



West Windsor-Plainsboro Regional School District  
AP Comparative Government and Global Studies

## Unit 0: Thinking Like a Political Scientist

**Content Area: Social Studies**

**Course & Grade Level: AP Comparative Government and Global Studies, 11-12**

### Summary and Rationale

#### Developing the Disciplinary Practices and Reasoning Processes

In the AP Comparative Government and Politics course description, the College Board explains that one of the aims of the AP course is to have students ‘think like political scientists.’ The disciplinary practices and reasoning processes articulated in the course framework equip students to understand, analyze, and apply political information, in a process similar to that followed by political scientists. This process begins with a close analysis of quantitative and qualitative sources and reaches its conclusion when evidence is used effectively to support an argument about political principles, institutions, processes, or behaviors.

The list of ‘Disciplinary Practices’ developed by the College Board describes the tasks students will apply to the course content. The list ‘Reasoning Processes’ describes the cognitive operations students will draw upon and apply when doing the disciplinary practices.

This course, therefore, seeks to develop the cognitive skills that enable students to ‘Think Like a Political Scientist’ and to ‘Engage as a Citizen.’ Social studies education seeks to educate and empower students to assume active roles in their communities, to face and engage local, national, and international challenges, and to proactively contribute toward a more peaceful, just, inclusive, and secure world.

### Recommended Pacing:

Will be infused throughout all units of study, approx. 20 Days

### State Standards

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

#### New Jersey Social Studies Practices (Pgs. 20-21 of NJ Social Studies Standards)

##### *Developing Questions and Planning Inquiry*

- Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build

understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

#### *Gathering and Evaluating Sources*

- Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

#### *Seeking Diverse Perspectives*

- Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

#### *Developing Claims and Using Evidence*

- Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

#### *Presenting Arguments and Explanations*

- Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

### **Standards**

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|------------|--|
| RH.9-10.1  | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.   |
| RH.11-12.1 | 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.          |
| 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.                           |
| 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.  |
| 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. |

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| RH.11-12.8   | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.   |
| 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.   |
| WHST.11-12.1   | Write arguments focused on discipline specific-content.  |
| WHST.11-12.7   | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| WHST.11-12.8   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. |
| WHST.11-12.9   | Draw evidence from informational texts to support analysis reflection, and research.   |
| <b>21<sup>st</sup> Century Life and Career Standards</b> |  |
| 9.4.12.CI.1:   | Demonstrate the ability to reflect, analyze, and use creative skills and ideas   |
| 9.4.12.CI.3  | Investigate new challenges and opportunities for personal growth, advancement, and transition  |
| 9.4.12.CT.2  | Explain the potential benefits of collaborating to enhance critical thinking and problem solving   |
| 9.4.12.IML.2   | Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources  |
| 9.4.12.CT.2  | Explain the potential benefits of collaborating to enhance critical thinking and problem solving   |
| <b>Educational Technology Standards</b>                  |  |
| 8.1.12.DA.5  | Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.  |
| 8.2.12.NT.1  | Explain how different groups can contribute to the overall design of a product   |
| 8.2.12.ETW.4   | Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.  |
| <b>Interdisciplinary Standards</b>                       |  |
| Math Practice 1  | Make sense of problems and persevere in solving them.  |
| Math Practice 2  | Reason abstractly and quantitatively.  |

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| 4.S-IC.B  | Make inferences and justify conclusions from sample surveys, experiments, and observational studies |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |
| Political scientists use a variety of skills that inform research and reasoning practices in the discipline.  |   |
| <b>Unit Essential Questions</b>   |   |
| How can thinking like a political scientist shape our interactions in the world today?  |   |
| <b>Objectives</b>   |   |
| <p style="text-align: center;"><b>Reasoning Processes Established by the College Board</b></p> <p><b>Reasoning Process1: Definition/Classification</b><br/> When demonstrating their knowledge of course concepts, students will:</p> <ul style="list-style-type: none"> <li>• Describe characteristics, attributes, traits, and elements in defining terms and concepts.</li> <li>• Classify concepts.</li> <li>• Describe structures and functions.</li> <li>• Describe patterns and/or trends.</li> <li>• Describe the perspective of a source or author.</li> <li>• Describe assumptions and/or reasoning of a source or author.</li> </ul> <p><b>Reasoning Process 2: Process</b><br/> When explaining political processes, students will:</p> <ul style="list-style-type: none"> <li>• Identify steps and/or stages in a process.</li> <li>• Explain how the steps or stages in a process relate to each other.</li> <li>• Explain challenges with processes and/or interactions.</li> <li>• Explain the relevance or significance of processes and/ or interactions.</li> </ul> <p><b>Reasoning Process 3: Causation</b><br/> When explaining causes and effects of political principles, institutions, processes, policies, and behaviors, students will:</p> <ul style="list-style-type: none"> <li>• Identify causes and/or effects.</li> <li>• Explain the reasons for causes and/or effects.</li> <li>• Explain change over time.</li> <li>• Explain the significance of causes and/or effects.</li> <li>• Explain the implications of change over time.</li> </ul> <p><b>Reasoning Process 4: Comparison</b><br/> When explaining similarities and differences among political principles, institutions, processes, policies, and behaviors, students will:</p> <ul style="list-style-type: none"> <li>• Identify relevant categories of comparison.</li> <li>• Identify similarities and/or differences.</li> </ul> |   |

- Explain the reasons for similarities and/or differences.
- Explain the relevance, implications, and/or significance of similarities and differences.

### **Disciplinary Practices Established by the College Board**

#### **Practice 1: Apply political concepts and processes to scenarios in context**

- 1.a. Describe political principles, institutions, processes, policies, and behaviors.
- 1.b. Explain political principles, institutions, processes, policies, and behaviors.
- 1.c. Compare political principles, institutions, processes, policies, and behaviors.
- 1.d. Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
- 1.e. Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

#### **Practice 2: Apply Supreme Court decisions**

- 2.a. Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.
- 2.b. Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.
- 2.c. Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.
- 2.d. Explain how required Supreme Court cases apply to scenarios in context.

