

“The 21st century has taught us that we cannot ignore the world around us. Happenings around the globe now directly impact our lives, and social studies teachers and students around the country face the challenge of interpreting complex, puzzling events. The AP comparative course focuses on government and politics in other countries and provides a theoretical framework to compare political systems around the world.” – Ethel Wood

Course Description: This is a one year course designed to give students an analytical perspective on global politics. Students will focus on the governments of the United States as well as the diverse political structures of the **United Kingdom, Russia, China, Mexico, Nigeria, and Iran**. Comparisons will be made in terms of power structures, political institutions, citizen participation, political and economic change, and public policy. Students will be exposed to different theoretical and practical frameworks that are the foundations for a variety of political systems.

Summer Assignment:

Part One:

In your textbook, *Essentials of Comparative Politics with Cases (O’Neil)*, read the first two chapters (pages 2-61). Complete the note sheets for each of the chapters and bring to class on the first day. Note sheets are attached at the end of this assignment.

Part Two:

A. Assemble a Comparative Government: Current Events Binder, This should be a large 3 Ring Binder containing the following sections: **United Kingdom, Russia, China, Mexico, Nigeria, and Iran**. Use dividers between sections. Each section should include a table of contents page with Country Heading, Title and Source for each article.

B. During the summer collect **three** news articles per country. The articles should span the duration of the summer, and not only reflect 1-2 weeks prior to the start of school. The articles should provide you with information about the political, economic, and/or foreign policy issues confronting each nation. Articles may come from newspapers, periodicals, magazines, and/or the Internet.

Possible sources include but are not limited to:

New York Times – <http://www.nytimes.com/>

BBC – www.news.bbc.co.uk

The Economist- <http://www.economist.com/>

Foreign Affairs Magazine <https://www.foreignaffairs.com>

The Wall Street Journal <http://www.wsj.com/>

The Guardian- <http://www.theguardian.com/international>

We are looking for articles with depth and analysis of critical issues. Use your discretion on appropriate sources. The variety and level of sources will be considered in your final grade for this assignment.

C. Highlight the material in each article that makes reference to the political structures and practices of the nation under discussion. Look closely for connections to terms and theories you were introduced to in your chapter readings. Label each highlighted comment in each article with the applicable term or concept from your O'Neil text. Comment in the margins, sharing your thoughts about what you have read.

D. Three articles per nation are the minimum number of articles required. Though extra credit will not be awarded for collecting, highlighting and labeling additional articles, you may include as many articles in the binder as you wish to read.

E. Conclude each section with a **typed** paragraph that analyzes the challenges for each nation, both foreign and domestic, as well as the strengths that each government possesses. Additionally, assess the assets and challenges the nation poses to the International Community.

60 Point Rubric for Portfolio Assignment

Requirements	Exemplary	Accomplished	Approaching	Inadequate
<p>Article Selection <i>10 points</i></p>	<p>The journal completely addresses all six countries with a minimum of 3 articles each. Articles are representative the political, social, economic, and/or foreign policy issues confronting each nation. (10 points)</p>	<p>The journal addresses all six countries with a minimum of 3 articles each. There may be some overlap in the content of the articles, or the same source was used extensively throughout. (9 points)</p>	<p>The journal includes all six countries with a minimum of 3 articles each. There is overlap in the content of the articles, or the articles were not connected to the study of government and politics within that state. (8 points)</p>	<p>The journal is too brief and fails to address all six countries with three articles each. (7-0 points)</p>
<p>Commentary <i>20 points</i></p>	<p>The articles are extensively annotated with copious margin notations. The annotations demonstrate a comprehensive and thoughtful reading of the O'Neil text. The margin notes show that the student has proficiently analyzed the article and made insightful connections with the terms and concepts. (20-18 points)</p>	<p>The articles are adequately annotated with margin notations. The annotations demonstrate that the student understands the text beyond the literal level. The margin notes show that the student has analyzed the text, made some connections and drawn some conclusions. Notations are balanced and show some deep reading and thinking. (17-15 points)</p>	<p>The text is annotated with some margin notations. The annotations are basic and consist of mainly questions or literal ideas. Annotations indicate a basic understanding of the text. The student has been able to make one or two connections in each article, but has been unable to use the article to draw valid conclusions. Notations are unbalanced and only half the text is marked. (14-12 points)</p>	<p>Significant parts of the text are completely unmarked. Notes are illogical and not balanced. There is an over reliance on underlined text. (11-0 points)</p>
<p>Analysis <i>20 points</i></p>	<p>Offers an in-depth analysis and interpretation of the articles within the context of the task (may address: reliability, cause / effect, intended audience; makes inferences from articles(s). (20-18 points)</p>	<p>Attempts an analysis and interpretation of the articles within the context of the task (may address: reliability, cause / effect, intended audience. (17-15 points)</p>	<p>Somewhat attempts an analysis and interpretation of the articles within the context of the task (may address: reliability, cause / effect, intended audience. Analysis provided may be flawed or interpreted/applied incorrectly (14-12 points)</p>	<p>Shows a limited Understanding of articles/terms. Uses limited, simplistic and/or flawed analysis of articles. (11-0 points)</p>
<p>Neatness <i>10 points</i></p>	<p>Journal reflects neatness and effort. The articles are clearly labeled and highlighted with a table of contents page for each country. (10 points)</p>	<p>Journal reflects neatness and effort. The articles are clearly labeled and highlighted. (9 points)</p>	<p>Journal somewhat reflects neatness and effort. The articles are not always clearly labeled and highlighted. There is some confusion regarding location of articles. (8 points)</p>	<p>Journal lacks neatness and effort. The articles are no clearly labeled and highlighted. (0-1)</p>

AP Comparative Government and Politics

Note Taking Outline: *Essentials of Comparative Politics, 5th Edition*, By O'Neil

Chapter 1: Introduction

Questions/Summaries/ Connections	Key Terms/Notes:
<u>WHAT IS COMPARATIVE POLITICS?</u>	Comparative Politics –
	Analytic Concepts –
	Methods –
	Ideals –
	Institutions –
	Politics –
	Power –
What are the difficulties of implementing inductive and deductive reasoning in the study of comparative politics?	Comparative Method –
	Inductive Reasoning –
	Deductive Reasoning –
When selecting cases to study, why is it important to focus on the cause and not the effect?	Correlation –
	Causal Relationship -

What is the difference between causation and correlation?

Selection Bias –

Endogeneity –

CAN WE MAKE A SCIENCE OF COMPARATIVE POLITICS?

What are the contributions of the individuals in the right column to the study of politics?

Aristotle –

Niccolo Machiavelli –

Thomas Hobbes –

John Locke –

Jean-Jacques Rousseau –

Baron de Montesquieu –

Karl Marx –

Max Weber –

In what ways did changes in countries during the second half of the 20th Century contradict the Behavioral

Modernization Theory –

Revolution's hypotheses? Why do you think this happened?

Behavioral Revolution –
Qualitative approach vs. Quantitative approach –

Explain the call for more relevance in the study of comparative politics and what kind of impact might this have on the field as a whole?

Rational Choice or Game Theory –

A GUIDING CONCEPT:
POLITICAL INSTITUTIONS

Institutions –

How can a society's institutions shape a nation's form and legitimacy of government?

What role do institutions have in impacting change in a society?

How are institutions helpful when studying a society's politics?

A Guiding Ideal: Reconciling
Freedom and Equality

Freedom –

Explain the interconnected relationship of freedom and equality as it applies to politics and a society's focus on one idea over the other.

IN SUM: LOOKING AHEAD AND THINKING CLEARLY:

What can one learn from the Hedgehogs and Foxes study?

Equality –

Chapter 2: STATES

Questions/Summaries/ Connections	Key Terms/Notes:
<u>DEFINING THE STATE:</u> Why does a state “need” to be armed?	The State –
Identify some of the common responsibilities of the State.	Sovereignty –
Explain how many revolutions are against the regime, but not the state.	Regime – Regime Change –
How is it that Governments can change frequently, but regimes and states often last for much longer times?	Government – Country –
<u>THE ORIGINS OF POLITICAL ORGANIZATION:</u> Summarize contributions of the terms to the right in the process of creating the State.	Agriculture – Domestication – Property and Specialization -

Political Organizations –

Hobbes and the “social contract” –

Rousseau and concept of “noble savages” –

THE RISE OF THE MODERN

STATE:

How did the decay of Europe during the Dark Ages lead to early political organizations?

What three advantages did the state have over alternate forms of organization?

How did imperialism impact the creation of the modern state?

What are some of the problems that younger states face that most European states no longer face?

Nationalism –

Treaty of Westphalia (1648) –

COMPARING STATE POWER:

LEGITIMACY

Legitimacy –

Traditional Legitimacy –

Charismatic Legitimacy –

Rational-legal Legitimacy –

“Cult of Personality” –

**CENTRALIZATION OR
DECENTRALIZATION**

Explain the argument as why some claim that devolution leads to greater legitimacy.

Federalism –

Asymmetric Federalism -

Unitary States –

Devolution –

**POWER, AUTONOMY AND
CAPACITY**

Strong States –

Weak States –

Failed States –

Capacity –

Autonomy –

IN SUM: STUDYING STATES

**Why Has Pakistan Slid Towards
State Failure?**