Political Science 110 (CRN: 64435)
Introduction to Political Science
Windward Community College
Social Sciences Division
Course Syllabus – Spring 2012
Jan. 9 – May 7th
POLS 110 INTRODUCTION TO POLITICAL SCIENCE (3.0 CREDIT)

Instructor: Masahide T. Kato, Ph.D., Lecturer
Office Hours: Tue. & Thurs., 3:30 to 4:30 or by appointment
Office Location: Na‘auao # 114
Contact Info: 236 – 9255 (Office), mtkato@hawaii.edu

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.
CATALOGUE DESCRIPTION:
Introduction to politics as a human activity. Discusses theories, ideologies, systems, and processes of politics. WCC: DS

Vandana Shiva, Soil Not Oil: Environment Justice in a Time of Climate Crisis (New York: South End, 2008)
* As Soil Not Oil is currently out of stock, we will use a PDF copy.

Previews (The following are the main films featured in this class)
No Logo (Preview)
http://www.youtube.com/watch?v=uI0itS3gQFU
Life and Debt (Trailer)
http://www.youtube.com/watch?v=AWPkOUxmx4M
The 11th Hour (Trailer)
http://www.youtube.com/watch?v=7IBG2V98IBY
Food Inc. (Trailer)
http://www.youtube.com/watch?v=c2sgO44_1c

Student Learning Outcomes
Upon successful completion of this course students will be able to:

1. Identify and describe the structure of political issues and political relationships.

2. Clearly explain and evaluate complex political thought and the positions of several thinkers in political theory.

3. Examine and interpret contemporary political issues through the application of political theory.

4. Relate media, technology, and language to the formation and maintenance of the political order.

5. Carefully justify one’s own political position.
Teaching/Learning Philosophy

“All types of knowledge ultimately lead to self knowledge. – Bruce Lee.” The primary function of an instructor is to facilitate an environment in which each student, in co-operation with other students, can explore his/her own pursuit of knowledge. The instructor will provide conceptual tools and trainings on how to use the tools. However, the ultimate goal for students is to come up with their own analytical tools and perspectives, which in turn inspires the instructor to grow further. This process of mutual growth is the most critical aspect of this class.

Grading Policy:

Course Requirements:

POLITICAL NEWS AND ANALYSIS. Students take turns posting their reports on Tues. & Thurs. (twice a week) based on a topic of their choice related to Globalization, Indigeneity, Climate Change, Energy Crisis, Food Security, etc), from the news source links posted on Laulima or from an event (hearing, lecture, gathering, protest, and demonstration) students took part in or witnessed. S/he writes a summary of the news or event on half a page, and her/his analysis on the other half, and posts it on the “Forums.” Instructor and other students follow the posts with their questions and comments. Let the instructor know beforehand that you will be posting your PNA. We will start Political News and Analysis from the second week.


ANALYTICAL ESSAYS: Bi-weekly essay assignments based on the questions indicated in the syllabus as “Analytical Essay #.” The essay should be at least one page (double spaced) in length and composed of at least three parts or paragraphs. The instructor will pay particular attention to each student’s progress in analytical skills. There will be total of 5 AEs.

IN-CLASS ASSIGNMENTS: In class assignments involve posting answers to the questions posed in the lecture as well as writing reviews of the assigned videos.

CONCEPTUAL TERMS QUIZ: In lieu of the midterm exam, there will be two conceptual quizzes to assess the mastery of conceptual terms.

GROUP PROJECT: During the week #6, the class will be divided in teams to conduct research and produce power point slides as a final product.
**FINAL PROJECT:** For the last three week periods students will be conducting a team research project based on the problem based learning method. The final product is a power point presentation, which will be evaluated both by the peer and the instructor. Problem-based learning is a sustainable and autonomous teaching/learning system that evolved from the method pioneered by Medical Schools.

**FINAL BLOG:** In lieu of the final paper, students are required to post his/her blog on Laulima, which will be reviewed by their classmates. The blog must have at least three sections (at least one paragraph for each section) and a separate section for reference. Students are allowed to write a blog based on their individual research for the final project as long as the blog doesn’t duplicate what s/he contributed to the team.

**ATTENDANCE & PARTICIPATION:**

Attendance and Participation will be evaluated by the posting of questions and comments in the “Class Discussion,” the evidence of communication with the instructor and classmates, and by the frequency of site visit monitored through Laulima.

**Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>15 pts</td>
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<tr>
<td>Political News and Analysis</td>
<td>10 pts</td>
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<tr>
<td>Analytical Essays</td>
<td>20 pts</td>
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<tr>
<td>Group Project</td>
<td>10 pts</td>
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<tr>
<td>Final Project</td>
<td>15 pts</td>
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<tr>
<td>Final Blog</td>
<td>10 pts</td>
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<tr>
<td>In Class Assignments</td>
<td>10 pts</td>
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<tr>
<td>Conceptual Term Quizzes</td>
<td>10 pts</td>
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**Final Course Grade**

- A = 100 – 90 pts
- B = 89 – 80 pts
- C = 79 – 70 pts
- D = 69 – 60 pts
- F = 59 – 0 pts

*The instructor will not respond to student’s request for their final grade disclosure through email.*

**Student Assessment Notification**

With the goal of continuing to improve the quality of educational services offered to students, Windward CC conducts assessments of student achievement of course, program, and institutional learning outcomes.
Student’s work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

**Writing Consultant**

Writing Consultancy will be available at the writing center. Please contact Prof. Mary Segura ([maryb@hawaii.edu](mailto:maryb@hawaii.edu)) for the hours of operation.

**Disabilities Accommodation Statement**

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class.* Ann Lemke can be reached at 235-7448, [lemke@hawaii.edu](mailto:lemke@hawaii.edu), or you may stop by Hale ‘Akoakoa 213 for more information.

**Internet Source**

Internet is a great source of information but it is generally inferior to print media as the latter has gone through multiple levels of approval and editorial process. Accordingly, the readings provided in this class contain not only information but also analytical perspectives and conceptual tools that your will need for your essays, exams, and final project. Wikipedia is not considered a credible source of information. **Citing Wikipedia for your assignments may result in the loss of points.**

**Course Summary**

Currently, we are confronted with unprecedented political, financial, environmental and health crises on a global scale. In this class, we will explore a new paradigm in the study of politics by using such concepts as *globalization, traditional ecological knowledge, sustainability, and earth democracy*. Our goal is to find ways to realize the full potential of our local community in envisioning and constructing solutions to the global crisis.

**Course Schedule**

(Course Schedule is synchronized with my other live POLS 110 class. Although it doesn't mandate the site visit on Mon. and Wed., the timeline for postings and submissions is set according to the Mon-Wed schedule.)
Week 1 (Jan. 9 – 13): Introduction

Session 1: Introduction to the Course

Readings: Course Syllabus (PDF, Laulima)
Preliminary Assignments: Student Info. Card, with the result of your VARK Learning Style Quiz (http://www.vark-learn.com/english)

Session 2: Original Definition of Politics or the Greek Polis

Readings:
Aristotle, The Politics of Aristotle (Excerpt, PDF)
Arendt, On Human Condition (Excerpt, PDF)

Week 2 (Jan. 16 – 20): The Basics of Political Analysis

Session 1: Political Terminology

Readings: Hobbes, Leviathan (Excerpt, PDF)

Supplementary Readings (non-mandatory):
Schmitt, Political Theology (Excerpt, PDF)
Foucault, Society Must be Defended (Excerpt, PDF)

Session 2: Analyzing Courtroom Politics: State, Sovereign, Power, Knowledge, and Discourse

Readings: Court Proceeding Scenario. (PDF, Laulima]
The US Constitution Amendments. [Weblink, Laulima]

Analytical Essay #1: “Examine the various manifestations of power in courts”

Week 3 (Jan. 23 – 27): The Logic of Corporate Globalization (NO LOGO)

Video: “NO LOGO” (Weblink in the “Resources”)

Session 1: Brands and the Planetary Privatization
Readings: Klein, Chapter 1, “New Branded World”

Session 2: Continued. AE #1 Due
Readings: Klein, Chapter 2, “The Brand Expands”
Analytical Essay #2: “Select one brand or franchise store that you are familiar with and analyze its impact on the local economy and social fabric.”


Session 1: Bombing Your Town with Franchises
   Readings: Klein, Chapter 6, “Brand Bombing.”

Session 2: Transformation of Corporations: The Birth of Conglomerates
   Readings: Klein, Chapter 7, “Merger and Synergy.”

   AE #2 Due

Week 5 (Feb. 6–10): Transformation of Work and Citizenship

Sept. 19th (Mon): Transformation of Work: Sweat Shop and Mc Jobs
   Readings: Klein, Chapter 9, “The Discarded Factory,”
   Chapter 10 “Threats and Temps.”
   Video: Slice of Life in Export Processing Zone (Youtube clip)

Sept. 21st: (Wed): Transformation of Citizenship
   Readings: Klein, Conclusion, “Consumerism vs. Citizenship.”

Week 6 (Feb. 13–17): Globalization and the Prison Industrial Complex (Scenario-based Group Project)

Session 1: Group Work

   Session 2: Presentation

   Conceptual Terms Quiz pt. 1

Week 7 (Feb. 20–24): Globalization and the Corporate Sovereign Power
   Video: Life and Debt (Weblink)
Session 1: Three Economies and History of Enclosures
Readings: Vandana Shiva, “Living Economy” (first half) [pp. 13 - 29, PDF]

Session 2: Globalization as Contemporary Enclosures
Readings: Vandana Shiva, “Living Economy” (second half) [pp. 29 – 53, PDF]

Structural Adjustment Programs or “Austerity Measures”?
Video: Life and Debt (weblink, the first 20 mins)

Analytical Essay #3: “How does the Structural Adjustment Paradigm manifest itself locally in Hawai’i?”

Week 8 (Feb. 27 – March 2): Politics in the Age of Climate Change (Soil Not Oil)

Video: The 11th Hour

Session 1: Food, Energy, and Climate Crises
Readings: Vandana Shiva, Introduction, “Triple Crisis, Triple Opportunity” (pp. 2 – 8), Chapter 1, “Politics of Climate Change” (pp. 9 – 24).

Session 2: Energy and Climate Crisis Link
Readings: Shiva, Chapter 1, “Politics of Climate Change,” (pp. 24 - 47).

AE #3 Due

Week 9 (March 5 – 9): Food Security in the Age of Climate Change (Soil Not Oil)

Video: Food Inc.

Session 1: A Critical Examination of Biofuels
Readings: Shiva, Chapter 4, “Food for Car or People” (pp. 77 – 94).

Session 2: Threats to Food Security pt. 1
Readings: Shiva, Chapter 4, “Soil Not Oil,” (pp. 95 – 110).

Conceptual Term Quiz pt. 2
Week 10 (March 12 – 15): Food Security and Terra Madre

Session 1: Threats to Food Security pt. 2
Readings: Shiva, Chapter 4, “Soil Not Oil,” (pp. 110 – 132).

Session 2: A New Paradigm for Food, Work, and Energy
Readings: Shiva, Conclusion, “Unleashing the power of Shakti,” Shiva, “Terra Madre and Another Paradigm for Food.”

Analytical Essay #4: (Choose One)
1. Analyze the ways in which the global agricultural-food industry undermines our collective food security.
2. Analyze the ways in which we as a people can ensure our collective food security.

Week 11 (March 19 – 22): Indigenous Governance pt. 1

Session 1: Questioning the “Sovereignty” Paradigm
Reading: Taiaiake Alfred, “Sovereignty” (pp. 33 – 41).

Session 2: Philosophical Foundations of Indigenous Governance
Reading: Alfred, “Sovereignty” (pp. 41 – 49)
Video: Indian Pride: A Historical Overview  AE #4 Due

Week 12 (March 26 – 29): Spring Recess

Week 13 (April 2 – 6): Traditional Ecological Knowledge and Sustainability (Indigenous Governance pt. 2)

Session 1&2: Self-directed Study Week
2) Benjamin Feinstein, “Learning and Transformation in the Context of Hawaiian Traditional Ecological Knowledge” (PDF)
3) Kaneshiro, et. al., “Hawai‘i‘i’s From Mountain to Ocean Ecosystem.”

AE# 5: (Choose one)
1. Propose legislation at the State level to protect Traditional Ecological Knowledge from biopiracy by using International Law.
2. Propose a sustainability policy based on the principle of Traditional Ecological Knowledge.
3. Propose an educational program or curriculum based on the principle of Traditional Ecological Knowledge.


Session 1:
Session 2:

Week 15 (April 16 – 20): Final Project

Session 1: Group Work
Session 2: Group Work and E-Conferencing (Industry Contact)
Progress Report

Week 16 (April 23 – 27): Final Project

Session 1: Group Work and E-Conferencing (Industry Contact)
Session 2: Production of Power Point

Week 17 (April 30 – May 2) Final Presentation
May 2nd: Due date for the Team Presentation
May 7th Due Date for the Final Blog and Peer Review

Ua Pau!