Political Science 110 (CRN: 60039)  
Introduction to Political Science  
Windward Community College  
Social Sciences Department  
Course Syllabus – Summer 2012  
July 2nd – Aug. 10th  
POLS 110 INTRODUCTION TO POLITICAL SCIENCE (3.0 CREDIT)

Instructor: Masahide T. Kato, Ph.D., Lecturer  
Office Hours: Tues and Thurs, 9:30 to 10:30 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=AWPkJOuxx4M
The 11th Hour (Trailer)
http://www.youtube.com/watch?v=7IBG2V9BY
Food Inc. (Trailer)
http://www.youtube.com/watch?v=c2sgaO44_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.

News Sources feeds: Reuters News Service, Science Daily-Sustainability News, Indigenous People: Interpress,

ANALYTICAL ESSAYS: 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 are total of 5 AEs. There will be a guide power point provided for each essay quiz.

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 TERM QUIZZES: In lieu of the midterm exam, student will take two conceptual quizzes to assess the mastery of conceptual terms. There will be a review power point provided for each quiz.

FINAL PROJECT: For the last quarter 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>Category</th>
<th>Points</th>
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<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>Final Project</td>
<td>20 pts</td>
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<td>Final Blog</td>
<td>15 pts</td>
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<td>In Class Assignments</td>
<td>10 pts</td>
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<tr>
<td>Conceptual Term Quizzes</td>
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<tr>
<th>Final Course Grade</th>
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<tr>
<td>A = 100 – 90 pts</td>
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<td>B = 89 – 80 pts</td>
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<tr>
<td>C = 79 – 70 pts</td>
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<td>D = 69 – 60 pts</td>
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<td>F = 59 – 0 pts</td>
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*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) 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, 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 (July 2\textsuperscript{nd} – 6\textsuperscript{th}): Introduction to Foundational Concepts

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:
- H. Arendt, *On Human Condition* (Excerpt, PDF)

Session 3: **Political Terminology**

Readings:  

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

Session 4: **Sovereign Decisions: Legislative, Executive, and Judiciary**

Readings: *Citizen’s Guide*, Legislative Hearing Testimonies, and two articles on the executive order. [PDFs, Laulma]

Session 5: **Analyzing Courtroom Politics: Power, Knowledge, and Discourse**  
In-Class Assignment

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

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

Week 2 (July 9\textsuperscript{th} – 13\textsuperscript{th}): The Logic of Corporate Globalization (NO LOGO)

**Video: “NO LOGO”** (Weblink)

Session 1: Brands and the Planetary Privatization

Readings: Klein, Chapter 1, “New Branded World” and  

AE #1 Due
Session 2: Brand Bombing or Destruction of Competition

Session 3: Transformation of Corporations: The Birth of Conglomerates
Readings: Klein, Chapter 7, “Merger and Synergy.”

Session 4: 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)

Session 5: Transformation of Citizenship
Readings: Klein, Conclusion, “Consumerism vs. Citizenship.”

Conceptual Term Quiz #1
Analytical Essay #2 (choose one): 1. “Select one brand or franchise store that you are familiar with and analyze its impact on the local economy and social fabric,” or 2. “Discuss your experience of working as a temp or part time worker and relate it to the process of globalization”

Week 3 (July 16th – 20th): 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]  
**AE#2 Due**

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?”

Video: The 11th Hour (Weblink)

Session 3: 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 4: Energy and Climate Crisis Link
   Readings: Shiva, Chapter 1, “Politics of Climate Change,” (pp. 24 - 47).

Session 5: A Critical Examination of Biofuels
   In-Class Assignment #2
   Readings: Shiva, Chapter 4, “Food for Car or People” (pp. 77 – 94).

Solution Phase 1
Week 4 (July 23rd – 27th): Sustainability and Traditional Ecological Knowledge

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

   AE#3 Due

   Session 2: Solutions to Food Insecurity
   Readings: Shiva, Chapter 4, “Soil Not Oil,” (pp. 110 – 132).

   Session 3: 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 Question: (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.

Session 4: Philosophical Foundations of Traditional Ecological Knowledge
   Reading: Alfred, “Sovereignty” (pp. 41 – 49)
   Video: Indian Pride: A Historical Overview

Session 5: Traditional Ecological Knowledge and Sustainability
Reading: Reid, “Traditional Ecological Knowledge for learning with sustainability in mind”
(Optional): Feinstein, “Learning and Transformation in the Context of Hawaiian Traditional Ecological Knowledge”

Conceptual Term Quiz #2

Analytical Essay #5 Question: (Choose One)

1. Propose a sustainability policy (e.g., resource management policy) based on the principle of Traditional Ecological Knowledge.
2. Propose an educational program or curriculum based on the principle of Traditional Ecological Knowledge.

Solution Phase 2

Week 5 (July 30 – Aug. 3rd): Localization as Alternative to Globalization / Final Project

Session 1: Localization as Alternative to Globalization
Energy Security and Sustainability

Session 2: Team Formation, Self-directed Work, and Team Work

Session 3: Self-directed Work and Team Work

Session 4: Self-directed Work and Team Work

Session 5: Team Work and Industry Contact (E-Conferencing)
Progress Report Due

Week 6: Final Project

Session 1: Team Work and Industry Contact (E-Conferencing)

Session 2: Team Work: Preparation for the Final Presentation

Wed. Aug. 8th: Final Presentation

Session 4: Final Blog and Catch up.

Fri, Aug. 10th: Final Blog and Peer Review Due

Pau Ka Hana!
Basic Activities of Online Course Explained

Syllabus
This is a navigation map. It gives you where you are in the progression of the course

Modules
This is where you find out what to do for each session. It gives you instructions on the activities, due dates, where to find the relevant resources.

Resources
The readings PDFs, and power points, and video clips (as weblinks), and lecture notes are all located in the corresponding week’s folder in the “Resources.”

“Class Sessions”

Our “Class Room” = Class Discussion Threads
Every session has a corresponding discussion thread in the “Class Discussion and Private Messages.”

Posting = Participation
Based on the readings, videos, and lecture power points, you will post your questions, comments, and additional information on the threads.
Essay and In-Class Assignments

Analytical Essays (5 total) -> Upload the essays to the “Drop Box”

In-Class Assignments -> Post them on the “In-Class Assignment” Threads

Conceptual Terms Quizzes

There are two definition/short essay quizzes in this course. You click on the “test and quiz” and it will take you all the way to the questions.

Click on the “Tests and Quizzes”

You have a couple of days to complete the quiz.

Political News and Analysis

You pick up the news or events of your choice (relevant to this course), summarize it, and write your take on the issue.

Post it on the “Forums” where your classmates can leave their comments to sustain our class discussion.
**Communication with the Instructor**

If you have technical questions or you would rather ask the instructor than posting your questions on the discussions threads...

You can either send a message by using the “private message” or email directly at mtkato@hawaii.edu

“Office Hour”
You can also call him or visit the chat room during the office hour.

**Check-In Emails**

The instructor sends you an email on a regular basis (dates to be determined), which contains reminders, updates, and announcements.

**Final Project and Final Blog**

The Final Project and Final Blog will be explained in detail in the modules and the guide power point as we approach the last quarter of the course.