

### ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

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### Programmatic Student Learning Outcomes/Mission

The **Liberal Arts** program prepares graduates who will connect their lives as artists to a world of constant change with an historically informed and global perspective. Through the Liberal Arts curriculum, students receive the breadth of learning that forges links between reflective thought, creative endeavor, and ethical practice. Courses in the humanities, social sciences and sciences provide a foundation of creativity, an appreciation of other cultures and ways of living, communication skills, information literacy, and a love of learning. The Liberal Arts aims to create graduates who will thrive in their personal and professional lives.

Upon Completion of Liberal Arts, students should be able to:

- Assess themselves as individuals and global citizens (Visual Literacy, Global, Ethics, Problem Solver)
- Evaluate history and the arts (Adept, Visual Literacy, Global)
- Produce imaginative and innovative work. (Adept, Problem Solver)
- Evaluate ideas critically to formulate their own conclusions.
- Generate written work across various contexts (Problem Solver)
- Create prepared, purposeful oral presentations (Problem Solver)
- Apply quantitative reasoning to solve problems in practical situations (Adept, Problem Solver)
- Develop a habit of reflection on prior learning to enhance their knowledge throughout their life-times (Ethics)
- Analyze information and sources critically (Problem Solver)

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<b>Course Title</b>	<b>Comparative Politics</b>
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<b>Course Code</b>	<b>SOC330</b>
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Credit Hours	3 Semester
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Contact Hours	3 Hours
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Prerequisites	SOC130 or SOC110
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Course Type	Lecture
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Instructor	TBD
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Email	TBD
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# Course Syllabus

Telephone TBD

Term Start/End Date TBD

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**Course Description** This course introduces to students the political theories that give rise to various political systems throughout the world. The course analyzes and compares the forms of governments (including the United States government) in connection to culture and economics. Students will have the opportunity to learn and apply the methods by which political scientists conceptualize and critically compare one governmental structure to another.

## Learning Objectives

Upon completion of this course the student should be able to:

- Understand the basic analytical frameworks to examine a wide range of political outcomes evidenced by countries utilizing diverse political structures;
  - Recognize the inherent differences and similarities in political structures defined as: democracies, authoritarian and totalitarian states, and institutions implemented as presidential and parliamentary forms of government; electoral design comparing proportional to majority take-all electoral rules, federalism and decentralization.
  - Be able to use theoretical frameworks as well as factual background to understand what is happening in the world, be able to analyze political events occurring throughout the world and to have constructive conversations drawing on the theoretical explanations developed during the class;
  - Enhance and practice critical thinking skills used in analysis, writing and presenting key concepts of comparative politics.
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Required Textbook(s) TBD

Required source materials: Subscription to The New York Times, (student rates are available) (888)698-2655. Alternatively, students may subscribe to The Los Angeles Times.

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## Course Outline

- Week 1** Introduction: Approaches to Comparative Politics: What is the state? Social origins of several of different political systems. Comparing these systems in their historical contexts.
- Week 2** Cultures and Beliefs. Explaining competing approaches to social and political systems: Economics; societal hierarchies, religion and ethnicities.
- Week3** Political Institutions: Presidential or Parliamentary systems.
- Week4** Electoral Design: Proportional or majority rules.
- Week5** Federalism and Decentralization.
- Week6** Ethnicity and Ethnic Conflict as Agents of Change.
- Week7** Economic Forces as Agents of Change. Globalization; Resources and labor.
- Week8** Transitions for Change. Expanding Information technology; Cross acculturation.
- Week9** Social Movements and Contentious Politics.
- Week 10** Nations and Nationalism. National Identity. Tribes with Flags.
- Week 11** Civil Society and Social Capital
- Week 12** Democracy and Democratization. Why Democracies Breakdown.
- Week 13** Looking at the World View. The Arab Spring. Iraq as a Case Study.

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**Week 14** Guest Speaker

**Week 15** Course Review: Pulling Things Together

## GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

The student's overall grade for this class is derived from a combination of online instructional activity, class participation, assignments, quizzes and exams, projects, and final project/final exam. A student's grade will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

Grade Weighting		Grading Scales		
Course Area	%	Percent	Letter	Numeric
		93–100	A	4.00
		90–92	A-	3.70
Class Participation	10	87–89	B+	3.30
		83–86	B	3.00
Essay 1	20	80–82	B-	2.70
Essay 2	20	77–79	C+	2.30
Essay 3	20	73–76	C	2.00
		70–72	C-	1.70
Final Essay	30	67–69	D+	1.30
		60–66	D	1.00
<b>Total</b>	<b>100%</b>	0–59	F	0.00

Revision Date July 26, 2012

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## DEFINITIONS OF CRITERIA USED IN GRADING

Outstanding = A	Outstanding work, showing insight and demonstrating excellence in skill and craft. Work goes well beyond what is required
Superior = A-, B+	Superior work, shows clear understanding and thorough demonstration of skill and craft
Good = B, B-	Competent work, clear understanding, often showing creativity and good use of skills
Satisfactory = C+, C, C-	Adequate understanding, inconsistent demonstration of

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	skills, some elements missing or problems with priorities
Unsatisfactory = D, F	Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated

## ATTENDANCE POLICY

Each faculty member takes attendance for each class period and posts it to the student's record through the portal. Once absences equal 20 percent of the total number of class meetings, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the 20 percent has been reached. Students may review their attendance through the student portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

## ACADEMIC INTEGRITY STATEMENT

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else's work as one's own work including images and motion clips. Using work previously submitted for another purpose, without the instructor's permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.
- **Plagiarism** – Submitting as one's own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.
- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.
- **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging

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a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.

• **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization's standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:

- Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.
  - Brooks Institute will only use legally acquired software on our computers.
  - Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.
  - Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.
- **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

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## CREDIT ASCRIPTION ADDENDUM

### SOC 330 Comparative Politics – 3 semester credit hours

Type: Lecture

### Credit Ascription – The amount of hours spent outside of class and assignment alignment with Course Learning Objectives

#### Course Learning Objectives

1. Understand basic analytical frameworks to examine political outcomes evidenced by countries utilizing diverse political structures.
2. Recognize the inherent differences and similarities in political structures defined as democracies, authoritarian and totalitarian states and institutions implementing presidential and parliamentary forms of government; electoral design comparing proportional to majority take-all electoral rules; federalism and decentralization.
3. Be able to use theoretical frameworks as well as factual backgrounds to understand and analyze worldwide political events and to have constructive dialogs drawing on class discussions.
4. Enhance and practice critical thinking skills used in analysis, writing and presenting key concepts of comparative politics.

The following indicates the **minimum** number of hours per assignment:

Assignment Title	Homework	Assignment	
		Hours	Objectives
<b>Week 1</b>	Introduction; Text reading	8	1, 2
	Approaches to Comparative		
	Politics: what is the state?		
	Comparing social origins		
	of political systems.		
	Text reading.		
<b>Week 2</b>	Cultures and Beliefs. Competing	5	1, 2
	Social, political and economic		
	systems; Religion and ethnicities.		
	Text reading.		
<b>Week 3</b>	Political Institutions:	5	1, 2
	Presidential & parliamentary		
	systems.		
	Text reading.		
<b>Week 4</b>	Electoral Design:	10	1, 2, 3
	Proportional or majority rules.		

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	Text reading.		
	Analysis essay		
<b>Week 5</b>	Federalism & Decentralization	5	1, 2
	Text reading.		
<b>Week 6</b>	Ethnicity and Ethnic Conflict	10	1, 2, 3
	as agents of change.		
	News article analysis.		
	Text reading.		
	Analysis essay.		
<b>Week 7</b>	Economic Forces as	5	1. 2
	agents of change; globalization;		
	resources and labor.		
	Text reading.		
<b>Week 8</b>	Transitions for change:	5	1, 2
	Cross acculturation through		
	expanding information technology.		
	Text reading		
<b>Week 9</b>	Social Movements and	10	1, 2, 3
	Contentious Politics.		
	News article analysis.		
	Text reading.		
	Analysis essay.		
<b>Week 10</b>	Nations and Nationalism	5	1. 2
	National Identity;		
	Tribes with Flags.		
	Text reading.		
<b>Week 11</b>	Civil Society and Social Capital.	5	1, 2
	Text reading.		
<b>Week 12</b>	Democracy and Democratization	5	1, 2
	Why democracies breakdown.		
	Text reading.		
<b>Week 13</b>	Looking at the World View	7	1, 2, 3, 4
	The Arab Spring: Hope and		

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	Reality: Egypt, Syria, Libya		
<b>Week 14</b>	World View – continued	7	1, 2, 3, 4
	Rising expectations: Iraq;		
	No. Korea; Palestine		
	News articles.		
	Text reading.		
	Student presentations.		
<b>Week 15</b>	Course review:	5	1, 2, 3, 4
	Pulling Things Together.		
<b>Total</b>		<u>97</u>	