

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Advanced Placement Comparative Government & Politics Social Studies Department

2016

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AP Comparative Government & Politics

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION

Advanced Placement Comparative Government & Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global, political, and economic changes. The six countries forming the core of the AP Comparative Government and Politics course are China, Great Britain, Iran, Mexico, Nigeria, and Russia. By using these six countries, the course moves the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

Students are encouraged to take the Advanced Placement United States Government and Politics Examination in May.

PHILOSOPHY

The Advanced Placement Program offers two courses and exams in government and politics. Each is intended for qualified students who wish to complete studies equivalent to a one-semester college introductory course in United States Government and Politics or in Comparative Government and Politics. Trumbull High School offers both of these unique courses to students; however, students do not need to take both.

An introductory college course in Comparative Government and Politics is one semester in length. The Comparative Government and Politics course aspires, as part of the Trumbull High School program, to carefully compare political systems to produce useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse. By comparing the effectiveness of policy approaches to poverty or overpopulation, we can examine the effectiveness of policy approaches to solving problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents?

COURSE DESCRIPTION AND SYLLABUS

Course Name

Advanced Placement Comparative Government and Politics

Course Credit

½ Trumbull High School Social Studies credit

Prerequisites

Completion of Global Civilizations and/or departmental approval

General Description of the Course Content

This course will provide an opportunity for students to pursue and receive credit for college-level coursework. Advanced Placement Comparative Government and Politics is designed to develop students' understanding of diverse political structures outside of the United States. The course will use a comparative approach to examine political structures, policies, and the political, economic, and social challenges within and among six countries (Great Britain, Mexico, Russia, Iran, China, and Nigeria). Students will examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues, and will develop their college-readiness skills in reading, writing, speaking, and listening. It is recommended that students take the Advanced Placement examination.

Texts

Kesselman, Mark. *Readings in Comparative Politics: Political Challenges and Changing Agendas*. 2nd ed. Boston: Wadsworth Cengage Learning, 2010. Print.

Powell, Jr., G. Bingham, Russell J. Dalton, and Kaare Strom. *Comparative Politics Today: A World View*. 11th ed. New York: Pearson, 2015. Print.

Additional Texts

Bailey, John. *The Politics of Crime in Mexico: Democratic Governance in a Security Trap*. Boulder, CO: First Forum, 2014. Print.

Balogun, M.J. *The Route to Power in Nigeria: A Dynamic Engagement Option for Current and Aspiring Leaders*. London: Palgrave Macmillan, 2009. Print.

Butler, David E. and Gareth Butler. *British Political Facts*. 10th ed. London: Palgrave Macmillan, 2011. Print.

Collier, Paul, Chukwuma C. Soludo, and Catherine Patillo, eds. *Economic Policy Options for a Prosperous Nigeria*. London: Palgrave Macmillan, 2008. Print.

Hale, Henry E. *Why Not Parties in Russia? Democracy, Federalism, and the State*. Cambridge: Cambridge UP, 2006. Print.

Hamilton, Nora. *Mexico: Political, Social, and Economic Evolution*. New York: Oxford UP, 2011. Print.

Lieberthal, Kenneth. *Governing China: From Revolution through Reform*. 2nd ed. New York: Norton, 2004. Print.

Nathan, Andrew J. *Chinese Democracy*. Berkeley, CA: U of California P, 1986. Print.

GOALS

Upon completion of this course, students will:

- Define and describe major comparative political concepts
- Support generalizations with relevant, factual information pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia
- Analyze typical patterns of political processes and behavior and their consequences
- Compare and contrast political institutions and processes across countries
- Analyze and interpret basic data relevant to comparative government and politics

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students will work individually and with others to:

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students will work individually and with others to:

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

- HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.
- HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.
- HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.
- HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.
- HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.
- HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.
- HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
- GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
- GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
- GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

- GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
- GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
- ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- ECO 9–12.4 Analyze the role of comparative advantage in international trade of goods and services.
- ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays,

letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Grades 6-12 Literacy in History/Social Studies

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Unit 1 – Introduction to Comparative Politics

Essential Questions:

- What are the main challenges that countries face in building a political community?
- What are the causes and consequences of democratization?
- How does globalization contribute to economic development and democratization?
- How do the main elements in the environment of a political system affect the way it performs?
- Why are we unable to compare political systems simply by describing the different structures we find in them?
- What are the key elements of a political culture?
- What are the major trends in cultural change in the contemporary world?
- What structures other than political parties aggregate interests?
- How are government policies on international economic and security issues affected by globalization?

