**AP Comparative Government and Politics Summer Assignment**

1. Get a 3-ring binder (1 ½ inch minimum), six divider pages, blue/black ink pens, pencils, and paper. All notes and handouts will stay in this binder for the entire year to create a review book for the AP Exam.
2. Check your access to Canvas. We will use it frequently.
3. Read Chapter 1 in the textbook and take Cornell notes. We will have a reading quiz over this information during the first week of school. See the handout on taking Cornell notes (found under the “About Us – Summer Assignments – AP Comparative Government and Politics” tab at ca.dmschools.org if you are not familiar with or need a refresher on Cornell notes. Your notes should go in the first section of your binder.
4. Read the Democratization and Globalization briefing papers found under the “About Us – Summer Assignments – AP Comparative Government and Politics” tab at ca.dmschools.org. Begin a dialectical journal for the class by responding to these readings. Your journal should have five entries for each briefing paper. Your entries must include at least **three** questions for class discussion on the first day of class.

Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of these texts. Use your journal to reflect on the readings, make personal connections with the text, make connections between the text and previous learning, share your thoughts on the themes we cover in class, develop questions for class discussions, and gather textual evidence for written assignments. Your journal must be kept in a one-subject spiral notebook. If you need a refresher on how to create a dialectical journal, here are some instructions and a sample:

1. Draw a line down the middle of the paper or fold the paper in half, making two columns.

2. The left column is used for notes - direct quotations or summaries from the reading, **including the page number**.

3. The right column is used for commenting on notes in the left column. Personal reactions to the notes on the left go here.

**This example is from the *Narrative of the Life of Frederick Douglass*:**

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| The slaves know little of their ages as horses know of theirs. They seldom come nearer to it than planting time, harvest time, cherry time, spring time, or fall time. Page 19 | It seemed to me that slaves were very unaware of their ages. The best reference they could get was through the time of the year. Records were not kept and it reinforces how slaves did not have the same rights as the rest of the population. How unfair that was to them. I couldn’t imagine not knowing my exact birth date. |
| Killing a slave, in Talbot County, Maryland, is not treated as a crime, either by the courts or the community. Page 39 | This is another example of how slaves were mistreated and failed to have equal rights. Why would plantation owners and local leaders not follow the law of the land? |

If you have any questions, e-mail me at shawn.voshell@dmschools.org. Have fun!