

**CHAMINADE UNIVERSITY SEMESTER:
SPRING 2019**

COURSE SYLLABUS

POL 111-90-4

POL 111-91-4

COMPARATIVE GOVERNMENT AND POLITICS

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Scope of the Course

The course is designed to introduce students to important concepts in comparative politics, such as democratization, the state, institutions, political culture, civil society, political economy, and incorporate these into the comparative analysis of various countries around the world.

Goals of the Course

- Survey contemporary politics and political trends in selected countries and regions around the world.
- Compare and contrast the variety of ways that different countries have chosen to shape their political institutions and processes, and assess the costs and benefits of these choices.

Course Requirements

Overall

- Satisfactory completion of all assignments as given throughout the course.
- Satisfactory completion of a Final Exam

Specific

- I will post an assignment/project on CANVAS for you to work on, usually on the first class of each week, although some assignments may be given more time to complete. I expect you to report to the Computer Lab at your appointed times during the week to work on these assignments, as well as talk with your classmates about the material assigned. I don't mind discussion among the class but each person is expected to do their own independent work. In your work, I want you to include your personal opinion on the subject matter as well as thoughtful consideration of any readings that may be given for the assignment. Each assignment will be worth 20 pts and must be posted to CANVAS by the stated deadline in order to receive full credit. Assignments handed in after the deadline will be eligible for partial credit.
- There will be Final Exam for the course to be held during the last week of classes. I will give you information about the exam prior to the exam date.

GRADING

A (*“Outstanding scholarship and an unusual degree of intellectual initiative”*)

- 90% or higher point total
- 90% or higher grade on the Final Exam
- Satisfactory and timely completion of all written assignments.
- Satisfactory attendance.

B (*“Superior work done in a consistent and intellectual manner”*)

- 80-89% point total
- Passing grade on Final Exam
- Satisfactory and timely completion of all written assignments
- Satisfactory attendance.

C (*“Average grade indicating a competent grasp of subject matter”*)

- 70-79% point total
- Passing grade on Final Exam
- Satisfactory and timely completion of all written assignments
- Satisfactory attendance.

D (*“Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work”*)

- 60-69% point total
- Passing grade on Final Exam
- Satisfactory and timely completion of all written assignments
- Unsatisfactory attendance.

F (*“Failed to grasp the minimum subject matter; no credit given.”*)

- Less than 60% grade on the Final Exam
- Unsatisfactory completion of all written assignments.
- Unsatisfactory class attendance

NOTE:

- Simply earning points for a particular grade does not guarantee that the student will be given that grade. If assignments are missing and/or incomplete, and/or online participation is lacking, the final grade may be reduced to a lower level.

SCHOOL POLICIES

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University. Violations of Academic Integrity include, but are not limited to:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- **Fabrication and Falsification:** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- **Multiple Submissions:** The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- **Plagiarism:** Intentionally or knowingly presenting the work of another as one's own. Plagiarism includes, but is not limited to: copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work; Copying of someone else's exam or paper; Allowing someone to turn in your work as his or her own; Not providing adequate references for cited work; Copying and pasting large quotes or passages without properly citing them
- **Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- **Complicity in Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Syllabus Change Policy.

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach.

At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton