

Political Science 110 Fall 2016: Introduction to Political Science

Class: M/W—TBA

Instructor: Yeonhee Sophie Kim

Ykim8@hawaii.edu

Website: SYK@Squarespace.com

Office: Saunders 625

Office Hours: TBA

How do we **think** and **live** in our times, ethically and politically? This course seeks to introduce the main subfields of Comparative Politics, Indigenous Politics, American Politics, International Politics, Media Politics, and Environmental Politics as both distinct yet inseparable parts of a general inquiry into “What is Politics?” We will study the key terminologies and overarching themes that are relevant in pursuing further studies in Political Science—including Imperialism, Colonialism, Neo-Liberalism, Globalization, and Anthropocene. Furthermore, this class seeks to expose you to a myriad of political issues and frameworks that will help you analyze specific regional or local contexts, but also help you cross-examine contexts and engage in a multi-perspective analysis that is unbound to a specific Political Science sub-field. In other words, we will learn to think about the *depth* one sub-field provides, along with the *breadth and complexity* that the discipline of Political Science offers. This class will teach you to think seriously about how to investigate “small things” and “big things” in life in order to see the larger and broader political connections to yourself and the world in which you live today.

Course Requirements and Grading

1. Students are expected to diligently attend the classes after having read and thought about the assigned materials. Pre-class preparation and class attendance is central to the goals of the class. Any unexcused absences or early departures from class will detract from your overall grade. I will hand out an attendance sheet each class. It is up to you to learn from your classmates what took place in your absence. You should come to class fully prepared to contribute, which may be in various forms—listening, questioning, commenting, facilitating, prompting, etc. I cannot stress class participation enough.

Attendance and Participation: 30% of your grade

2. Weekly Journals:

You are also expected to keep a journal that records your responses to reading these texts. Consider them as an intellectual and emotional space to collect your thoughts and ask provocative questions regarding the daily material (not summarization). Your response need not be more than a paragraph or two for every class session. But please take care to diligently note how these texts succeed/fail in provoking you, and what concepts resonated with you. This activity is to prepare you with ideas for the debate/discussion with your peers on the readings. The journal counts for 15% of your grade—I will collect them at the end of every week to see how you progress.

3. Mid-term Exam: 10% of your grade

A “creative essay” prompt will be announced in class **1 page single-spaced**

4. Presentation—“Show and Tell”: 20 % of your grade

This group project/presentation will entail selecting an instructive visual medium (segments of documentary, short films, interviews, etc.) to “show and tell” a narrative, history, and/or case that articulate the consequences and impacts of Imperialism, Colonialism, and Neo-Liberalism. You and your group members will have 15-20 minutes to show; and the rest of the 15 minutes to “tell” what

the media-narrative has been about, in addition to guiding your fellow classmates on how to contextualize what we have been reading thus far is **relevant** with your projects.

