

Course Syllabus

Comparative Government and Politics POL 111
(3.0 Credits)

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Course Description

POL 111 Comparative Government and Politics (3): Survey of the various areas of political science to include a comparative study of the government and politics of the United States and selected European, Asian, Latin American, or African nations.

Remarkable changes are unfolding in the early 21st. century: the emergence of new economic giants, such as India and China, recurrent financial crises, the spread of nuclear weapons and potent new forms of terrorism, as well as the relentless progress of globalization and technology, both of which are creating potent populist backlashes. All of these trends pose new challenges for the globe's states while their leaders and peoples seek to promote equity and development within their borders. Although the policies of states often seem dwarfed by global events, states remain the main unit of comparison to understand our ever changing world. Comparative government and politics thus examines the world's different state-based political systems by contrasting and comparing aspects of them. This course is structured thematically and introduces students to important concepts in comparative politics, such as democratization, the state, institutions, political ideologies, and political economy. Several case studies of important countries complement the conceptual materials and offer a comparative analysis of various state-based political systems around the world, including the United Kingdom, the United States, Germany, and China.

Course Learning Outcomes

Using the discipline frame of comparative politics, the student will:

1. Recognize historical change, continuity, and causality in the context of the evolution and contemporary dynamics of political configurations around the world (HI/POL PLO 1 and 2).
2. Contrast and compare the workings of political institutions and governance across the world (HI/POL PLO 1 and 2).

3. Evaluate political developments and arrangements with multiple views and interpretations while systematically acknowledging and challenging diverse evidence, concepts, assumptions, and viewpoints in comparative politics (HI/POL PLO 3; General Education Critical Thinking PLO).
4. Apply course materials to contemporary political, social, and economic events by critically examining specific country case studies (HI/POL PLO 4; General Education Critical Thinking PLO).

Teaching Format

This class is taught online. It will use a combination of readings, audiovisual materials (power point presentations with video links), online discussions, conceptual and country case analyses, short essay questions, and multiple choice question-based tests. Both the readings in the textbook as well as the power point presentation slides (uploaded onto CANVAS) will be used as the basis for test questions

\Course Schedule (subject to revision):

Week 1 Introduction: The Comparative Study of States

Familiarize yourself with the syllabus, including course objectives, assignments, and other requirements

Study the power point presentation (A)

Read the “Introduction” (Chpt 1) in CASES in Comparative Politics (pp. 3-10)

Week 2 Democratic and Nondemocratic Regimes

Study the power point presentations (B & C)

Read the “Introduction” (Chpt 1) in CASES in Comparative Politics (pp. 10-19)

Week 3 Societies

Study the power point presentation (D)

Read the “Introduction” (Chpt 1) in CASES in Comparative Politics (pp. 19-23)

Essay Questions SET 1 open for study and writing – Answer only ONE of the questions!

Week 4 *Political Economy*

Study the power point presentation (E)

Complete reading the “Introduction” (Chpt 1) in CASES in Comparative Politics (pp. 24-30)

Essay Questions SET 1 due – Answer only ONE of the questions!

Week 5 *Mid-term 1*

Mid-term 1 will be held online consisting of 20 multiple choice questions with four possible answers each. Students will have 15 minutes (45 seconds per question) to complete the test.

Week 6 *United Kingdom*

Study the power point presentation (F)

Read “United Kingdom” (Chpt 2) in CASES in Comparative Politics

Week 7 *United Kingdom (cont'd)*

Continue to look at the power point presentation (F)

Continue to read “United Kingdom” (Chpt 2) in CASES in Comparative Politics

Week 8 *United States*

Study the power point presentation (G)

Read “United States” (Chpt 3) in CASES in Comparative Politics

Essay Questions SET 2 open for study and writing – Answer only ONE of the questions!

Week 9 *United States (cont'd)*

Continue to look at the power point presentation (G)

Continue to read “United States” (Chpt 3) in CASES in Comparative Politics

Essay Questions SET 2 due – Answer only ONE of the questions!

Week 10 *Mid-term 2*

Mid-term 2 will be held online consisting of 20 multiple choice questions with four possible answers each. Students will have 15 minutes (45 seconds per question) to complete the test.

Spring Break (March 23-27)

Week 11 *Germany*

Study the power point presentation (H)

Read “Germany” (Chpt 5) in CASES in Comparative Politics

Week 12 *Germany (cont'd)*

Continue to look at the power point presentation (H)

Continue to read “Germany” (Chpt 5) in CASES in Comparative Politics

Week 13 *China*

Study the power point presentation (J)

Read “China” (Chpt 8) in CASES in Comparative Politics

Essay Questions SET 3 open for study and writing – Answer only ONE of the questions!

Week 14 China (cont'd)

Continue to look at the power point presentation (J)

Continue to read “China” (Chpt 8) in CASES in Comparative Politics

Essay Questions SET 2 due – Answer only ONE of the questions!

Week 15 Final Week

The final test for this class will be held online during this final week of class instruction. It will consist of 30 multiple choice questions with four possible answers each. Students will have 20 minutes (40 seconds per question) to complete the test.

Student Assessment

Mid-term I (20%): This will be a multiple-choice test, assessing the understanding and knowledge students have acquired concerning key concepts, relationships, and country case study materials covered in the readings and lectures. Mid-term 1 will consist of 20 multiple choice questions with four possible answers each. Students will have 20 minutes (one minute per question) to complete the test. After completing each question, students can go back to questions already answered to review.

Mid-term II (20%): This will be a multiple-choice test, assessing the understanding and knowledge students have acquired concerning key concepts, relationships, and country case study materials covered in the readings and lectures. Mid-term 2 will consist of 20 multiple choice questions with four possible answers each. Students will have 20 minutes (one minute per question) to complete the test. After completing each question, students can go back to questions already answered to review.

Final (30%): This will be a multiple-choice question test, assessing the comprehensive understanding and knowledge students have acquired concerning key concepts, relationships, and country case study materials covered in the readings and lectures. The final will consist of 30 multiple choice questions with four possible answers each. Students will have 30 minutes (one minute per question) to complete the test. After completing each question, students can go back to questions already answered to review.

NOTE: Students cannot miss completing online tests (Mid-terms I & II and the Final) in their required time frame (generally from Tuesday evening at midnight until the following Sunday at midnight during the designated weeks) unless it is for a serious emergency. This emergency will have to be proven by sufficient evidence. If a make-up test has to be scheduled since the student missed the originally agreed upon time frame, **such tests will NOT be entitled to bonus points**

and may be subject to a three point deduction for failure to take the test during the originally scheduled time frame.

Short Essay Questions (30%): Students are asked to answer several short essay questions in the CANVAS discussion string during the assigned weeks (there will be a choice of several questions for each set – students should answer **ONLY** one question for each week). Each question counts for ten percent/points of the total grade. Essay questions should be answered in a clear and concise manner of between 170 and 250 words maximum (this is quite short, so concentrate on highlighting the main analytical points and directly addressing the question at hand). The questions will be open for roughly two weeks as noted on the course schedule. Students thus have two weeks to answer their selected question with a short essay.

These short essay questions will essentially be graded as **SATISFACTORY** – if the student answers the question in a satisfactory manner the full percentage of ten (10) points will be awarded. However, percentage points will be deducted for:

1. very sloppy replies or replies that do not address the question correctly
2. replies that are too long or too short
3. replies that contain big errors in logic or basic information (these are often replies that do not make use of materials contained in the readings and power point presentations)
4. replies with very poor language
5. replies that constitute “streams of consciousness” answers that lack a clear structure, development, and conception

Feel free to ask more questions regarding the short essay questions and how to answer them on the **QUESTIONS AND DISCUSSIONS** forum on CANVAS (this is what it is here for!).

