COURSE SYLLABUS
Comparative Government and Politics
Advanced Placement
Political Science
Second Semester

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COURSE DESCRIPTION:
This yearlong college-level course prepares students to take two AP Exams: United States Government and Comparative Government. The course is designed to teach students to understand and be able to critically analyze important concepts in both U.S. and comparative politics through the study of six core countries from AP Comparative Government (the United Kingdom, Mexico, Nigeria, Iran, Russia and China) and more in-depth study of American government and politics. As a college-level course, it is rigorous and demanding. It requires students to put forth their best effort on a daily basis, both in class and in reading and listening to the news outside of class. A student who is willing to work hard, read 10 to 15 pages a night, enhance his/her understanding of concepts by listening, or reading the news, spending time outside of class experiencing politics and government in action, and coming to class consistently will be prepared for the AP exams.

For a detailed, topic specific description see the College Board description at: http://apcentral.collegeboard.com/repository/05828apcoursedescgopo0_4321.pdf

COURSE OUTLINE AND READING ASSIGNMENTS:
At the conclusion of the AP® Comparative Government and Politics course students should be able to describe common types of governments and cultures in the world, compare and analyze their governments and societies, and describe their interaction in a global environment. The course approach is thematic (themes correspond with the outline in the Course Planner below), and will use the following countries for the basis of our comparisons: the United Kingdom, Russia, China, Mexico, Nigeria, and Iran.

Reading assignments and required projects are listed. In addition to the reading assignments, students will be routinely required to respond in class to free-response type questions similar in format to those on the AP Exam. Students will also have five multiple-choice tests (Units I, II, III, IV and V). Students will take a cumulative exam in class that will be similar in format to the AP Exam.
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Supplemental Readings:

In addition: a variety of handouts will be given for reading assignments throughout the course.

Current Events:

Students are required to summarize one current event per week from the Economist, BBC News, the Washington Post, or the New York Times. The article must relate to either one of the themes of AP Comparative Government and Politics, or one of the core countries.

Course Planner:

I. Introduction to Comparative Politics (2 Weeks) Analysis and interpretation of charts, graphs, and other data

O’Neil: Chapters 1 (Introduction) and 2 (States);
Roskin: Chapter 1 (Introduction: The Concept of Country)

Essential Readings: Lichbach and Zuckerman, “Research Traditions and Theory in Comparative Politics”. (O’Neil reader, pg. 2)
Lave and March, “Observation, Speculation, and Modeling (O’Neil reader, pg. 7)
Vocabulary List

II. Sovereignty, Authority, and Power (2 Weeks)

O’Neil: Chapters 3 (Nations and Society), 4 (Political Economy), and 5 (Authoritarianism)
Roskin: Chapters 2 (Great Britain), 7 (Russia) THE IMPACT OF THE PAST, and 15 (Iran)
ALL OF THE CHAPTER

Huntington, “The Clash of Civilizations”. (O’Neil reader, pg. 105)
Hobsbawm, “Nationalism”. (O’Neil reader, pg. 70)
AP Central briefing paper on Iran

III. Political Institutions (3 Weeks) O’Neil, chapters 6 (Democracy) and 7 (Advanced
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Democracies) Roskin, Chapters 8 (Russia), 3 (UK), THE KEY INSTITUTIONS and 13 (Mexico) READ ALL OF THE CHAPTER

Essential Readings: Schmitter, “What Democracy is . . . and is Not” (O’Neil, pg. 247)
Putnam, “Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America” (O’Neil, pg 266)
Duverger, “The Number of Parties” (O’Neil, pg. 330)
Huber, “Congruence between Citizens and Policymakers in Two Visions of Liberal Democracy” (O’Neil, pg. 334)
AP Central briefing paper on Mexico

IV. Citizens, Society, and the State (2 Weeks) O’Neil, Chapter 9 (Less Developed and Newly Industrializing Countries) Roskin, Chapters 14 (Nigeria) and 12 (China) ALL OF THE CHAPTER

Easterly, “To Help the Poor” (O’Neil, pg. 402)
Pritchett, “Divergence, Big Time” (O’Neil, pg. 410)
Collier, “Why Has Africa Grown Slowly?” (O’Neil, pg. 428)
AP Central briefing paper on Nigeria

V. Political and Economic Change (2 Weeks) O’Neil, Chapters 8 (Communism and Post-Communism) and 10 (Globalization) Roskin, Chapters 9, 10, 11 (Russia)

Przeworski, “A Prologue: The Fall of Communism” (O’Neil, pg. 366)
Pye, “Traumatized Political Cultures: The After Effects of Totalitarianism in China and Russia” (O’Neil, pg. 381)

VI. Public Policy (2 Weeks) O’Neil, Chapter 11 (Political Violence) Roskin, Chapters 4, 5, and 6 Great Britain and Chapter 16, Lessons of Six Countries

Skocpol, “France, Russia, China: A Stuctural Analysis of Social Revolutions” (O’Neil, pg. 509)
Crenshaw, “The Causes of Terrorism” (O’Neil, pg. 527)
Goldstone, “States, Terrorists, and the Clash of Civilizations” (O’Neil, pg. 552)

Teaching Strategies:

The course will combine lecture/text discussion with interactive teaching strategies such as model parliament, debates, and Web site round tables. We will discuss news articles from the Economist some days. Additionally, students will be assigned to country-specific groups and the group will prepare a power point about their country for use by the rest of the class.
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Student Evaluation:

The most important aspect of the students’ grade is their multiple-choice tests and free-response writing, which together comprise over 60 percent of their overall grade. Students are given one multiple-choice test on each unit described in the Course Description. About once each week students are given unannounced free-response questions in class. Students have two projects and one cumulative exam that is an AP Released Exam (both multiple-choice and free-response) that counts for 20 percent of the semester grade.

Student Activities:

Students are assigned in groups to create power point presentations on the core countries. Each group will present its power point and make it accessible to the rest of the class. Each power point is presented to the class at a pre-assigned date during the semester.

Individual Public Policy Research Papers:
Each student will research a public policy and write a research paper on the implementation of that policy in designated countries. Students will give a brief presentation of their papers at the end of the semester.

NOTE: A 2000 word paper will be due on (TBA). The paper will analyze an Individual Public Policy issue. What was the outcome and are you in agreement? What has been the impact on the United States and its citizens? Further information will follow regarding the paper.

STUDENT LEARNING OBJECTIVES: The student should be able to: (1) develop and demonstrate knowledge of major ideas, dates, events, and places, (2) discuss information regarding governmental theories and objectives, (3) relate knowledge from the various theories and objectives presented, (4) discuss various political theories.

COURSE CONTENT:
TESTS: Five (5) tests will be given and each test will be worth 100 points (including the Final). There will be no make-up tests except for very special circumstances, as determined by the instructor. You are expected to be present and participate in all announced tests. Class assignments: Fifteen (15) newspaper editorials with a paragraph summation. Tests will represent 50% of your grade (500 points), class assignments will represent 15% of your grade (150 points) and your successful completion of the 2000 word paper will equal 35% of your final grade (350 points). Total of 1000 points.
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GRADE SCALE: A= 900-1000 (90-100%)
B= 800-899 (80-89%)
C= 700-799 (70-79%)
F= Below 700 (69% and below)

GENERAL COURSE INFORMATION:
Make-up work will be accepted within five classes from the absence date. You must be prepared to talk about the material assigned in the readings section. Should you fail to submit you paper on time, you will receive a reduced grade. Should you fail to write a paper, you will receive an “F” for the class. The paper will be typed (typewriter, word processor, or computer printer). All information used for the paper will be properly cited. Credit will be given to the individual(s) whose information was used.

The instructor reserves the right to make changes to the syllabus at any time with proper notification to the students.

PLEASE PROVIDE THE FOLLOWING FOR PARENTS ON OPEN HOUSE NIGHT.

1. Basic information concerning the course-SEE SYLLABUS
2. Explanation of grading procedures –SEE SYLLABUS
3. All contact information-SEE SYLLABUS
4. When / Where tutoring is available-TUTORING IS AVAILABLE ON TUESDAY AND THURSDAY AFTERNOONS IN THE CAFETERIA. A SOCIAL STUDIES INSTRUCTOR WILL BE AVAILABLE. SPECIFIC QUESTIONS SHOULD BE ADDRESSED TO THE PRIMARY TEACHER. ARRANGE TIME WITH MR. FEEHAN FOR SPECIFIC ASSISTANCE AS NEEDED.
5. Reminder to parents to contact Mrs. Gregory in Counselor’s Office (988 – 6340 ext. 32338) to arrange conferences

PARENTS: THE AP COURSE REQUIRES SUBSTANTIAL READING. PREPARING FOR AN EXAM THE NIGHT BEFORE THE TEST WILL NOT ADEQUATELY PREPARE THE STUDENT FOR THE EXAM. FUTURE PREPARATION FOR THE COLLEGE BOARD AP EXAM WILL ALSO BE IMPACTED.