
Syllabus Development Guide: AP[®] Government and Politics: Comparative

The guide contains the following sections and information:

Curricular Requirement	The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.
Scoring Components	Some curricular requirements consist of complex, multipart statements. These particular requirements are broken down into their component parts and restated as “scoring components.” Reviewers will look for evidence that each scoring component is included in your course.
Evaluation Guideline(s)	These are the guidelines used by reviewers to evaluate the evidence in your syllabus. Use these guidelines to determine the level of detail reviewers require to demonstrate how the curricular requirements are met in your course.
Key Term(s)	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.
Samples of Evidence For each scoring component, three separate Samples of Evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.	

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Curricular Requirement	The course provides instruction in each of the following six topics outlined in the Course Description: <ul style="list-style-type: none">• Introduction to Comparative Politics• Sovereignty, Authority, and Power• Political Institutions• Citizens, Society, and the State• Political and Economic Change• Public Policy
Scoring Component 1	The course provides instruction on an introduction to comparative politics.
Evaluation Guideline(s)	If the syllabus mentions an introduction to ideas, issues, concepts and/or reasons to study comparative politics, then evidence is sufficient.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus states that students are assigned to read chapter one or the introductory chapter, in the cited textbook.2. The syllabus includes an introduction to vocabulary and concepts in comparative politics.3. The introductory section of the syllabus includes the ideas of what comparative politics is and why students should study comparative politics.	

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Scoring Component 2	The course provides instruction in sovereignty, authority, and power.
Evaluation Guideline(s)	The syllabus must include one or more of these concepts (sovereignty, authority and power).
Key Term(s)	Sovereignty: the final authority over inhabitants of a given territory. Authority: the right to rule over the inhabitants of a jurisdiction. Power: the capacity to get others to do what they would not otherwise do.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus states, “The next section of the class addresses the ideas of sovereignty, authority and power. Read chapter XX.”2. The syllabus states, “Students define the following terms for the next section of the class: sovereignty, authority, power (among others).”3. The syllabus states, “In this section we will discuss the power held by the government in each of our countries.”	

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Scoring Component 3	The course provides instruction in state and nation.
Evaluation Guideline(s)	The syllabus must include instruction in both state and nation.
Key Term(s)	<p>State: a politically organized territory that recognizes no higher authority (sovereignty).</p> <p>Nation: a group of people who have such a strong mutual identity that they want to be ruled as an exclusive group in the form of a state or a relatively autonomous jurisdiction within a state, often on the basis of common culture, ethnicity, religion, language, and/or race.</p>
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus includes an assignment where students write a short answer on the differences between a state and a nation. 2. The syllabus states, “The next section of the class looks at states, nations, and nation-states. Vocabulary for this section includes: nation, state (among others).” 3. In the state and nations section, the syllabus includes the use of Walker Connor’s article “A Nation is a Nation, Is a State, Is an Ethnic Group, Is a ...” 	

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Scoring Component 4	The course provides instruction in citizens and society and the state.
Evaluation Guideline(s)	If explicit evidence is not present but key terms (e.g., political participation, political culture, people and the government as a relationship, social movement, interest groups, or race ethnicity cleavages) are mentioned, then evidence is sufficient.
Key Term(s)	Citizens and society: citizens, social movements and interest groups that have relations with the state.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus states, “The next section of the class will look at how political culture plays a role in each of our countries.”2. Political participation, political culture, and socialization are all important terms defined for this portion of the class.3. The course includes an examination of how social movements and interest groups are different.	

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Scoring Component 5	The course provides instruction in political institutions.
Evaluation Guideline(s)	If key terms (e.g., governmental institutions, branches of government, political parties, bureaucracy, etc.) are mentioned, then the evidence is sufficient.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus states, “Read XX chapter in the assigned text. We will then discuss the structure of the government in each of our countries.”2. Students explain how the executive and legislative branches are different in the presidential system of Mexico and the parliamentary system of Great Britain during the political institutions unit of the course.3. The syllabus states, “Vocabulary terms for this section include: executive branch, judicial branch, legislative branch, bureaucracy (among others).”	

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Scoring Component 6	The course provides instruction in political and economic change.
Evaluation Guideline(s)	If the syllabus includes key terms (e.g., evolution, history, political economy, future, development, globalization, democratization), then evidence is sufficient.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus states, “The next section of the class examines political and economic changes within our countries.”2. The syllabus includes an examination of how NAFTA has changed Mexico.3. The syllabus includes students answering the following question: “How have we seen a shift toward greater democracy in other countries?”	

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Scoring Component 7	The course provides instruction in public policy.
Evaluation Guideline(s)	The syllabus must at least mention discussion of public policy. If the syllabus includes discussion of policies through assignments and class discussions, then evidence is sufficient.
Key Term(s)	Public policy: refers to issues on which a government must make a decision, on which it may or may not take action.
Samples of Evidence <ol style="list-style-type: none"> 1. The syllabus states, “The next section of the class will look at current public policies in each of our countries.” 2. The syllabus states, “Students read assigned supplemental readings on the Olympics in China; EU regulations and their impacts in Great Britain; and oil policies in Nigeria.” 3. The syllabus states, “Students read <i>The New York Times</i> or another current newspaper and identify a public policy for each of the countries we are studying.” 	

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Curricular Requirement	Six countries form the core of the course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The course uses concrete examples from these six countries, including contemporary political changes, to illustrate the six major content areas of the course.
Scoring Component 8	The course uses concrete examples from China, Great Britain, Iran, Mexico, Nigeria, and Russia, including contemporary political changes, to illustrate the six major content areas of the course.
Evaluation Guideline(s)	The syllabus must cover all six countries, in addition to providing evidence that the course addresses examples and current political changes.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus states, "Section 2 of the class looks at Mexico. Section 3 of the class looks at China. Section 4 of the class looks at Iran."2. The syllabus includes student discussion regarding governmental frameworks for the following countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia.3. The syllabus states, "In the next section the class will look at political instructions for each of our countries (China, Great Britain, Iran, Mexico, Nigeria, and Russia)."	

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Curricular Requirement	The course teaches students to compare and contrast political institutions and processes across countries and to derive generalizations.
Scoring Component 9	The course teaches students to compare and contrast political institutions and processes across countries to derive generalizations.
Evaluation Guideline(s)	Any mention of “compare and contrast” through writing, discussion, assignments, or other activities is sufficient evidence.
Key Term(s)	None at this time.
Samples of Evidence	
<ol style="list-style-type: none">1. The syllabus states, “In the following weeks we will look at the developing nations of Iran, Mexico, and Nigeria. We will then move on to developed nations.”2. The syllabus includes an assignment where students write an essay comparing the political cultures in Nigeria and Iran. Students may also write an essay exploring women’s role in politics in China, Iran, and Great Britain.3. The syllabus states, “As we go through each country, we will compare them to the countries we have previously studied.”	

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Curricular Requirement	The course introduces students to the analysis and interpretation of data relevant to comparative government and politics.
Scoring Component 10	The course introduces students to the interpretation and analysis of data relevant to comparative government and politics.
Evaluation Guideline(s)	Graphs, quantitative data, tables, and maps are all acceptable forms of data. Map quizzes, readings with a comparative essay, assignments or exams all demonstrate evidence of use of data for analysis. Use of maps alone is not sufficient.
Key Term(s)	Data: analyzing numbers, graphs, charts, maps or other information that is not exclusively in textual form.
Samples of Evidence	
<ol style="list-style-type: none">1. The syllabus includes a variety of exercises including the study maps of our countries and examining how geographic features play a role in politics in each of the countries.2. The syllabus states, “Students go to the following web page and examine the results from the last election in Great Britain and explain what the numbers show them about the country.”3. The syllabus states, “Students examine the charts provided on a Freedom House website in one unit of the course.”	

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Curricular Requirement	The course requires students to write analytical and interpretive essays frequently.
Scoring Component 11	The course requires students to write analytical and interpretive essays.
Evaluation Guideline(s)	The syllabus must have evidence of students writing analytically at least three times during the course. Examples of writing must meet analytical and interpretive criteria. A research paper in and of itself is not sufficient evidence, unless it shows that it is analytical and interpretive.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus states, "Essay question for section 3: Compare the governmental structures of one developing nation and one developed nation."2. The syllabus states, "Essay questions on exams will be taken from previous AP[®] Exams."3. The syllabus states, "Exams that follow each section of the class will include multiple-choice questions and analytical and interpretive essay questions."	

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Curricular Requirement	The course includes supplemental readings, including primary source materials and contemporary news analyses, that strengthen student understanding of the curriculum.
Scoring Component 12	The course includes supplemental readings that contain contemporary news analyses, thereby strengthening the students' understanding of the curriculum.
Evaluation Guideline(s)	Syllabus must indicate more than one supplemental reading as a resource.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus states, "Readings include both the textbook and assigned readings from <i>The Economist</i>, <i>The New York Times</i> and <i>The Wall Street Journal</i>."2. The syllabus states, "Students are expected to keep up with current events by regularly reading a national newspaper such as <i>The Washington Post</i> or <i>The New York Times</i>."3. The syllabus states, "Assigned readings for this section include: "How NAFTA Works" from <i>The Wall Street Journal</i> and "Great Britain's New Prime Minister" from <i>The Economist</i>."	