#### **Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.**

- 3.a. Describe the data presented.
- 3.b. Describe patterns and trends in data.
- 3.c. Explain patterns and trends in data to draw conclusions.
- 3.d. Explain what the data imply or illustrate about political principles, institutions, processes, policies, and behaviors.
- 3.e. Explain possible limitations of the data provided.
- 3.f. Explain possible limitations of the visual representation of the data provided.

#### **Practice 4: Read, analyze, and interpret foundational documents and other text-based and visual sources**

- 4.a. Describe the author's claim(s), perspective, evidence, and reasoning.
- 4.b. Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.
- 4.c. Explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.

- 4.d. Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.

#### **Practice 5: Develop an argument in essay format**

- 5.a. Articulate a defensible claim/thesis.
- 5.b. Support the argument using relevant evidence.
- 5.c. Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.
- 5.d. Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.

### **Evidence of Learning**

#### **Performance Task:**

Political science writing differs from writing in other fields. It focuses on what influences political behavior and attitudes (e.g., voting, party identification, candidate support) and how political ideas and policies are developed and implemented. Political scientists apply scientific methodology to an investigation by collecting survey data or conducting an experiment. A typical argument in political science would include an introduction, a statement of the problem or issue being researched, a discussion of the research methods used, a review of the literature, a discussion of research findings, and a summary of research findings.

Students in this AP course will analyze primary and secondary source material in order to deepen their understanding of the key concepts addressed and to practice the required disciplinary practices. Students are not expected to conduct original research, but they will be introduced to scholarly political science research articles.

#### **Other Evidence:**

- Multiple choice assessments based upon AP requirements
- Free response style assessments based upon AP requirements

### **Resources**

<https://sheg.stanford.edu/civic-online-reasoning> - Online Civic Reasoning

<https://nationalhumanitiescenter.org/education-programs/humanities-in-class-guide-thinking-learning-in-humanities/> - How to Think Like a Political Scientist- National Humanities Center

## Unit 1: Introduction to Comparative Theory

**Content Area: Social Studies**

**Course & Grade Level: AP Comparative Government and Global Studies, 9-12**

### Summary and Rationale

We live in an interdependent world: what happens in Mexico, for example, impacts the United States. This point provides a good opportunity to introduce the theme of globalization and the general political and economic permeability of national borders. Students will contrast the concepts of state, nation, regime, and government—a lesson inevitably leading to discussion about legitimacy, authority, and bases of political power, as well as the differences between these concepts. Thus, students might learn that the “state” is generally used to refer to the political power exercised over a defined geographic territory through a set of public institutions, in contrast to the “nation,” which is often understood as a human community with a shared culture and history. This course treats governments as collections of individuals who occupy political office or exercise state power, whereas regimes are treated as the set of rules and institutions that control access to, and exercise of, political power and that typically endure from government. Regime change occurs when these rules and institutions are replaced.

Students will need to grasp the conceptual differences between and similarities among types of political systems. Despite vast differences between economies and regime types, most countries face similar challenges, including those presented by the natural environment, social and ethnic diversity, economic performance, and the delivery of health care to citizens.

### Recommended Pacing

25 days

### State Standards

#### Standard 6.2 World History: Global Studies

| CPI #                | Cumulative Progress Indicator (CPI)  |
|----------------------|--|
| 6.2.12.HistoryCC.5.a | Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence. |
| 6.2.12.EconET.5.a    | Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism  |



| Instructional Focus   |
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| <b>Unit Enduring Understandings</b>   |
| <ul style="list-style-type: none"> <li>• We live in an interdependent world where the social, political and economic structures of a country can and often times, does often other countries This concept can be studied through the theme of globalization.</li> <li>• Comparative politics recognizes that power is territorially organized into states, or countries.</li> <li>• Across national borders, the sources of power that are the foundation of politics vary in importance, and these different sources have an effect on the construction of rules of politics.</li> <li>• Countries have different arrangements of executive power, different legislative structures and the different models of legislative relations.</li> </ul>  |
| <b>Unit Essential Questions</b>   |
| <ul style="list-style-type: none"> <li>• What is the difference between nation and state? Why are standard definitions of nation-state sometimes inadequate?</li> <li>• What is democracy? Where, historically, did democracy first appear? Why there?</li> <li>• Does democracy require philosophical and/or religious roots?</li> <li>• Why is democracy so difficult? Why does it often lead to chaos and dictatorial takeover?</li> <li>• What is a political institution?</li> <li>• What is the impact of a country's past on its present politics?</li> </ul>  |
| <b>Objectives</b>   |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How to compare and contrast events in history</li> <li>• How to analyze and evaluate controversial issues</li> <li>• How to interpret and recall data from a wide variety of sources</li> <li>• How to analyze the transformation of government over time</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Gain an understanding of major comparative political concepts, themes, and trends</li> <li>• Identify patterns of political processes and behavior</li> <li>• Contrast the terms nation and state</li> <li>• Illustrate the impact a country's past has on its present politics</li> <li>• List the three main institutional structures most modern countries have</li> <li>• Describe how generalizations can lead to theory. Give examples.</li> <li>• Evaluate the importance of economics as a political quarrel.</li> </ul> |
| <b>Evidence of Learning</b>   |
| <ul style="list-style-type: none"> <li>• State of Democracy Literature Circle: Students will explore democratization as a process and reflect upon the necessary components or prerequisites, determining what components are necessary. Students will use the writings of Huntington and Dahl to frame a discussion that addresses, 'Are we</li> </ul>   |

in a “fourth wave” to paraphrase Huntington’s concept, or are we still riding the backlash to the third?’ Students will select a region of the world to research and offer an assessment about the state of democracy there and then offer insights into the state of democracy across the globe.

### Resources

- Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017
- Roskin, Michael. *Countries and Concepts: Politics, Geography and Culture*. 12th Edition. Boston: Pearson, 2013
- Reader: Soe, Christian, ed. *Annual Editions: Comparative Politics*, McGraw-Hill Dushkin.
- Current articles from the BBC, New York Times and The Economist and other sources
- AP Central Briefing Papers
- Dahl, Robert. ‘What Political Institutions does Large-Scale Democracy Require?’

| Unit 2: Democratic Regimes –Britain  |                                     |
|--|-------------------------------------|
| Content Area: Social Studies   |                                     |
| Course & Grade Level: AP Comparative Government and Global Studies, 9-12   |                                     |
| Summary and Rationale  |                                     |
| <p>The term “advanced democracy” applies to countries that have a long history of democracy that has stabilized as the established form of government. We may consider these countries according to two dimensions: political type and level of economic development.</p> <p>Politically, advanced democracies exemplify many facets of democracy, not just the characteristic of holding regular and fair elections. Other qualities of advanced democracies are: civil liberties such as freedom of belief, speech, and assembly; rule of law that provides for equal treatment of citizens and due process; neutrality of the judiciary and other checks on the abuse of power; open civil society that allows citizens to lead private lives and mass media to operate independently from government; civilian control of the military that restricts the likelihood of the military seizing control of the government.</p> <p>We may also refer to advanced democracies as liberal democracies, which value individual freedoms in both economic and political realms. Many advanced democracies, but not all, established democratic political systems many years ago, and now operate under stable governments that have long followed democratic traditions.</p> <p>Many countries in Europe are among the most stable democracies in the modern world. Although their political systems operate in a variety of ways, they share common characteristics that help students begin to effectively compare across countries, and allow them to see both similarities and differences. The citizens of each country are diverse, and they actively participate in political affairs. In the AP Comparative Government and Politics course, Britain represents this group. Britain has a well-organized and competitive party system and interest groups, as well as a representative form of government.</p> <p><i>AP Comparative Government and Politics: An Essential Coursebook and Study Guide.</i> (2011)By Ethel Wood. 5<sup>th</sup> edition. Pp. 90-93.</p> |                                     |
| Recommended Pacing   |                                     |
| 25 days  |                                     |
| State Standards  |                                     |
| Standard 6.2 World History: Global Studies   |                                     |
| CPI #  | Cumulative Progress Indicator (CPI) |

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| 6.2.12.CivicsHR.6.b | Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. |
| 6.2.12.CivicsHR.6.a | Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.                  |
| 6.2.12.EconGE.6.a   | Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.                  |
| 6.2.12.GeoPP.6.a    | Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.                 |
| 6.2.12.EconGE.6.c   | Assess the role of government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.                             |

| Instructional Focus  |  |
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| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>• Traditions are a major part of British political traditions</li> <li>• Political changes have occurred slowly and gradually through reform</li> <li>• Britain's unwritten constitution is the cornerstone of the Constitutional monarchy</li> <li>• Britain's Parliamentary system is a fusion of powers between the legislative and the executive branches</li> <li>• Relationships with the European Union have been contentious leading to the Brexit of 2016</li> </ul> |  |
| <b>Unit Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>• How has geography influenced British development?</li> <li>• How did democracy come to Britain?</li> <li>• How democratic is Britain? As much as the USA?</li> <li>• How is Britain a prime ministerial government?</li> <li>• In what ways have social classes influenced British politics?</li> </ul>   |  |
| <u>Guiding Questions:</u>  |  |
| <ul style="list-style-type: none"> <li>• Does Britain have checks and balances?</li> <li>• What story does a map of British elections tell?</li> <li>• How did Northern Ireland become a problem?</li> <li>• What is devolution? Does it lead to quasi-federalism?</li> </ul>  |  |

- What is Britain's stance on the European Union? On the euro?

## Objectives

### Students will know:

- How to compare and contrast events in history
- How to analyze and evaluate controversial issues
- How to interpret and recall data from a wide variety of sources
- How to analyze the transformation of government over time
- How to utilize technology to enhance research and provide information to share with the class

### Students will be able to:

- Describe how Britain's electoral system- single member districts with plurality win- influences their two-plus party system.
- Illustrate the several ways that social class influences British politics.
- Compare recent political quarrels in Britain to those in the United States.

## Evidence of Learning

- BrExit Debate: Students will research consequences of the British referendum to leave the European Union and then conduct a formal debate about BrExit.

## Resources

- Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017
- Roskin, Michael. *Countries and Concepts: Politics, Geography and Culture*. 12th Edition. Boston: Pearson, 2013
- Reader: Soe, Christian, ed. *Annual Editions: Comparative Politics*, McGraw-Hill Dushkin.
- Current articles from the BBC, New York Times and The Economist and other sources
- AP Central Briefing Papers

## Unit 2.A: Cultural Globalization: Trends

**Content Area:** Social Studies

**Course & Grade Level:** Comparative Politics AP and Global Studies, 9-12

### Summary and Rationale

The Global Studies component of the course will aim to introduce students to the concept of global citizenship and what it means to be a global citizen. Students will explore their own identity as local, national and global citizens and develop global oriented perspectives to understand different systems, processes that challenge the world today. Mini units embedded within the course will encourage students to investigate and compare economic, political and cultural frameworks in order to gain a better understanding as to why and how people of the world live differently. Students will explore a variety of causes and responses to global security, human rights, education and the environment. These mini units will fit perfectly within the context and purpose of the AP Comparative Politics year long course.

### Recommended Pacing

10 days

### State Standards

#### Standard 6.2 World History: Global Studies

**CPI #**

**Cumulative Progress Indicator (CPI)**

6.2.12.EconET.3.a

Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.HistoryCC.5.d

Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

### Instructional Focus

#### Unit Enduring Understandings

- Poverty plays a role in the social and political development of a country
- The political and economic infrastructure of a country determines the development of health and education.

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| <b>Unit Essential Questions</b>   |
| <ul style="list-style-type: none"> <li>• How does poverty effect the social and political development of a country?</li> <li>• What are the effects of health and education development in developing versus developed countries?</li> </ul>  |
| <b>Objectives</b>   |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How to analyze and evaluate controversial issues</li> <li>• How to interpret and recall data from a wide variety of sources</li> <li>• How to utilize technology to enhance research and provide information to share with the class</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Synthesize and analyze effects of poverty on social and political development of different countries</li> <li>• Compare and contrast relative levels of health and education development</li> </ul>   |
| <b>Evidence of Learning</b>   |
| <ul style="list-style-type: none"> <li>• Globalization Roundtable: Students will read and analyze multiple perspectives on globalization and then participate in a fishbowl roundtable discussion addressing, 'on balance, is globalization good or bad for the community?'</li> </ul>  |
| <b>Resources</b>  |
| <ul style="list-style-type: none"> <li>• Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017</li> <li>• Roskin, Michael. <i>Countries and Concepts: Politics, Geography and Culture</i>. 12th Edition. Boston: Pearson, 2013</li> <li>• Reader: Soe, Christian, ed. <i>Annual Editions: Comparative Politics</i>, McGraw-Hill Dushkin.</li> <li>• Current articles from the BBC, New York Times and The Economist and other sources</li> <li>• AP Central Briefing Papers</li> <li>• Barber, Benjamin. 'Jihad vs. McWorld'</li> <li>• 'Waving Goodbye to Hegemony'</li> <li>• 'A View from Below'</li> </ul> |

| Unit 3: “Illiberal” Democracy- Russia  |   |
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| <b>Content Area: Social Studies</b>  |   |
| <b>Course &amp; Grade Level: Comparative Politics AP and Global Studies, 9-12</b>  |   |
| Summary and Rationale  |   |
| <p>In contrast to Britain, Russia has always had difficulty with gradual and ordered change. Instead, its history reflects a resistance to change by reform and a tendency to descend into chaos or resort to revolution when contradictory forces meet.</p> <p>Russian citizens are affected by many contradictory influences from their political culture. When questioned, most say that they support the idea of a democratic government for Russia, although many do not believe that one exists today. However, they also like the idea of a strong state and powerful political leaders, characteristics that help to explain the popularity of Vladimir Putin as a political leader.</p> <p><i>AP Comparative Government and Politics: An Essential Coursebook and Study Guide.</i> (2011)By Ethel Wood. 5<sup>th</sup> edition. Pp. 195, 205.</p> |   |
| Recommended Pacing   |   |
| 25 days  |   |
| State Standards  |   |
| <b>Standard 6.1 U.S. History: America in the World.</b>  |   |
| CPI #  | Cumulative Progress Indicator (CPI)   |
| 6.1.12.CivicsPR.15.a   | Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.  |
| 6.1.12.HistoryCC.15.a  | Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.  |
| <b>Standard 6.2 World History: Global Studies</b>  |   |
| CPI #  | Cumulative Progress Indicator (CPI)   |
| 6.2.12.HistoryCC.5.h.  | Assess the impact of the arms race, the space race and nuclear proliferation on international politics from multiple perspectives.  |
| 6.2.12.HistoryCC.5.f   | Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East). |



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| 6.2.12.GeoGI.5.a   | Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. |
| 6.2.12.HistoryCC.5.a   | Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.                    |
| 6.2.12.EconET.5.a  | Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.   |
| 6.2.12.EconET.5.b  | Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.  |
| <b>Instructional Focus</b>   |  |
| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>Long periods of authoritarian rule have been punctuated by protest and violence.</li> <li>Russia is an example of an illiberal democracy.</li> </ul>  |  |
| <b>Unit Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>Is democracy finally taking a hold in Russia or is the new regime an imitation of the old historic authoritarian system that has characterized Russia for centuries?</li> <li>In what ways has “civil society” underpinned democracy?</li> <li>What is civil society, and how do you get it? Is it the same as pluralism?</li> <li>Why did all three Communist federal systems break apart?</li> <li>Why did reforms work in Central Europe but not in Russia?</li> </ul> <p><u>Guiding questions:</u></p> <ul style="list-style-type: none"> <li>What geographic disadvantages has Russia faced over its history?</li> <li>Why did Marxism catch on in Russia, where it was not supposed to?</li> <li>Was Stalin an accident? Would Lenin have been better?</li> <li>What kind of party system does Russia now have?</li> <li>Why did we think Russia after communism would quickly become like the US?</li> <li>What did Krushchev and Grobachev attempt to do and why? Why did they fall?</li> <li>What is the difference between totalitarian and authoritarian?</li> </ul> |  |

| Objectives  |
|---|
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How to compare and contrast events in history</li> <li>• How to analyze and evaluate controversial issues</li> <li>• How to interpret and recall data from a wide variety of sources</li> <li>• How to analyze the transformation of government overtime</li> <li>• How to utilize technology to enhance research and provide information to share with the class</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain how Russia’s geographical location governed its political development.</li> <li>• Compare and contrast the Soviet system with the new Russian system.</li> <li>• Illustrate how “civil society” underpins democracy</li> </ul> <p>Contrast the Russian and Chinese economics</p> |
| Evidence of Learning  |
| <ul style="list-style-type: none"> <li>• Putin Debate: Vladimir Putin has been the dominant figure in Russian politics since he took over as acting President in 1999. Since then, his actions have been met with praise, criticism, and controversy. Students will conduct a formal debate assessing the Putin’s role and impact in Russian politics.</li> </ul>   |
| Resources   |
| <ul style="list-style-type: none"> <li>• Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017</li> <li>• Roskin, Michael. <i>Countries and Concepts: Politics, Geography and Culture</i>. 12th Edition. Boston: Pearson, 2013</li> <li>• Reader: Soe, Christian, ed. <i>Annual Editions: Comparative Politics</i>, McGraw-Hill Dushkin.</li> <li>• Current articles from the BBC, New York Times and The Economist and other sources</li> <li>• AP Central Briefing Papers</li> </ul>   |

