**Berean Christian High School. 2018-2019**

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**AP COMPARATIVE GOVERNMENT & POLITICS**

*“‘Go therefore and make disciples of all nations..’” Matthew 28: 19a*

**Course Overview**

This course is designed to provide students with the conceptual tools necessary to develop an understanding of some of the world’s diverse political structures and practices. We will examine six countries in detail: China, Great Britain, Russia, Mexico, Nigeria, and Iran. These countries are taught, because they are excellent examples of the six core topics of a comparative course. These topics include methodology, power, institutional structure, civil society, political/economic change and public policy.

**Textbooks to be Used**:

* O'Neil, Patrick H. *Essentials of Comparative Politics with Cases*. 5th AP ed. New York, NY: Norton, 2015. Print.
* Text selections from the following books:
  + Kesselman, Mark. *Readings in Comparative Politics: Political Challenges and Changing Agendas*. 2nd ed. Boston: Wadsworth Cengage Learning, 2010.
  + Harrison, Paul. *Inside the Third World: The Anatomy of Poverty*. 3rd ed. London: Penguin, 1993.
  + Scott, Shirley V. *International Law and Politics: Key Documents*. Boulder, CO: Lynne Rienner Publishers, 2006.
  + Roskin, Michael. *Countries and Concepts: Politics, Geography, Culture*. 9th ed. Upper Saddle River: Prentice Hall, 2007.
  + Rochester, J. Martin. *Between Peril and Promise: The Politics of International Law*. Washington, D.C.: CQ Press, 2006.
  + Chomsky, Noam. *Interventions*. London: Penguin Books, 2008.
* Embassy websites of the eight assigned countries
* Enrichment from the following novels:
  + Ebadi, Shirin. *Iran Awakening.* New York, NY: Random House, 2007.
  + Iweala, Uzodinma. *Beasts of No Nation.* New York, NY: Harper Perennial, 2005.
  + Terekhov, Alexander. *The Stone Bridge: (English Edition)*. London, United Kingdom: Glagoslav Publications, 2014.
* Instructor assigned articles from: *the BBC, the Economist, Journal of Democracy, World Policy Journal, Current Affairs, Foreign Policy, Foreign Affairs*, and others as appropriate.

**Expected Learning Outcomes**:

* Define and describe major comparative political concepts such as Sovereignty, Authority, & Power
* Support generalizations with relevant factual information pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia
* Analyze typical patterns of political processes and behavior and their consequences
* Compare and contrast political institutions and processes across countries
* Analyze and interpret basic data relevant to comparative government and politic
* Articulate role, function, and policies of the United Nations
* Understand national identity, consensus building, and resolution crafting

**Student Evaluation**

Student progress, in this course, will be calculated by a series of evaluations, including essays, multiple-choice examinations, free-response writing, and graded presentations such as debates and position statement presentations.

The Breakdown:

1) Chapter tests starting with Unit II (combo. of multiple-choice and free-response items) 30%

2) Multiple-choice and free-response quizzes. 10%

3) Two major projects:

Country Articles/Analysis/Report 10%

Literature Review (Sem 1) /Public Policy Research Paper (Sem 2) 10%

4)Written responses to various course readings (as assigned) 10%

5)Three exams (using AP Released Exams)/ Free Response Essay\* 30%

**\*\*Each exam will require students to demonstrate specific country knowledge as well as analytical and interpretive skills.\*\***

**Literature Review Paper**

A literature review is a summary of research that has been published about a particular subject. It provides the reader with an idea about the current situation in terms of what has been done, and what we know. Sometimes it includes suggestions about what needs to be done to increase the knowledge and understanding of a particular problem.

The articles used must be from professional journals, which means we can trust that the authors are trained professionals, and others have examined their work. Some studies are more easily read and summarized than others. Be sure you feel comfortable with your choices, since it is difficult to summarize ideas you don't understand.

Once you have found the articles, read them and take notes. Write the literature review from your notes.

Writing the paper:

A literature review usually has three sections although they will not be identified as such in the paper.

1) Introduction: Introduce your topic and briefly explain why this is a significant or important area for study. Define terms if necessary.

2) Summary of articles: In a paragraph or two for each study, briefly explain the purpose, how it was conducted (how information was gathered), and the major findings. When referring to an article, use the last name of author or authors and date of publication in the text. Example: Calvin and Brommel (1996) believe family communication . . .Or Communication serves two primary functions in families--cohesion and adaptability (Galvin and Brommel, 1996).

