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Office Hours: unknown

Political Science 305
2015 Summer II—07/06-08/14
GLOBAL POLITICS/COMPARATIVE
MF: 1030 am-1145 am

What is global politics? How do we make sense of what happens (events) in the world? Why should we care about other actors or what happens “outside” the borders of “our” nation, to “other” people, in “other” places? What would help us better understand the nature of our contemporary world and be more *attentive* to the ways in which human beings *relate to* others within this world?

Global politics, as a field, seeks to examine the relationship amongst nation-states, international organizations, and multinational corporations, in pursuit of offering solutions to an array of problems that constitute the ‘globe’ today—human rights, humanitarian law, environmental issues, security, peace and conflict. However, this course seeks a different approach by emphasizing a more critical and deeper understanding of these problems. In order to ‘see’ the globe differently, one must situate him or herself differently. Therefore, I will be introducing theoretically rich and multi-layered texts, as well as films, that will push us collectively as a class into thinking, writing, and locating ourselves differently and ethically both inside and outside of class. To think ethically would, therefore, entail complicating our world-view rather than reducing it into a question of “us or them,” and “right and wrong.” Where have we not looked before to express concerns about the world in which we live and the future for political life? How can we see the politics and power in the stories, news, and information we are confronted with in our highly-mediated world?

Course Objectives:

The objective of this course is to offer a point of entry into locating oneself as a subject and participant of global politics. It therefore asks each and every one of you to be able to read the texts critically and deeply, and be aware of your fellow classmates, in order to assess both how you and others find themselves in political discourses, practices, and networks of the ‘globe.’ General objectives include development of oral and writing skills, strengthening critique and opinions, and finding a way for you to relate to *not only* the materials contextually and historically *but also* to the larger implications behind the politics and ethics that each of the readings and films present. This course will equip you with analytical tools that enable you to question the frameworks embedded in political texts and films, as well as with the ability to discuss the ethical implications of the political events and interpretations. As a teacher and facilitator, I plan to encourage and

challenge you as a learner and student to make ‘global politics’ more relevant to your everyday lives.

This course has a **Contemporary Ethical Issues (E) Focus designation**. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

Required books: (further changes)

1. Dabashi, Hamid. *Being a Muslim in the World*. Basingstoke: Palgrave Macmillan, 2013
2. Weizman, Eyal. *The Least of All Possible Evils: Humanitarian Violence from Arendt to Gaza*. London: Verso, 2011
3. Cho, Grace M. *Haunting the Korean Diaspora: Shame, Secrecy, and the Forgotten War*. Minneapolis: U of Minnesota, 2008
4. Wilson, Pamela, and Michelle Stewart. *Global Indigenous Media: Cultures, Poetics, and Politics*. Durham: Duke UP, 2008.

Course requirements and grading:

1. Students are expected to **diligently** attend the classes after having read and thought about the assigned materials. Any unexcused absences or early departures from class will detract from your overall grade. You should come to class fully prepared to participate actively and productively. Active participation entails both listening to the views of others and contributing your own. Attendance and participation: 30 %
2. You are also expected to keep a daily 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. Three take-home assignments: 10 & 10 & 10 points = 30 points. Each will be a short analytical response to the ‘creative’ assignment question and films we watch

- on Friday. *Potential Questions*: Is there an ethical dilemma that the filmmaker-director presents to the audience? Does the film, a visual medium, open up a greater emotional engagement or intimate connection with the story or people? If so, does such an affiliation justify/strengthen/undermine the questions of violence, justice, and power? How are the stories of politics and power told through events?
4. **Final Presentations**: 25 points, 15-20 minutes. Either an individual or group presentation (dependent on class size). This is the opportunity to bring your own areas of interest/ locations/ personal ethics into our global/ comparative politics classroom. Be prepared for a class discussion and an allotted time for peer feedback and questions. Annotated bibliography required***
 5. All assignments should be handed in on the due date. If you need further clarification, do not hesitate to seek me out.
 6. **Academic Integrity**: Please refer to the UHM website on Academic dishonesty and related issues. Matters of this nature will be referred to the Department chair. <http://www.catalog.hawaii.edu/aboutFuh/campusFpolicies1.htm>
 7. **Disability Issues**: Please see the professor and refer to the UH Kokua Program on issues related to disability. Accommodations will gladly be made <http://www.hawaii.edu/kokua/>

*The syllabus is subject to change depending on the quality and direction of the course as it develops

COURSE SCHEDULE

Week 1—Unraveling Global Narratives of the Nation-state

Reading: Benedict Anderson Imagined Communities

May 26: Introduction, and come to class having read *Imagined Communities* Introduction to The Origins of National Consciousness

May 27: Ch. 6, 7, 8. of *Imagined Communities* (Official Nationalism and Imperialism + Patriotism and Racism)

May 28: Ch. 10, 11. of *Imagined Communities* (Census, Map, Museum + Memory and Forgetting)

May 29: Documentary film: *The Act of Killing—Indonesian Massacre* (tentative) **(no take-home assignment this week)**

Recommended Readings:

Dipesh Chakrabarty Provincializing Europe

Homi Bhabha Nation and Narration

Week 2—What does it mean to be the ‘Other’ in Global Politics?

Reading: Hamid Dabashi Being a Muslim in the World (188 pg.)

June 1: Introduction + Ch. 1 But There is Neither East nor West

June 2: Ch. 2 Breaking the Binary

June 3: Ch. 3 The Muslim Cosmopole
June 4: Ch. 4 + Ch.5 Being a Muslim + Rethinking Worldliness
June 5: Watch Film—Paradise Now or Incendies and *take-home assignment #1*

Week 3—Humanitarian, (In)Humane, (Not)Human?

Reading: Eyal Weizman The Least of All Possible Evils (208 pg)

June 8: Ch. 1 The Humanitarian Present
June 9: Ch. 2 Arendt in Ethiopia + selected short reading of Hannah Arendt's "Responsibility and Judgment"
June 10: Ch. 3 The Best of All Possible Walls (show short clip of Israeli docu-film "The Lab" or Aljazeera's on Eyal Weizman)
June 11: Ch. 4 Forensic Architecture
June 12: Watch film—Palestinian Film 'Omar' and *take home assignment #2*

Week 4—Ghosts and Borders of Global Politics.

Reading: Grace Cho Haunting of Korean Diaspora: Shame, Secrecy, and Forgotten War (232 pg)

June 15: Ch. 1 Fleshing out the Ghost
June 16: Ch. 2 Genealogy of Trauma
June 17: Ch 3. Tracing the Disappearance of the Yanggongju+ CH.4
June 18: Ch 4. The Fantasy of Honorary Whiteness + Ch. 5 Diasporic Vision
June 19 Watch film—Korean film 'Joint Security Area' and *take home assignment #3*

Week 5—Presentation & Digital Age (Locating Ourselves in the 'Global')

Selected Reading: Global Indigenous Media: Cultures, Poetics, and Politics (376 pg)

June 22: Presentation Day 1
June 23: Presentation Day 2
June 24: Presentation Day 3
June 25: Presentation Day 4
June 26: Watch Seediq Bale (4 hours, homework is to finish over weekend)

(Depending on class size, the presentation days will change. For the book, I will organize by chapter and regions)

Week 6—Digital Age Continued

June 29: Film Discussion Debate (Seediq Bale)
June 30: Ch. 1 + Ch. 2 (On Latin America + New Zealand/ Maori)

July 1: Ch. 6+8 (On Native Women in Canada + Zapatistas)

July 2: Conclusion and Overview