| <b>Unit 3.A: Conflict and Security Tensions</b>   |  |
|---|--|
| <b>Content Area: Social Studies</b>   |  |
| <b>Course &amp; Grade Level: Comparative Politics AP and Global Studies, 9-12</b>   |  |
| <b>Summary and Rationale</b>  |  |
| <p>The Global Studies component of the course will aim to introduce students to the concept of global citizenship and what it means to be a global citizen. Students will explore their own identity as local, national and global citizens and develop global oriented perspectives to understand different systems, processes that challenge the world today. Mini units embedded within the course will encourage students to investigate and compare economic, political and cultural frameworks in order to gain a better understanding as to why and how people of the world live differently. Students will explore a variety of causes and responses to global security, human rights, education and the environment. These mini units will fit perfectly within the context and purpose of the AP Comparative Politics year long course.</p> |  |
| <b>Recommended Pacing</b>   |  |
| 10 days   |  |
| <b>State Standards</b>  |  |
| <b>Standard 6.2 World History: Global Studies</b>   |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 6.2.12.CivicsPI.6.a   | Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.  |
| 6.2.12.CivicsHR.6.b   | Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. |
| 6.2.12.EconGE6.c  | Evaluate the impact of terrorist movements on governments, individuals, and societies.   |
| 6.2.12.CivicsHR.6.a   | Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.                  |
| This unit addresses the New Jersey Holocaust and Genocide mandate.  |  |
| <b>Instructional Focus</b>  |  |
| <b>Unit Enduring Understandings</b>   |  |
| Terrorism and conflict have significant impacts on social, economic and political development of a country.   |  |
| <b>Unit Essential Questions</b>   |  |
| <ul style="list-style-type: none"> <li>How does terrorism have an effect on globalization and global relations?</li> <li>What are possible solutions to world crises and issues of conflict?</li> </ul>   |  |

## Objectives

### Students will know:

- How to analyze and evaluate controversial issues
- How to interpret and recall data from a wide variety of sources
- How to utilize technology to enhance research and provide information to share with the class

### Students will be able to:

- Interpret the way in which terrorism has had an effect on globalization and global relations
- Develop solutions to world crises and issues of conflict

## Evidence of Learning

- Exploring the Global Refugee Crisis: Students will use materials from the Council on Foreign Relations to research a global conflict and the experiences of refugees. Students will use statistical data, secondary sources, and primary accounts to compare global conflicts across the world.

## Resources

- Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017
- Roskin, Michael. *Countries and Concepts: Politics, Geography and Culture*. 12<sup>th</sup> Edition. Boston: Pearson, 2013
- Reader: Soe, Christian, ed. *Annual Editions: Comparative Politics*, McGraw-Hill Dushkin.
- Current articles from the BBC, New York Times and The Economist and other sources
- AP Central Briefing Papers
- Global Conflict Tracker by Council on Foreign Relations

## Unit 4: Communism- China

**Content Area: Social Studies**

**Course & Grade Level: Comparative Politics AP and Global Studies, 9-12**

### Summary and Rationale

China's political regime is best categorized as authoritarian, one in which decisions are made by political elites-those that hold political power-without much input from citizens. Leaders are recruited through their membership in the Communist Party, but personal relationships and informal ties to others are also important in deciding who controls the regime. However, this authoritarian regime has the same problem that emperors of past dynasties had-how to effectively govern the huge expanse of land and large population from one centralized place. As China has moved away from a command economy toward a market economy, this centralization has become even more problematic in recent years. As a result, a major feature of economic decision-making is now decentralization, or devolution of power to subnational governments.

The political framework of the People's Republic of China is designed to penetrate as many corners of the country as possible through an elaborately organized Chinese Communist Party (CCP). As in the old Soviet Union, however, the CCP also integrates its military into the political hierarchy. Political elites are frequently recruited from the military, and the head of the Central Military Commission is often the most powerful leader in China.

*AP Comparative Government and Politics: An Essential Coursebook and Study Guide.* (2011) By Ethel Wood. 5<sup>th</sup> edition. Pp. 279.

### Recommended Pacing

25 days

### State Standards

#### 6.2 World History: Global Studies:

| CPI #                | Cumulative Progress Indicator (CPI)  |
|----------------------|--|
| 6.2.12.CivicsDP.3.a  | Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.   |
| 6.2.12.CivicsPI.4.a  | Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. |
| 6.2.12.HistoryCA.4.b | Assess the causes of revolution in the 20 <sup>th</sup> century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.  |

|                   |   |
|-------------------|---|
| 6.2.12.GeoPP.5.a  | Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures). |
| 6.2.12.EconET.5.b | Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.                           |

| Instructional Focus  |  |
|--|--|
| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>The Chinese model is a combination of a communist government and a capitalist market economy</li> <li>China has long been ruled by an emperor or small group of people with a strong concentration of power.</li> <li>Chinese citizens have traditionally been subjects of, not participants in, their political system.</li> </ul>       |  |
| <b>Unit Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>China's economic growth has been amazing, but where will it take China?</li> <li>Will China's exploration with a market economy lead to democracy?</li> <li>Could China's nationalism, which is somewhat hyped by the government, be troublesome for the future?</li> <li>All of this combined, what will China's future hold?</li> </ul> |  |
| <u>Guiding questions:</u>  |  |
| <ul style="list-style-type: none"> <li>How did the political development differ from that of Europe?</li> <li>How much traditional culture lingers under China's surface?</li> <li>What problems have come with China's economic growth?</li> </ul>  |  |

| Objectives   |
|--|
| <b>Students will know:</b> <ul style="list-style-type: none"> <li>How to compare and contrast events in history</li> <li>How to analyze and evaluate controversial issues</li> <li>How to interpret and recall data from a wide variety of sources</li> <li>How to analyze the transformation of government overtime</li> </ul> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the main sources of discontent in today's China</li> <li>Compare and contrast China's Great Leap Forward and its cultural revolution</li> <li>Outline the main points of China's political model</li> </ul> |
| Evidence of Learning   |
| <ul style="list-style-type: none"> <li>China Presentations: Students will work in small groups to research various topics and then design a presentation to share their insights. Topics may include Chinese relations/policies toward: Hong</li> </ul>  |

Kong, Taiwan, Tibet, Falun Gong. And/or the Chinese judicial and legal system or population challenges.

- Rise of China Socratic Seminar: Students will analyze John Ikenberry's paper regarding the rise of China. Students will use video and print resources to develop a challenge or extension of Ikenberry's thesis.

