

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Advanced Placement Comparative Politics	Course Number: 3152
Department: Social Studies	Grade(s): 11-12
Level(s): Advanced Placement	Credit: 1/2
Course Description Advanced Placement Comparative Politics will encompass the study of government and politics in specific countries, as well as the general concepts used to interpret the political relationships and institutions found in all politics. The following six countries will be studied in this course: Great Britain, China, Russia, Iran, Mexico, and Nigeria.	
Required Instructional Materials <i>Introduction to Comparative Politics,</i> Kesselman, Krieger, and Joseph. Houghton Mifflin, 3 rd edition, 2003	Completion/Revision Date Approved by the Board of Education on March 17, 2007

Mission Statement of the Curriculum Management Team

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course

Students will understand that:

Content

- Globalization is a major force for change in the world today: both positive and negative.
- The appeal of democracy is becoming a major force for change in the world today.
- The study of politics requires an understanding of power.
- Different authority systems and government structures determine policy making.
- Politics ultimately hinges on the interactions between state and society.
- The interaction between political and economic trends is a major source of change.
- Policymaking is influenced by a broad range of domestic and international factors.

Skills

- Analyzing data is critical for problem solving.
- Determining linkages/cause and effect relationships is essential.
- Formulating hypotheses based on a variety of data and source materials enhances problem solving.
- Communicating clearly and effectively with both the written and spoken word is essential.
- Mastering test taking skills is essential to success in the Advanced Placement program.
- Using technology is an effective tool for collecting, organizing, and presenting information.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

Students will understand that:

- Analyzing data is critical for problem solving.
- Determining linkages/cause and effect relationships is essential.
- Formulating hypotheses based on a variety of data and source materials enhances problem solving.
- Communicating clearly and effectively with both the written and spoken word is essential.
- Mastering test taking skills is essential to success in the Advanced Placement program.
- Using technology is an effective tool for collecting, organizing, and presenting information.

ESSENTIAL QUESTION(S)

- How does data contribute to problem solving?
- What is the significance of cause and effect relationships?
- Why is it important to form and test hypotheses?
- How is it determined that information/data is valid?
- What is essential to communicate clearly and effectively?
- What is the purpose of communication?
- How are testing skills mastered?
- What is the impact of technology on the learning process?

LEARNING OBJECTIVES *The student will:*

- 1.1 Generate questions to be investigated.
- 1.2 Select information from a variety of sources.
- 1.3 Evaluate the validity of information, test its credibility, and identify bias.
- 1.4 Analyze conflicts using historical data, belief systems, customs, and societal values.
- 1.5 Debate divergent points of view.
- 1.6 Write to defend or refute a topic.
- 1.7 Develop proposals regarding solutions to significant international, political, economic, demographic, and environmental issues.
- 1.8 Justify personal beliefs, feelings, and convictions.
- 1.9 Recognize the personal responsibilities of citizens for positive social change.
- 1.10 Assess the need for social and political reform.
- 1.11 Synthesize data and concepts clearly and effectively on application exercises and examinations.

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands

SUGGESTED INSTRUCTIONAL STRATEGIES

- Analyze data/information
- Conduct web-based research and/or Web Quests
- Provide solutions to political, social, and economic problems
- Communicate clearly and effectively in the language of comparative politics
- Participate in debates, simulations, and oral presentations

SUGGESTED ASSESSMENT METHODS

- Unit exams
- One Page Analyses (OPA)
- Critical reading/critical thinking journals
- Debates
- Simulations
- Participation
- Cooperative learning activities
- Newscasts

LEARNING STRAND

2.0 Introduction to Comparative Politics

ENDURING UNDERSTANDING(S)

Students will understand that:

- Globalization is a major force for change in the world today: both positive and negative.
- The appeal of democracy is becoming a major force for change in the world today.
- The study of politics requires an understanding of power.

ESSENTIAL QUESTION(S)

- How do societies organize governments?
- What are common government and political classifications?
- What is politics?
- What is the purpose of government?
- What problems are created in cross-cultural analysis?

LEARNING OBJECTIVES *The student will:*

- 2.1 Distinguish between the positive and negative effects of globalization as a force for change.
- 2.2 Examine how democracy is becoming a major force for change in the world.
- 2.3 Analyze the differences between developed democracies, emerging democracies, and non-democracies.
- 2.4 Compare and contrast the concepts of state to nation and regime to government.
- 2.5 Analyze the differences between legitimacy, authority, and basis of political power.
- 2.6 Evaluate the challenges posed by the natural environment, social and ethnic diversity, economic performance, and the delivery of health care to citizens.
- 2.7 Debate the merits of cross-cultural analysis.

INSTRUCTIONAL SUPPORT MATERIALS

- AP Comparative Government and Politics – Briefing Paper: Globalization, apcentral.collegeboard.com
- AP Comparative Government and Politics – Briefing Paper: Democratization, apcentral.collegeboard.com
- AP Comparative Government and Politics – Briefing Papers: Mexico, Iran, Nigeria, apcentral.collegeboard.com
- *Advanced Placement Comparative Government and Politics* (Teacher and Student editions), The Center for Learning
- *AP Comparative Government and Politics: A Study Guide*. 2nd Edition, Ethel Wood, Wood Yard Publications
- *Annual Editions: World Politics 06/07*
- *Annual Editions: Comparative Politics 06/07*
- *The New York Times*, newspaper
- *The Economist Magazine*
- CNN, MSNBC news websites
- AP Central Website: apcentral.collegeboard.com
- Videos/DVDs
 - *Russia After Yeltsin*, The History Channel
 - *Russia on the Run*, Teacher's Discovery
 - *Gorbachev*, The New York Times Video
 - *Tiananmen Square*, The History Channel
 - *China after Mao*, The History Channel
 - *China Rises*, The History Channel
 - *The Iranian Revolution*, The History Channel
 - *The Iran/Iraq War*, The History Channel
 - *Africa: In Defiance of Democracy*,

Films for the Humanities and Sciences

- *Forms of Government: What's the Score?*, Cambridge Educational

- Sample AP Comparative Politics Exam Multiple Choice and Free-Response Questions, apcentral.collegeboard.com

SUGGESTED INSTRUCTIONAL STRATEGIES

- Administer Comparative Government and Politics "Pre-Test," *The Center For Learning*
- Comparative Government and Politics Vocabulary Matching Activity, *The Center for Learning*
- Cooperative Learning/ Peer Teaching Activity, "The U.S. Political System as a Frame of Reference," *The Center for Learning*
- Persuasive essay on *Forms of Government: What's the Score?*, Cambridge Educational Video
- Critical reading: *Introduction to Comparative Government and Politics*, Wood Yard Publications
- Create a comparison chart utilizing economic, political, and social data on the six countries studied based on introductory data charts located in the Kesselman text book
- Critical reading/critical analysis of current events in the six countries studied, *The Economist Magazine*, *The New York Times*, etc.

SUGGESTED ASSESSMENT METHODS

- Unit exams
- One Page Analyses (OPA)
- Critical reading/critical thinking journals
- Participation
- Cooperative learning activities
- Charts
- Written assessments

LEARNING STRAND

3.0 Sovereignty, Power, and Authority

ENDURING UNDERSTANDING(S)

Students will understand that:

- Globalization is a major force for change in the world today: both positive and negative.
- The appeal of democracy is becoming a major force for change in the world today.
- The study of politics requires an understanding of power.

ESSENTIAL QUESTION(S)

- What are sources of power, and how do these different sources affect the rules of politics?
- How do states strike a balance between citizens' rights and government power?
- What values, attitudes, and beliefs define a country's political culture?
- How are values, attitudes, and beliefs internalized by members of a society?
- How does the scope and role of government in the economy differ among states and what is the relationship between economics and legitimacy?
- What are the sources of political legitimacy?
- What is the relationship between legitimacy and accepted use of power by a government?

LEARNING OBJECTIVES *The student will:*

- 3.1 Critique the relationship between power and sovereignty.
- 3.2 Explain that constitutions define both the role and constituent parts of government and the limits and obligations of government.
- 3.3 Analyze the different types of political regimes to gain a clearer picture of how states strike a balance between citizens' rights and government power.
- 3.4 Conceptualize the different ways in which political legitimacy is expressed in states.
- 3.5 Determine the scope and role of government in the economy among different political systems.
- 3.6 Evaluate the relationship between sources of authority, political power, and governance.
- 3.7 Assess the relationship between political culture and legitimacy.
- 3.8 Summarize how values, attitudes, and beliefs are internalized by members of a society.
- 3.9 Compare and contrast political values and beliefs.

INSTRUCTIONAL SUPPORT MATERIALS

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- AP Comparative Government and Politics – Briefing Papers: Mexico, Iran, Nigeria, apcentral.collegeboard.com
- *Advanced Placement Comparative Government and Politics* (Teacher and Student editions), The Center for Learning
- *AP Comparative Government and Politics: A Study Guide*. 2nd Edition, Ethel Wood, Wood Yard Publications
- *Annual Editions: World Politics 06/07*
- *Annual Editions: Comparative Politics 06/07*
- *The New York Times*, newspaper
- *The Economist Magazine*
- CNN, MSNBC news websites
- AP Central Website: apcentral.collegeboard.com
- Videos/DVDs
 - *Russia After Yeltsin*, The History Channel
 - *Boris Yeltsin*, A & E Biography
 - *Russia on the Go*, Teacher's Discovery
 - *Russia on the Run*, Teacher's Discovery

- *Gorbachev*, The New York Times Video
- *Tiananmen Square*, The History Channel
- *China after Mao*, The History Channel
- *China Rises: Food is Heaven, Party Games, Getting Rich, and City of Dreams*, video series from Discovery Times/The History Channel
- *The Iranian Revolution of 1979*, The History Channel
- *The Iran/Iraq War*, The History Channel
- *Faultlines: The Search for Political and Religious Links*, Films for the Humanities and Sciences
- *Africa: In Defiance of Democracy*, Films for the Humanities and Sciences
- *Forms of Government: What's the Score?*, Cambridge Educational
- *Question Time of Prime Minister*, C-SPAN
- *Extraordinary Partners: The European Union and the United States*, The European Commission Delegation
- Sample AP Comparative Politics Exam Multiple Choice and Free-Response Questions, apcentral.collegeboard.com

SUGGESTED INSTRUCTIONAL STRATEGIES

NOTE: The headings for learning strands 3-7 in this curriculum document are general comparative politics concepts around which this AP course is organized. However, the textbook and instruction are organized around specific countries. Therefore, the Suggested Instructional Strategies identified below in this learning strand (3) should also serve as the Instructional Strategies for learning strands 4-7.

- Analyze the six countries studied based on the four-theme framework:
 - World of states
 - Managing the economy
 - The democratic ideal
 - The collective identity

Great Britain: Instructional Strategies

- Utilize review questions from the five chapter sections in the text including:
 - The Making of the Modern British State
 - Political Economy and Development
 - Governance and Policy Making

- Representation
- Participation
- Divide class into three jigsaw cooperative learning groups focused on Conservative Party Manifesto 1997, Labour Party Manifesto 1997, and Liberal Democratic Party Manifesto 1997, *The Center for Learning*
- View *Question Time of Prime Minister*, C-SPAN
- Construct a graphic organizer analyzing Great Britain based on the four-theme framework
- Critical reading and multiple choice questions on The European Union, *Wood Yard Publications*
- Discuss and analyze articles based on the four theme framework:
 - “The European Union: Democratic or International or Both?” *Advanced Placement Comparative Government and Politics*, The Center for Learning
 - “What the European Union Constitution Says,” *Annual Editions: Comparative Politics 06/07*
 - “A Difficult Birth,” *Annual Editions: Comparative Politics 06/07*
 - “Europe’s Quiet Leap Forward,” *Annual Editions: Comparative Politics 06/07*
- View *Extraordinary Partners: The European Union and the United States*, The European Commission Delegation
- Debate: “Should the United Kingdom join the European Union?”
- Complete critical reading/critical analyses through journal writing using *The Economist* and *The New York Times* articles on England
- Research and present five minute newscasts on current events in Great Britain

Russia: Instructional Strategies

- Utilize review questions from the five chapter sections in the text including:
 - The Making of the Modern Russian State
 - Political Economy and Development
 - Governance and Policy Making
 - Representation
 - Participation
- Group activity “True and False Pretest on Marxism,” *The Center for Learning*

