

**CURRICULUM**

**FOR**

**AP COMPARATIVE  
GOVERNMENT AND  
POLITICS**

**GRADES 11-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Stephanie Holobinko, Program Supervisor of Assessment and Social Studies**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Michael Celoski**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**AP Comparative Government and Politics**  
**Grades 11-12**

Date of Board Adoption:  
**September 21, 2021**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

**AP Comparative Government and Politics**

*PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Political Systems, Regimes, and Governments	8 weeks
2	Political Institutions	8 weeks
3	Political Culture and Participation	8 weeks
4	Party and Electoral Systems and Citizen Organizations	8 weeks
5	Political and Economic Changes and Development	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> </ul>

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Political Systems, Regimes, and Governments

**Target Course/Grade Level:** AP Comparative Government and Politics/Grades 11-12

**Unit Summary:**

Comparative political scientists seek to understand similarities and differences between states, evaluating political realities and understanding political change. This first unit sets the foundation for students to think like comparative political scientists by teaching them to read and analyze qualitative and quantitative data related to the six required course countries (China, Iran, Mexico, Nigeria, Russia, and the United Kingdom) and helping them understand concepts and examples they can use to support an argument about the countries.

Understanding the similarities and differences in political systems, regimes, and governments – how they function and how they gain and maintain power and legitimacy – as well as the terminology used to describe them provides students with the foundational knowledge needed to be able to compare course countries throughout future units.

**Approximate Length of Unit:** Approximately 8 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

**6.2.12.CivicsPD.3.a:** Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

**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.

**Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**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.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

#### **Computer Science and Design Thinking**

**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.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

#### **Visual and Performing Arts**

**1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

**1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

**1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.

**1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

### **NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

**RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

**RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6.** Evaluate authors' differing perspectives 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, qualitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

**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.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**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 overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

### **Unit Understandings:**

*Students will understand that...*

- Empirical data is important in identifying and explaining political behavior of individuals and groups.
- Political systems and regimes reflect the dynamic balance of power between the government and its citizens.
- Distribution of power and authority and the influence of internal and external actors affect regime stability.
- Political legitimacy reinforces the sovereignty of the state.

### **Unit Essential Questions:**

- How does a political system affect the daily life of citizens?
- How do people both inside and outside the government impact the relationship between the government and its citizens?
- How does the perceived legitimacy of a government by its citizenry impact how other countries see it?
- How do comparative political scientists generate meaningful conclusions that can be applied to other countries?

### **Knowledge and Skills:**

*Students will know...*

- Analysis of quantitative and qualitative information (including charts, tables, graphs, speeches, foundational documents, political cartoons, maps, and political commentaries) is a way to make comparisons between and inferences about course countries.
- Analyzing empirical data using quantitative methods facilitates making comparisons among and inferences about course countries.



- Causation is difficult to determine with certainty in comparative politics, as often there are numerous variables that potentially influence political policies and/or regime stability, with no way to isolate and demonstrate which is producing the change.
- Correlation exists when there is an association between two or more variables.
- Comparative political research requires differentiation between empirical (factual/objective) and normative (value) statements.
- Political scientists most often use empirical information to apply concepts, support generalizations, or make arguments.
- Comparative political scientists compare different political systems to derive conclusions about politics.
- A number of data collection resources are used to investigate relationships among course countries, including:
  - The Human Development Index (HDI)
  - Gross domestic product (GDP) and GDP per capita
  - GDP growth rate
  - Gini index (coefficient)
  - Freedom House
  - Transparency International
  - Failed States Index
- Political systems comprise the laws, ideas, and procedures that address who should have authority to rule and what the government's influence on its people and economy should be.
- States are political organizations that combine a permanent population with governing institutions to exercise control over a defined territory with international recognition. Regimes refer to the fundamental rules that control access to and the exercise of political power. Regimes typically endure from government to government.
- A regime can be characterized as democratic or authoritarian based on how it sets rules or makes decisions about how to exercise power.
- Government is the set of institutions or individuals legally empowered to make binding decisions for a state. A government's authority is derived from the state's legitimate right to use power to enforce policies and decisions; the right and power to govern itself without outside interference is a crucial aspect of a state's sovereignty. A sovereign state has independent legal authority over a population in a particular territory.
- A nation is a group of people with commonalities including race, language, religion, ethnicity, political identity, and aspirations.
- Factors that indicate the degree of democracy or authoritarianism of states include the extent of state adherence to rule of law, such as:
  - The principle that a state should be governed by law and not arbitrary decisions made by individual government officials
  - The degree of state influence on or control of the media
  - The degree and practice of free and fair elections
  - The degree of transparency of governmental decision making
  - The nature of citizen participation in government
- The branches of national government in democratic regimes are more likely to be independent of one another than in authoritarian regimes. Independence can serve to prevent any one branch from controlling all governmental power.
- Authoritarian regimes include illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes.
- Democratization is a transition from an authoritarian regime to a democratic regime; while this process can start or temporarily change direction, the process aims to result in the following over time:
  - More competition, fairness, and transparency in elections

- Increased citizen participation in policy-making processes
- Universal suffrage for adult citizens
- Greater governmental transparency
- Protected civil rights and liberties
- Equal treatment of citizens
- Establishment of the rule of law
- Democratic electoral systems can accommodate ethnic diversity and increase multiparty competition with rule adjustments, including gender or cultural quotas, proportional representation, and changes in vote thresholds and district boundaries.
- Political corruption inhibits democratization – independent judiciaries can reduce such corruption while protecting individual liberties and civil rights.
- Democratization can stall or be reversed; policy changes regarding election rules and civil liberties can support or impede democratization.
- Democratic consolidation refers to the process by which a democratic regime matures in terms of election rules, separation of powers, and protection of civil liberties, making it unlikely to revert to authoritarianism without an external shock.
- Consensus among competing cultural and political groups about governmental policies associated with democratization and economic development can advance the process and make it sustainable.
- Sources of power and authority include constitutions, religions, military forces, political parties, legislatures, and popular support; over time, course country (China, Iran, Mexico, Nigeria, Russia, or the United Kingdom) regimes have been affected by such sources, represented by:
  - The Communist Party’s control over China’s military, which provided power and authority to maintain regime stability
  - The transition of power from dictatorial rule in Iran to a theocracy based on Islamic Sharia law after the 1979 Revolution
  - The transition of power in Nigeria and Mexico to multiparty republics following military rule and single-party dominance, respectively
  - The political elite’s backing of a strong president in Russia, creating a managed democracy with election rules favoring one party
  - Constitutional reforms in the United Kingdom that devolved power to multiple parliaments, allowing the regime to maintain stability
- How a regime chooses to use power in support of sovereignty is determined in large part by its democratic or authoritarian characteristics – democratic regimes can maintain sovereignty using less power than authoritarian regimes.
- Changes in regimes occur when rules and institutions are replaced either incrementally or suddenly, as a result of elections, coups, or revolutions in which a large portion of the population supports a change in the political system.
- Governments, including political officeholders, can be changed more frequently and easily than regimes through the relatively peaceful process of elections, appointments, and lines of succession. However, governments also change by more violent means, such as revolutions or coups d’état, represented by such violent transitions in Iran and Nigeria.
- Federal states like Mexico, Nigeria, and Russia divide power among different levels of government to confer a degree of local autonomy in supplying social and educational services, while also reserving powers for the national government. Unitary states like China, Iran, and the United Kingdom concentrate power at the national level with more uniform policies and potentially more efficient policy making.
- The degree to which power is centralized or decentralized can change over time in both federal and unitary states, and in many cases reflects a state response to internal and external actors that include ethnic cleavages and operations of supranational organizations and other countries.

- Legitimacy refers to whether a government's constituents believe their government has the right to use power in the way they do. Legitimacy confers authority on and can increase the power of a regime and government.
- Sources of legitimacy for both democratic and authoritarian regimes can include popular elections as well as constitutional provisions. Other sources of legitimacy include nationalism, tradition, governmental effectiveness, economic growth, ideology, religious heritage and organizations, and the dominant political party's endorsement.
- Governments maintain legitimacy through a variety of processes or factors, including policy effectiveness, political efficacy, tradition, charismatic leadership, and institutionalized laws.
- Peaceful resolution of conflicts, peaceful transfer of power, reduced governmental corruption, and economic development can reinforce legitimacy.
- An increase in corruption, reduced electoral competition, and serious problems (such as a poor economy or social conflicts) can all undermine legitimacy.
- Devolution and delegation of power to regional governments can enhance or weaken legitimacy, creating both opportunities for and obstacles to resolving social, political, and economic issues by:
  - Promoting policy innovation, matching policies to local needs, improving policies through competition, increasing political participation, checking central power, and allowing better representation of religious/ethnic/minority groups
  - Creating contradictory policies, potentially making policy implementation more complicated and inefficient, allowing inequality between regions, increasing competition for resources, and exacerbating ethnic and local tensions
- Questions about the integrity of election results across the course countries can lead to protests that may weaken legitimacy and any ongoing democratization processes.
- Internal actors can interact with governments to bolster or undermine regime stability and rule of law, represented by:
  - Contrasting methods to combat political corruption among the six course countries
  - State responses to separatist group violence, drug trafficking, and discrimination based on gender or religious differences in Iran, Mexico, and Nigeria
  - Varied state responses to mass protest movements that oppose governmental policies or their equal enforcement
- State authorities of different regime types attempt to limit the influence of divisive and violent actors in their countries to attract more private capital and foreign direct investment and to improve economic growth.
- Across the course countries, internal reform pressure from citizen protest groups and civil society can lead to the creation of new political institutions or policies to protect civil liberties, improve transparency, address election fairness and media bias, limit corruption, and ensure equality under law.

