AP COMPARATIVE GOVERNMENT AND POLITICS SYLLABUS

Course Description:
Comparative Government is a semester long college level political science course that provides students with: a concrete understanding of the scientific method behind political comparison, a well developed sense of political theory, and a “real world” understanding of global studies through specific analysis of 6 different political entities. Throughout the course of the semester students will be learning the process that political scientists use to analyze and evaluate political systems, and then applying that process to the case studies. Upon completion of the Comparative Government class, students will be equipped to understand and evaluate current geo-political issues in an informed manner, and will have developed the tools and methodology to understand and evaluate geo-political issues that will arise in the future.

Course Structure:
Comparative Government is an elective class, so students must be self starters and able to work independently. The class will consist of 6 different units. Each unit will require that students participate in online discussion, and develop a working vocabulary list. In addition, throughout the course, students will work in a group to develop a high level of expertise with 1 of the case studies, while learning about all 6 of the case studies in comparative terms. Students will present their case studies to the rest of the class, and engage the class in discussions over the unique geo-political issues that pertain to the countries that they have studied. Students will use their text book, as well as numerous additional readings to develop their understanding of the concepts of comparative government and the 6 specific case studies. Because this course is designed to prepare students for the AP Comparative Government Exam, students will write AP style essays frequently, and will take a semester exam modeled after the AP Exam. Students are expected to take the AP Exam in May. The AP Exam will be May _____________, 2013.

Case Studies:
1. China
2. Great Britain
3. Mexico
4. Russia
5. Nigeria
6. Iran

Student Responsibilities/Grading Structure:
A=90-100
B=80-89
C=70-79
F=0-69
Online Discussion—15% of Grade
Each student will be expected to participate in 1 online discussion that is moderated by the instructor for each unit. In addition, each student will be expected to use their assigned/chosen case studies as a basis for posting an online discussion regarding a particular issue within one unit during the semester. Students must respond/participate in all discussions. Instructor Moderated Discussion=10%. Student Moderated Discussion=2.5%. Participation in Other Students’ Discussions=2.5%. Online Discussions will be held on www.Turnitin.com you will need to register if you have not already done so, and then join the class.

Formal Testing—20% of Grade
Students will take a timed multiple choice test for every unit of study that will consist of 50 multiple choice questions.

Written Work—30% of Grade
Each student will submit 3 “mini papers” (mini papers are 4-5 pages in length) during the semester. In addition, each student will write timed essays (also known as FRQ’s) that will be modeled on the AP Comparative Government Exam.

Case Studies—20% of Grade
Working with several partners, students will develop a power point presentation for each of their “case study” countries. This presentation will be developed during each unit and will provide concrete factual examples of the various issues being discussed in the unit. Students will be expected to present this information to other members of the class in order to enhance online discussion and overall understanding. As students build their presentations, they will complete various informational and comparative charts.

Final Exam—15% of Grade
Students will take a final exam at the conclusion of the semester that will be modeled after the AP Comparative Government Exam.

Classroom Policies

Responsibilities: Students are expected to be on time for class and attend daily, come prepared, complete all assignments, and respect themselves and others.

As an AP student, one must be informed. Students should watch national newscasts, read newspapers, news magazines, visit news websites, and read books.

Dresscode: The school dresscode will be enforced.

Tardy Policy: Students who are tardy to class must report to the attendance window to receive a pass. Consequences for tardiness are outlined in the student handbook.

Dishonesty: Cheating of any form will NOT be tolerated. Copying another student’s work, allowing a student to copy your work, using notes on an exam, and plagiarism from any published source is unacceptable. Any cheating will result in a zero for that particular assignment with NO opportunity to make the assignment up. Cheating will be reported to the Honor Code Violation Committee.
Late Work: Late is work is unacceptable. If a student does not have an assignment when it is due, it is late. Late work for major assignments will be penalized 10% each day it is late up to a 50% penalty (10% a day for 5 days). Major assignments that are not submitted within 10 days of the due date will receive no credit. Homework and online discussion grades are not considered major assignments and because of their ongoing nature and the value of timely participation will never be accepted late. Should a student turn in an assignment the day it is due, but not at the time it was collected it will be considered late and there will be penalty of 10%.

Make-up Policy for Classwork: Attendance is important. Please come to class daily and on time. It is the student’s responsibility to see the instructor regarding work that has been missed due to an absence. A make-up work request must be made the day that the student returns from an absence. Please see the instructor before school, after school or during lunch. Students should not interrupt class to get make-up work. If a student knows in advance of an absence, see the instructor prior to the absence to get any work that will be missed.

Make-up Policy for Tests and Major Assignments: If a student is absent on the day of exam, they are expected email the instructor to let him/her know about the absence so that arrangements for a make-up exam can be made. The student will be expected to make up the exam when they return to school. In the case of projects and papers, the student is expected to email the instructor regarding the absence. The project (if it is on Powerpoint) or paper should be attached to this email. All other projects should be brought to the school that day, if possible. If not, they need to be turned in by 8:15 the following day. In the case of presentations, a paper will have to be written in lieu of a missed presentation.

Recovery: In the event that a student is failing the course, opportunities for academic assistance are available. An academic assistance plan is a second opportunity to demonstrate competence in the originally evaluated objectives. In order to receive this opportunity, the STUDENT must initiate the request, and it is at the discretion of the teacher as to which type of assistance is necessary and proper. Making up assignments that were never completed is NOT an example of recovery; neither is retaking a test. Students will have an appropriate time period to complete the work which corresponds to the recovery assignment, however, this period will not exceed five (5) total days (not class periods). ALL REQUESTS FOR ASSITANCE MUST BE INITIATED BY THE END OF THE 14TH WEEK OF THE SEMESTER.

Instructor Availability: If a student needs additional help during the course of the year, I highly encourage them to seek individual assistance by making an appointment or taking advantage of the following times that are set aside for academic assistance. If scheduling an appointment please do so via email at least 48 hours in advance.

Wednesday 7:30-8:30 A.M. no appointment necessary, Friday, 7:30-8:30 by appointment, other times by appointment.

You can reach me on my cell @ 678-687-4308, or via email (preferred) at gribble@fultonschools.org--you can also reach me by calling the school—my extension is 331.
**Materials/Books:**

Students will need consistent reliable internet access in order to participate in the online discussions, and to submit their written work online—if this is not available at home, then the student will need to plan on accessing the library at least twice a week.

Students are responsible for the proper care of distributed textbooks and materials, including the following: providing texts and materials on book check days; paying for lost, damaged, or intentionally destroyed textbooks; and returning textbooks and materials at the end of the year/term/upon withdrawal from Riverwood International Charter School. Students also forfeit the right to another free textbook until all fines have been paid.

**Text Book:**


**Additional Texts for Consultation:**


**Additional Readings:**

Instructor will assign different readings throughout the course from a variety of scholarly journals, as well as web sites such as the CIA World Fact Book and/or various news agencies. Readings are not limited to the readings provided in the unit outline—as additional research is published additional readings may be added or substituted.

**Outline/Units:**

1. **Comparative Politics: A Scientific Approach (1 Week)**
   a. **Concepts in Comparison**
      i. Normative vs. Empirical comparison
      ii. Political Units: State, Nation, Regime, Government
      iii. Interdependency and Permeability
      iv. Important Themes in the Modern World
         1. Globalization
         2. Westernization
         3. Cultural and Political Imperialism
   b. **Case Study Activities and Readings**
      ii. Kesselman—Chapter 1—Introducing Comparative Politics (Create Vocabulary List)
c. **Assessment**
   i. Multiple Choice Test
   ii. 3 Short Answer Questions—Definition and Description
   iii. Online Discussions

2. **Sovereignty, Authority, and Power (1.5 Weeks)**
   a. **Concepts in Comparison**
      i. Sources of Power
      ii. Exercise of Power
      iii. Consequences of Power
      iv. The influence of culture, value systems, and belief systems on Power and the exercise thereof.
      v. Economic and Political Inter-dependence.
   b. **Case Study Activities and Readings**
      i. “Sovereignty and Democracy” by Marc Plattner
         [http://www.policyreview.org/dec03/plattner.html](http://www.policyreview.org/dec03/plattner.html)
      ii. “Sovereignty Regimes: Territoriality and State Authority in Contemporary World Politics” by John Agnew
      iii. Create Comparison Chart of 6 Case Studies showing source of authority and various influences on Power Structures in case studies.
   c. **Assessment**
      i. Multiple Choice Test
      ii. Interpretive/Analytical Essay
      iii. Class Debate on Sovereignty
      iv. Online Discussions

3. **Political Institutions (4 Weeks)**
   a. **Concepts in Comparison**
      i. Types of Authority Systems and their characteristics
      ii. Governmental Structures
      iii. Levels of Authority: Local, Regional, National, Supranational—
         1. European Union
         2. World Bank
         3. World Trade Organization etc.
      iv. Branches of Government and their Interaction
         1. Forms of Legislatures
         2. Various forms of executive power
         3. The “Judicial” branch
      v. Formal Structure vs. Real World Application: Case Study Focus
   b. **Case Study Activities and Readings**
      i. Create diagrams for each of the 6 Case Studies—diagrams demonstrate what from of government exists, the structures within the government as well as the offices of said structures, and any Supranational governmental organizations that influence the authority structure of each case study.
ii. Kesselman Chapter 2—Britain (Create Vocabulary List)
iii. Kesselman Chapter 7—Iran (Create Vocabulary List)
iv. Focus on Britain:
   1. A History of Democracy (lecture)

v. Focus on Iran:
   1. Cultural Background: The role of religion in Political Change (lecture)

c. **Assessment**
   i. Multiple Choice Test
   ii. Interpretive/Analytical Essay
   iii. Short Answer—3 Definition and Description
   iv. Mini Paper 1
   v. Online Discussions

4. **Citizens, Society, and the State (4 Weeks)**
   a. **Concepts in Comparison**
      i. Factors that influence the relationship between the state and the citizen
      ii. Political activism and organization of the citizenry
      iii. Individual vs. group participation
   b. **Case Study Activities and Readings**
      i. Create a Timeline of the development of Communism in both China and Russia. Timeline addresses watershed events and provides brief analysis of reasons for change.
      ii. Kesselman—Chapter 4—Russia (Create Vocabulary List)
      iii. Kesselman—Chapter 8—China (Create Vocabulary List)
      iv. Focus on China:
      v. Focus on Russia:
   By: Marsh, C.; Bucy, J.C. International Studies Perspectives, Nov2002,
   Vol. 3 Issue 4, p373-383, 11p

c. **Assessment:**
   i. Multiple Choice Test
   ii. Conceptual Analysis Essay
   iii. Short Answer—2 Definition and Description
   iv. Essay—Country Context
   v. Mini Paper 2
   vi. Online Discussions

5. **Political and Economic Change (4 Weeks)**
   a. **Concepts in Comparison**
      i. Change as a process—cause effect cycle of politics/economics
      ii. Democratization
      iii. Economic Policy Changes
      iv. Globalization—the supranational organization vs. domestic policy
   b. **Case Study Activities and Readings**
      i. Refer to Comparison Chart regarding Economic and Demographic data for each
         country. Develop in-depth data for Mexico and Nigeria
         (https://www.cia.gov/cia/publications/factbook) and create Power Point
         Presentations for each country.
      ii. Kesselman—Chapter 5—Mexico
      iii. Kesselman—Chapter 6—Nigeria
      iv. Data Analysis: Analyze data on democratization from:
          http://www.nationmaster.com/graph/dem_ber_tra_ind_tra-democracy-
          bertelsmann-transformation-index-political
      v. Focus on Mexico:
         1. Mexico at an Impasse. By: Baer, M. Delal. Foreign Affairs, Jan/Feb2004,
            Vol. 83 Issue 1, p101-113, 13p, 1bw;
         2. Blind Spots in Democratization: Sub-national Politics as a Constraint on
            Mexico's Transition. By: Cornelius, Wayne A.. Democratization,
            Autumn2000, Vol. 7 Issue 3, p117, 16p
      vi. Focus on Nigeria:
         1. Muslim Ethnopolitics and Presidential Elections in Nigeria. By: Miles,
            p229-241, 13p, 1 chart
         2. The Search for Stability in Post Civil War Nigeria: on the Prospects of the
            Rotational Presidency Idea. By: Uwazurike, Chudi. Dialectical
         3. Oil rules Nigeria. By: Damu, Jean; Bacon, David. Black Scholar,
            Winter/Spring96, Vol. 26 Issue 1, p51, 4p
   c. **Assessment:**
      i. Multiple Choice Test
      ii. Interpretive/Analytical Essay
      iii. Short Answer—2 Definition and Description
iv. Essay—Country Context
v. Mini Paper 3
vi. Online Discussions

6. Public Policy (1.5 weeks)
a. Concepts in Comparison
   i. Domestic and Global policy issues—various approaches
   ii. Interest Groups, Political Parties, Formal Governmental Institutions
   iii. Policy Response to developmental changes
   iv. The Balance between the “Global” agenda and the domestic agenda—a challenge
to the traditional paradigm of the role of the state.
b. Case Study Activities and Readings
   i. Assimilation of Democratic Institutions and Values by the Ukrainian and Russian
   Masses. By: Lapkin, V. V.; Pantin, V. I.. Russian Politics & Law, Mar/Apr2006,
   Vol. 44 Issue 2, p55-71, 17p
   ii. New Rights for Old? Cosmopolitan Citizenship and the Critique of State
   Sovereignty. By: Chandler, David. Political Studies, Jun2003, Vol. 51 Issue 2,
p332-349, 18p
   iii. Challenges of the Sino-Russian Strategic Partnership. By: Garnett, Sherman.
   iv. Discussion of 'Four Contradictions Constraining China's Foreign Policy Behavior'
   27, p303-308, 6p
   v. Britain in the world. By: Major, John. Presidents & Prime Ministers, May/Jun95,
   Vol. 4 Issue 3, p10, 3p
c. Assessment:
   i. Multiple Choice Test
   ii. Interpretive/Analytical Essay
   iii. Short Answer—Definition and Description
   iv. Essay—Country Context
   v. Online Discussion

7. Conclusion and Review (1 Week)
a. Student Activities
   i. Students will finalize power point presentations on their assigned case studies.
   ii. Students will present power point presentations to the class.
   iii. Students will have a debate over the role of the UN in their various case study
   countries
b. Assessment:
   i. Power Point Presentations
   ii. Semester Exam
Academic Integrity:
The Social Studies Mission Statement provides that teachers develop the whole person by nurturing in students a sense of responsibility. Students need to be cognizant of what is right and what is wrong. Honesty is one of our highest values. If we are to develop students as contributing citizens of society, we as teachers need to ensure the moral honesty of our students and instill academic integrity. We define a lack of academic integrity to be dishonest or deceitful behavior shown by students who gain an unfair academic advantage through, but not limited to, some of the following methods; plagiarism; copying another's work when it is not explicitly encouraged by the teacher; providing details of a specific test or quiz before, during, or after the event; after the event; the use of unauthorized aids on tests, such as cheat sheets or programmed calculators; or recycling/reusing a previous paper or project of one's own or another's without the explicit consent of the teacher.

PREVENTATIVE MEASURES: Social Studies Teachers will use Turnitin.com as a tool to combat plagiarism. All Students will be required to upload major papers to this website, or any other papers deemed necessary by the teacher. At any time, teachers should be able to verify references by pulling them up on the Internet (for web references), or books (confirmed through Amazon.com). If the teacher is unable to confirm references, it shall be referred to the student to provide evidence of such references.

THERE WILL BE NO DISCUSSION OF EXAMS, QUIZZES, OR WRITING ASSIGNMENTS: Students are NOT to discuss exam, quiz, or writing questions unless it is done so in class under the direction of their teacher.

PERSONAL HONOR VERIFICATION: Each student will hand write the following pledge on designated assignments prior to handing it in to the instructor, “I have neither given nor received any unauthorized assistance on this assignment” followed by the student’s signature.
Please read the syllabus and review it with your son or daughter. If you have any questions, please me by phone or via email. Please sign below to indicate that you have read the syllabus. Please provide your contact information as well.

Thank you,
Daniel Gribble

______________________________________________________________________________
(Student Name and Signature)

______________________________________________________________________________
(Parent Names and Signatures)

______________________________________________________________________________
(Email Address)

______________________________________________________________________________
(Phone Numbers)