- “The Persistence of Political Culture,” an analytical activity which compares values and attitudes during the Czarist period, the Communist period, and contemporary Russia, *The Center for Learning*
- Read article entitled “Nomenklatura: Path to Power” and compare Russian and British recruitment of political elites, *The Center for Learning*
- One Page Analysis on the topic: “To what extent has the residue of communism been an obstacle to governance and policy-making in Russia today?”
- Construct a graphic organizer analyzing Russia based on the four-theme framework
- Create a Venn diagram comparing the political structures of England and Russia
- Complete critical reading/critical analyses through journal writing using *The Economist* and *The New York Times* articles on Russia
- Research and present five minute newscasts on current events in Russia

China: Instructional Strategies

- Utilize review questions from the five chapter sections in the text including:
 - The Making of the Modern Chinese State
 - Political Economy and Development
 - Governance and Policy Making
 - Representation
 - Participation
- “Basic Definitions” - a group activity in which students become familiar with Chinese terminology, *The Center for Learning*
- Analyze article on “Profiles of Leaders: Sun Yat Sen, Chiang Kai Shek, Mao Tse-Tung, Deng Xiaoping, Jiang Zemin, and Hu Jintao,” *The Center for Learning*
- Compare and contrast the Chinese and Russian models of development and reform utilizing the reading “China: The Quiet Revolution,” *Annual Editions: Comparative Politics 06/07*
- Construct a graphic organizer analyzing China based on the four-theme framework
- View the video series “*China Rises: Food is Heaven, Party Games, Getting Rich, and City of Dreams*” and relate the content to the four-theme framework. Discovery Times/The History Channel DVDs
- Show *Tiananmen Square*, The History

	<p>Channel Video</p> <ul style="list-style-type: none"> • Show <i>China After Mao</i> , The History Channel Video • Debate topic: “Can China survive with a capitalist economy but a communist government? “ • Complete critical reading/critical analyses through journal writing using <i>The Economist</i> and <i>The New York Times</i> articles on China • Research and present five minute newscasts on current events in China <p><u>Mexico: Instructional Strategies</u></p> <ul style="list-style-type: none"> • Utilize review questions from the five chapter sections in the text including: <ul style="list-style-type: none"> - The Making of the Modern Mexican State - Political Economy and Development - Governance and Policy Making - Representation - Participation • Analytical activity: “Party Politics in Mexico,” <i>The Center for Learning</i> • Data analysis activity: “Economics and Politics,” <i>The Center for Learning</i> • Discuss “AP Comparative Government and Politics Briefing Paper: Mexico” utilizing the four-theme framework • Debate the pros and cons of NAFTA based on the article “NAFTA at 10: a plus or a minus?” <i>Annual Editions World Politics 06/07</i> • Construct a graphic organizer analyzing Mexico based on the four-theme framework • Complete critical reading/critical analyses through journal writing using <i>The Economist</i> and <i>The New York Times</i> articles on Mexico • Debate topic: “Can Democracy Survive in Mexico?” • Research and present five minute newscasts on current events in Mexico <p><u>Iran: Instructional Strategies</u></p> <ul style="list-style-type: none"> • Utilize review questions from the five chapter sections in the text including: <ul style="list-style-type: none"> - The Making of the Modern Iranian State - Political Economy and Development - Governance and Policy Making - Representation - Participation • Analytical reading “Competing Political Legacies in Iran,” <i>The Center for Learning</i>.
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- Cooperative learning activity based on the reading “Policy-Making in the Islamic Republic of Iran,” *The Center for Learning*
- After viewing “*The Iranian Revolution of 1979*” compare and contrast the Iranian Revolution with other revolutions studied in the course
- Connect the “World of States” theme to “*The Iran/Iraq War*,” History Channel Video
- View “*Faultlines: The Search for Political and Religious Links*” and determine the various divisions in Iranian society
- Construct a graphic organizer analyzing Iran based on the four-theme framework
- Debate: “Friends or Enemies: The Future of U.S.- Iranian Relations”
- Complete critical reading/critical analyses through journal writing using *The Economist* and *The New York Times* articles on Iran
- Research and present five minute newscasts on current events in Iran

Nigeria: Instructional Strategies

- Utilize review questions from the five chapter sections in the text including:
 - The Making of the Modern Nigerian State
 - Political Economy and Development
 - Governance and Policy Making
 - Representation
 - Participation
- Conduct simulation on “Political Cleavages in Nigeria,” *The Center for Learning*
- Class discussion: “Can Democracy Survive in Nigeria?” based on the following articles: “Nigeria: Chronicle of a Dying State,” (*Annual Editions: World Politics 06/07*) and “Nigeria’s Democratic Generals,” (*Annual Editions: Comparative Politics 06/07*)
- Show “*Africa: In Defiance of Democracy*,” (Films for the Humanities and Sciences) and compare Nigeria’s chances for a democratic survival to other developing democracies studied in the course
- Construct a graphic organizer analyzing Nigeria based on the four-theme framework
- Complete critical reading/critical analyses through journal writing using *The Economist* and *The New York Times* articles on Nigeria
- Research and present five minute newscasts on current events in Nigeria

SUGGESTED ASSESSMENT METHODS

- Unit exams
- One Page Analysis (OPA)
- Critical reading/critical thinking journals
- Debates
- Simulations
- Participation
- Cooperative learning activities
- Newscasts
- Graphic organizers
- Free response essays
- Newscasts

LEARNING STRAND

4.0 Political Institutions

ENDURING UNDERSTANDING(S)

The student will understand that:

- Globalization is a major force for change in the world today: both positive and negative.
- The appeal of democracy is becoming a major force for change in the world today.
- The study of politics requires an understanding of power.
- Different authority systems and government structures determine policy making.
- Politics ultimately hinges on the interactions between state and society.

ESSENTIAL QUESTION(S)

- How does the global community differentiate between different types of regimes?
- How are different authority systems and government structures represented in a state?
- How are the institutions of national governments identified and qualified?
- How are political elites recruited and political preferences aggregated?
- In what ways are political parties a reflection of a country's ideological spectrum and electoral system?
- How are elections conducted under different types of electoral systems?

LEARNING OBJECTIVES *The student will:*

- 4.1 Appraise different authority systems and government structures.
- 4.2 Distinguish between multiple levels of authority and the powers that correspond to each source of authority.
- 4.3 Identify different arrangements of executive power, legislative structures, and models of executive-legislative relations.
- 4.4 Characterize the advantages and drawbacks of different institutional arrangements.
- 4.5 Determine how executive and legislative policymakers interact with other branches of the state government.
- 4.6 Recognize the significance of judicial review and whether it operates through an independent national court system, theocratic oversight, or supranational courts.
- 4.7 Distinguish between formal and informal constitutional patterns and procedures.
- 4.8 Analyze how political elites are recruited and how political preferences are aggregated.
- 4.9 Illustrate how the number of parties in a particular country are usually connected to the country's ideological spectrum and electoral system.

INSTRUCTIONAL SUPPORT MATERIALS

- AP Comparative Government and Politics – Briefing Paper: Globalization, apcentral.collegeboard.com
- AP Comparative Government and Politics – Briefing Paper: Democratization, apcentral.collegeboard.com
- AP Comparative Government and Politics – Briefing Papers: Mexico, Iran, Nigeria, apcentral.collegeboard.com
- *Advanced Placement Comparative Government and Politics* (Teacher and Student editions), The Center for Learning
- *AP Comparative Government and Politics: A Study Guide*. 2nd Edition, Ethel Wood, Wood Yard Publications
- *Annual Editions: World Politics 06/07*
- *Annual Editions: Comparative Politics 06/07*
- *The New York Times*, newspaper
- *The Economist Magazine*
- CNN, MSNBC news websites
- AP Central Website: apcentral.collegeboard.com
- Videos/DVDs
 - *Russia After Yeltsin*, The History Channel
 - *Boris Yeltsin*, A & E Biography
 - *Russia on the Go*, Teacher's Discovery
 - *Russia on the Run*, Teacher's Discovery
 - *Gorbachev*, The New York Times Video
 - *Tiananmen Square*, The History Channel

