

Introduction to Political Science
Fall 2009 Semester
24 August – 19 December 2009
Kapi‘olani Community College

Vincent K. Pollard, Ph.D.

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<i>CRN</i>	<i>Section</i>	<i>Class meetings</i>	<i>Times</i>	<i>Classroom</i>
31708	POLS 110	Tuesday / Thursday	10:45 a.m. – 12:00 Noon	Olonā 201

Course description: An introduction to the scope of political science, approaches to the discipline, its methods, tools, problems and processes.

Course competencies to be achieved by students. Successfully completing Political Science 110, students will have done the following:

1. demonstrated an appreciation and interest in politics;
2. acquired the necessary political skills to cope with political life;
3. developed a political perspective which one may apply to contemporary social problems and institutions;
4. shown the beginnings of a world view and a sensitivity to political and socio-economic events in other parts of the world; and
5. shown a personal growth which reflects a sharpened sense of one's own values in relation to political issues.

Academic emphases. During the semester, students completing this course will be exposed to five KCC emphases: Writing across the curriculum, information and communication technologies, Asia and Pacific, research skills, and service learning.

Five themes are geared to the course competencies. Expressed as questions, they are as follows:

1. What is politics? Politics lurks in every corner of our life, but sources of political power are sometimes hidden. In light of this, how can the study of political science help you to meet your personal goals? How can political science help you advocate and achieve your preferred future?

2. How well or how poorly do traditional political ideologies answer challenges raised by feminists, environmentalist, feminists, advocates of nonkilling politics, and or by your own political perspective if it is not included on this list?

3. Among other contemporary global political issues, what is preventing women from being treated as full human beings? How should the social and physical environment be protected? If one wishes systematically to reduce violence, what is the most effective way to make this happen?

4. Intermestic (comparative and international) Politics: How and where do domestic politics and world politics intersect? How does their intersection with one another affect your chances of achieving your preferred future? Does it cause problems? Does it create opportunities?

5. How can we reconcile the competing agendas proposed for political science? Or should we?

Required readings. Purchase a new or used copy of James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, 9th edition (Longman). Based on my observations of successful student use of this and other textbooks in previous sections of Political Science 110 since 1992, this syllabus follows a more efficient and student-friendly chapter order of chapters than his.

We will also be reading, viewing, discussing, and writing about chapters from other books, as well as journal articles, and newspaper reports and videos. All of these are your text.

In other words, our syllabus, however, is organized not around any single authoritative source. Instead, the course is organized around competencies and questions. Other than from chapters in Danziger's book, required readings will be downloaded by you from the Web, as Word files that you receive by e-mail attachment, or distributed as free handouts in class.

"Early response questions." Assigned readings will be completed before class. One or more "early response questions" accompanies each assigned reading. The level of difficulty of these questions varies. If you make an effort to answer these questions before class begins, you will derive more benefit from course-related activities. Be prepared to answer them on the basis of the readings and anything else you know.

Papers, unannounced quizzes and final exam. Students will respond to reflective, persuasive, analytic and research questions by writing two papers. The questions will remind you of central themes and critical facts from our readings, discussions, lectures, guest presentations, and videos. Details and due dates will be announced in class. This syllabus includes a handout and URLs to two websites to remind you of the standards for clear expository writing. Late papers immediately incur deductions.

With the course competencies in mind, questions on the comprehensive final exam (mainly essay and short-answer questions) will be based on assigned readings and videos, as well as on lectures, guest presentations, in-class handouts, and materials announced or delivered online.

Students with disabilities. Extended time [for quizzes and exams] in a distraction-free environment is an appropriate accommodation based on a student's disability.

If you have a disability and have not voluntarily disclosed the nature of your disability, you may visit the Disability Student Services Office in **Ilima 103**. Or call **734.9552** on the telephone / TTY.

Service-learning & internship opportunities. Students are encouraged to sign up for service learning projects, provided that the content is directly related to course competencies and themes for this course. If you do this, you remain responsible for meeting all service-learning related orientation, scheduling, and "reflections" requirements and deadlines. Service learning students and interns may substitute a service-learning-related or internship-related essay question for one of the questions on the take-home portion of the final exam.

Grading Criteria and Grade Reports. A 300-point system reflects the weight assigned to writing and other learning activities in this course. Below, you will keep track of your own progress. Do this before asking, "How am I doing"?

Creditable learning activities	Maximum points	Your points
2 papers @ 50 points each	100	
3 tests @ 30 points each	90	
Comprehensive Final Exam	100	
Personal effort, initiative, collaborativeness, involvement, intellectual growth & impact on the class.....	+ 10	
<i>Maximum possible points</i>	< 300	

Letter grades are computed in five bands of thirty points each: 271-300 points = an "A"; 241-270 = a "B"; 211-240 points = a "C." Also, 181-210 points = a "D"; and <181 = an "F."

Flagrant, chronic absenteeism & tardiness. Being an active, involved student in this course is the most visible sign of your commitment to yourself and to your classmates. Unless you are seriously ill, you are expected to be with us for each class. Only your performance is evaluated—*not* the reasons for nonperformance. One should not expect to "make up" a presentation or your classmates' discussion of a video.

The grading system provides incentives for what you do but not for why you are not with us. Regardless of the reason, your absence has the same effect on class activities. Regardless of the reason for an absence, absenteeism limits participation.^a

Sometimes, absenteeism and tardiness is disrespectful to classmates who may be depending on your involvement in assigned group discussion topics.

Effective Tuesday, 1 September 2009, each student is automatically excused for one (1) absence and two (2) tardies. Once that allowance has been exhausted, each absence incurs a deduction of two (2) points. And each tardy incurs a deduction of one (1) point.

Absent during tests or the final exam. There is no automatic make-up for missing a test or for missing the final exam. If in doubt, show up!

Internet access skills. If you have not yet learned how to access your e-mail, read e-mail, reply to messages or send e-them, sign up for a free workshop offered on this campus. Make sure that your e-mail box is not overflowing.

If necessary, adjust your e-mail preferences so that your mailbox will receive e-mail from your teacher <pollard@hawaii.edu> and from **Politics110-L@hawaii.edu**. Most e-mailers let you set up folders and filters to organize e-mail from this class.

^a Also, our class periods are not to be used for meetings with administrators, counselors and advisors, or for make-up tests for other classes. Schedule these at another time. If you live an irregular lifestyle or if your supervisor is unreasonable in assigning your work times, you might be better off taking an online class. Also, no employer—public or private—is any more important than any other.

Be with us during the first week of class. Absenteeism during the first week of class makes less sense than skipping the first hour of a movie!

Late registrants need a higher degree of commitment in order to succeed. They are responsible for knowing—and are bound by—any understandings reached at the beginning of the course. And they must complete extra assignments.

Any course-related changes in this syllabus will be announced in class and on the *Politics110-L@hawaii.edu* e-mail network to which you will be subscribed.

Late registration. Late-registering students are responsible for knowing—and are bound by understandings reached at the beginning of the course. Late registrants may receive an extra written assignment for each class missed to make sure that you don't fall behind.

Quizzes. If necessary, announced and unannounced quizzes will remind you of central themes and facts from readings, discussions and videos. And they will also remind me of how well prepared you are.

Exams. Questions based on readings and videos, as well as on the presentations and in-class and online discussions will help us to achieve our objectives.

Plagiarism. "Academic Honesty" matters! And it's easy. Cite your sources (be specific) when you quote words or summarize ideas from newspapers, videos, books and websites.

Plagiarism results in a zero for the assignment and possibly an "F" for the course.

Some assigned activities are individualized. You may be asked certify that you have used only the amount of outside assistance specified for each assignment. These modifications and any other changes will be announced in class.

Internet. You must have a workable e-mail address. Your UH System e-mail address will be subscribed to the **Politics-L@hawaii.edu** e-mail network. This will be exclusively used to deliver information and some handouts to you. If you wish, you may adjust your UH System e-mail account to have e-mail forwarded elsewhere. To avoid disappointments, get in the habit of checking your e-mail once between every class.

Do you know how to access e-mail, read it, reply to it, send e-mail or download Word file? If not, today is the day to learn!

Weeks 1 - 2:
25 & 27 August and 1 & 3 September 2009

Administrative summary of the course. Course competencies.

Why your personal experience—and that of your classmates—is a valuable learning resource in this class.

How we learn by listening, discussing, reading, writing, researching, serving and debating. How to study for this course. How to succeed in this course.

Self-introductions (by students and instructor). Ground rules for participation in small-group and large-group discussion (shared time is valuable time). Introduction to service learning.

In-class written exercises. Overview of syllabus. Social contract for the course.

Video. Vincent K. Pollard, "Our Obligations to Future Generations" (1997). This interview was taped with UH-Manoa international students Jie Zhuang and Li Lu. They provide a Chinese cultural context for preserving the options of future generations.*

Video: Victoria Keith, *Living on Islands* (Honolulu: Victoria Keith Productions, 1997) VIDEOTAPE 14100.

Questions for the video viewing.

1. Why do those who articulate a long-term preferred future (for example, for Hawai'i in 2050) have an advantage over others who don't look beyond the next election?
2. What person(s) in the "Living on Islands" video do you most admire? Why?
3. With whose point of view in the video did you most strongly disagree? Why?
4. In the "What Are Our Obligations to Future Generations?" video, *population growth* and the environment were mentioned as topics of special concern for those interested in the well-being of future generations. Are these mentioned in "Living on Islands?" If they were, what solutions were suggested? What do you think of the solutions?
5. How might KCC students' concern for future generations be expressed in the form of service to the local community? To communities outside Hawai'i?
6. In the "Living on Islands" video and in your own personal reflections, you are aware of serious threats to the health, safety and well-being of future generations. If you had to choose one, which of these threats deserves the immediate attention of the local community?
7. According to James N. Danziger, political science usefully focuses on conflict resolution. In "Living on Islands," you saw and heard more than one vision of the future of Hawai'i. What might be a good first step to take in resolving the differences between and among these visions of Hawai'i's future? Please give an example.

* This video is a module originally prepared by Vincent K. Pollard for the online version of Professor Jim Dator's Political Science 171 ("Introduction to Political Futures").

Video: Orlando Bagwell and W. Noland Walker, "Citizen King" (Alexandria, Virginia: PBS Home Video, 2004). **DVD 2141.**

Reading: Martin Luther King, Jr., "Beyond Vietnam: A Time to Break Silence," Sermon preached at the Riverside Church, New York City, 4 April 1967; reprinted by Clergy and Laity Concerned (1982). Online editions are accessible at any of the following three URLs on the Web:

<http://www.hartford-hwp.com/archives/45a/058.html>

<http://www.africanamericans.com/MLKjrBeyondVietnam.htm>

http://www.stanford.edu/group/King/publications/speeches/Beyond_Vietnam.pdf

Questions. In this sermon, what is Martin Luther King's vision of the future? How does King describe political reality? What are King's values?

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 1:** "Politics and Knowledge."

Early response questions:

1. Political science is knowledge of politics. But what is politics?
2. Are politicians the only people who could use political science? Who else could?
3. In your opinion, how might political science prepare today's college students to meet our obligations to present and future generations of humans & other creatures?
4. What are those obligations? How do you define and illustrate "description," "explanation" and "prescription"?
5. In your experience, what makes "persuasive" political speech or writing persuasive??
6. What is the role of an "authority" in persuasive political rhetoric?
7. Definitions are often political in the sense that they let you (or someone else!) control a discussion and include or exclude certain viewpoints from careful consideration. The study of politics uses abstractions, but we need to make these abstractions alive from our own experiences. In clear, everyday language, what is meant by ideology? Ethics? Organization? Social process? Leadership? Nations? Government? Terrorism?
8. What is political power? How do you know if someone has power to make something happen? What is your standard for saying so?
9. Keeping your definition of politics in mind, what are some ways to study political power?
10. Can you distinguish between Danziger's claims of fact and his asserted values? In today's newspaper? Give one or two examples.
11. Even if facts and values are logically distinguishable from one another, can you give an everyday example of how they are commonly mixed together?
12. Can you give one example of how a person's values necessarily influence the choice of facts that s/he considers important?
13. Scholars tend to adapt to the subjects of their study. How great is the danger that political scientists may become so fascinated by presidents and prime ministers whom they are studying that they thereby also become reluctant to criticize actions taken by power people or of offering meaningful alternatives?

We will revisit these concepts again, refining and elaborating them in different contexts.

Recommended reading: Noam Chomsky and Gilbert Achcar, "Terrorism and Conspiracies," *In Perilous Power: The Middle East and U.S. Foreign Policy*, ed., Stephen R. Shalom (Boulder & London: Paradigm Publishers, 2007), pp. 1-17.

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 9:** "Public Policy, Power and Decision."

Early response questions:

1. Three different ways of answering the question "Who gets what, when, why and how?" are embodied in a) the elite approach, b) the group approach and c) the class approach. What examples have you seen of any of these approaches in local, national or international politics? How does each of these approaches differ from the other two?
2. And what similarities are there between and among them? Is there a way to combine them? Can you draw a diagram to illustrate your answer to this question?
3. In contrast to Danziger, Pollard's "power sharing model of politics in representative democracies" observes underlying similarities among—and combines—elements of all three of these approaches. Can you think of examples that illustrate the usefulness of either approach to understanding politics?

Weeks 3 - 4
8, 10, 15 & 17 September 2009

Holiday: Labor Day, Monday, 7 September 2009.

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 12:** "Political Violence."

Early response questions:

1. Give examples of organizations that engage in violence.
2. Is there any advantage in reserving the right to violent action to large organizations, for example, official governments and their courts, police forces and armies? How successful has violent/killing politics been in the 20th century?
3. Does Danziger consider any alternatives? If not, why do you think he doesn't?
4. Is some violence more legitimate than other violence? What is the standard underlying your answer?

Video: Hedrick Smith (narrator), "Inside the Terror Network," A Frontline co-production (Alexandria, Virginia: PBS Video, 2002), 57 minutes. VIDEOTAPE 19657.

Questions: What do you mean by crime? In a global, historical context does the killing of innocent people at the World Trade Center really need a separate definition? In what ways was the attack on the World Trade Center like other crimes? In what ways, was it different?

Reading. Glenn D. Paige, "Preface," *Nonkilling Global Political Science*, with an introduction by James A. Robinson, 3rd ed. (Philadelphia: XLibris, 2009), pp. 9-19. Download <http://www.nonkilling.org/pdf/nkgps.pdf> or <http://www.lulu.com/content/6108671>

Early response questions:

1. What is Glenn Paige's preferred future? In other words, the kind of world he would like to see in twenty or twenty-five years? What is his central argument?
2. Why is Paige trying to change the relationship between political science and governments?
3. If Paige is correct, what should political scientists begin doing?

Reading. Glenn D. Paige, "Is a Nonkilling Society Possible?" **Ch. 1**, *Nonkilling Global Political Science*, 3rd ed. (Philadelphia: XLibris, 2009), pp. 21-37. Download <http://www.nonkilling.org/pdf/nkgps.pdf> or from <http://www.lulu.com/content/6108671>

Early response questions:

1. A compact is an agreement. What is the controversial agreement in the "compact with lethality" discussed by Glenn Paige?
2. Thomas Hobbes (1588-1679) and Max Weber (1864-1920) used different words to describe that compact. What did they say about that agreement?
3. Who else has made a "compact with lethality"?

Reading: Glenn D. Paige, "Capabilities for a Nonkilling Society?" **Ch. 2**, *Nonkilling Global Political Science*, 3rd ed. (Philadelphia: XLibris, 2009), pp. 25-71. Download <http://www.nonkilling.org/pdf/nkgps.pdf> or from <http://www.lulu.com/content/6108671>

Early response questions:

1. In what anthropological evidence does Glenn Paige find hopeful early indicators pointing to a possible future nonkilling society?
2. What statistical finding apparently supports Paige's understanding that human nature is not prone to killing? Is there any possible flaw in Paige's interpretation?
3. In the twentieth century, were people generally more likely to be killed in interstate wars (wars between two or more countries) or by their own government? What inference have political scientists drawn from that finding?
5. Would Paige challenge any assumptions made by political scientists like James Danziger?

Recommended reading:

Questions and challenges posed by KCC students to Professor Glenn Paige, as well as his responses, 3 November 2003 <<http://www2.hawaii.edu/~pollard/gpkcc.html>>.

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 5:** "States & Nations."

Early response questions:

1. What is the "state"? Does Danziger's definition of the "state" mean more than the official government?
2. Did people always live in states?

Weeks 5 - 6:
22, 24 & 29 September and 1 October 2009

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 2:** "Political Theory and Political Beliefs."

Early response questions:

1. Where do political beliefs come from? Are they like other beliefs? (Please explain.)
2. What is culture? What is political culture?
3. Does political culture differ from one society to another? (Please give supporting examples.)

Recommended articles:

Vincent K. Pollard, "Leviathan," *The Encyclopedia of World Poverty*, ed., Mehmet Odekon, Golson Books, Ltd. (Thousand Oaks, California: Sage Reference, 2006), pp. 633-634.

