



**Chaminade
University**
OF HONOLULU

COURSE SYLLABUS

COURSE: POL 211-90-1
AMERICAN GOVERNMENT & POLITICS

SEMESTER: FALL 2023

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REQUIRED TEXT: *We the People*
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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

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

COURSE DESCRIPTION

The goal of this course is to familiarize students with the structures, functions, and processes of American government. We begin with the premise that, in an increasingly cynical world, politics matters. Emphasizing the accomplishments of a government of the people, by the people, and for the people, we encourage students to become effective and informed citizens. In order to do so, we will explore the philosophical and historical roots of American politics, the three branches of government, and various political institutions like the media and political parties. We will also consider the role and function of state and local governments in the American political system. By the end of the course, students should have the skills, knowledge, and motivation necessary to be engaged citizens in the American polity.

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

- Students will employ chronology to understand change and continuity, as well as cause and effect, in history.
- Students will examine the development of governance and evaluate the nature of laws and political institutions.
- Students will apply multiple perspectives recognizing that there is no historical linearity and/or political inevitability
- 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 OBJECTIVES

By the end of the course, you should be able to:

- Recognize and evaluate the basic debates and issues in American government and American political history; ((HI/POL PLO 1; General Education Critical Thinking PLO).
- Explain and critically assess the formal and informal political institutions, and their respective roles, in American politics;(HI/POL PLO 2,3; General Education Critical Thinking PLO).
- Assess the causes and consequences of different forms of political participation, and outline the ways in which individuals and groups can affect, and are affected by, the political process political outcomes in the United States; (HI/POL PLO 1,2,3,4; General Education Critical Thinking PLO).

COURSE REQUIREMENTS

Students will need a device to access the internet, and then the web applications, or platforms, (such as Google Drive, Twitter, YouTube, Instagram). Any brand of device is acceptable. Familiarity with Microsoft 365 for Mac or PC is required for creation and submission of all assignments.

This course is listed on CANVAS, Chaminade's online platform. All written assignments are to be submitted to the CANVAS site ONLY according to published deadlines on the site and also announced in class. Copies of all handouts, readings, etc. will also be available on the course website.

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- Chat live with Canvas Support 24/7/365
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855.

EMAIL

All written communication between the instructor and student must take place through official Chaminade University email addresses or through our Canvas course site. Assignments must likewise be submitted through their designated channel, ordinarily through our course Canvas site. Please do not contact the instructor through other electronic media including personal email addresses. It is imperative that you check your email on a regular basis; rapidly developing important information (such as class cancellations, academic progress reports, or requests to meet during office hours) may and will be conveyed there. I will normally respond within one to three days via email. Weekend emails will most likely not be read until Monday, so schedule accordingly.

ATTENDANCE & PARTICIPATION

Since this is an online course, no specific class meetings are required. To be successful in this course, you must be willing to allocate sufficient time to access course materials, participate in online classes and discussion groups, and complete all of the assignments. Similar to traditional classroom courses, you will interact with the content, your teacher, and your classmates through course assignments and discussion as indicated in this syllabus and on the course website.

COURSE CREDIT POLICY

This is a 3-credit hour course requiring 135 clock hours of student engagement, as stated in the CUH Credit Hour Policy. Students enrolled in this course can anticipate spending 35 hours reading course materials, 35 hours completing reflection papers, 30 hours completing a Final Project, 20 hours participating in online discussions, and 15 hours in related activities (videos, etc.)

WEEKLY ESSAY ASSIGNMENT QUESTIONS (DUE EACH WEEK BY SUNDAY, 11:00 P.M. HST)

I will post a written essay assignment on the course website each week. The assignment will usually be based on a related weekly reading assignment or topic. A good essay will include a student’s personal opinion on the subject matter as well as thoughtful consideration of the readings and the questions posed. Quotations from the readings to back up or refute any aspect of the topic are also welcome and should be cited appropriately. Essays submitted after the weekly deadlines are eligible to receive partial credit for that week. The rubric below will be used for grading the essay assignments

	Poor	Fair	Good	Excellent
Language, Style and Structure of the Essay (2 points)	0.5	1	1.5	2
Application of Evidence/Class Materials and Basic Analysis (4 points)	1	2	3	4
Critical Analysis, Argumentation, and Evaluation (4 points)	1	2	3	4

Maximum of ten points for the essay. These are the following grading criteria in detail:

Language, Style, and Structure of the Essay (2 points) – The student will:

1. follow the guidelines for the length of the essay.
2. write with grammatically correct and stylistically good language
3. use a clear and accessible structure (no streams of consciousness) for the essay

Application of Evidence/Class Materials and Basic Analysis (4 points) – The student will:

1. directly and concisely answer the essay question
2. use the correct evidence/class materials to answer the essay question
3. apply sufficient evidence to back up major analytical points
4. provide a thorough analysis of the major points raised by the essay question

Critical Analysis, Argumentation, and Evaluation (4 points) – The student will:

1. engage in critical thinking tasks, such as contrasting and comparing concepts, etc.
2. create analyses that avoid explanations based on historical linearity and/or political inevitability
3. develop arguments based on their own analysis/viewpoints
4. evaluate major points raised by the essay question to challenge diverse concepts and evidence in comparative politics, as well as their personal assumptions and viewpoints

WEEKLY DISCUSSIONS (DUE EACH WEEK ON TUESDAYS, THURSDAYS, AND SATURDAYS, 11:00 P.M. HST)

Each week, I will post a discussion question, usually something related to the readings for that week. Your comments in the Weekly Discussions must be relevant to the question and, in the case of the second and third postings, a thoughtful response to a classmate's comments (avoid comments like "*Great post. I completely agree!*" or "*I like what you said!*" or "*Keep up the good work!*")

A minimum of three posts per week is required, one as your own statement (250 or more words), and two in response to another student's statements/comments (100 or more words ea.) You can post additional responses beyond the minimum two if you wish. All posts must be made by 11:00 p.m. HST on the following days of the week:

Tuesday: Your initial response to the prompt

Thursday: Your first response to others in the class

Saturday: Your second response to others in the class

PLEASE NOTE:

The deadlines for each posting are the latest you can post a response for full credit. You can post earlier if you wish.

Because an active "give and take" is essential to the threaded discussions, once a week is over, no further entries for that week will be accepted for credit.

EXAMS

There will be NO EXAMS for this class. However, students will be expected to complete a Final Project as a means of conveying their overall comprehension of course material. Format TBA.

GRADING

A ("Outstanding scholarship and an unusual degree of intellectual initiative")

- 90% or higher point total
- Satisfactory and timely completion of all written assignments.

B ("Superior work done in a consistent and intellectual manner")

- 80-89% point total
- Satisfactory and timely completion of all written assignments

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

- 70-79% point total
- Satisfactory and timely completion of all written assignments

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

- 60-69% point total
- Satisfactory and timely completion of all written assignments

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

- Less than 60% point total
- Unsatisfactory completion of all written assignments.

COURSE SCHEDULE (subject to change)

Week 1	CH. 1 THE CITIZEN & GOVERNMENT- PT.ONE
Week 2	CH. 1 THE CITIZEN & GOVERNMENT- PT.TWO
Week 3	CH. 2 THE FOUNDING & THE CONSTITUTION
Week 4	CH. 10 CONGRESS
Week 5	CH. 11 THE PRESIDENCY
Week 6	CH.13 THE FEDERAL COURTS
Week 7	CH. 3 FEDERALISM
Week 8	CH. 12 THE BUREAUCRACY
Week 9	CH. 6 PUBLIC OPINION & CH. 7 THE MEDIA
Week 10	CH. 8 POLITICAL PARTIES & INTEREST GROUPS
Week 11	CH. 9 PARTICIPATION, CAMPAIGNS, AND ELECTIONS
Week 12	CH. 4 & 5 CIVIL LIBERTIES/CIVIL RIGHTS
Week 13	CH. 14 DOMESTIC POLICY
Week 14	CH. 15 FOREIGN POLICY
Week 15	TBA

SCHOOL POLICIES

Disability Access

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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to 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.

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.