

## **POL 111 - Comparative Government and Politics (3.0 Credits)**

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### **Course Introduction**

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 21<sup>st</sup>. Century: the emergence of new economic giants, such as India and China, the spread of nuclear weapons and potent new forms of terrorism, financial and health crises, as well as the relentless progress of technology and climate change. 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. This course – Comparative Government and Politics – investigates the world's different state-based political systems by contrasting and comparing salient aspects of them.

### **Marianist Values and Course Learning Outcomes**

This course aims to articulate Marianist characteristics and values in the study of Comparative Politics. By using Chaminade University's Marianist mission to guide our study, we will create a unique perspective on the contemporary state system. Specifically, the study of comparative politics reinforces the importance of adaptation and change informed by a holistic global awareness that aims to educate for service, justice, and peace.

Course learning outcomes employ 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; General Education Global Awareness PLO).
2. Contrast and compare the workings of political institutions and governance across the world (HI/POL PLO 1 and 2; General Education Global Awareness PLO).

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 investigating 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), interactive 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.

### **Technology Resources and Requirements**

[Canvas \(Links to an external site.\) \(Links to an external site.\)](#): The basic online teaching system Chaminade University uses is Canvas. All basic information, requirements, and other resources can be found on the Canvas site for this course. In particular, readings and other teaching supports can be found under FILES on the Canvas site for this course (many are also linked to the MODULES). For further information on how to navigate Canvas and trouble-shooting, please see their [frequently asked questions page \(Links to an external site.\) \(Links to an external site.\)](#).

### **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***

Complete the Self-introduction Discussion Post

Complete the Syllabus Quiz

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)

Start the Interactive Essay and Discussion Forum (1)– Write ONE essay on a question of your choice!

### **Week 4 Political Economy**

Study the power point presentation (E)

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

Complete the Interactive Essay and Discussion Forum (1)– Write ONE response/reaction to a classmates’ essay of your choice!

### **Week 5 Mid-term 1**

Mid-term 1 will be held online consisting of multiple-choice questions with four possible answers each. Students will have 1 minute 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

Start the Interactive Essay and Discussion Forum (2)– Write ONE essay on a question of your choice!

### ***Week 9 United States (cont’d)***

Finish to look at the power point presentation (G)

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

Complete the Interactive Essay and Discussion Forum (2)– Write ONE response/reaction to a classmates’ essay of your choice!

### ***Week 10 Mid-term 2***

Mid-term 1 will be held online consisting of multiple-choice questions with four possible answers each. Students will have 1 minute per question to complete the test.

### ***Week 11 Germany***

Study the power point presentation (H)

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

### ***Week 12 Germany (cont’d)***

Complete looking at the power point presentation (H) on Germany

Finish reading “Germany” (Chpt 5) in CASES in Comparative Politics

### ***Week 13 China***

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

Start to look at the power point presentation (J) on China

Start the Interactive Essay and Discussion Forum (3)– Write ONE essay on a question of your choice!

### **Week 14 China (cont'd)**

Complete looking at the power point presentation (J) on China

Finish reading “China” (Chpt 8) in CASES in Comparative Politics

Complete the Interactive Essay and Discussion Forum (3)– Write ONE response/reaction to a classmates’ essay of your choice!

### **Week 15 Final Week**

The final test for this class will be held online during this final week. It will consist of multiple-choice questions with four possible answers each. Students will have 1 minute per question to complete the test.

### **Student Assessment**

Syllabus Quiz and Self-Introduction (9%): These are two short assignments for the first week of class. More information can be found on CANVAS under MODULES.

Mid-term I (15%): 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. It will consist of multiple-choice questions with four possible answers each. Students will have 1 minute per question to complete the test. After completing each question, students can go back to questions already answered to review.

Mid-term II (15%): 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. It will consist of multiple-choice questions with four possible answers each. Students will have 1 minute per question to complete the test. After completing each question, students can go back to questions already answered to review.

Final (25%): 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. It will consist of multiple-choice questions with four possible answers each. Students will have 1 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 (usually lasting around one week) 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.

Interactive Essay and Discussion Forum (Essays 30% + Required responses/reactions 6%):

**Essay Questions:** Essays should be answered in a clear and concise manner of **between 150-250 words maximum** (this is quite short, so concentrate on highlighting the main analytical points and directly addressing the question at hand). You have one week to complete each essay. Late submissions will incur a one-point deduction per day late.

Please note that there are generally 3-4 choices for the essay questions. Please **ONLY** choose one to answer. Certain topics are considerably more difficult to analyze, so these will garner **TWO EXTRA POINTS** if answered correctly.

These short essay questions will be graded according to the rubric you can find on CANVAS under FILES. Each essay counts for a total of ten points. Please be sure to review the readings, audiovisual materials, and power points before working on the essays!

**Interactive Discussion:** After completing your essay question, you will have another week to react to your classmates' essays. For responses and reactions no late submissions will be entertained. Generally, your responses will address essay topics that you yourself have NOT worked on, but under certain circumstances you might want to react to an essay topic you have written on. You can respond to your classmates' essays in the following manner:

1. Peer review one essay of a classmate, especially pointing out strong points or certain weaknesses.
2. Debate the argument put forward in one of your classmates' essays – be sure to back your point up briefly!
3. Provide additional empirical materials (including from available class materials and/or reliable sources on the Web) or a novel viewpoint/perspective in reaction to one of your classmates' essays.

Peer replies to classmates' essay questions should not exceed 100 words and be written in a concise and accessible manner. Please see the Online Etiquette included on CANVAS (under Module for Week 1) for further information on being respectful and courteous in reactions.

Each student is required to post at least one (1) peer response counting for two points per Interactive Essay and Discussion Forum. Each additional peer response/reaction will generate one bonus point for the course **with a limit of three (3) bonus points in total during the semester**. Any further posts will be much appreciated, but will not generate additional points counting towards your course grade.

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. So, feel free to answer the essay questions you have not chosen as a review tool on your own (either just in your head or with some personal notes).

Bonus/Extra Points: There are two ways to garner extra/bonus points in this course (points that are in addition to the highest possible grade of 100 points):

1. Certain assigned short essay topics are more difficult than others. For the more difficult questions, your grade will reflect TWO EXTRA POINTS for picking a difficult topic.
2. You can post extra responses/reactions to your classmates' essays in the Interactive Essay and Discussion Forums beyond the required post counting for two points. Each additional peer response/reaction will generate one bonus point for the course with a limit of three (3) bonus points in total during the semester. Any further posts will be much appreciated, but will NOT generate additional points counting towards your course grade.

Interactive Question and Discussion Space (not graded): This course incorporates an on-line class participation space. 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, Afghanistan, 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.

**Required Learning Materials** (available in the book store and/or online):

*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 instructor, please do so by using email (Christopher.mcnally@chaminade.edu). Please:

1. Always include a subject line.
2. Be careful in wording your emails.
3. Always be as precise as possible.
4. 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 CONDUCT POLICY***

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 \(Links to an external site.\)](#) is available on the Chaminade website.

### ***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 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](mailto: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.

### ***CHARACTERISTICS OF 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

### ***CREDIT HOUR POLICY***

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount

of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

### *Specific Credit Situations*

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### *How This Course Meets the Credit Hour Policy*

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 40 hours reviewing online materials, such as course information, modules, short quizzes, self-introductions and studying the power point presentations on Canvas; 20 hours researching and writing the essays assigned for this course, including reflections on classmates' essays; and 30 hours to prepare for and take the two midterms and final examination in this course. There will be an additional 45 hours of work required beyond this, especially reading of the assigned course materials in the textbook, research, studying, homework, and interactive discussions averaging 3 hours per week.

### **INSTRUCTOR BACKGROUND INFORMATION**

Prof. 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*, *The Review of International Political Economy*, *Business and Politics*, *Communist and Post-Communist Studies*, and *Comparative Social Research*.

### ***SYLLABUS AND COURSE MODIFICATION***

This syllabus is only a plan. The instructor may modify the plan and other aspects of 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.