Vincent K. Pollard, "State Capitalism" [annotated bibliography on three competing streams of 20th-century state-capitalist analysis] *Reader's Guide to the Social Sciences*, edited by Jonathan Michie (London: Fitzroy Dearborn Publishers, 2001), vol. 2, pp. 1594-1596.

Ronald Tabor, "An Anarchist Critique of Marxism; Marx's Theory of Capitalism, Part II," *Utopia* (New York) no. 2 (2002), <<http://www.utopianmag.com/PDFs/marxistcritique.pdf>>, pp. 1-30.

Vincent K. Pollard, "Asian Nationalisms, Social Revolutions/Asian Communist Parties Contend for Leadership in Revolutionary Nationalist Movements," (created, 2001; updated, 2009), <<http://www2.hawaii.edu/~pollard/movements.html>>. Click on "Gaining Society's Allegiance" section.

Early response questions:

1. What are some key differences between the road to power taken by communists in the former Soviet Union and the pathways to power followed by Asian communist parties?
2. What are some similarities between traditional capitalism and actual (historical) socialism?
3. What is state capitalism?
4. What are the main elements of an anarchist critique of socialism, that is, state capitalism?
5. What is the difference between anarchism and anarchy?
6. In your opinion, why do defenders of the status quo (power relations as they are today) often use the word "ideology" to condemn ideas that they consider "extreme" and yet usually refuse to call their own perspective an "ideology"?
7. In the early 1990s, Francis X. Fukuyama proclaimed "the end of ideology." He couldn't have been more mistaken! What unusual events may have led him to make that error?
8. To what social groups has fascism typically appealed? And why was it attractive to them?
9. What fascist organizations have been active in the United States during the past fifty years?
10. Under what circumstances might fascism become especially attractive again? Is this danger underestimated? What dilemma is posed by the American Civil Liberties Union's defense of the American Nazi Party's right to demonstrate in a community with many living survivors of the Nazi death camps? France and Germany — also representative democracies — have passed laws less tolerant of the Nazi organizations. Who is correct? What are the trade-off's?

11. Can you infer any other lessons from the history of fascist movements to answer these questions? For example, before World War II broke out in Europe, how might the fascist movement before it grew rapidly?

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 3:** "Political Actions."

Early response questions:

1. Is voting the only kind of political action? Is it always the most important kind of political action? What are some other kinds of political action?
2. Are any kinds of political action also individual actions?
3. re electoral systems in some representative democracies more inclusive than others?
4. How can you make your point of view know? How can you form a group with others who share your views?

Video: Jean Kilbourne, "Killing Us Softly 3: Advertising's Images of Women" (Northampton, Massachusetts: Media Education Foundation, 2000). **Videotape 17369.**

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 4:** "Influences on Beliefs and Actions."

Early response question:

1. What are the most important influences shaping our political beliefs and actions?

**Weeks 7 - 8:
6 & 8, 13 & 15 October 2009**

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 6:** "Political Institutions I: Structures."

Early response questions:

1. Do executive and legislative branches in other representative democracies have the same relationship with one another as in the United States?
2. What are the dangers of having a chief executive (for example, a president) who is not directly accountable to the legislature? Any advantages?

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 7:** "Political Institutions II: Institutional Arrangements."

Early response question: Is the presidential form of representative democracy the best of the available alternatives? If not, then why not? Your evidence? What possible dangers are entailed in exporting presidentialism to societies unfamiliar with it?

Recommended readings:

Vincent K. Pollard, "Power Sharing," *Encyclopedia of Governance*, ed., Mark W. Bevir (Thousand Oaks, California: Sage Reference, 2006), Vol. II, pp. 740-741.

Vincent K. Pollard, "Minor Political Parties," In David Schultz and John R. Vile (eds.), *The Encyclopedia of Civil Liberties in America* (Armonk, New York: M.E. Sharpe, Inc., 2005), vol. II ("F-P"), pp. 630-632.

Weeks 9 - 10:
20, 22, 27 & 29 October 2009

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 13:** "The Developed Countries."

Early response questions:

1. Do all societies change? (Some more so than others?)
2. If so, then what's the point of referring only to certain societies (but not to others) as "developing countries"?

Video. Judith Vecchione, *Tug of War: the Story of Taiwan* (Boston: WGBH Educational Foundation, 1998). VIDEOTAPE 16463.

Weeks 11 - 12:
3, 5, 10 & 12 November 2009

Holiday: Veterans Day, Wednesday, 11 November 2009.