Please note that the Short Essay Questions are also a **good review tool** for the multiple choice question tests, since related materials will be covered on the multiple choice questions.

Bonus Points: Since the assigned short essays are graded satisfactory/non-satisfactory (i.e., it should be rather easy to get the full marks as long as the student has done the readings/looked at the power points and answered the questions adequately based on the course materials), there are no further options for make-up points. However, there will be bonus questions of **TWO (2)** points for each of the country cases in the course. This means there are a total of **EIGHT (8)** possible bonus points a student can earn during the course.

Questions and Discussions Forum (not graded): This course incorporates an on-line class participation forum entitled **QUESTIONS AND DISCUSSIONS**. Each student can post here during the semester on the following items: A. They can pose questions to the professor and/or classmates regarding the required readings, presentation materials, and/or assignments; B. They can pose questions to the professor and/or classmates regarding current events connected to the materials being covered in class (e.g., a question on Brexit or the South China Sea); C. They can comment on the required readings and presentation materials, highlighting a certain point or problem they have encountered; and D. They can pro-actively react to a posting by one of their

classmates and/or a reply by the professor, adding information or a certain viewpoint to the discussion.

Required Learning Materials (available in the book store):

Cases in Comparative Politics [Paperback]

Patrick H. O'Neil, Karl Fields, and Don Share, W. W. Norton & Company; Fourth Edition, 731 pages (Sept 15, 2012) ISBN-13: 978-0393912791

Grade Calculation:

A = 90% (points) or higher; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F = 59% or less

Grades are calculated from the student's daily work, including participation, quizzes, tests, essays, and the final examination. They are interpreted as follows: A Outstanding scholarship and an unusual degree of intellectual initiative; B Superior work done in a consistent and intellectual manner; C Average grade indicating a competent grasp of subject matter; D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work; F Failed to grasp the minimum subject matter; no credit given.

Course Ground Rules

General guidelines for student behavior at Chaminade University are provided in the Student Handbook. If you wish to contact the professor, please do so by using the professor's Chaminade email account at: christopher.mcnelly@chaminade.edu.

Do not use eCollege or any other email account to contact the professor (the CANVAS email function directly links to the professor's Chaminade email account, so you can use this as well). Please:

- Always include a subject line.
- Be careful in wording your emails. Always be as precise as possible.
- Use standard fonts and formats.

If it is an emergency, you can contact the instructor *via* phone (though email is still best, since I check it often).

Academic Honesty and Conduct Policy

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism (see Student Handbook on *Plagiarism*). Questions of academic

dishonesty in a particular class are first reviewed by the instructor who must make a report with recommendations to the relevant Dean. Consequences for academic dishonesty may range from an “F” grade for the work in question to an “F” grade for the course to suspension or dismissal from the University.

In addition, Chaminade University has a set of rules and standards of conduct by which it operates. These reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated.

Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website at: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Students with Disabilities

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Characteristics of a Marianist Education

The following are characteristics of the approach to education engaged at Marianist schools, including Chaminade University:

- Educate for formation in faith
- Provide an integral quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Instructor Background Information

Dr. Christopher A. McNally is a Professor of Political Economy at Chaminade University and Adjunct Senior Fellow at the East-West Center in Honolulu, USA. His research focuses on comparative capitalisms, especially the nature and logic of China's capitalist transition. He is also working on a book project that studies the implications of China's capitalist reemergence on the global order. He received his Ph.D. in political science from the University of Washington and has edited four volumes, including an examination of China's political economy: *China's Emergent Political Economy – Capitalism in the Dragon's Lair* (Routledge, 2008). He also has authored numerous book chapters, policy analyses, editorials, and articles in journals such as *World Politics*, *International Politics*, *Business and Politics*, *Communist and Post-Communist Studies*, and the *Review of International Political Economy*.

Syllabus Modification

This syllabus is only a plan. The instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria by which the student's progress and performance in the course will be measured. These criteria may also be changed.