills. At times I will indicate the topic or set of questions I would like the journals to address. At other times, I will indicate a more open set of concerns for the journals. Journals will be due at the beginning of class.

Final Collaborative Project
This is a collaborative piece which should fall into one of the following categories:

- Performance: music, speech, dance
- Film or other electronic media
- Creative writing
- Art

Intellectual standards will be the same as for papers, and students will be expected to show their ability to critically engage with class materials. One of our goals in this course is to encourage students to develop their skills at working with one another, learning from and complementing each other’s strengths and weaknesses. Through this collaborative project, students will practice and develop analytical skills in media that are not traditionally recognized as obviously analytical in the disciplines of history and literature.

Note: If you wish to mount a website for your non-written piece and would like to receive instruction, please let your instructor know early in the term so we can arrange for student groups to attend training early on at the Knowledge and Navigation lab.
SCHEDULE OF READING

9/7 T  Introductions

Land and Place


[indigenous place names in western Apache]

Imperialism, Colonialism & the Environment
9/16 R  [Am Studies Ecological Destruction & Empire]

[the West and the South were produced by the capitalist revolution in agriculture which is based in dispossession and nonwhite workforce exploitation. ]

[concept of “environmental colonialism”]

9/21 T  Act of War — to set up issue of annexation

Mālama ‘Āina: Land as Parent
9/23 R  Kameʻelehiwa, Native Land, Foreign Desires, chapters ____

Dan Taulapapa McMullin “Fanua” paintings

9/28 T  Handy, Handy, and Pukui. Native Planters in Old Hawaii: Their Life, Lore, and Environment, pp. 1-68
Settler Colonialism: Land as Property, Real Estate — Displacement of Natives
10/1 R  Noho Hewa: The Wrongful Occupation of Hawaii (film)


10/5 T  Patricia Grace, *Potiki*

10/7 R  *Potiki*
  *Bastion Point*

Conservation and the Sacred Feminine I: Pele
10/12 T  Keola Beamer, “The Shimmering, ka ‘olili” and “Pohaku”  
McPherson, “Quiet Title,” “Up Mauka” and “The Waking Stone.”  
“Waikiki” poem, mele “waikiki”


Bombs, Bikinis, and Bases—Global Indigenous Connections
10/14 R  *Half Life: A Parable of the Nuclear Age* (86 min.)


10/19 T  FALL BREAK—NO CLASS

10/21 R  Testimonies from Marshall Islands


MIDTERM PAPER DUE

Oceanic Genealogies
10/26 T Ihimaera, *Whale Rider*

10/28 R *Whale Rider*

Hiro, Henri. selected poems


11/2 T Silko, *Ceremony*

11/4 R Silko, *Ceremony*

Eric Cheyfitz, Balancing the Earth: Native American Philosophies and the Environmental Crisis” *Arizona Quarterly* 65.3 (Autumn 2009).
http://muse.jhu.edu.proxy.lib.umich.edu/journals/arizona_quarterly_a_journal_of_american_literature_culture_and_theory/v065/6 5.3.cheyfitz.html

11/9 T *Ceremony*

[1200 uranium mines on Navajo Res]


**Conservation, Biopiracy, and the Sacred Feminine II: Nafanua**

11/11 R Cox, *Nafanua: Saving the Samoan Rain Forest* (excerpts)


11/16 T Wendt, *Nafanua* (excerpts)

*Nafanua*, poems by Tusiata Avia

Visit by Keala Francis
**Water Rights**

11/18 R  


**PROJECT WORKDAY**

11/23 T  
Visit by Isaac Moriwake

Moriwake, Isaac. “Deconstructing Property”


11/25  
THANKSGIVING—NO CLASS

**Biopiracy**

11/30 T  
**PROJECT WORKDAY**


12/2 R PROJECT WORKDAY
12/7 T PRESENTATIONS
12/9 R PRESENTATIONS
LAST DAY OF CLASS

FINAL PAPER DUE DECEMBER 13th MONDAY, NOON.