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 11:** "Politics Across Borders."

Early response questions:

1. How do relationships between states differ from relationships between individuals and smaller groups?
2. How meaningfully may we speak of an "international system"?
3. What is the mythical version of national sovereignty? And the present-day realities?
4. Should the United Nations be strengthened? What are the trade-off's for national sovereignty in doing so? Have human problems reached the point where it may be a good thing for the United Nations further to limit the national sovereignty of all countries?
5. Who should decide whether or not Taiwanese on Taiwan get to exercise self-determination or not?
6. How can you determine between myth and reality in the media?

Recommended readings & website:

Vincent K. Pollard, "1911-1912 Chinese Revolution," *ABC-CLIO World History Encyclopedia, Era 8: Crisis and Achievement 1900-1945*, ed., H. Micheal Tarver (Santa Barbara: ABC-CLIO, forthcoming, 2009).

Vincent K. Pollard (with Kwei-Bo Huang, Steven Phillips, Wenjing Wang, and Daojiong Zha), "Taiwan Cross-Strait Directory, Asia Pacific Digital Library (created, 2002; updated regularly) <<http://apdl.kcc.hawaii.edu/taiwan>>.

Vincent K. Pollard, "Coordination Council for North American Affairs [Taiwan]," *Asian American History and Culture: An Encyclopedia*, Huping Ling and Allan W. Austin (Armonk, New York: M. E. Sharpe, 2009), forthcoming.

Vincent K. Pollard, "Philippines-U.S. Relations [1898-2001]," *Encyclopedia of Modern Asia*, 1st ed. (editors, David Levinson and Karen Christensen), Berkshire Reference Works (New York: Scribners Reference, 2002), vol. 4, pp. 512b-518a.

Vincent K. Pollard, "Hawaiian Islands," *United States at War, Spanish-American/Philippine-American War*, ed., Spencer Tucker, Military History Series (Santa Barbara: ABC-CLIO, 2009), in press.

Vincent K. Pollard, "Hawai'i," *The Encyclopedia of Western Colonialism Since 1450*, ed., Thomas Benjamin, MacMillan Reference USA (Farmington Hills, Michigan: Gale/Macmillan/Thomson, 2006), pp. 546-548.

Vincent K. Pollard, "Hawai'i," *Colonialism: An International Social, Cultural, and Political Encyclopedia*, Melvin E. Page, General Editor, and Penny M. Sonnenberg (editor) (New York: East River Books for ABC-CLIO, Inc., 2003), vol. 1, p. 253.

Weeks 13 - 14:
17, 19 & 24 November 2009

Holiday: Thanksgiving, Thursday, 26 November 2009

Video. Japan Asia Africa Latin America Solidarity Committee, *Withdraw U.S. Bases: Appeal from Okinawa* (Naha: Cinema Okinawa, 1998).^b **VIDEOTAPE 18681.**

Early response questions:

1. What steps should be taken by *Uchinanchu* (Okinawans) who wish to bring an end to almost sixty years of foreign (U.S.) military bases in their islands?
2. What similarities and differences do you see between Hawai'i and Okinawa?
3. Should the United Nations intervene on behalf of battered spouses in the U.S.? On behalf of indigenous peoples like *Kanaka Maoli* (Native Hawaiians) in Hawai'i? Why or why not?
4. What else must change before the Movement to Demilitarize Okinawa succeeds?

^b As the first part of an Olelo Community Television Channel 54 program co-produced by Oren Tsutsumi and Vincent K. Pollard, this video has been cablecast sixty times during 2000-2009. In the second half of the program, students from KCC and the UH-Manoa discussed and debated issues raised by the video.

5. What points of view are omitted from—not represented in—this video?

Recommended readings:

Vincent K. Pollard, "Okinawa," in Spencer C. Tucker (ed.), *Encyclopedia of the Cold War: A Political, Social, and Military History* (Santa Barbara, Denver and Oxford: ABC-CLIO), vol. III, pp. 978-979.

Vincent K. Pollard, "Designing a Peaceful Okinawa: Local Opportunities, Regional Obstacles," *Social Science Japan* [Institute of Social Science, University of Tokyo <<http://www.iss.u-tokyo.ac.jp/newslet/SSJ23/SSJ23contents.html>>], no. 23 (March 2002), pp. 29-35.

Vincent K. Pollard, "Demilitarizing Okinawa: Globalization and Comparative Social Movements," Ch. 10, In Robert W. Compton, Jr. (ed.), *Transforming East Asian Domestic and International Politics: The Impact of Economy and Globalization*, The Global Economy of New Regionalisms series (Timothy Shaw: Series Editor) (Aldershot, England: Ashgate Social Sciences, 2002), pp. 180-200.

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 14:** "The Developing Countries."

Early response question:

1. If democratization is an aspect of globalization, what are the prospects for the future of democracy? Why do you say so?

Recommended readings:

Vincent K. Pollard, "Malolos Constitution," *United States at War, Spanish-American/Philippine-American War*, ed., Spencer Tucker, Military History Series (Santa Barbara: ABC-CLIO, forthcoming 2009), in press.

Vincent K. Pollard, "Philippines, Republic of," in Spencer C. Tucker (ed.), *Encyclopedia of the Cold War: A Political, Social, and Military History* (Santa Barbara, Denver and Oxford: ABC-CLIO, 2007), vol. III, pp. 1035-1037.

Vincent K. Pollard, "Aquino, Benigno and Corazon," *Encyclopedia of the Developing World*, ed. Thomas M. Leonard (New York: Routledge [Taylor & Francis Group], 2005), vol. I, pp. 65-67.

Weeks 15 - 16:
1, 3, 8 & 10 December 2009

Last day of class: Thursday, 10 December 2009

Reading: James N. Danziger, *Understanding the Political World: A Comparative Introduction to Political Science*, **Chapter 15:** "The Transitional Developed Countries."

Early response questions:

1. What major change in world politics was triggered by the break-up and collapse of the former Soviet Union?
2. Why are the "developed" countries so concerned with "stability"?
3. Is Danziger excessively concerned with political stability?
4. What is the relationship between "stability" and your view of social justice? And fulfilling our obligations to future generations?

Recommended readings:

Peter S. Wenz, "Justice, Democracy, and Global Warming," Ch. 10, In Ben A. Minteer and Bob Pepperman Taylor, *Democracy and the Claims of Nature: Critical Perspectives for a New Century* (Lanham, Boulder, New York and Oxford: Rowman & Littlefield Publishers, Inc., 2002), pp. 191-213.

K. Bruce Newbold, "Five Demographic Forces that Will Shape the World," Ch. 6 in *Idem, Six Billion Plus: Population Issues in the Twenty-first Century* (Lanham, Boulder, New York and Oxford: Rowman & Littlefield Publishers, Inc., 2002), pp. 189-196.

Vincent K. Pollard, "Association of South East Asian Nations (ASEAN)," In Yuwu Song (ed.), *Encyclopedia of Chinese-American Relations* (McFarland & Company, Inc., Publishers, 2006), pp. 33-34.

Vincent K. Pollard, "Association of South-East Asia (ASA)," In Spencer C. Tucker (ed.), *Encyclopedia of the Cold War: A Political, Social, and Military History* (Santa Barbara, Denver and Oxford: ABC-CLIO, 2007), vol. I, pp. 124-125..

Vincent K. Pollard, "Brunei Darussalam," *The Encyclopedia of World Poverty*, ed., Mehmet Odekon, [Golson Books, Ltd.] (Thousand Oaks, California: Sage Reference, 2006), pp. 92-93.

Summing up! Reprise of major issues considered in this course review for final exams: Organizing Your Personal Study Guide.

Preliminary discussion of essay questions for take-home section of final examination.

Final reflections and course evaluation.

Week 17:
15 December 2009

Tuesday, 15 December 2009: Final exam.

10:00 – 12:00 Noon. But note the earlier starting time.

We will meet in our regular classroom.

Comments and suggestions on writing and editing your papers and exams^c

From reading and commenting on papers written by political science students and participants in my "Writing for Social Scientists" workshop, I have briefly summarized typical problems that arise in these efforts. And I can suggest some solutions. Writing is thinking. And thinking can be hard work. Therefore, if you experience difficulty and frustration, that does not mean anything is wrong with your head. It's normal. Just be persistent. My comments on your writing should help you get better results from your efforts. Many of my comments, questions and suggestions apply only to your individual paper. Below, I share some general observations that should be helpful to all of you. Use these suggestions as guidelines and reminders in peer-editing, as well as in revising your final drafts.