Scope and Sequence:

- Sovereignty, authority, and power
 - Military governments
 - Authoritarian regimes
 - Constitutional regimes
 - Democratic Presidential regimes
 - Parliamentary regimes
- Political institutions
 - Patron-Client networks
 - Bicameralism
 - Confederal systems
 - Unitary systems
 - Federal systems
- Citizens, society, and the state
 - Interest articulation
 - Political terror tactics

- Controlled interest group systems
- Corporatist interest group systems
- Political and economic change
 - Single-Member District (SMD)
 - Two-Party systems
 - Authoritarian party systems
 - Majority runoff elections
- Public policy
 - Policy outcomes
 - Policy outputs
 - Rentier states
 - Regulation

Documents:

- Powell, Dalton, and Strom, Chapter 2, “Comparing Political Systems”
- Powell, Dalton, and Strom, Chapter 3, “Political Culture and Political Socialization”
- Powell, Dalton, and Strom, Chapter 4, “Interest Articulation”
- Powell, Dalton, and Strom, Chapter 5, “Interest Aggregation and Political Parties”
- Powell, Dalton, and Strom, Chapter 6, “Government and Policy Making”
- Powell, Dalton, and Strom, Chapter 7, “Public Policy”
- Kesselman, Chapter 1, “Introduction to Comparative Politics”

Technology Competency Standard:

2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

Assured Experience:

- Students will create mental map of 6 case studies with bar graphs demonstrating population, economic figures, and levels of political participation (by ethnicity, language, and gender). <http://unstats.un.org/unsd/demographic/sconcerns/densurb/urban.aspx>

Time Allocation: Approximately 3 weeks

Unit 2 – Politics in Britain

Essential Questions:

- How can one describe the unwritten constitution of Britain?
- Which is a more effective leader: a President or a Prime Minister?
- Is the multitude of political parties in the House of Commons a benefit or a hindrance to the country?
- What are the arguments for and against the use of the first-past-the-post electoral system in Britain?
- What politics should claim the largest portion of public expenditures and why?
- What are the main challenges facing the coalition government in the most recent general election?

Scope and Sequence:

- Sovereignty, authority, and power
 - Collectivist theory of government
 - Individualist theory of government
 - Crown
 - First-past-the-post electoral system
 - Devolution
- Political institutions
 - Prime Minister
 - Parliament
 - Cabinet
 - Multi-party systems (Labor Party, Liberal Democratic Party, the Conservative Party)
- Citizens, society, and the state
 - Relations with Northern Ireland, Scotland, Wales
 - Official secrecy
 - Territorial justice
- Political and economic change
 - Unwritten constitution

- Insider and outsider interest groups
- Privatization
- Public policy
 - European Union relations
 - Thatcherism

Documents:

- Powell, Dalton, and Strom, Chapter 8, “Politics in Britain”
- Kesselman, Chapter 2, “States & Regimes”
- Butler and Butler, excerpts
- Excerpts from Magna Carta, English Bill of Rights, English Petition of Rights
- UK Polling Report, Public Opinion Polls

Technology Competency Standard:

3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - d. Process data and report results.

Assured Experience:

- Using public opinion polls from <http://ukpollingreport.co.uk> and Commentaries on Proposals to Reform Government www.ucl.ac.uk/constitution-unit, students will present an issue during a roundtable parliamentary debate.

Time Allocation: Approximately 2 weeks

Unit 3 – Politics in Russia

Essential Questions:

- How has Russia’s history as the leading member of the USSR impacted its current economic and political conditions?
- How did Yeltsin’s “shock therapy” program contribute to the constitutional crisis of 1993?
- How did President Putin go about strengthening the power of the central government and dealing with civil society?
- Why do Russians hold contradictory views about democracy?
- What are the main obstacles to the rule of law in Russia? What changes in the political system would be required to overcome them?

