CLASS EXPECTATIONS

Every member of this class will have an opportunity to learn in an atmosphere which is both comfortable and conducive to classroom success.

Every member of this class will have the right to ask questions and to express opinions as they apply to the course materials.

To these ends, all class members shall conduct themselves in a civil and reasonable manner. Every member of this class has a responsibility to come to class, prepared and on time. Students should bring the required materials to class every day. Late work will not be accepted without prior approval.

Required for Class

Text:


Notebook (with pockets)

Goals

This one semester course is designed to give students a basic background of seven of the world’s diverse political structures and practices in order to prepare them for the Advance Placement Comparative Governments Exam given at the end of the spring semester. The course encompasses the study of both specific countries and of general concepts used to interpret the key political relationships found in virtually all national politics. Four countries form the core of the course: Great Britain, France, China and Russia/the former Soviet Union. Three additional countries will be covered: India, Mexico and Nigeria as secondary topics.

During the course, students should gain an understanding of substantive topics in comparative governments including: sources of political power (valid and invalid), sources of public authority, the relationship between states and society, the relationship between citizens and states, political and constitutional frameworks, and characteristics of political change.
Assignments and Grading

Readings from the texts, newspapers, and magazines are considered to be daily assignments; to that end, students are expected to read and discuss the material daily. Grades will be based on class participation (including homework assignments, quizzes, journal entries and discussion), a major collaborative project, individual projects, and chapter tests.

Grade Requirements

Third Quarter

20% – Projects – Each student should complete two projects. The use of projects is designed to encourage students to use their own interests to support and compliment the materials in this class. My aim is to allow students the greatest possible latitude, within the scope of this class, in determining the topics. Projects should be instructional in nature; hence, students should bring in outside information (not from the textbook or class instruction) and present it to the group in a manner that will enhance student appreciation of the material.

Projects may include:

1. - computer/multi-media presentations (e.g. Presentation or Power point)
2. - guest speakers (with appropriate introductions and written synopsis of topic)
3. - videos presentations (by students)
4. - formal lessons (by students)
5. - artwork (e.g. sculptures, poetry, comic strips)
6. - interviews

Students with additional suggestions should discuss them with me as soon as possible. Keep in mind that projects are not just assignments, they are opportunities for students to express themselves and their ideas. Students should find something that interests them and then find an acceptable manner to both express that interest and enhance the class.

20% Participation – Homework assignments, quizzes, journal entries and discussions. I expect students to participate in class discussions. Because familiarity with the subject matter is necessary for intelligent discussion, students must keep up with their reading assignments. I will use homework, oral or written quizzes, journal assignments, and classroom observation to determine the participation grade of individual students. In addition to topic familiarity, I expect students to participate in all discussions in a reasonable manner. This includes, but is not limited to having respect for the teacher and other students (e.g. not interrupting others, and not making inappropriate remarks about or to anyone in the class). I also expect students to remain on task and work on individual, group or class assignments when made.

60% Tests – Students should expect to be tested on every chapter formally covered in this course. The test material will be based on the text book, lecture notes and class discussion.
Fourth Quarter

20 % Participation—See first quarter.

50 % Tests—See first quarter

30 % Project—The class will be divided into three groups. Each group will be responsible for constructing an appropriate unit of study on India, Mexico or Nigeria. The groups will form their own quasi-governments and make decisions which will affect their own division of labor and structure of presentation. As all students are expected to contribute to an equal extent, each student in the group will receive the same grade. Each group will have the responsibility of policing its own members and have the authority to remove any member who is unwilling to conform to group expectations. If any student is unwilling (or unable) to participate in the group activity he/she will be required to complete an entire project individually.

Project requirements will include both a formal research paper and a class presentation. The presentation component should be instructional in nature. The intent is that each student will acquire an in-depth understanding of one of the optional countries used on the free response section of the comparative government A.P. exam, and through their classmates’ presentation, become somewhat familiar with the additional two countries. Specific guidelines will be discussed with the class over the course of the semester.

If you have questions or comments about these or any classroom policies or activities please contact me:

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332-3609
or
e-mail – acadian@nersp.nerc.ufl.edu
http://nersp.nervm.ufl.edu/~acadian/vickey/vickey.htm
# Comparative Government Syllabus

**Time Frame:** 15 - 16 weeks

<table>
<thead>
<tr>
<th>Units / Weeks</th>
<th>Topics</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Ch 1)</td>
<td>Introduction</td>
<td>Basis for comparison</td>
</tr>
<tr>
<td>5 - 7 (Ch 7 - 11)</td>
<td>France (15 days)</td>
<td>Key Institutions &amp; Legitimacy: President, Parliament, Prime Minister, Bureaucracy, Judiciary, Political parties and Interest groups, Who Rules France? European Union</td>
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<tr>
<td>8</td>
<td>Projects--Student presentations on selected topics --20 - 30 min.</td>
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<tr>
<td>9 - 11 (Ch 17 -21)</td>
<td>Russia (15 days)</td>
<td>Introduction &amp; Political Change: Revolution, Political Culture, Key Institutions &amp; Legitimacy: Communist Party, Russian Republic, Conflicts, Who Rules Russia?</td>
</tr>
<tr>
<td>12 - 14 (Ch 27)</td>
<td>China (13 days)</td>
<td>Key Institutions: Party &amp; Mao, Political Party &amp; Army, Structure, Political Culture, Dissent &amp; Change, Who Rules China?</td>
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<tr>
<td>15 - 16 Minor Country Presentations--</td>
<td>Mexico, India &amp; Nigeria</td>
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