1. Please carefully read and directly answer the question that you are asked to answer. Answer all parts of every question. If you do not understand the question, please talk to me about it--before class, during class, or after class. Or if you prefer, make an appointment to discuss the matter in my office. Or e-mail me at pollard@hawaii.edu. After you have finished your answer, look at the question again. After you have written a coherent statement, make sure that it answers the question.

2. Write an introductory sentence or paragraph that summarizes the central point you are making in your answer. If this is not the first sentence or the first paragraph, it should be very close to the beginning of your paper.

3. Select examples that support your argument. Avoid vagueness. Since two different people may sometimes interpret the same example in completely different ways, show precisely how your chosen example strengthens the point you are making. In a short paper, one or two well-chosen and well-explained examples can add a lot of power to your writing. Further, if you are developing an interpretation or line of argumentation that I hadn't anticipated, your examples will be helpful to me. Also, if your examples are clear but, perhaps, your point of view is less clearly expressed than it otherwise might be, then it is easier for me to write questions, comments or suggestions for you.

4. Say exactly what you mean. Your reader shouldn't have to "guess" your real meaning.

5. Be as concise as possible. Avoid "overwriting." Ask yourself: "Do I really need that sentence?" "Do I need those words?" Many of you may have noticed that I sometimes suggest a shorter way of expressing some thoughts. Sometimes when I make these kinds of suggestions, I also write: "Same idea/fewer words/more power." And sometimes I will write an "equals" (=) sign followed by one or more words and a question mark. The comment will be {bracketed} with a word or expression from your essay. This comment means I am unsure of your point. If you decide that my suggested alternative does not express exactly what you mean to say, then my comments are simply encouraging you to improve your own writing.

6. In face-to-face conversational language, our whole body, our facial muscles and our tone of voice "punctuate" and emphasize our spoken words. However, if we write down our spoken language, those written words are sometimes less effective than the same words if spoken aloud. Phrases slowing the reader down as she searches for your main point are words and phrases that do not belong in your writing. For example, in face-to-face conversation, we commonly use throw-away words like "actually" and "basically" for emphasis and transitions. In writing, try to find more precise transitional words and phrases.

^c Download my editing grid at <http://www.teachingforsuccess.com/IssueSupport2/PollardWritAnalsGrid.pdf>

7. Social science, as we are learning, is social! We often depend on the work of other people. But avoid plagiarism! Plagiarism is a form of dishonesty that fails to acknowledge how we have used the writing of other people. So, use quotation marks whenever you are reproducing someone else's words in your paper. Give page references or URL's when you are quoting someone's words or summarizing ideas s/he has expressed in books, articles or Internet essays.

8. Using extensive quotations should be the exception. Learn to summarize. Quote sparingly for added effect. And it demonstrates your understanding of what you have read.

9. Becoming "your own best critic" should be your goal. Ask yourself the questions that I ask when I comment on your paper. Acquire the skill of making better criticisms of your own writing than the criticisms made by other people.

10. Make sure subjects and verbs in your sentences "agree" with one another: that is, a singular subject takes a singular verb; a plural subject gets a plural verb. Also, pronouns refer back to the closest noun that agrees with them. Although this rule is violated in spoken language, clear writing requires accurate pronoun-noun "agreement."

11. Ask yourself if your verbs would be more effective in the "active" voice. Usually, the "active" voice is more "lively" than the "passive" voice.

12. Turn long adjectival clauses into independent clauses or separate sentences.

13. Very long introductory adverbial phrases and clauses make it hard to tell what the main idea is. Consider three alternatives: a) Shorten these phrases or clauses; b) place them after the main clause; or c) turn them into separate sentences.

14. Continual suggestions (from me) on the need for more precise word usage probably indicate that you will benefit from using a better dictionary--one with several meanings for each word.

15. Careful use of transitional adverbs or adverbial phrases will enhance the coherence of your paper, that is, the way in which one part flows into another.

16. In proofreading your final drafts, please use the "spellcheck" software on your computer. Or use the "eyeball method." Large numbers of spelling errors distract from your main point. Also, some spelling errors change your meaning.

17. Show the "final" version of your paper to a friend who has not seen an earlier draft. Ask your friend to summarize your main point in one or two sentences. If your friend has difficulty giving you a clear summary, then you probably need to spend some more time revising the paper.

18. Never give up! Just keep telling yourself that, no matter how frustrating the writing sometimes becomes, you will absolutely refuse to give up. And get whatever help you need. Why? Sometimes the difference between a mediocre paper and a superb piece of writing is the result of revising your draft one or two more times.