**Pine View School**

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Stephen P. Covert, Ph.D., Principal

**2019-20 AP COMPARATIVE GOV and POLITICS Mr. C. Carney [MLC 22]**

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**COURSE DESCRIPTION:**

This semester long college-level course introduces students to fundamental concepts used by political scientists. Students will develop an understanding of some of the world’s diverse political structures and practices. Students will examine six countries in detail: Great Britain, Iran, China, Russia, Mexico, and Nigeria. These countries are referenced as the course focuses on five core units of study: political systems, regimes, and governments; political institutions; political culture and participation; party and electoral systems, and citizen organizations; and, political and economic changes, and development. In addition, there are five big ideas that spiral across each unit: power and authority; legitimacy and stability; democratization; internal/external forces; and methods of political analysis.

**COURSE OBJECTIVES:**

\*define and describe major comparative political concepts

\*support generalizations with relevant factual information pertaining to 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 politics

\*prepare for and successfully pass the Advanced Placement Exam

 [55 multiple-choice; Free Response Section: 1 conceptual-analysis question, 1 quantitative analysis,

 1 comparative analysis, and 1 argument essay]

**EXAM DATE: Thursday 14 May 2020**

**Attendance-** Attendance in this class is essential. Although daily reading is a must, much understanding is gained through in-class participation and group discussion. Missing class can create problems. (It is the student’s responsibility to obtain any missed notes, assignments, etc… UTILIZE the SYLLABUS) P**lease refer to student handbook regarding Pine View attendance policy.**

**Laptop and Cellphone Usage-** Students will have access to laptops in class when the lesson requires. Laptops are to be used for educational purposes and students are to follow Sarasota County School District’s computer usage policies. In addition, cell phones may be used for instructional purposes only. Instructors will direct students to take out and put away their device as needed. At all other times, cell phones and ear buds should not be visible during the instructional period. Teachers may elect to collect cell phones during assessments or as part of their classroom procedures. Unauthorized cell phone use during class time may result in a discipline referral.

**Homework-** Readings, analyses/writings, projects must NOT be postponed, but completed as assigned. The reading load is considerable, and students are expected to *read all text material*. In order to cover the maximum amount of material with the least amount of stress, sharing ideas pertaining to discussion questions and supplemental readings is *definitely* encouraged; but, NO COPYING.

**Free Response Questions (FRQs)-** Training students to handle the free-response section of the AP Exam provides the focus for the writing component of the course. Students are required to complete both “take-home” and “in-class” FRQs, as well as, current event analyses and “Country Updates.” “Country Updates” provide the opportunity to acquire and reinforce content that links both assigned nations and core topics to be used in generating effective responses for the FRQs. At times, class periods are devoted to investigating and reviewing ‘sample’ student work and rubrics provided by AP Central to better understand the required format(s) of writing.

**Current Events**: Students are required to periodically summarize, present/discuss a current event from, for example, the *Economist*, BBC News, the *Washington Post*, or the *New York Times*. The chosen article must relate to both a ‘core topic’ of AP Comparative Government and one of the ‘core’ countries.

**Grading-** is as follows: Class/Home Work – 15%; Quizzes – 10%; Writing – 15%; Exams – 20%; Project/Presentations – 20%; Employability (Notebook) – 20%

 \*Class/Home Work includes key terms/identifications; outlines; data, graph,

 and map analysis/interpretation; class discussions; diagrams; etc…

 \*Quizzes are given after the completion of each area of study/chapter and are

 based on both the assigned readings and lectures/notes (AP Exam Format)

 \*Writing encompasses Free Response Questions (including an Argument Essay) and Current Events

 (based on assigned format and provided rubric)

 \*Projects are the “Country Updates” PowerPoint [independent and group creations that add new

 research and ideas over the course of each quarter/semester – based on assigned rubric]

 \*Exams are modeled after the end of the year College Board AP exam and are given at the end

 of each quarter

 \*Employability is in accordance with district (Attendance/Prepared/Participation)

 -INCLUDES: Notebook Grade (based on organization/contents)

 \*[All work must be completed on time – NO LATE WORK]

 \*ASSESSMENT dates are provided as the course progresses

 \*Students/Parents are RESPONSIBLE for monitoring grades with “Family Access Portal”

**Makeup Work Policy-** For class and/or homework assignments students have as many days to make up work as excused absences call for. UNDERSTAND: the teacher will NOT pursue students for missed work. For assignments that cannot go home, students may make them up at time and place that is prearranged. It is the **student’s responsibility** to prearrange said time and place with the teacher.

**Communication-** If parents/guardians would like to speak with the teacher, they may do so in the following ways:

 \*Call Pine View at (941) 486-2001. Leave a message with the Front Office; calls will be returned as

 soon as possible within the 24-hour period from when the message was left.

 \*Email instructor directly through teacher links <http://sarasotacountyschools.net/schools/pineview/>.

 This is the quickest and most direct method for expressing concern or asking questions about your

 child.

 \*IF students need additional help or would like to speak with teacher regarding specific

 assessment/lesson/or assignment, an afterschool appointment can be arranged (1:01—3:00pm)

**COURSE TEXT:**

O’Neil, Patrick H., et al. *Essentials of Comparative Politics*, 6th AP ed. New York: W.W. Norton & Co.,

 2018. [Digital version located on MYSCS account]

Hauss, Charles. *Comparative Politics: Domestic Responses to Global Challenges*, 5th ed.

 Belmont, CA: Wadsworth/Thompson Learning, 2006.

\*Chapter readings should be completed during the week in which they are assigned, AND Students are responsible for staying current during various days of school wide testing\*

**SUPPLEMENTAL MATERIAL:**

While the textbook(s) is/are the main text(s) that is/are used in this course, in order to meet the intent of the standards as well as the rigor expected by the State of Florida, other materials including primary source documents, political cartoons, maps, charts, videos, and graphs from repositories such as the list below may be used within the classroom. Video from Safari or the District’s other Learning Resources (GALE, World Book, You Tube for Education, etc…) may be used in the class.

 \*College Board, PBS, Safari Montage, C-SPAN, Crash Course, *Upfront* periodical, the *Economist*, the

 *New York Times*, the *Washington Post*, *The Atlantic*, *Foreign Affairs*; etc…

**The above classroom resources are to be used as supplemental material to reference for additional information and interpretations regarding various areas of study.**

**\*\*THIS SYLLABUS CAN BE AMENDED AT THE DISCRETION OF THE INSTRUCTOR\*\***

**12 AUG to 06 SEP [Unit 1: Political Systems, Regimes, and Governments]**

O’Neil- *Essentials of Comparative Politics*: Ch. 1 “Intro”; Ch. 2 “States”; Ch. 6 “Democratic Regimes”;

Ch. 7 “Developed Democracies” [Refer to Index]

Hauss- *Comparative Politics*: Ch. 1 “Seeing with New Eyes” & Ch. 2 “Industrialized Democracies”

Topics: Practice of Political Scientists; Defining Political Organizations; Democracy vs.

 Authoritarianism; Democratization; Sources of Power and Authority; Change in Power and

 Authority; Federal and Unitary Systems; Political Legitimacy; Sustaining Legitimacy; Political

 Stability

Activities: Pre-Test of MC Questions; What is Comparative Politics – Analysis/Discussion; “What

 do you know?” – Ranking Questions; Mtn Man and Surgeon Discussion; Country

 Comparison Chart/Data Analysis; Comparison – Democracy vs. Authoritarianism; Freedom

 House Group Analysis; Socrative Seminar: Is Democracy Dying?

Project: Introduce “Country Updates” Group Research/PowerPoint [Include data, findings from

 initial research about respective country’s HDI, GDP, per capita GDP, PPP, Gini Index,

 Failed States Index, Freedom House, etc…]

Writing: Introduction to FRQs/Samples [Conceptual Analysis and Quantitative Analysis]

Quiz: Multiple-choice and FRQ (Conceptual Analysis and Quantitative Analysis)

**09 SEP to 04 OCT [Unit 2: Political Institutions]**

O’Neil- *Essentials of Comparative Politics*: Ch. 6 “Democratic Regimes”; Case 1 “UK” [Refer to Index]

Hauss- *Comparative Politics*: Ch. 3 “United States” & Ch. 4 “United Kingdom” [Refer to Index]

Topics: Parliamentary, Presidential, and Semi-Presidential Systems; Comparing Parliamentary,

 Presidential, and Semi-Presidential Systems; Executive Systems; Executive Term Limits; Removal

 of Executives; Legislative Systems; Independent Legislatures; Judicial Systems; Independent

 Judiciaries

 Activities: Comparison Chart – Presidential vs. Parliamentary Systems; Diagrams – Madisonian

 Model and United Kingdom; Analysis – “State of the Union” vs. “Opening of Parliament”;

 Analysis – Head of State vs. Head of Government? (video); View PMQs; Chart –

 Sovereignty, Authority and Power; Analysis – Links to Mexico & Nigeria

Project: “Country Updates” Group Research/PowerPoint [Include newly covered concepts; News

 source from assigned country; Video clip regarding ‘political institutions’]

Writing: Reinforce [Conceptual Analysis]; Introduction to FRQs/Samples [Country Comparison and

 Source Analysis]; and Analyze/Reference Scoring Rubrics – What is necessary to score

 well?

Quiz: Multiple-choice and FRQ (Country Comparison)

FIRST QUARTER EXAM (Midterm) = Approximately 08-09 OCTOBER (Multiple Choice Questions and FRQ Questions – Conceptual Analysis and Quantitative Analysis)

**15-30 OCT [Unit 3: Political Culture and Participation]**

O’Neil- *Essentials in Comparative Politics*: Ch. 3 “Nations and Society”; Ch. 7 “Developed Democracies”;

Case 4 “Iran” [Refer to Index]

Hauss- *Comparative Politics*: Ch. 13 “Iran” [Refer to Index]

Topics: Civil Society; Political Culture; Political Ideologies; Political Values and Beliefs; Nature and

 Role of Political Participation; Forces that Impact Political Participation; Civil Rights and Civil

 Liberties; Political and Social Cleavages; Challenges from Political and Social Cleavages

 Activities: Political Culture – Poster Contest; World Value Survey; Investigate – Voting Systems

 (Plurality; Majority; Rank-Choice Voting; etc…); World’s Smallest Political Quiz; Political

 Compass Analysis; *Our Man in Tehran* – Video; Diagram – Islamic Republic of Iran;

 Investigate/Analyze – “Tiananmen Square”; Socratic Seminar – Is identity politics bad?

Writing: Reinforce [Conceptual Analysis; Country Comparison; and Quantitative Analysis];

 Introduction to FRQs/Samples [Argument Essay]; and Review Scoring Rubrics

Project: “Country Updates” Group Research/PowerPoint [Include newly covered concepts; Voter

 Turnout Rate; Culture – Images; Social Movements/Protests; Cleavages; Introduce –

 Political Parties and Beliefs]

Quiz: Multiple-choice and FRQ (Conceptual Analysis and Country Comparison)

**31 OCT to 14 NOV [Unit 4: Party/Electoral Systems, & Citizen Organizations]**

O’Neil- *Essentials in Comparative Politics*: Ch. 6 “Democratic Regimes”; Ch. 8 “Nondemocratic Regimes”;

Ch. 9 “Communism & Post-Communism”; Case 2 “Russia”; and Case 3 “China” [Refer to Index]

Hauss- *Comparative Politics*: Ch. 8 “Communist Regimes”; Ch. 9 “Russia” and Ch. 10 “China” [Index]

Topics: Electoral Systems and Rules; Objectives of Election Rules; Political Party Systems; Role of

 Political Party Systems; Impact of Social Movements and Interest Groups; Pluralist and

 Corporatist Interests

 Activities: Diagram – CCP and People’s Republic of China; Diagrams – Soviet Union and Russian

 Federation (Evolution of Putin’s control); Election Simulation – SMD, Plurality, PR, FPTP;

 Alternative – Ranking-Choice Voting Video; Begin Reviewing (Team-Kahoot Challenge)

Writing: Reinforce [Conceptual Analysis; Country Comparison; and Quantitative Analysis];

 Practice – Argument Essay; Review student samples

Project: “Country Updates” Group Research/PowerPoint [Include newly covered concepts;

 Relationship between ‘Election System’ and ‘Party System’; Election data from most recent

 elections; Most impactful and recent Social Movements; Status of Women]

Quiz: Multiple-choice and FRQ (Type – Unknown)

**15 NOV to 12 DEC [Unit 5: Political and Economic Changes and Development]**

O’Neil- *Essentials in Comparative Politics*: Ch. 4 “Political Economy”; Ch. 10 “Developing Countries”;

