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University of Hawaii at Manoa
Department of Political Science

Fall 2016

POLS 110: Introduction to Political Science

(Monday-Wednesday / 3:00-4:15 / Saunders 637)

Political Science is one of the most diverse fields of study in academia. We study how states work, film and space exploration, love and war, pasts and futures, the most mundane things in our daily lives and the most “unusual”. The goals of this course are to introduce you to some of the ways we organize the task of doing political science, expose you to some of the work and people in our department, and assist you in developing the tools to do future political science research and interventions.

In this course, you won't be treated as spectators who are expected to comment on what they see on screens or read in books. In the first part of this course, we will discuss the basics: what is politics? how is society organized? what is power? In the second part, we will explore some of the areas of study in political science such as International Relations, Indigenous Politics, Political Theory and Comparative Politics. Informed by the tools and concepts acquired from previous readings and discussions, you will work in teams in the third part of this course to design governance solutions for alternative political worlds. This in-class project is called “The Day After”.

Policies

Course Material

All readings will be available on Lulima under resources. Notify me if you have problems accessing Lulima.

Communication

I'll try to answer all emails within 24 hours except for weekends (I will respond in 48 hours). All emails to faculty and instructors are professional correspondences. Please use full sentences and appropriate formalities.

Plagiarism

Plagiarism is considered an Act of Dishonesty according to the Student Conduct Code Policies of the University of Hawai'i System. The policies clarify: the term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. For more info: http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/proscribed_conduct.php

Resources

For differently abled students that require accommodation, please let me know via email and contact the KOKUA Program at (808) 956 – 7511. For more info: <http://www.hawaii.edu/kokua/>

The Writing Center offers free assistance from experienced writers to all UHM students. For more information: <https://sites.google.com/a/hawaii.edu/writingcenter/about>

Counseling and Student Development Center is available to all students. It provides free and confidential support for individuals, couples, and groups dealing with various stressful issues as they pursue their academic life. For more info: <http://www.manoa.hawaii.edu/counseling/>

Changes to the Syllabus

There maybe changes to the syllabus. I will notify you at least one week in advance and provide the material. If the class or one of you wants to make changes to the syllabus, propose a specific reading or an area of interest, please notify me 2 weeks in advance. (I will remind of you of next readings before end of class)

Assignments

Participation (25%)

Students are expected to arrive on time and participate in all scheduled class sessions.

You are expected to read all assigned material for the day prior to that class meeting. These are the simplest ways to make meaningful contributions to class. Please notify me if you're finding it hard to participate. We can discuss reasons and alternatives.

Response Papers (25%)

You are expected to submit 7 response papers to the reading we will do during the semester. Outline the arguments in the text, critically engage with the ideas in it and provide questions for discussion in class. You can choose the readings you want to summarize. Choose what provokes your interest. Just make sure that the paper is 1-2 pages double spaced 12font. Post it on Lulima the day the readings are assigned prior to class.

The Day After: Governance Design (40%)

This team-based in-class project takes the tools you will learn in the Futures Studies week as means for critical and creative exploration into the different ideas, concepts and methods you will study during the semester. This (4 week) project starts with a "what if" situation: a global collapse disrupting supply chains into Hawai'i for an unidentified period of time and you are amongst the Political Scientists charged with designing governance solutions to a myriad of problems.

After I present to you this Alternative Future, you will do the following tasks as teams in the in-class design sessions:

- Identify a specific problem you want to design a solution for and present it to class as a news report. (Use media and role playing to communicate to us your focus effectively.)
- Articulate the problem in a critical and creative way in a 2 page document and propose a solution in the end.
- Contact me to discuss, during office hours, how you framed your design problem.
- Design your solution. (Use visuals, sketching, and text.)
- Present your solutions to class. (Presentations should include the problem you identified, your political framing of it and the design solution you propose). Other teams will critique your work.

Term Paper (15%)

As individuals, you will submit a reflection report on the design solution you presented in class. It should not be more than 3 pages. The following could serve as a guide:

- What do you think are the political implications of the way you formulated the design problem?
 - Who does your design benefit and who are the ones left to carry the cost?
 - What critiques of your project were most compelling that you want to respond to? Present the critique and write your response.
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Course Schedule

Part I: Politics, States and Nations

Week(1): Introductions

- C.1: On POLS110
- C.2: Andrew Heywood, What is Politics? (Read “Defining Politics”)

Week(2): The Basics

- C.1: Andrew Heywood, What is Politics? (Read “Studying Politics”)
- C.2: On the State: Leviathan—[“Hobbes’s Moral and Political Philosophy”](#)

Week(3): The Basics

- C.1: On Nationalism: [“What is Nationalism?”](#) The Nationalism Project. (Note: Read the Benedict Anderson’s definition of Nationalism, and two others from the list available on the webpage.)

Homework: For in-class discussion, each of you will post a picture on Lulima that you think represents “nationalism”. Make sure to post the picture 24hours before class.

- C.2: United Nation, [“The Universal Declaration of Human Rights.”](#)

Part II: Fields of Study within Political Science

Week(4): American Politics

- C.1: [United States Constitution](#) (Hopefully Guests)
- C.2: Justin Jouvenal, [“The new way police are surveilling you: Calculating your threat ‘score’.”](#)

Week(5): International Relations

- C.1: Stephen Walt, [“The Difference Between Realists and Liberals”](#), [“What Would a Realist World Have Looked Like?”](#) (Foreign Policy)
- C.2: Read Theory Talk #36: Michael Shapiro — [Michael J. Shapiro on Pictures, Paintings, Power and the Political Philosophy of International Relations](#)

Bodies, by Lauren Wilcox (Making Things International, edited by Mark B. Salter, 2015).

Week(6): More International Relations

- C.1: Blood, by Jairus Grove (Making Things International, edited by Mark B. Salter, 2015).
- C.2: Guest lecturer (reading to be assigned)

Week(7): Comparative Politics

- C.1: Sankaran Krishna, "How Does Colonialism Work?" In Jenny Edkins and Maja Zehfuss (eds), *Global Politics: A new introduction* (2nd edition, Routledge, 2013).
- C.2: Patrick Wolfe, "Settler colonialism and the elimination of the native". *Journal of Genocide Research* (2006).

Week(8): Indigenous Politics

- C.1: Jonathan Goldberg-Hiller and Noenoe K. Silva, "Sharks and Pigs: Animating Hawaiian Sovereignty against the Anthropological Machine". *South Atlantic Quarterly* (2011).
- C.2: Guest lecturer (reading to be assigned)

Week(9): Political Theory

- C.1: Michael J. Shapiro, "What does a weapon see?" In War Crimes, Atrocity and Justice, Polity (2015).
- C.2: Eyal Weizman, "665: The Least of All Possible Evils". e-flux, Journal #38 (2012).

Week(10): Middle East Studies

- C.1: Helga Tawil-Souri, "Digital Occupation: Gaza's High-Tech Enclosure." Journal of Palestine Studies (2012).
- C.2: Nicole Sunday Grove, "The Cartographic Ambiguities of HarassMap: Crowdmapping Security and Sexual Violence in Egypt." Security Dialogue (2015).

Week(11): Law and War

- C.1: Watch ["What If: Robots Go to War?"](#) Discussion in the World Economic Forum, Davos.
- C.2: Guest lecturer (reading to be assigned)

Week(12): Futures Studies

- C.1: James Dator, "Who Are Futurists, and What Do They Do?" and "Dator's Laws of the Futures".
- C.2: James Dator, "Structure Matters."

Futures exercise (in-class): A check on optimism (preparing for Alternative Futures)

Part III: The Day After: Governance Design Project

The project starts. During the last four weeks of class, you will work in groups to design a governance solution. The weekly readings will help you develop your work.

Week(13):

- C.1: Futures as a political intervention: Sandi Hilal and Alessandro Petti, "Architecture After Revolution." Decolonial Architecture Art Residency, (2013).

Futures exercise (in-class): Presentation of the “The Day After” Alternative Future. (Groups formation)

- C.2: Read [“Governance Futures Lab”](#) and go through the [“Reconstitutional Convention”](#) design project.

Futures exercise (in-class): Futures exercise (in-class): Identify a specific problem you want to design a solution for and present it to class as a news report. (Use media and role playing to communicate to us your focus effectively.)

Week(14):

- C.1: Noe Goodyear-Ka’ōpua, “Building Government on Flimsy Foundations: Redesigning Constitutional Creation Processes.”

Futures exercise (in-class): Articulate, in a critical and creative way, the problem you identified in your news report performance. (2 page document and propose a solution in the end.)

- C.2: Futures exercise (in-class): Begin designing your solution

Week(15):

- C.1: Futures exercise (in-class): design session
- C.2: Futures exercise (in-class): design session

Week(16):

- C.1: Presentation and Critique sessions
- C.2: Presentation and Critique sessions

Reflection paper due: