

AP COMPARATIVE GOVERNMENT and POLITICS

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COURSE DESCRIPTION

- The course is designed to introduce students to the field of Comparative Politics and to critically analyze important concepts through the study of six core countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom.
- Globalization has made the world “smaller” and exposed the commonalities and contrasts of political systems. The Comparative Model allows us to navigate an ever-unfolding world and our role in it.
- Students in this course will be able to compare and contrast the political and institutional systems that shaped the people, politics, government, etc. of the United Kingdom, Nigeria, Russia, China, Iran, and Mexico.

UNITS

1. Political Systems, Regimes, and Governments
2. Political Institutions
3. Political Culture and Participation
4. Party and Electoral Systems and Citizen Organizations
5. Political and Economic Changes and Development

COURSE CONTENT and BIG IDEAS

- The course content provides the framework which specifies what students should know and be able to do, with a focus on big ideas that encompass core principles, theories, and processes of the discipline.
- The big ideas serve as the foundation of the course and enable students to create meaningful connections among concepts. These big ideas allow the students to develop a deeper conceptual understanding as they are themes that connect the course. The big ideas are:
 1. Power and authority (PAU)
 2. Legitimacy and Stability (LEG)
 3. Democratization (DEM)
 4. Internal/External Forces (IEF)
 5. Methods of Political Analysis (MPA)

DISCIPLINARY PRACTICES

The disciplinary practices are the tasks students will apply to the course content using the reasoning processes. Becoming proficient in these disciplinary practices gives students the tools to analyze political information, regardless of the format, and develop a factually accurate, thoughtful, and well-reasoned argument or opinion about an issue related to this Comparative Government and Politics Course. The disciplinary practices in this course include:

- Practice 1: Concept Application
- Practice 2: Country Comparison
- Practice 3: Data Analysis
- Practice 4: Source Analysis
- Practice 5: Argumentation

Every AP Exam question fuses course content, reasoning processes, and disciplinary practices. Thus, in-class and outside of class assignments will focus on the acquisition of course content and the application of course content to disciplinary practices using reasoning skills.

TEXTBOOK

- Kesselman, M, Krieger, J., Joseph. W. (2019). *Introduction to Comparative Politics: Political Challenges and Changing Agendas* 8th Edition

SUPPLEMENTAL MATERIALS

- O'Neil, P. H. (2007). *Essentials of comparative politics*. New York: W.W. Norton
- O'Neil, P. H. and Rogowski, R., (2007). *Essentials of comparative politics*. New York: W.W. Norton
- Kesselman, M. (2010). *Readings in comparative politics: political challenges and changing agendas*. Boston: Wadsworth Cengage Learning.
- In addition, there will be required readings from various sources (i.e. The Economist, Intelligence Squared podcast, TIME magazine, The Guardian, etc.)
- Resources and online materials from AP Central/College Board ("MyAP")
- CIA World Facebook (www.cia.gov/library/publications/the-world-face-book/index.html). Look at the maps and data for each of our countries. Data activities (maps, graphs, and charts) will occur throughout the semester and be included on tests and quizzes.

COMMITMENT

- As a college-level course, it is rigorous and demanding. It requires that students put forth their best effort on a daily basis, both in class and in reading and listening to the news outside of class.
- All students who are willing to work hard are welcome, but be aware that you will be expected to read, write, and analyze on a higher level. In addition, you will be required to enhance your understanding by listening to or reading the news/podcasts, spend time outside of class experiencing politics and government in action, and coming to class consistently.

WRITING

- Please be aware that this course is skewed toward reading and writing. There is no way around it.
- Students will be expected to write analytical and interpretative essays.
- Students will also be expected to analyze and interpret data in various forms.

GOOGLE CLASSROOM

- This class will be supplemented with Google Classroom and it will serve as an out of class tool that will allow the students to remain in contact with the class and necessary material. It is imperative that each and every student join the website.
- Students will join using their student login information going through the SSO portal at HCBE.net. They will then need to join this class.
- Once they have joined the class, they will have access to class PowerPoint's, guided notes, study guides, resources, and other material that will further extend their knowledge and understanding of the material.
- **There's an App for that:** Google classroom is accessible online and on any mobile device with Internet capabilities, offering a free iPhone and Android app. Notification settings within google classroom can be set to receive alerts via text or email.

BYOD

- BYOD activities will be announced in advance and *will be at the teacher's discretion*.
- Any student that is caught using his/her device for non-instructional or off-task purposes will be subject to disciplinary action.
- Headphones and charging devices are prohibited.

SUPPLY LIST

- One 1.5 inch binder
- Dividers for each binder (see pg. 4)
- Crayons, highlighters, colored pencils, etc. are recommended **ESPECIALLY THIS YEAR** due to the pandemic. You will need your own materials now more than ever.
- Join code for MY AP is XWMJPM

TARDY POLICY

- *Tardies will be strictly enforced.*
- Please refer to the Student Handbook for a full description of the Tardy Policy.

COMMUNICATION

Google Classroom	Email
<ul style="list-style-type: none"> • Use of the Google Classroom (GC) is a key component of this course. • Students are expected to check GC DAILY by 8 pm for any updates/announcements, etc. via the “Stream” • Study guides, resources, articles, etc. will posted to GC with relative frequency. • Most assignments are submitted via GC. • GC is also where Q and A sessions before tests will occur. • GC allows us to break free from the mandated 45 minute a day class period to engage in discussion, etc 	<ul style="list-style-type: none"> • Email correspondence should be used whenever you have an individual question or concern (i.e. a message that is not for the entire group) • I do not check email from home, but I always reply the next day. • Please send me an email immediately so that I may remove you from the spam list.

MAJOR ASSESSMENT (45%)	MINOR ASSESSMENT (20%)	DAILY WORK (15%)
<ul style="list-style-type: none"> • Tests • Tests will cover large topics and will be administered as needed. • Study guides are ALWAYS provided and students are encouraged to ask questions. • Speak up, speak out. I will never know what you need help with if you choose to “suffer in silence” • Tests will be around 40 questions in length to prepare for the AP Exam. • TEST RE-TAKE POLICY: Per school policy, re-takes on AP tests will not be permitted. • Major Projects 	<ul style="list-style-type: none"> • Book/Reading Quizzes • FRQs • Analytic essays • Mini-projects • Performance 	<ul style="list-style-type: none"> • Quick writes • Reflections • Activities • Warm-ups • Exit tickets • Vocabulary

AP EXAM and COLLEGE BOARD

- The AP Comparative Government and Politics Exam is 2 hours and 30 minutes long and is administered in two sections.
- This year's exam date is Thursday May 13th at 8 A.M.
- College credit earned on this AP exam is determined by each individual university.
- Students are responsible for the full cost of the AP exam. The cost of the exam is \$95.
- Please visit the College Board's website <http://www.collegeboard.org/> for complete details.

SECTION I:

- The AP Exam includes 60 minute multiple-choice section consisting of 55 questions
- The multiple choice portion of the exam counts for 50%
- Structure – The questions on multiple choice will ask students to:
 - Quantitative analysis (Practice 3 primarily; also 1 and 2)
 - Text-based analysis (Practice 4)
 - Individual multiple choice (Practices 1 and 2)

SECTION II:

- The AP Exam includes a 90 minute free-response questions (FRQ) section consisting of 4 questions
- The FRQ portion of the exam counts for 50%
- Structure – The four questions on the free response will ask students to:
 - Conceptual analysis (4 points=11% weight)
 - Quantitative Analysis (5 points=12.5% weight)
 - Comparative Analysis (5 points=12.5% weight)
 - Argument Essay (5 points=14% weight)
- As the breakdown of the AP Exam highlights, success in this course and on the AP Exam requires far more than the memorization of content knowledge.
- Success in this course and on the AP Exam requires connection-making with the aim of being able to analyze political information, regardless of the format the information is presented, and develop a factually accurate, thoughtful, and well-reasoned opinion regarding this information.
- The different pieces of the course fit together in pursuit of this aim through course content and big ideas, reasoning processes, and disciplinary practices.

TIMELINE

- Friday, August 28th - Deadline for students to electronically join all AP classes via their College Board account. (APcentral.collegeboard.org, Help line for students and parents 1-888-225-5427).
- Friday, October 30th – Deadline for students to register for exams on the College Board website.
- Friday, October 30th – Deadline to pay a minimum of \$40 per paid exam.
- Friday, February 12th – Deadline to pay all AP exam fees.

Cancel or fail to take AP exam after ordering deadline:

- \$40 fee per exam regardless of free and reduced lunch status.

Final Exam

- This course includes a cumulative exam at the end of the semester.

Bonus Points

- Opportunities for individual bonus points will not be allowed; no exceptions.
- Bonus points will always enhance course standards and curriculum and be offered to everyone.
- **There is no magical “Bonus Assignment” at the end of the semester to add points to a student's average.**

Gifted/Alternate assessment

- Since this is advanced course, the instructor is not opposed and highly encourages students to seek alternative assessment opportunities.
- These include but are not limited to: performance based, vocal, music, artistic, etc.
- Arrangements can be made as needed/requested.

MAKE-UP WORK

- It is the **student's responsibility** to get all notes and information given in class from either Mr. Bowers or a fellow student.
- It is the **student's responsibility** to make-up any work, tests/quizzes, etc. due to absence. Students will be given **5 working days** to make up the assignment (Refer to the the Student Handbook). **NO EXCEPTIONS** will be allowed.
- If a student misses a test or quiz, a 0 will be placed into the gradebook to remind the student that he/she has make-up work to complete. This is a temporary 0 meant to serve only as a reminder. The 0 will be replaced when the make-up work is complete.
- Make-up tests and quizzes must be done before, during AO time, or after school with prior arrangement made with the teacher.
- **Students will not be given class time to make-up a test or quiz.**
- If a student is assigned ISS, they must complete the assignments given to them and turn them in to the ISS teacher.
- Students are NOT allowed to re-take tests or quizzes. We simply do not have time but there is also the issue of student responsibility and getting it right the first time.
- **Students will not be allowed to make up any grades at the end of the semester. You EARN your grade from the beginning of the semester to the end.**

Class expectations and rules

1. Students are expected to pay attention and participate in class.
2. Students are expected to listen and be respectful whenever the instructor is talking. Also, be courteous and attentive when another student is talking.
3. Class will begin when the door is closed. Students must be in their seats and prepared for class when class begins. Class is from bell to bell. Please do not pack up early or line up near the door.
4. Clean up after yourself. Food and drink (with the exception of water) belong in the cafeteria or courtyard, not in the classroom.
5. Resolve any personal issues (conversations, missing keys, restroom, and locker needs) before coming to class. Be responsible and use your personal time wisely.
6. Please refrain from doing other schoolwork in class.
This time is for AP Comparative Government; your focus needs to be here.
7. Follow all rules, guidelines, and policies listed in the Student Handbook.

Consequences for inappropriate behavior

- Discipline policies are outlined in the Student Handbook.
- Better yet, let's not get there and we will not have to worry about it.

CLASS PORTFOLIO

- Students are expected to keep **ALL** of their class notes/handouts in the class portfolio.
- The class portfolio will stay in the classroom and periodically checked for a minor grade.
- Each class portfolio will have **6 different dividers** (one for each topic in the course)

The Comparative Government and Politics dividers must be labeled as follows:

1. Political Systems, Regimes, and Governments
2. Political Institutions
3. Political Culture and Participation
4. Party and Electoral Systems and Citizen Organizations
5. Political and Economic Changes and Development
6. Comparative Corner

Political Systems, Regimes, and Governments

Exam Weight: 18%-27%

Purpose: To learn to think like comparative political scientists.

Topic 1.1:

The Practice of Political Scientists

Disciplinary Practice 3.B

EU: MPA-1

Topic 1.2:

Defining Political Organizations

Disciplinary Practice 1.A

EU: PAU-1

Topic 1.3:

Democracy vs. Authoritarianism

Disciplinary Practice 2.A

EU: PAU-1

Topic 1.4:

Democratization

Disciplinary Practice 1.D

EU: PAU-1

Topic 1.5:

Sources of Power and Authority

Disciplinary Practice 2.B

EU: PAU-1

	<p><u>Topic 1.6:</u> <i>Change in Power and Authority</i> Disciplinary Practice 4.A EU: PAU-1</p> <p><u>Topic 1.7:</u> <i>Federal and Unitary Systems</i> Disciplinary Practice 4.B EU: PAU-2</p> <p><u>Topic 1.8:</u> <i>Political Legitimacy</i> Disciplinary Practice 3.C EU: LEG-1</p> <p><u>Topic 1.9:</u> <i>Sustaining Legitimacy</i> Disciplinary Practice 1.E EU: LEG-1</p> <p><u>Topic 1.10:</u> <i>Political Stability</i> Disciplinary Practice 3.D EU: LEG-1</p>
<p>Political Institutions</p> <p><i>Exam Weight: 22%-33%</i></p>	<p><u>Topic 2.1:</u> <i>Parliamentary, Presidential, and Semi-Presidential Systems</i> Disciplinary Practice 3.D EU: PAU-3</p> <p><u>Topic 2.2:</u> <i>Comparing Parliamentary, Presidential, and Semi-Presidential Systems</i> Disciplinary Practice 2.C EU: PAU-3</p> <p><u>Topic 2.3:</u> <i>Executive Systems</i> Disciplinary Practice 1.D EU: PAU-3</p>

	<p><u>Topic 2.4:</u> <i>Executive Term Limits</i> Disciplinary Practice 5.A EU: PAU-3</p> <p><u>Topic 2.5:</u> <i>Removal of Executives</i> Disciplinary Practice 5.A EU: PAU-3</p> <p><u>Topic 2.6:</u> <i>Legislative Systems</i> Disciplinary Practice 2.A EU: PAU-3</p> <p><u>Topic 2.7:</u> <i>Independent Legislatures</i> Disciplinary Practice 5.A EU: PAU-3</p> <p><u>Topic 2.8:</u> <i>Judicial Systems</i> Disciplinary Practice 1.E EU: PAU-3</p> <p><u>Topic 2.9:</u> <i>Independent Judiciaries</i> Disciplinary Practice 5.B EU: PAU-3</p>
<p>Political Cultural and Participation</p> <p><i>Exam Weight: 11%-18%</i></p>	<p><u>Topic 3.1:</u> <i>Civil Society</i> Disciplinary Practice 1.E EU: IEF-1</p> <p><u>Topic 3.2:</u> <i>Political Culture</i> Disciplinary Practice 2.C EU: IEF-1</p> <p><u>Topic 3.3:</u> <i>Political Ideologies</i> Disciplinary Practice 1.C EU: IEF-1</p>

	<p><u>Topic 3.4:</u> <i>Political Values and Beliefs</i> Disciplinary Practice 3.C EU: IEF-1</p> <p><u>Topic 3.5:</u> <i>Nature and Role of Political Participation</i> Disciplinary Practice 3.D EU: DEM-1</p> <p><u>Topic 3.6:</u> <i>Forces that Impact Political Participation</i> Disciplinary Practice 3.D EU: DEM-1</p> <p><u>Topic 3.7:</u> <i>Civil Liberties and Civil Rights</i> Disciplinary Practice 4.A EU: DEM-1</p> <p><u>Topic 3.8:</u> <i>Political and Social Cleavages</i> Disciplinary Practice 2.A EU: LEG-2</p> <p><u>Topic 3.9:</u> <i>Challenges from Political and Social Cleavages</i> Disciplinary Practice 5.C EU: LEG-2</p>
<p>American Political Ideologies and Beliefs</p> <p><i>Exam Weight: 13%-18%</i></p>	<p><u>Topic 4.1:</u> <i>Electoral Systems and Rules</i> Disciplinary Practice 2.A EU: DEM-2</p> <p><u>Topic 4.2:</u> <i>Objectives of Election Rules</i> Disciplinary Practice 4.B EU: DEM-2</p> <p><u>Topic 4.3:</u> <i>Political Party Systems</i> Disciplinary Practice 3.B EU: PAU-4</p>

	<p><u>Topic 4.4:</u> <i>Role of Political Party Systems</i> Disciplinary Practice 2.C EU: PAU-4</p> <p><u>Topic 4.5:</u> <i>Impact of Social Movements and Interest Groups</i> Disciplinary Practice 5.D EU: IEF-2</p> <p><u>Topic 4.6:</u> <i>Pluralist and Corporatist Interests</i> Disciplinary Practice 4.C EU: IEF-2</p>
<p>Political and Economic Changes and Development</p> <p><i>Exam Weight: 16%-24%</i></p>	<p><u>Topic 5.1:</u> <i>Impact of Global Economic and Technological Forces</i> Disciplinary Practice 3.A EU: IEF-3</p> <p><u>Topic 5.2:</u> <i>Political Responses to Global Market Forces</i> Disciplinary Practice 2.C EU: IEF-3</p> <p><u>Topic 5.3:</u> <i>Challenges from Globalization</i> Disciplinary Practice 1.D EU: IEF-3</p> <p><u>Topic 5.4:</u> <i>Policies and Economic Liberalization</i> Disciplinary Practice 3.D EU: IEF-3</p> <p><u>Topic 5.5:</u> <i>International and Supranational Organizations</i> Disciplinary Practice 4.B EU: LEG-3</p>

	<p><u>Topic 5.6:</u> <i>Adaptation of Social Policies</i> Disciplinary Practice 2.B EU: LEG-3</p> <p><u>Topic 5.7:</u> <i>Impact of Industrialization and Economic Development</i> Disciplinary Practice 5.D EU: LEG-3</p> <p><u>Topic 5.8:</u> <i>Causes and Effects of Demographic Change</i> Disciplinary Practice 3.E EU: LEG-4</p> <p><u>Topic 5.9:</u> <i>Impact of Natural Resources</i> Disciplinary Practice 4.C EU: LEG-5</p>
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- NOTE: Each unit will contain a level of policy incorporated throughout.
- Each section will contain written quizzes (using FRQ), multiple choice exams, readings, current events, primary sources, presentations, drawings, data interpretation, webquests, etc.

AP COMPARATIVE GOVERNMENT AND POLITICS Disciplinary Practices

Practice 1	Practice 2	Practice 3	Practice 4	Practice 5
Concept Application <i>Apply political concepts and processes in authentic contexts.</i>	Country Comparison <i>Compare political concepts and processes among the 6 course countries</i>	Data Analysis <i>Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics</i>	Source Analysis <i>Read, analyze, and interpret text-based sources.</i>	Argumentation <i>Develop an argument in essay format.</i>
<p>1.A Describe political systems, principles, institutions, processes, policies, and behaviors.</p> <p>1.B Explain political systems, principles, institutions, processes, policies, and behaviors.</p> <p>1.C Compare political systems, principles, institutions, processes, policies, and behaviors.</p> <p>1.D Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.</p> <p>1.E Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country</p>	<p>2.A Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.</p> <p>2.B Explain the implications of the similarities and differences between countries with similar political systems, principles, institutions, processes, policies, and behaviors.</p> <p>2.C Explain the implications of the similarities and differences between countries with different political systems, principles, institutions, processes, policies, and behaviors.</p>	<p>3.A Describe the data presented.</p> <p>3.B Describe patterns and trends in data.</p> <p>3.C Explain patterns and trends in data to draw conclusions.</p> <p>3.D Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.</p> <p>3.E Explain possible limitations of the data provided.</p>	<p>4.A Describe the author's claim(s), perspective, evidence, and reasoning.</p> <p>4.B Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.</p> <p>4.C Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.</p>	<p>5.A Articulate a defensible claim/thesis.</p> <p>5.B Support the argument using relevant evidence.</p> <p>5.C Use reasoning to organize and analyze evidence, explaining its significance to justify the claim/thesis.</p> <p>5.D Use refutation, concession, or rebuttal in responding to opposing or alternate</p>