<p>4.10 Explore how interest groups exercise political influence in pluralist, corporatist, and single-party systems.</p> <p>4.11 Explain how the composition and recruitment of political elites are linked to other elites in society to reveal the informal political power structure.</p> <p>4.12 Critique how the bureaucracy is a crucial part of any political system.</p> <p>4.13 Determine how ideological sympathies and traditions of the bureaucracy and its channels of recruitment influence its political role.</p> <p>4.14 Analyze the various tools of coercion employed by the state.</p>	<ul style="list-style-type: none"> - <i>China after Mao</i>, The History Channel - <i>China Rises: Food is Heaven, Party Games, Getting Rich, and City of Dreams</i>, video series from Discovery Times/The History Channel - <i>The Iranian Revolution of 1979</i>, The History Channel - <i>The Iran/Iraq War</i>, The History Channel - <i>Faultlines: The Search for Political and Religious Links</i>, Films for the Humanities and Sciences - <i>Africa: In Defiance of Democracy</i>, Films for the Humanities and Sciences - <i>Forms of Government: What's the Score?</i>, Cambridge Educational - <i>Question Time of Prime Minister</i>, C-SPAN - <i>Extraordinary Partners: The European Union and the United States</i>, The European Commission Delegation • Sample AP Comparative Politics Exam Multiple Choice and Free-Response Questions, apcentral.collegeboard.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <p><i>REFER TO STRAND 3</i></p> <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Unit exams • One Page Analysis (OPA) • Critical reading/critical thinking journals • Debates • Simulations • Participation • Cooperative learning activities • Newscasts • Graphic organizers • Free response essays • Newscasts
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LEARNING STRAND

5.0 Citizens, Society, and State

ENDURING UNDERSTANDING(S)

- Globalization is a major force for change in the world today: both positive and negative.
- Politics ultimately hinges on the interactions between state and society.
- The interaction between political and economic trends is a major source of change.
- Policymaking is influenced by a broad range of domestic and international factors.

ESSENTIAL QUESTION(S)

- How is state power mediated so as to enhance the power of citizens?
- How has the emergence of a global civil society impacted government/citizen relations?
- What is the relationship between the media and the state?
- How does the media influence and shape public perceptions, beliefs and practices?
- How can political participation both support and undermine a political system?
- What is the connection between social movements and representation?

LEARNING OBJECTIVES *The student will:*

- 5.1 Determine how certain kinds of cleavages, such as ethnicity, religion or class, become politically relevant.
- 5.2 Determine the basis of social cleavages and analyze the depth and consequences of such cleavages.
- 5.3 Analyze how institutions can diminish or exacerbate cleavages in society.
- 5.4 Evaluate how advocacy groups, social networks and the media all shape citizens' political views and mobilize political forces.
- 5.5 Analyze the range of ways that a citizen can act politically.
- 5.6 Critique how the emergence of global civil society significantly effects government-citizen relations.
- 5.7 Assess the role the media plays nationally and internationally.
- 5.8 Describe the ways the media influences and shapes public perceptions, beliefs, and practices.
- 5.9 Evaluate the ways in which political participation can both support and undermine a political system.
- 5.10 Compare and contrast the manner in which citizens in various countries participate politically.
- 5.11 Explain how contemporary social movements take specific forms and use particular methods.
- 5.12 Analyze the connection between social

INSTRUCTIONAL SUPPORT MATERIALS

- AP Comparative Government and Politics – Briefing Paper: Globalization, apcentral.collegeboard.com
- AP Comparative Government and Politics – Briefing Paper: Democratization, apcentral.collegeboard.com
- AP Comparative Government and Politics – Briefing Papers: Mexico, Iran, Nigeria, apcentral.collegeboard.com
- *Advanced Placement Comparative Government and Politics* (Teacher and Student editions), The Center for Learning
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- *Annual Editions: World Politics 06/07*
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 - *Boris Yeltsin*, A & E Biography
 - *Russia on the Go*, Teacher's Discovery
 - *Russia on the Run*, Teacher's Discovery
 - *Gorbachev*, The New York Times Video
 - *Tiananmen Square*, The History Channel
 - *China after Mao*, The History Channel

movements and representation.