### Resources

- Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017
- Roskin, Michael. *Countries and Concepts: Politics, Geography and Culture*. 12th Edition. Boston: Pearson, 2013
- Reader: Soe, Christian, ed. *Annual Editions: Comparative Politics*, McGraw-Hill Dushkin.
- Current articles from the BBC, New York Times and The Economist and other sources
- AP Central Briefing Papers
- Ikenberry, John. 'The Rise of China and the Future of the West'

| Unit 4.A: Human Rights  |   |
|---|---|
| Content Area: Social Studies  |   |
| Course & Grade Level: Comparative Politics AP and Global Studies, 9-12  |   |
| Summary and Rationale   |   |
| <p>The Global Studies component of the course will aim to introduce students to the concept of global citizenship and what it means to be a global citizen. Students will explore their own identity as local, national and global citizens and develop global oriented perspectives to understand different systems, processes that challenge the world today. Mini units embedded within the course will encourage students to investigate and compare economic, political and cultural frameworks in order to gain a better understanding as to why and how people of the world live differently. Students will explore a variety of causes and responses to global security, human rights, education and the environment. These mini units will fit perfectly within the context and purpose of the AP Comparative Politics year long course.</p> |   |
| Recommended Pacing  |   |
| 10 days   |   |
| State Standards   |   |
| Standard 6.2 Global Studies:  |   |
| CPI #   | Cumulative Progress Indicator (CPI)   |
| 6.2.12.CivicsPI.5.a   | Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.  |
| 6.2.12.CivicsHR.4.a   | Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. |
| 6.2.12.CivicsPI.4.b   | Assess government responses to incidents of ethnic cleansing and genocide.  |
| 6.2.12.CivicsHR.5.a   | Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.   |
| 6.2.12.HistoryCC.5.b  | Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.  |
| 6.2.12.HistoryCC.5.h  | Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.                      |
| Instructional Focus   |   |



|   |
|---|
| <b>Unit Enduring Understandings</b>   |
| <ul style="list-style-type: none"> <li>• The development of democracy and human rights are strongly correlated.</li> <li>• The United Nations plays a significant role in global human rights efforts.</li> </ul>   |
| <b>Unit Essential Questions</b>   |
| <ul style="list-style-type: none"> <li>• What is the relationship between human rights and democratic development?</li> <li>• How does the United Nations support human rights?</li> </ul>  |
| <b>Objectives</b>   |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How to analyze and evaluate controversial issues</li> <li>• How to interpret and recall data from a wide variety of sources</li> <li>• How to utilize technology to enhance research and provide information to share with the class</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Determine the relationship between human rights and democratic development</li> <li>• Investigate how the United Nations has played a role in supporting human rights</li> </ul>                                  |
| <b>Evidence of Learning</b>   |
| <ul style="list-style-type: none"> <li>• ‘The 10 Least Livable Countries’-How to Improve the Human Development Index: Students will read the article ‘The 10 Least Livable Countries’ and then research a country on the list. Students will develop evidence based public policy proposals to improve human rights.</li> </ul>   |
| <b>Resources</b>  |
| <ul style="list-style-type: none"> <li>• Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017</li> <li>• Roskin, Michael. <i>Countries and Concepts: Politics, Geography and Culture</i>. 12th Edition. Boston: Pearson, 2013</li> <li>• Reader: Soe, Christian, ed. <i>Annual Editions: Comparative Politics</i>, McGraw-Hill Dushkin.</li> <li>• Current articles from the BBC, New York Times and The Economist and other sources</li> <li>• AP Central Briefing Papers</li> <li>• <a href="#">‘The 10 Least Livable Countries’</a></li> </ul> |

## Unit 5: Theocracy- Iran

**Content Area: Social Studies**

**Course & Grade Level: Comparative Politics AP and Global Studies, 9-12**

### Summary and Rationale

Iran's identity is steeped in thousands of years of history that not only includes a deep attachment to Islam, but also a popular revolution in the early 20<sup>th</sup> century that resulted in a western-style constitution that was intact until 1979. These influences are still at odds today, and they shape the major challenges that face the political system. The first impulse leads Iran toward a theocracy, or a government ruled strictly by religion, and the second leads the country toward secularization, or the belief that religion and government should be separated. These political questions are complicated by Iran's developing economy that squarely places it in the global market, but is heavily reliant on one product. Iran is the second largest oil producer in the Middle East and the fourth largest in the world.

In many ways, Iran is a unique addition to the AP Comparative Government and Politics course because it is the only one of the six countries that currently is governed as a theocracy. However, Iran shares a characteristic with Russia, China, Mexico, and Nigeria in its possession of that all-important modern resource-oil. Like Mexico, its economy may be labeled "developing" rather than "less developed," as is the case for Nigeria. Similar to all the other five countries, Iran's political system is multi-faceted, and cannot be boiled down simply to a monolithic representation of the Islamic world.

*AP Comparative Government and Politics: An Essential Coursebook and Study Guide.* (2011) By Ethel Wood. 5th edition. pp. 392-393.

### Recommended Pacing

25 days

### State Standards

#### Standard 6.1 U.S. History: America in the World

| CPI #                 | Cumulative Progress Indicator (CPI)  |
|-----------------------|--|
| 6.1.12.HistoryCC.15.c | Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.   |
| 6.1.12.EconGE.16.a    | Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. |

| <b>Standard 6.2 World History: Global Studies</b>  |  |
|--|--|
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
| 6.2.12.HistoryCC5.e.   | Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East). |
| 6.2.12.GeoPP.5.a   | Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).  |
| 6.2.12.CivicsHR.6.b  | Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.   |
| 6.2.12.CivicsHR.6.a  | Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.  |
| <b>Instructional Focus</b>   |  |
| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>The religious revolution in 1979 established a theocracy infused with strong democratic elements.</li> </ul>  |  |
| <b>Unit Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>What has geography contributed to Iran's development?</li> <li>In what ways does Iran differ from other Arab countries?</li> <li>What factors brought on Iran's Islamic revolution?</li> <li>Does modernization always bring secularization?</li> <li>Is Iran a democracy?</li> </ul> <p><u>Guiding questions:</u></p> <ul style="list-style-type: none"> <li>How would you explain Iran's dual executive? Who is more powerful?</li> <li>How would you explain the power struggle in Iran?</li> <li>How have America and Iran misunderstood each other?</li> </ul> |  |

| Objectives  |
|---|
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How to compare and contrast events in history</li> <li>• How to analyze and evaluate controversial issues</li> <li>• How to interpret and recall data from a wide variety of sources</li> <li>• How to analyze the transformation of government overtime</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast Iran with several neighboring countries</li> <li>• Outline the difficulties of a theocratic political system</li> <li>• Demonstrate the relationship between Islam and modernization</li> <li>• Evaluate the possibilities of Iran turning into a democracy</li> </ul>   |
| Evidence of Learning  |
| <ul style="list-style-type: none"> <li>• Prospect for Democracy in Iran Harkness Table: Students will participate in a Harkness Table that addresses the question, ‘what does the future hold for politics, society, culture, and economics in Iran?’ In order to prepare for the Harkness Table, students will conduct research and construct an annotated bibliography of sources.</li> </ul>   |
| Resources   |
| <ul style="list-style-type: none"> <li>• Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017</li> <li>• Roskin, Michael. <i>Countries and Concepts: Politics, Geography and Culture</i>. 12th Edition. Boston: Pearson, 2013</li> <li>• Reader: Soe, Christian, ed. <i>Annual Editions: Comparative Politics</i>, McGraw-Hill Dushkin.</li> <li>• Current articles from the BBC, New York Times and The Economist and other sources</li> <li>• AP Central Briefing Papers</li> <li>• <a href="http://www.pbs.org/frontlineworld/stories/iran/facts.html">http://www.pbs.org/frontlineworld/stories/iran/facts.html</a></li> <li>• CIA Library Resource:<br/><a href="https://www.cia.gov/library/publications/resources/the-world-factbook/geos/ir.html">https://www.cia.gov/library/publications/resources/the-world-factbook/geos/ir.html</a></li> </ul> |

| Unit 5.A: Environment and Planet Awareness  |   |
|---|---|
| <b>Content Area: Social Studies</b>   |   |
| <b>Course &amp; Grade Level: Comparative Politics AP and Global Studies, 9-12</b>   |   |
| Summary and Rationale   |   |
| <p>The Global Studies component of the course will aim to introduce students to the concept of global citizenship and what it means to be a global citizen. Students will explore their own identity as local, national and global citizens and develop global oriented perspectives to understand different systems, processes that challenge the world today. Mini units embedded within the course will encourage students to investigate and compare economic, political and cultural frameworks in order to gain a better understanding as to why and how people of the world live differently. Students will explore a variety of causes and responses to global security, human rights, education and the environment. These mini units will fit perfectly within the context and purpose of the AP Comparative Politics year long course.</p> |   |
| Recommended Pacing  |   |
| 10 days   |   |
| State Standards   |   |
| <p><b>Standard 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>   |   |
| CPI #   | Cumulative Progress Indicator (CPI)   |
| 6.3.5.CivicsPD.3  | Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.   |
| 6.3.5.CivicsPD.1  | Develop an action plan that addresses issues related to climate change and share with school and/or community members.                                      |
| 6.3.5.GeoHE.1   | Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions. |
| Instructional Focus   |   |
| <b>Unit Enduring Understandings</b>   |   |
| <ul style="list-style-type: none"> <li>The world is facing issues with balancing economic development and environmental sustainability.</li> </ul>  |   |
| <b>Unit Essential Questions</b>   |   |
| <ul style="list-style-type: none"> <li>What are current issues of sustainability and environmental degradation?</li> <li>What are some policy solutions you could propose to a more sustainable approach to the environment?</li> </ul>   |   |
| Evidence of Learning  |   |

- Free Response Questions: Students will complete a series of Free Response Questions that require a the analysis of data across multiple countries.

### Resources

- Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017
- Roskin, Michael. *Countries and Concepts: Politics, Geography and Culture*. 12th Edition. Boston: Pearson, 2013
- Reader: Soe, Christian, ed. *Annual Editions: Comparative Politics*, McGraw-Hill Dushkin.
- Current articles from the BBC, New York Times and The Economist and other sources
- AP Central Briefing Papers

## Unit 6: Mexico

**Content Area: Social Studies**

**Course & Grade Level: Comparative Politics AP and Global Studies, 9-12**

### Summary and Rationale

Mexican history dates back to its independence in 1821, but many influences on its political system developed much earlier. Over time, Mexico has experienced authoritarian governments first under the colonial control of Spain, and then under military dictatorships during the 19<sup>th</sup> century. The 19<sup>th</sup> century also saw populist movements influenced by democratic impulses, accompanied by violence, bloodshed, and demagoguery. The first decades of the 20<sup>th</sup> century saw an intensification of violence as the country sank into chaos, and the political system was characterized by serious instability and rapid turnover of political authority. Stability was regained by resorting to authoritarian tactics that remained in place until the latter part of the century. In recent years, Mexico has shown clear signs of moving away from authoritarianism toward democracy.

*AP Comparative Government and Politics: An Essential Coursebook and Study Guide.* (2011) By Ethel Wood. 5th edition. pp. 335-336.

### Recommended Pacing

25 days

### State Standards

**Standard 6.2 World History: Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century

| CPI #               | Cumulative Progress Indicator (CPI)  |
|---------------------|--|
| 6.2.12.CivicsHR.6.b | Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. |
| 6.2.12.CivicsHR.6.a | Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.                  |
| 6.2.12.EconGE.6.a   | Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.                 |
| 6.3.12.HistoryCA.1  | Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees,                                  |

|   | seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). |
|---|---|
| Instructional Focus   |   |
| Unit Enduring Understandings  |   |
| <ul style="list-style-type: none"> <li>● Mexico has transformed from a one party system to a promising democracy.</li> <li>● Mexico's political infrastructure has been severely weakened by increasing issues with drug trafficking and other crime related incidents.</li> </ul>  |   |
| Unit Essential Questions  |   |
| <ul style="list-style-type: none"> <li>● What is a dominant party system? Is Mexico still one?</li> <li>● Has Mexico become a true democracy? How can you tell?</li> </ul> <p><u>Guiding questions:</u></p> <ul style="list-style-type: none"> <li>● What civilizations in Mexico preceded the Spanish conquest?</li> <li>● How did Mexico's colonial period differ from America's colonial period?</li> <li>● In what ways was the PRI reign undemocratic?</li> </ul>  |   |
| Objectives  |   |
| <ul style="list-style-type: none"> <li>● Students will know:</li> <li>● How to compare and contrast events in history</li> <li>● How to analyze and evaluate controversial issues</li> <li>● How to interpret and recall data from a wide variety of sources</li> <li>● How to analyze the transformation of government over time</li> <li>● Students will be able to:</li> <li>● Compare and contrast the advantages of a single six year presidency with a two four year term presidency</li> <li>● List the several ideologies Latin America has imported</li> <li>● Explain the interpenetration of crime and politics in weak states</li> <li>● Explains of a third world country trying to become democratic</li> </ul> |   |
| Evidence of Learning  |   |
| <ul style="list-style-type: none"> <li>● Mexico Socratic Seminar: Political scientists have debated over the definition of democracy. At a minimum, democracy is defined as having free and competitive elections. The process by which a country becomes more democratic, and moves from a procedural to substantive or liberal democracy, is known as democratization. While Mexico has experienced democratization in the past 25 years, it is unclear whether or not it has achieved the status of a liberal democracy. Can Mexico currently be considered a liberal democracy?</li> </ul>  |   |



- Is Mexico's Past, Russia's Future?: Students will work in pairs to analyze election data from Russian elections since the collapse of communism and election data from Mexico in the same time period. Students will address the question, 'what do you foresee as the future of each, and why?'

### Resources

- Kesselman, Mark, William Joseph and Joel Krieger. Introduction to Comparative Politics, New York: Houghton Mifflin Company, 2017
- Roskin, Michael. *Countries and Concepts: Politics, Geography and Culture*. 12th Edition. Boston: Pearson, 2013
- Reader: Soe, Christian, ed. *Annual Editions: Comparative Politics*, McGraw-Hill Dushkin.
- Current articles from the BBC, New York Times and The Economist and other sources
- AP Central Briefing Papers

| Unit 7: Nigeria  |  |
|--|--|
| Content Area: Social Studies   |  |
| Course & Grade Level: Comparative Politics AP and Global Studies, 9-12   |  |
| Summary and Rationale  |  |
| <p>With its history of tradition-based kingdoms, colonialism, military dictatorships, and disappointing steps toward democracy, Nigeria faces daunting problems. Its importance lies partly in the fact that it is Africa's most populous state, with about 140 million citizens, making it one of the largest countries in the world. Nigeria, like many of its neighbors, is a study in contrasts. The political traditions include strong democracy movements, coupled with a susceptibility to totalitarian military rule. It has vast resources, including one of the largest oil deposits in the world, but 60% of the people live in poverty, with a PPP per capita of about \$2,500 a year. Nigeria is also a microcosm of worldwide religious tensions, with its population split almost evenly between Islam and Christianity. Yet this division masks an even greater challenge to the nation state: the lack of a coherent national identity that binds together the many ethnicities encompassed within the borders.</p> <p><i>AP Comparative Government and Politics: An Essential Coursebook and Study Guide.</i> (2011) By Ethel Wood. 5th edition. pp. 453.</p> |  |
| Recommended Pacing   |  |
| 25 days  |  |
| State Standards  |  |
| <p><b>Standard 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>  |  |
| CPI #  | Cumulative Progress Indicator (CPI)  |
| 6.2.12.CivicsPI.4.b  | Assess government responses to incidents of ethnic cleansing and genocide.   |
| 6.2.12.HistoryCC.4.d   | Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. |
| 6.2.12.GeoPP.5.a   | Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).  |
| 6.2.12.HistoryCC.5.b   | Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.   |
| 6.2.12.EconGE.5.a  | Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.  |
| 6.2.12.HistoryCC.5.c   | Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.  |

| Instructional Focus   |
|---|
| <b>Unit Enduring Understandings</b>   |
| <ul style="list-style-type: none"> <li>● Nigeria contends with political fragmentation that calls into question whether it should continue to be one nation</li> <li>● Colonialism has negatively impacted Nigeria’s political development.</li> </ul>  |
| <b>Unit Essential Questions</b>   |
| <ul style="list-style-type: none"> <li>● How is Nigeria an example of political fragmentation?</li> <li>● In what ways are third world elections problematic?</li> <li>● Upon which countries institution did Nigeria try to model its government? How do you know?</li> <li>● In what ways does corruption affect Nigeria’s political infrastructure?</li> </ul> <p>Guiding questions:</p> <ul style="list-style-type: none"> <li>● What and where are Nigeria’s religious and ethnic groups?</li> <li>● Why does Nigeria have the potential to become one of Africa’s powerhouses?</li> <li>● What were colonialism effects on Nigeria?</li> </ul>  |
| <b>Objectives</b>   |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● How to compare and contrast events in history</li> <li>● How to analyze and evaluate controversial issues</li> <li>● How to interpret and recall data from a wide variety of sources</li> <li>● How to analyze the transformation of government over time</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Illustrate how plentiful oil works against political and economic development</li> <li>● Illustrate how Nigeria is a good example of political fragmentation</li> <li>● Explain why third world elections are so problematic</li> <li>● Describe the impact of European colonization on Africa</li> <li>● Explain the importance and consequences of diversity in Nigeria</li> </ul> |
| <b>Evidence of Learning</b>   |
| <ul style="list-style-type: none"> <li>● Nigeria Socratic Seminar and Paper: Students will research foreign aid and conduct a Socratic Seminar addressing the question, ‘does it help or hinder a nation’s economic and political development?’ After the Socratic Seminar, students will compose a brief paper that elaborates and extends their thinking on the topic.</li> <li>● Nigeria Policy Paper: Students will select a pressing issue in Nigeria, conduct research, and then create a public policy proposal to improve circumstances in Nigeria.</li> </ul>  |
| <b>Resources</b>  |

- Kesselman, Mark, William Joseph and Joel Krieger. *Introduction to Comparative Politics*, New York: Houghton Mifflin Company, 2017
- Roskin, Michael. *Countries and Concepts: Politics, Geography and Culture*. 12th Edition. Boston: Pearson, 2013
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- Current articles from the BBC, New York Times and The Economist and other sources
- AP Central Briefing Papers
- United Nations Millennium Development Goals: <https://www.un.org/millenniumgoals/>
- CIA Factbook: <https://www.cia.gov/library/publications/the-world-factbook/geos/ni.html>
- Transparency International's Corruption Index: <https://www.transparency.org/country/NGA>