3) Conclusion: Briefly summarize the major findings of the studies chosen. Comments about what questions need to still be answered may be included.

4) References: List the studies used on a separate page according to Turabian style format.

**Individual Public Policy Research Paper**

Each student will be researching a public policy and writing a report on the implementation of that policy in the designated country (or countries). Each student writes a 3–4 page report on a particular public policy as it is exercised in at least three countries studied. Students receiving top grades must describe the policy in each country, provide background and context for how it is applied and/or enforced, interpret the future changes in this policy, and assess the sources of information used in compiling information of the policy.

An annotated bibliography can be used to address this last requirement.

In addition to the paper, students will give a brief presentation at the end of the assigned quarter.

**Group Website/Articles**

Students are assigned in groups to create a website on a developing country (China, Mexico, Nigeria, or Iran). Included in the site are comparisons between it and other core countries (Great Britain and Russia), analyses of major political issues hampering economic development and extension of human rights, best and worst-case scenario for the next five years, annotated bibliography of at least six sources used in preparation of site information, links to pertinent other information sites, and discussion of bias and credibility. Maps, graphs, and charts must be included in each website. Each group presents the website and makes it available to the rest of the class for the balance of the term.

**Assignment/Homework Policy**

Students should expect a lot of work (thinking, reading, writing, analyzing, discussing) in this class.  The purpose of the assignments and homework is to reinforce and deepen understanding of the main concepts of AP Comparative & Politics. You are expected to complete your own work unless otherwise directed. You will also be expected to stay connected with international and national news and events. Pay attention to what is happening in this world!

Many of the assignments will fall under the two major papers written in this course. In addition, students will be expected to read a number of supplemental materials and summarize their message along with answering various questions.

**Absent Work**

To help you schedule and prioritize your week or make you aware of what you missed when you were absent check at the front of the room. It is your responsibility to get your make-up work. You have two days for everyday that you were absent to turn in the missing work. Work for “unexcused absences” may be completed, but will not be given a grade. All makeup work must have the word“Absent” on it or it will be considered “late” and credit will be deducted based on due date and the date it was turned in. Contact me or call a partner to find out what you missed. Please see the student handbook for further information as that posted policy will be followed. Check RenWeb!

* If the student is aware of a test, quiz, or assignment, before being absent, the student is to take the test, or turn in the assignment, with the rest of the class.
* If you were absent only one day, the day of a test or quiz, it must be completed on the day you return.

**Late Work**

While it is expected that students will hand in their work on time, it is also understood that sometimes ‘life gets in the way’. Although there will be certain assignments where few if any exceptions will be made, most assignments will have the opportunity to be turned in for ‘Late’ work. An assignment is considered ‘late’ if it is not handed in when it is collected. A ‘late’ assignment will automatically have 10% of the earned point value deducted from the total. (Ex: a homework assignment is worth 20 points. The assignment that is turned in earns 18/20 points. The student will have a score of 16 entered in for his/her grade.)

Assignments that are eligible to be done as ‘late’ work can be turned in up to 5 days late. Any assignment that is not turned in by that time will no longer be eligible for any points at all.

**Attendance Policy**

Review the attendance policy as stated in the student handbook.  We will look over this policy together to ensure complete understanding.

**Tardiness**

Promptness is a required life skill that you will need to master and an important norm of this class.  Demerits will be issued based on amount of tardies, etc. Please refer to the student handbook for any further information on the tardy policy. It will be strictly enforced.

**Misc.**

* As per student handbook, recording in the classroom (either audio, visual, or still photos via any device) without teacher approval is strictly forbidden. Violation of this rule will be handled as a privacy violation, per the Categories of Offenses chart. If such a recording is posted online or shared with other individuals, the student may also be subject to legal consequences.
* ***A requirement of this course is that each and every student take the AP Test at the end of the year.***

**Extra Assistance:**

If you find that you need some extra assistance in this class, please come and see me!  I am here to help you learn!  I will be available before & after school or by appointment.

Please sign and return this sheet of paper to Mrs. Oriol for the **third assignment of the year.**

I acknowledge that I have read and agree to follow the classroom procedures and rules as outlined in this syllabus.

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Name Printed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I acknowledge that my student and I have both read this class’s syllabus and will hold my student responsible for what is contained and expected.**

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**