5. Final Exam: 25% of your grade

Two short essay prompts will be handed out in class **2 page single-spaced**

Attendance and Participation: 30%

Weekly Journals 15%

Presentation 20%

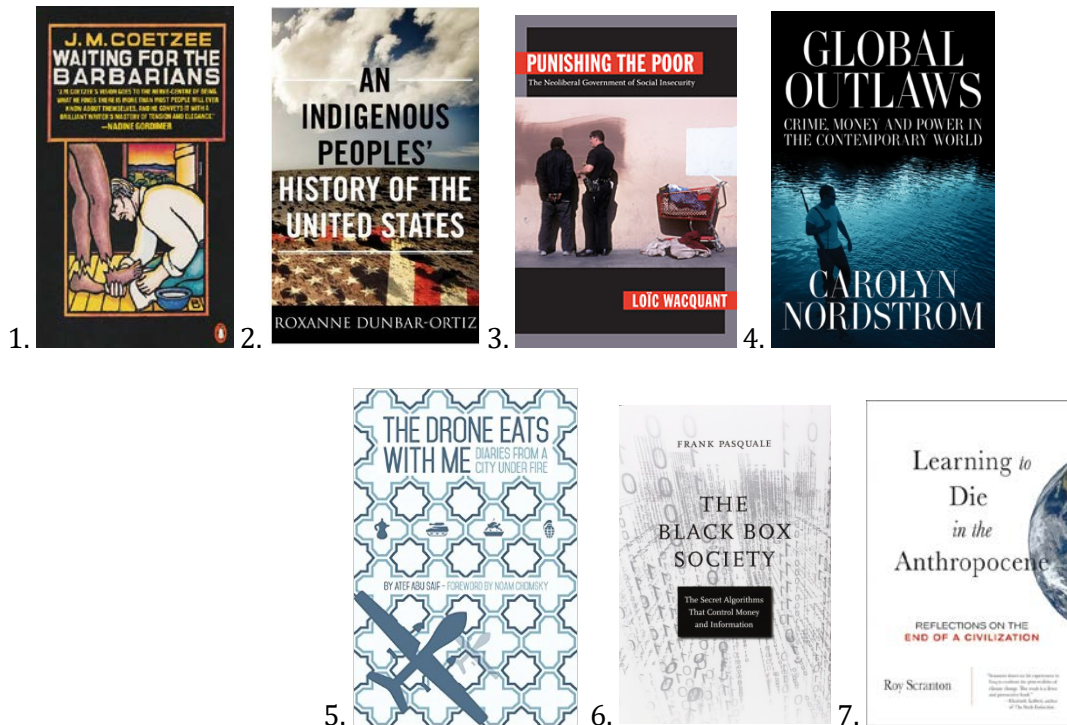
Mid-term Exam: 10%

Final Exam: 25%

=100%

All assignments should be handed in on the due date. If you need further clarification, do not hesitate to seek me out

5. Required Readings: Reading is absolutely necessary for this course. In order to participate in class, debates and discussions, you must have read the assigned chapters in each text. Every class will incorporate some form of discussion and participation is absolutely essential. All of the readings will be available online on my website (syk.squarespace.com). For each class, you must either have a printed copy of the text or have access to a copy in your laptop or tablets (no phones).



7. Academic Integrity: Please refer to the UHM website on Academic dishonesty and related issues (Plagiarism). Matters of this nature will be referred to the Department chair.

<http://www.catalog.hawaii.edu/aboutFuh/campusFpolicies1.htm>

8. Services for Students with Disabilities: Please see the instructor and refer to the UH Kokua Program in Queen Liliuokalani Center for Student Services or contact them directly at (808) 956-7511. Accommodations will gladly be made <http://www.hawaii.edu/kokua/>

9. Use of Electronics: Writing or checking email, texting, or surfing on the web is prohibited in class. Unless you are expecting an emergency call, please turn off your cell-phones (in that case, notify me before class starts that you are waiting for a call). If I notice you texting in class or using your phone, I will prohibit you from further use of any electronics for the rest of the semester. In order to avoid a misunderstanding, I would strongly advise you to put your phone(s) or music devices away in the period of the class. It is my professional expectation for you to be present (mind and body) in the class, and web-cruising and texting not only distract the instructor but other classmates as well. Please be mindful of others.

Course Schedule

Week 1—

8/22 Introduction to syllabus: subsequent subfields and key concepts in Political Science.

- Comparative Politics (What is Imperialism and Colonialism?)
- Indigenous Politics (What is Indigenous History and Politics in United States?)
- American Politics (What is the connection between Race and the Poor?)
- International Politics (What is the relationship between Technology and War?)
- Media Politics (How do we make sense of Politics of Media?)
- Environmental Politics (What is the Anthropocene?)

8/24 J.M. Coetzee, *Waiting for the Barbarians* [Ch. I/II]

Week 2—

- This week, we will look into narrative-fiction to think through Coetzee's developing critique of Imperialism and Colonialism, mainly through how "Barbarians" as a fearful figure are constructed in order to have control over a village. We will begin to think through how surveillance, interrogation, and torture are strategies of control over a people.
- **Underlined key words will be the illuminated during class lectures.**

8/29 J.M. Coetzee, *Waiting for the Barbarians* [Ch. III/IV]

8/31 J.M. Coetzee, *Waiting for the Barbarians* [Ch. V]

& Routledge Critical Thinkers- Edward Said (PG.1-10: Why Said?)

Week 3—

9/5 No Class-Holiday [Continue reading *Waiting for the Barbarians*]

9/7 Watch in Class: Joshua Oppenheimer's *The Look of Silence* (2014)

- The documentary deals with an "under-cover" protagonist who interviews the old generation of men that have butchered his brother and his village during the Communist purge in 1965 Indonesia. How do Coetzee and Oppenheimer make us question the Empire/Nation in the making, and through what "methods" and "strategies" are the Powerful and Powerless made? Who are these subjects?

Week 4—*Waiting for the Indians*

- From a broad and general survey into Imperialism and Colonialism through literature and film, this week we will think through the consequences of Imperial power in the context of Native American histories. Once again, what are the “methods” and “strategies” that make oppression and control possible?
- What is governance? What does macro-political governance look like?
- How does written history play a role in governance and memory, and in the ways do we identify/remember ourselves as powerful/powerless subjects?