- *China Rises: Food is Heaven, Party Games, Getting Rich, and City of Dreams*, video series from Discovery Times/The History Channel
- *The Iranian Revolution of 1979*, The History Channel
- *The Iran/Iraq War*, The History Channel
- *Faultlines: The Search for Political and Religious Links*, Films for the Humanities and Sciences
- *Africa: In Defiance of Democracy*, Films for the Humanities and Sciences
- *Forms of Government: What's the Score?*, Cambridge Educational
- *Question Time of Prime Minister*, C-SPAN
- *Extraordinary Partners: The European Union and the United States*, The European Commission Delegation
- Sample AP Comparative Politics Exam Multiple Choice and Free-Response Questions, apcentral.collegeboard.com

SUGGESTED INSTRUCTIONAL STRATEGIES

REFER TO STRAND 3

SUGGESTED ASSESSMENT METHODS

- Unit exams
- One Page Analysis (OPA)
- Critical reading/critical thinking journals
- Debates
- Simulations
- Participation
- Cooperative learning activities
- Newscasts
- Graphic organizers
- Free response essays
- Newscasts

LEARNING STRAND

6.0 Political and Economic Change

ENDURING UNDERSTANDING(S)

- Globalization is a major force for change in the world today: both positive and negative.
- The appeal of democracy is becoming a major force for change in the world today.
- Politics ultimately hinges on the interactions between state and society.
- The interaction between political and economic trends is a major source of change.
- Policymaking is influenced by a broad range of domestic and international factors.

ESSENTIAL QUESTION(S)

- What are the preconditions, processes and outcomes of democratic transitions?
- How are domestic economic reforms and their political effects related?
- How do supranational organizations affect domestic economic policy?
- How does globalization affect a nation's culture both positively and negatively?

LEARNING OBJECTIVES *The student will:*

- 6.1 Explore the interaction between political and economic trends.
- 6.2 Compare and contrast the various types of political reforms and economic changes.
- 6.3 Discuss why a wave of democratization has occurred throughout much of the developing world and in the former Communist bloc since the end of the Cold War.
- 6.4 Examine the preconditions, processes, and outcomes of democratic transitions.
- 6.5 Compare and contrast the success of democratization among countries.
- 6.6 Analyze the relationship between democratization and political upheavals.
- 6.7 Evaluate the significance of cleavages within a regime, breakdowns in state capacity, international pressure, and mobilization by opponents in bringing about change.
- 6.8 Critique the advantages and disadvantages of economic reform packages.
- 6.9 Debate the pros and cons resulting from the interaction between domestic economic reforms and their political affects.
- 6.10 Examine the impact of economic policies on income gaps, rising standards of living, and differential access to social services and education.

INSTRUCTIONAL SUPPORT MATERIALS

- AP Comparative Government and Politics – Briefing Paper: Globalization, apcentral.collegeboard.com
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 - *Gorbachev*, The New York Times Video
 - *Tiananmen Square*, The History Channel
 - *China after Mao*, The History Channel
 - *China Rises: Food is Heaven, Party Games, Getting Rich*, and *City of*

<p>6.11 Discuss issues such as corruption and economic inequality.</p> <p>6.12 Evaluate how global and domestic forces interact with one another.</p> <p>6.13 Assess the impact of globalization on the culture and collective identity of a people.</p> <p>6.14 Evaluate how backlashes against globalization impact themes such as sovereignty and the ideal of the nation-state.</p>	<p><i>Dreams</i>, video series from Discovery Times/The History Channel</p> <ul style="list-style-type: none"> - <i>The Iranian Revolution of 1979</i>, The History Channel - <i>The Iran/Iraq War</i>, The History Channel - <i>Faultlines: The Search for Political and Religious Links</i>, Films for the Humanities and Sciences - <i>Africa: In Defiance of Democracy</i>, Films for the Humanities and Sciences - <i>Forms of Government: What's the Score?</i>, Cambridge Educational - <i>Question Time of Prime Minister</i>, C-SPAN - <i>Extraordinary Partners: The European Union and the United States</i>, The European Commission Delegation <ul style="list-style-type: none"> • Sample AP Comparative Politics Exam Multiple Choice and Free-Response Questions, apcentral.collegeboard.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <p><i>REFER TO STRAND 3</i></p> <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Unit exams • One Page Analysis (OPA) • Critical reading/critical thinking journals • Debates • Simulations • Participation • Cooperative learning activities • Newscasts • Graphic organizers • Free response essays • Newscasts
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LEARNING STRAND

7.0 Public Policy

ENDURING UNDERSTANDING(S)

- Globalization is a major force for change in the world today: both positive and negative.
- The appeal of democracy is becoming a major force for change in the world today.
- The study of politics requires an understanding of power.
- Different authority systems and government structures determine policy making.

ESSENTIAL QUESTION(S)

- How can a government ensure successful economic performance when poverty is wide-spread?
- How do states provide for the social welfare needs of their citizens?
- How do governments extend and protect individual liberties and freedoms?
- What are the formal and informal influences on policy-making?
- How does economic development influence policy requirements?
- How do international agreements and organizations (World Trade Organization, World Bank, European Union, NAFTA, International Monetary Fund) push for policy changes?

LEARNING OBJECTIVES *The student will:*

- 7.1 Approach policy issues from both a domestic and global perspective.
- 7.2 Compare different countries' approaches to the same economic, political, and social problems.
- 7.3 Assess the extent to which interest groups, political parties, and executive, judicial, and legislative branches all participate in the creation of policy.
- 7.4 Illustrate how development itself results in numerous shifts and alterations in policy requirements.
- 7.5 Analyze the extent to which global pressures are exerted on policy makers in both developed and developing systems.
- 7.6 Debate the impact international agreements and organizations have on such issues as sovereignty and the conflicting interests of world and domestic policy needs.
- 7.7 Discuss how globalization creates considerable tension in such areas as environmental policy, income distribution, and taxation policy.
- 7.8 Outline how policy concerns may differ from country to country.
- 7.9 Analyze policy differences in a comparative context, exploring how

INSTRUCTIONAL SUPPORT MATERIALS

- AP Comparative Government and Politics – Briefing Paper: Globalization, apcentral.collegeboard.com
- AP Comparative Government and Politics – Briefing Paper: Democratization, apcentral.collegeboard.com
- AP Comparative Government and Politics – Briefing Papers: Mexico, Iran, Nigeria, apcentral.collegeboard.com
- *Advanced Placement Comparative Government and Politics* (Teacher and Student editions), The Center for Learning
- *AP Comparative Government and Politics: A Study Guide*. 2nd Edition, Ethel Wood, Wood Yard Publications
- *Annual Editions: World Politics*
- *Annual Editions: Comparative Politics*
- *The New York Times*, newspaper
- *The Economist Magazine*
- CNN, MSNBC news websites
- AP Central Website: apcentral.collegeboard.com
- Videos/DVDs
 - *Russia After Yeltsin*, The History Channel
 - *Boris Yeltsin*, A & E Biography
 - *Russia on the Go*, Teacher's Discovery
 - *Russia on the Run*, Teacher's Discovery
 - *Gorbachev*, The New York Times Video

various systems create solutions to domestic and global problems.

- *Tiananmen Square*, The History Channel
- *China after Mao*, The History Channel
- *China Rises: Food is Heaven, Party Games, Getting Rich, and City of Dreams*, video series from Discovery Times/The History Channel
- *The Iranian Revolution of 1979*, The History Channel
- *The Iran/Iraq War*, The History Channel
- *Faultlines: The Search for Political and Religious Links*, Films for the Humanities and Sciences
- *Africa: In Defiance of Democracy*, Films for the Humanities and Sciences
- *Forms of Government: What's the Score?*, Cambridge Educational
- *Question Time of Prime Minister*, C-SPAN
- *Extraordinary Partners: The European Union and the United States*, The European Commission Delegation
- Sample AP Comparative Politics Exam Multiple Choice and Free-Response Questions, apcentral.collegeboard.com

SUGGESTED INSTRUCTIONAL STRATEGIES

REFER TO STRAND 3

SUGGESTED ASSESSMENT METHODS

- Unit exams
- One Page Analysis (OPA)
- Critical reading/critical thinking journals
- Debates
- Simulations
- Participation
- Cooperative learning activities
- Newscasts
- Graphic organizers
- Free response essays
- Newscasts