Ch. 11 “Globalization…”; Case 5 “Mexico”; and Case 6 “Nigeria” [Refer to Index]

Hauss- *Comparative Politics*: Ch. 14 “Nigeria”; Ch. 15 “Mexico” & Ch. 16 “Global Challenges…” [Index]

Topics: Impact of Global Economic and Technological Forces; Political Responses to Global Market

Forces; Challenges from Globalization; Policies and Economic Liberalization; International

and Supranational Organizations; Adaptation of Social Policies; Impact of Industrialization

and Economic Development; Causes and Effects of Demographic Change; Impact of

Natural Resources

 Activities: Research Globalization/Economic Liberalization; Investigate –

 International/Supranational Organizations (role and influence); Chart – State Response\

 (ethnic/religious cleavages); BEGIN REVIEW…

 Writing: Reinforce [Conceptual Analysis; Country Comparison; Source Analysis; Quantitative

 Analysis; and Argument Essay] Practice…

Project: “Country Updates” Group Research/PowerPoint [Include newly covered concepts;

 Economic System – Economic liberalization; Political responses to global market forces;

 Socio-economic cleavages/inequality; Social policies; Demographic changes;

 Environmental concerns and state response(s); Incorporate Charts]

Quiz: Multiple-choice and FRQ (Type – Unknown)

Review: Presentations [“Country Updates” PowerPoints]

\*SECOND QUARTER EXAM (Final) = Approximately 17-18 DECEMBER (MC and FRQs)

**\*[Prior to College Board AP Exam: After-School Review Sessions/Mock Exam are given]\* TBA**

Please return this portion:

I have read and understand the material presented in the syllabus:

**AP Comparative Government (2019-20)**

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name [PRINTED]: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name [PRINTED]: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_**

**PINE VIEW HIGH SCHOOL HONOR CODE COUNCIL**

Pine View School offers a quality education that not only ensures knowledge, but also strives to cultivate the virtues of honor, courtesy, and perseverance. Of these virtues, honor is of great importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. To help the development of such values, the Pine View High School Honor Code Council has been established.

A Pine View High School student is expected to maintain the highest standards of academic integrity, overall scholarship, school leadership and community responsibility.

So that the expectations of the Pine View High School faculty are clear, we have compiled a list of behaviors we unanimously agree are forms of cheating.

1. Looking on someone else’s paper during a test or quiz.
2. Plagiarizing another’s words or ideas (including data downloaded from the internet) in a report, research paper, or extended essay.
3. Revealing to someone who has not taken a test or quiz what the questions or problems are.
4. Copying or conferring with other students or with adults on any independently designated assignment, without teacher authorization.
5. Writing notes in a convenient place and referring to them during a test or quiz.
6. Sliding your paper into viewing range of another student during a test or quiz.
7. Working out signals and using them to help someone on a test or quiz.
8. Looking at the paper of a student who is still working on a test when you come into the room from another class; checking out the teacher’s desk to see what might be helpful.
9. Unauthorized use of technological devices to complete, disseminate, or reveal information or answers to self or others.
10. Having knowledge of another Pine View student’s plan or participation in “cheating” without confiding directly or anonymously to Pine View personnel.
11. Any infraction that warrants a school referral, or violation of civil or criminal law.
12. Other instances may arise that are deemed to be dishonest efforts of the student and will be subject to the same consequences outlined in our Honor Code policy.

Pine View School will treat allegations of cheating as a very serious matter. A Pine View High School Honor Code Council consisting of the grade-level Assistant Principal, a counselor and at least two faculty members will convene to decide upon disciplinary action when an infraction of the honor code occurs. Recommendations are submitted to the Principal for final consideration.

If a student has been found in violation of the Pine View Honor Code, he or she will not be recommended for the National Honor Society or any of the other honor societies. If the student is already a member, the sponsor of the organization will be notified. In addition, letters of recommendation to colleges may be withheld and the Honor Code Council will make a recommendation to the College Resource Teacher regarding notifying colleges of the infraction.

Whether you are specifically asked to sign the honor pledge for each high school assignment or not, it will be understood that as a Pine View High School student, you will always be able to sign the following:

**On my honor, I promise that I have neither given nor received help on this assignment/examination, nor will I pass on information to others.**

Student Signature Date

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

The signatures above indicate that we have read/agree with the Pine View Honor Code and Honor Code Council policies.