Scope and Sequence:

- Sovereignty, authority, and power
 - Commercial courts
 - V.I. Lenin
 - Joseph Stalin
 - Mikhail Gorbachev
 - Dmitri Medvedev
 - Vladimir Putin
- Political institutions
 - Communist Party of the Russian Federation
 - State Duma
 - State Council
- Citizens, society, and the state
 - Chechnya
- Political and economic change
 - Glasnost
 - Russian Union of Industrialists and Entrepreneurs
 - Liberal Democratic Party of Russia
- Public policy

- Nomenklatura
- Loans for shares

Documents:

- Powell, Dalton, and Strom, Chapter 12, “Politics in Russia”
- Kesselman, Chapter 3, “Governing the Economy”
- Hale, excerpts

Technology Competency Standard:

4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - d. Use multiple processes and diverse perspectives to explore alternative solutions.

Assured Experience:

- In groups of four, students will present news of the week from multiple sources including www.themoscowtimes.com (a newspaper primarily for expatriates) using PowerPoint, Google Slides, or www.prezi.com. Their goal is to show discrepancies in the way different media outlets present news stories to the public.

Time Allocation: Approximately 2 weeks

Unit 4 – Politics in China

Essential Questions:

- How does the Chinese Communist Party exercise leadership through governance structures?
- How successful has legal reform been in meeting key challenges in China since the 1980s?
- How is political life for ordinary Chinese different today, compared to the Maoist era?
- How should the Chinese government be handling population control issues?
- Why has China’s performance as a global player suffered ups and downs?

Scope and Sequence:

- Sovereignty, authority, and power
 - Mao Zedong
 - Deng Xiaoping
 - Fragmented authoritarianism
- Political institutions
 - Chinese Communist Party
 - GONGOs (Government-organized nongovernmental organizations)
 - National Party Congress
 - National People’s Congress
- Citizens, society, and the state
 - Confucianism
 - Hong Kong
 - One-child family policy
 - Taiwan
- Political and economic change
 - Cultural Revolution
 - Democracy Movement
- Public policy
 - Socialist market economy
 - Tiananmen massacre

Documents:

- Powell, Dalton, and Strom, Chapter 13, “Politics in China”
- Kesselman, Chapter 4, “The Challenge of Democracy”
- Lieberthal, excerpts
- Nathan, excerpts

Technology Competency Standard:

2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

Assured Experience:

- Students will debate the merits of government-controlled media in modern times using an online forum such as Twitter. To prepare, they will compare news stories reported by American and European institutions versus those reported by Chinese media outlets such as *People’s Daily* (<http://english.peopledaily.com.cn/>), *South China Morning Post* (www.scmp.com), and *China Daily* (www.chinadaily.com.cn).

Time Allocation: Approximately 2 weeks

Unit 5 – Politics in Mexico

Essential Questions:

- What are the most serious economic, social, and political challenges currently faced by Mexico?
- What factors have boosted participation in recent Mexican elections and does it appear that that trend will continue?
- How has Mexico’s history, focusing on church-state relations and the social upheavals of the 20th century, shaped its future?
- What have been the effects of Mexico’s policies on economic development, the distribution of income, the rule of law, the environment, and international relations?
- What are the major sources of political socialization in Mexico and how have they changed over time?
- To what extent, and in what ways, do persistent poverty and socioeconomic inequality affect how democracy functions in Mexico today? What policies would be most effective in reducing such inequality?

Scope and Sequence:

- Sovereignty, authority, and power
 - Enrique Pena Nieto
 - Caciques
 - Felipe Calderon
 - Vicente Fox
 - Andres Manuel Lopez Obrador
- Political institutions
 - Institutional Revolutionary Party
 - National Action Party
 - Confederation de Trabajadores de Mexico
 - Confederacion Nacional de Organizaciones Populares
- Citizens, society, and the state
 - Lazaro Cardenas
 - Corporatist

- Municipios
- Patron-Client Relationships
- Political and economic change
 - North American Free Trade Agreement (NAFTA)
 - Neoliberal economic development model
 - Pacto por Mexico (Pact for Mexico)
 - Sexenio (six-year term)
- Public policy
 - Entitlement programs
 - Narco-Violence (drug wars)
 - Oportunidades Program (anti-poverty programs)

Documents:

- Powell, Dalton, and Strom, Chapter 14, “Politics in Mexico”
- Kesselman, Chapter 5, “Collective Identities”
- Bailey, excerpts
- Hamilton, excerpts

Technology Competency Standard:

4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - a. Identify and define authentic problems and significant questions for investigation.
 - c. Collect and analyze data to identify solutions and/or make informed decisions.

Assured Experience:

- Students will analyze data, charts, and newspaper articles to analyze how the government’s performance in dealing with public security threats like drug trafficking affects political attitudes and behavior in Mexico. Students will then predict what strategies would be most effective in controlling drug trafficking and maintaining public support. The students will present their findings to the class using multiple sources using PowerPoint, Google Slides, or www.prezi.com.

Time Allocation: Approximately 2 weeks

Unit 6 – Politics in Iran

Essential Questions:

- What are the main internal challenges currently facing Iran?
- What are five key features of Iran’s political culture?
- What are the roles of clientelism and interest groups in Iranian politics?
- How do the mechanisms for creating national unity in Iran also contain elements of dissent?
- What are the sources of Iran’s political elite?
- What have been the differences and similarities between the results of Iran’s recent policies relating to internal and international issues?

Scope and Sequence:

- Sovereignty, authority, and power
 - Mahmoud Ahmadinejad
 - Theocracy
 - Majles
 - shari’a
- Political institutions
 - Expediency Council
 - Tudeh Party
 - Ulema
 - Council of Guardians
- Citizens, society, and the state
 - Islamic Revolutionary Guard Corps (IRGC)
 - Green Movement
 - Sunnis
 - Islamists
- Political and economic change
 - Rentier State
 - Parastatal economic foundations
 - Assembly of Leadership Experts

- Public policy
 - International Atomic Energy Agency
 - Basij

Documents:

- Powell, Dalton, and Strom, Chapter 16, “Politics in Iran”
- Kesselman, Chapter 6, “Political Institutions”

Technology Competency Standard:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - b. Create original works as a means of personal or group expression.
 - c. Use models and simulations to explore complex systems and issues.

Assured Experience:

- Students will research major societal and human rights issues facing Iran and create an interactive timeline documenting how Iran society has changed since the 1979 Revolution.

Time Allocation: Approximately 2 weeks

Unit 7 – Politics in Nigeria

Essential Questions:

- What factors – cultural, historical, or otherwise – explain Nigeria’s ongoing underdevelopment despite its tremendous oil wealth?
- What are some of the challenges that face Nigeria as a new democracy and how has the government dealt with those challenges?
- How have Nigeria’s constitutional structures and political traditions attempted to deal with the country’s tremendous ethnic and religious diversity?
- What are some of the lasting influences of colonialism on politics after independence?
- How has Nigeria’s political structure evolved and what has been the relationship of national versus federal powers in its evolution?
- How have factors such as oil and ethnic diversity impacted economic performance in Nigeria?

Scope and Sequence:

- Sovereignty, authority, and power
 - Sani Abacha
 - Nnamdi Azikiwe
 - Ibrahim Babangida
 - Boko Haram
- Political institutions
 - Federal character
 - Neocolonial
 - People’s Democratic Party (PDP)
 - Nigeria Labour Congress (NLC)
- Citizens, society, and the state
 - Clientelism
 - Fulani
 - Hausa
- Political and economic change
 - Economic and Financial Crimes Commission (EFCC)

- Economic Community of West African States (ECOWAS)
- Independent National Election Commission (INEC)
- Public policy
 - Movement for the Emancipation of the Niger Delta (MEND)
 - Structural Adjustment Program (SAP)
 - Regional instability
 - HIV/AIDS epidemic

Documents:

- Powell, Dalton, and Strom, Chapter 18, “Politics in Nigeria”
- Kesselman, Chapter 7, “Political Challenges and Changing Agendas”
- Balogun, excerpts
- Collier, Soludo, and Pattillo, excerpts

Technology Competency Standard:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - b. Create original works as a means of personal or group expression.
 - c. Use models and simulations to explore complex systems and issues.

Assured Experience:

- Students will research major societal and human rights issues facing Nigeria currently and create a Microsoft Publisher brochure and/or webpage to highlight the issues and resources available for potential solution(s).

Time Allocation: Approximately 2 weeks

CULMINATING ACTIVITIES

Advanced Placement Examination

All students enrolled in Advanced Placement Comparative Government and Politics are encouraged to take the Advanced Placement Examination, given each May. While the course focuses on issues and concepts most likely to be seen on the Advanced Placement exam, the course is not a test-prep course per se. While much of the in-class work and at-home assignments coalesce with the assessment goals of the exam, it is incumbent upon the student to also take responsibility for test preparation.

Final Project

After the Advanced Placement Examination, students will be divided into six groups. Each group will be assigned one of the six countries studied during the course. The group will need to research a current issue facing their assigned country. The group will explain the issue's impact on the country as well as the world. They will offer potential solutions and explain the importance of global participation in the solution. Students will need to submit a proposal as well as a Works Cited page to the teacher for assessment. The group will also need to give a multimedia presentation (i.e., Google Slides, Prezi, iVideo, etc.) to their peers; the presentation will be assessed by the teacher. At the conclusion of the presentation, the group will engage in a question-and-answer session with the audience. The audience will be assessed on their participation in the question-and-answer sessions through the duration of presentations.

Time Allocation: Approximately 3 weeks

Comparative Government & Politics

Advanced Placement

Final Project

Project Overview

For our final project, the class will be divided into six groups. Each group will be assigned one of the six countries studied during the course. The group will need to research a current issue facing their assigned country. The group will explain the issue's impact on the country as well as the world. They will offer potential solutions and explain the importance of global participation in the solution. Students will need to submit a proposal as well as a Works Cited page to the teacher for assessment. The group will also need to give a multimedia presentation (i.e., Google Slides, Prezi, iVideo, etc.) to their peers; the presentation will be assessed by the teacher. At the conclusion of the presentation, the group will engage in a question-and-answer session with the audience. The audience will be assessed on their participation in the question-and-answer sessions through the duration of presentations.

Grading Breakdown of Presentation:

40% Presentation

- Style of presentation
- Format of Visual
- Sources (Works Cited page)
- Interaction with class Q&A

60% Content

- Summary & Analysis
- Linkage to Class Discussions
- Comparisons
- Significance to Political Systems/Politics
- Possible Solutions: Domestic/ Global

Format of Project Presentation

- 25-minute presentation with 10-minute Q&A session with class.
- Use recent articles for analysis (must have taken place within the Grading Period that the Current Event Project is due).
- Be sure to show the significance of the event chronicled in your analysis. Make evident the context and importance of the issue you are exploring.
- Address a present issue your country is facing. How does the issue impact the government/ society/ international relationships? How can the issue be resolved internally and within the global community?
- References must come from legitimate news sources such as *The Economist*, *The Christian Science Monitor*, *The New York Times*, or *Foreign Affairs*.
- Works Cited page must be included at end of PowerPoint.

GRADING RUBRIC FOR FINAL PROJECT MULTIMEDIA PRESENTATION

	5	4	3	2	1
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Works Cited Page	Resources are correctly cited.	Resources are correctly cited.	Resources are not correctly cited.	Works Cited only lists URLs.	No Works Cited page.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Each member's information is represented in slides and identified with his/her name.	Presentation flows well. Tools are used correctly. Each member's information is represented in slides and identified with his/her name. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding. Each member's information is represented in slides and identified with his/her name.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking some of the members' information.	Presentation has no flow. No tools used. Insufficient information and lacking some of the members' information.
Slide Transitions	Transitions are smooth and enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides	Very few transitions are used and/or they distract from the presentation.	No transitions are used.
Pictures, Clip Art, Background	Images are appropriate. Layout is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	No images.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words. Presenter is clear, professional, and articulate.	Few spelling errors. Few grammar errors. Text is in authors' own words. Presenter is clear and articulate.	Some spelling errors. Some grammar errors. Text is in authors' own words. Presenter is unclear at times.	Some spelling errors. Some grammar errors. Most of text is in authors' own words. Presentation is unclear.	Many spelling and or grammar errors. Text is copied. Presentation lacks professionalism and ideas are not clearly shared.
Question-and-Answer Participation	Student participates insightfully in both asking and answering questions.	Student participates by insightfully asking questions.	Student participates by insightfully answering questions.	Student does not participate in Q&A sessions.	Student is disruptive during other presentations.

Name(s) _____ Period _____

Subject _____ Score _____

METHODS OF ASSESSMENT

Teachers of Advanced Placement Comparative Government and Politics will utilize a number of assessment methods in order to prepare students for high-stakes testing situations, such as the Advanced Placement Examination in May, as well as for other situations they will encounter as they continue on their education and career paths. Students will be evaluated in a variety of ways in order to address academic and critical thinking skills in addition to multiple learning styles. Assessments will include a combination of traditional and alternative forms of assessment.

Assessments should require students to:

- describe, analyze, and explain the topics taught in a unit of study
- understand and evaluate reading material
- synthesize and express their own ideas
- make connections
- answer the given questions without straying
- write developed, organized, focused, and supported written pieces
- utilize technology to support topics covered in class

Student Class Contribution; whether in a small group activity or with the whole class, the student shall demonstrate:

- ability in discussion - quality as well as quantity in participation
- critical thinking and depth of insight
- ability to develop a critical stance
- ability and willingness to work as part of a team

In-class Essays address students' ability to:

- organize arguments promptly
- convey thoughts clearly
- work on impromptu writing skills

Research Projects address students' ability to:

- locate relevant information
- process and apply the information
- use the information to construct a technically appropriate research paper with citations
- use the information to communicate with specific audiences

Examinations address students' ability to:

- analyze, synthesize, and critically evaluate material covered in the course and demonstrate a firm knowledge of key terms and concepts by responding to multiple-choice questions
- analyze, synthesize, critically examine, and respond to document-based questions
- respond in an essay format that is well-organized and supported by facts and analysis

SUPPLEMENTAL MATERIALS AND INTERNET RESOURCES

AP Comparative Gov't Review: <http://usgovteducatorsblog.blogspot.com/2013/04/review-for-ap-comparative-exam.html>

BBC World Section: <http://www.bbc.com/news/world>

Biography Channel: <http://www.biography.com>

Britain Country Profile: <http://www.bbc.com/news/world-europe-18023389>

China Country Profile: www.bbc.co.uk/news/world-asia-pacific-13017877

CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/index.html>

Fordham University Sourcebook: <http://www.fordham.edu/halsall/mod/modsbook.html>

History Channel: <http://www.history.com/>

Historical Text Archive- <http://historicaltextarchive.com/>

Iran Country Profile: www.bbc.co.uk/news/world-middle-east-14541327

Mexico Country Profile: http://news.bbc.co.uk/2/hi/americas/country_profiles/1205074.stm

Nigeria Country Profile: <http://www.bbc.com/news/world-africa-13949550>

Russia Country Profile: <http://www.bbc.com/news/world-europe-17839672>

United Nations: <http://www.un.org/en/index.html>

The World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

Sources for Current Events:

China Daily: www.chinadaily.com.cn

CNN Student News: <http://www.cnn.com/studentnews/>

Fox News: <http://www.foxnews.com/>

Moscow Times: www.themoscowtimes.com

MSNBC: <http://www.msnbc.com/>

National Public Radio (NPR): <http://www.npr.org/>

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

New York Times Upfront: <http://upfront.scholastic.com/>

People's Daily: <http://english.peopledaily.com.cn/>

South China Morning Post: www.scmp.com

Washington Post: <http://www.washingtonpost.com/>

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Rubric 3: Problem Solving through Critical Thinking

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task	Student demonstrates sufficient understanding of the problem and most of the complexities of the task	Student demonstrates some understanding of the problem but requires assistance to complete the task	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal	Student gathers sufficient information from multiple sources including digital, print, and interpersonal	Student gathers some information from few sources including digital, print, and interpersonal	Student gathers limited or no information
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	Student demonstrates some critical thinking skills to develop a plan integrating some strategies	Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21st Century Technology Skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21st Century Technology Skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21st Century Technology Skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21st Century Technology Skills.

Rubric 4: Social and Civic Expectations

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	Highly self-directed: consistently displays ethical conduct in the classroom and on campus	Self-directed: displays ethical conduct in the classroom and on campus	Occasionally self-directed: at times displays ethical conduct in the classroom and on campus	Rarely self-directed: seldom displays ethical conduct in the classroom and on campus
Respects others X_____	Sensitive and considerate to others	Considerate to others	At times considerate to others	Insensitive to others
Practices Interpersonal Skills X_____	Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.	Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.	At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.	Demonstrates intolerance and lacks social interaction skills.
Cultural Understanding X_____	Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.

Rubric 5: Independent Learners And Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

CURRENT REFERENCES

College Board Comparative Government Homepage

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2258.html

Common Core State Standards – 6 through 12 Literacy in History/Social Studies

<http://www.corestandards.org/ELA-Literacy/RH/11-12>

Connecticut State Frameworks for Social Studies

http://www.ctsocialstudies.org/wp-content/uploads/2014/10/SSFrameworks_DRAFT_1023.pdf

Technology Competency Standards

https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf