



# Chaminade University

OF HONOLULU

## COURSE SYLLABUS

**POL 111-90-4 COMPARATIVE GOVERNMENT AND POLITICS**



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## **MARIANIST EDUCATIONAL VALUES**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development. 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*

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### **NATIVE HAWAIIAN VALUES**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

### **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.

### **GENERAL EDUCATION LEARNING OUTCOMES**

This course will address the following component of the Gen Ed requirements:

#### **Critical Thinking:**

- Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.

### **PROGRAM LEARNING OUTCOMES**

1. Students will employ chronology to understand change and continuity, as well as cause and effect, in history.
2. Students will examine the development of governance and evaluate the nature of laws and political institutions.
3. Students will apply multiple perspectives recognizing that there is no historical linearity and/or political inevitability
4. Students will use the tools and methods of historians or political scientists to transform learning from memorization to actually “doing” history or political science.

### **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).

## 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 10 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