9/12 Roxanne Dunbar-Ortiz's *Indigenous People's History of United States* [PG.1-40]

9/14 Roxanne Dunbar-Ortiz's *Indigenous People's History of United States* [PG.40-80]

Week 5—

9/19 Roxanne Dunbar-Ortiz's *Indigenous People's History of US* [PG.80-120]

9/21 Roxanne Dunbar-Ortiz's *Indigenous People's History of US* [PG.120-160]

Week 6—

9/26 Roxanne Dunbar-Ortiz's *Indigenous People's History of US* [PG.160-200]

9/28 Watch in Class: American Outrage (2008)

Week 7—American Politics as Neo-Liberal Expansionism

- Continuing with the theme of macro-political governance, we will have looked at how subjects are made in order to legitimize Empire: what does it look like to “govern” a people through ideological, political, racial, and *categorical* differences?
- How does *race* and *crime* become a key factor in governance in United States?
- What is Neoliberalism? How does Loic Wacquant define Neoliberalism?

10/3 Loic Wacquant's *Punishing the Poor* [Prologue: America as a Living Laboratory of Neo-Liberal Futures]

10/5 Loic Wacquant's *Punishing the Poor* [Ch3, PG. 76-112: Welfare Reform as Poor Discipline and Statecraft]

Week 8—Waiting for the Outlaws: Economics of Warfare

- What is an Outlaw? Are distinctions between Illegal and Legal subjects arbitrary or legitimate?
- How does Nordstrom distinguish “National,” “International,” and “Global”? How does she make theoretical shifts?
- How does “network” (human, economic, resource) function in maintaining a macro-political governance?

10/10 Carolyn Nordstrom's *Global Outlaws: Crime, Money, and Power in the Contemporary World* [PG. 3-26]

10/12 Carolyn Nordstrom's *Global Outlaws: Crime, Money, and Power in the Contemporary World* [PG. 27-46]

Week 9— From National to International Politics: Scaling up and down on circulation of goods and capital

- What is political about profit and investments...about the economy?
- How is scaling important for theorizing macro or micro-politics?
- How does *Cartel Land*, which depicts the border wars and drug wars in US-Mexico Border, shed light to the profits of war?

10/17 Carolyn Nordstrom's *Global Outlaws: Crime, Money, and Power in the Contemporary World*

[PG. 47-70]

10/19 Carolyn Nordstrom's *Global Outlaws: Crime, Money, and Power in the Contemporary World*

[PG. 71-93]

Watch in Class: Matthew Heineman's *Cartel Land*

Week 10—Waiting for the Drones: Technologies of Warfare

- What makes life precarious? We have examined up until now how Imperialism, Colonialism, War, and Neo-liberalism determine the ways in which subjects—national, global, and “otherwise”—are governed, controlled, and destroyed.
- Are technologies and machines political? How does Coetzee and Oppenheimer's description of the colonial technologies of torture and interrogation resonate with those in contemporary Israel-Palestine?
- How do both the Unmanned's Drone Pilot narrative and Saif's narrative contextualize drone warfare?

10/24 Atef Abu Saif's *The Drone Eats with Me: Diaries from a City Under Fire* [P. 1-27]

10/26 Watch in Class: Unmanned—America's Drone warfare

Atef Abu Saif's *The Drone Eats with Me: Diaries from a City Under Fire* [PG. 27-59]

Week 11—

10/31 Presentation

11/2 Presentation

Week 12—

11/7 Presentation

11/9 Presentation

Week 13—Waiting for the Future: Information Age and New Media

- What is the Information Age and how do we politicize New Media?
- What are newly emerging “agents” or technologies of political governance, surveillance, and control?

11/14 Frank Pasquale's *The Black Box Society: The Secret Algorithms That Control Money and Information* [Ch.2, P. 19-58]

<http://rhizome.org/editorial/2012/may/14/conversation-andrew-norman-wilson/>

-Workers Leaving the Googleplex

11/16 Lecture on Political Bots, Social Media, and Data

Frank Pasquale's *The Black Box Society: The Secret Algorithms That Control Money and Information* [Ch.3, P.59-100]

Week 14—Waiting for the Future II: Environmental Crisis

- Looking back and forward in the semester and beyond: How does scaling geologically change our understanding on what is politically relevant and critical?
- How does Scranton define the Anthropocene? How has his experience of war in Iraq and Afghanistan shifted his focus onto Climate Change?
- How do we bridge personal narratives/autobiographies with the political?

11/21 Roy Scranton's *Learning to Die in the Anthropocene* [PG: 13-38] Introduction: Coming Home, Human Ecologies]

11/23 Roy Scranton's *Learning to Die in the Anthropocene* [PG: 39-55]

Week 15—

11/28 Roy Scranton's *Learning to Die in the Anthropocene* [PG: 55-75]
11/30 Roy Scranton's *Learning to Die in the Anthropocene* [PG: 75-111]

Week 16—

12/5 <http://boingboing.net/2012/03/08/working-undercover-in-a-slaugh.html> &
"The Next Genocide" <http://www.nytimes.com/2015/09/13/opinion/sunday/the-next-genocide.html? r=0>

12/7 Last Day: Conclusion