*Students will be able to...*

- Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.
- Describe differences between regimes, states, nations, and governments.
- Describe democracy and authoritarianism.
- Explain the process and goals of democratization.
- Explain sources of power and authority in political systems.
- Describe federal and unitary systems among course countries.
- Explain the purposes of adopting a federal or unitary system.
- Describe the sources of political legitimacy for different types of regimes among course countries.

- Explain how governments maintain legitimacy.
- Explain how internal actors influence and interact with state authority and either enhance or threaten stability.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Unit Assessments
- Document Based Questions
- Quizzes
- Homework
- Anticipatory Sets
- Reflections Questions
- Class Discussion

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/peer Revision
- Socratic Seminar
- Think-Pair-Share

## *RESOURCES*

### **Teacher Resources:**

- AP Comparative Government and Politics Textbook
- AP Comparative Government and Politics Teacher's Guide
- AP Comparative Government and Politics Web Resources
- Supplemental Readings
- Khan Academy

### **Equipment Needed:**

- Laptops
- Projector

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Political Institutions

**Target Course/Grade Level:** AP Comparative Government and Politics/Grades 11-12

**Unit Summary:**

This unit first looks at the political structure in each course country and then the executive, legislative, and judicial systems within the political structure. Students develop an understanding of the various structures of the branches of government as well as how each uses the structure to wield and maintain power.

Knowing and applying country-specific terminology allows students to understand the similarities and differences between different systems of authority in the context of the six course countries. At the end of this unit, students should be able to characterize the advantages and disadvantages of different institutional arrangements and the implications of having one system over another in regard to stability, legitimacy, and policy making.

**Approximate Length of Unit:** Approximately 8 weeks

## *LEARNING TARGETS*

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**WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

### **Unit Understandings:**

*Students will understand that...*

- The structure and function of political institutions reflect the allocation of power within a political system.

### **Unit Essential Questions:**

- What are the implications of cooperation and conflict within a country's political system?

### **Knowledge and Skills:**

*Students will know...*

- Parliamentary systems, such as the United Kingdom, combine the lawmaking and executive functions, which allows the national legislature to select and remove the head of government and cabinet.
- Presidential systems, such as Mexico and Nigeria, feature a cabinet that is mostly responsible to the elected executive, with a legislature that can only remove cabinet members through impeachment. These systems have separate fixed-term, popular elections for the national legislature, and a top executive leader serving as both head of state and head of government.
- Semi-presidential systems, such as Russia, feature separate popular elections for the president and for the national legislature, allowing the president to nominate a prime minister (who must be approved by the legislature); members of the cabinet are held accountable by both the president and legislature.
- Although parliamentary systems have fewer institutional obstacles to enact policy than presidential systems (presidential systems have divided branch powers), parliamentary systems have their own checks on the executive branch.
- Parliaments may censure cabinet ministers, refuse to pass executive proposed legislation, question the executive and cabinet ministers, and impose time deadlines on calling new elections.
- Governments have executive institutions, including chief executives and cabinets, that formulate, implement, and enforce policy through different methods and agencies.
- Titles, powers, structure, and functions vary in executive leadership across the six countries:



- China's president serves as commander in chief, chair of China's Military Commission, and General Secretary of the Chinese Communist party (NPC); the president nominates the premier of the NPC, who in turn serves as head of government overseeing the civil service; changes in top leadership are accomplished behind closed doors.
- Iran's Supreme Leader sets the political agenda, serves as commander in chief, and appoints top ministers, the Expediency Council, half of the Guardian Council, and the head of the judiciary. The president is elected for up to two 4-year terms, oversees the civil service, and conducts foreign policy.
- Mexico's elected president, as both head of state and head of government, serves as commander in chief and leader of the bureaucracy, and can approve domestic legislation and lead foreign policy; the president is restricted to one term.
- Nigeria's elected president, as both head of state and head of government, serves as chief executive, commander in chief, and head of civil service, and can approve domestic legislation and conduct foreign policy.
- Russia's prime minister, the head of government, oversees the civil service. The elected president, head of state and commander in chief, appoints top ministers, conducts foreign policy, and presides over the Duma under certain conditions.
- The United Kingdom's monarch serves ceremonially as head of state and formally appoints as prime minister the leader of the party or coalition holding the largest number of seats in the House of Commons. The prime minister can call elections, sets the foreign policy agenda, and serves as de facto commander in chief and chief executive over the civil service.
- Executive term limits have advantages and disadvantages with regard to promoting stability and effective policies in a country.
  - Advantages of executive term limits are that they check executive power by and inhibit the emergence of dictators and personality rule; help to focus the officeholder on governing rather than winning elections; and provide opportunities for new leaders with new ideas, policies, or goals.
  - Disadvantages of executive term limits are that they force good executives to leave office; allow insufficient time for an officeholder to achieve goals; impede policy continuity; weaken accountability; create a lame-duck period for the officeholder; prevent the officeholder from building experience as chief executive; and can cause poorly designed policy.
- Across the course countries, executive leaders can be removed by the legislative branch through different procedures that control the abuse of power.
- Legislative institutions of course countries include the following structures and functions:
  - China's party-controlled system is unicameral and consists of an elected National People's Congress that the constitution recognizes as the government's most powerful institution that elects the president, approves the premier, and legitimizes policies of the executive.
  - Iran's theocracy is unicameral; the Majles is elected and holds the power to approve legislation, oversee the budget, and confirm presidential nominees to the Cabinet. This body acts under the supervision of the Guardian Council to ensure compatibility with Islam and Sharia law.
  - Mexico's congressional-presidential system is bicameral. It consists of an elected lower house – the Chamber of Deputies – that approves legislation, levies taxes, and verifies outcomes of elections. The elected upper house, the Senate, holds the unique power to confirm presidential appointments to the Supreme Court, approve treaties, and approve federal intervention in state matters.
  - Nigeria's congressional-presidential system is bicameral, consisting of an elected upper and lower chamber (Senate and House of Representatives). Both chambers hold the

power to approve legislation, and the Senate possesses unique impeachment and confirmation powers.

- Russia's parliamentary-hybrid system is bicameral, and consists of an elected state Duma, which passes legislation and confirms the prime minister. An appointed Federation Council approves budget legislation, treaties, judicial nominees, and troop deployment.
- The United Kingdom's parliamentary system is bicameral, consisting of an elected House of Commons – which approves legislation – and the prime minister appointed by the monarch, whereas an appointed House of Lords reviews and amends bills from the Commons, effectively delaying implementation as a power check.
- Legislative powers can be constrained by other governmental institutions, including:
  - China's Politburo Standing Committee, which is the actual center of power in the Chinese state
  - China's Standing Committee of the National People's Congress (NPC), which assumes legislative duties most of the year when the NPC is not in session, sets NPC legislative agenda, supervises NPC member elections, and interprets the Constitution and laws
  - Iran's Expediency Council, which is selected by the Supreme Leader as an advisory committee to resolve disputes between the Majles and the Guardian Council
  - Iran's Guardian Council, which vets candidates and oversees the Majles to make sure laws comply with Islamic law
- Legislatures have the potential to reinforce legitimacy and stability by responding to public demand, openly debating policy, facilitating compromise between factions, extending civil liberties, and restricting the power of the executive.
- Judiciaries in course countries have different functions and use various methods to appoint judges to interpret and apply laws and resolve disputes, represented by:
  - In China, rule by law (instead of rule of law) means the judicial system is subservient to the decisions of the Chinese Communist Party (CPC), which controls most judicial appointments.
  - The Iranian judiciary's major function is to ensure that the legal system is based on religious law, so judges must be trained in Islamic Sharia law. The head of the judiciary is appointed by the Supreme Leader and can nominate half of the Guardian Council with approval by the Majles.
  - The Mexican judiciary is in transition – the Supreme Court has the power of judicial review and subsequent constitutional amendments have been implemented with the intent to make the system more independent and effective.
  - In Mexico, Supreme Court magistrates are nominated by the president and approved by the Senate for a term of 15 years.
  - The Nigerian judiciary has the power of judicial review, and an effort has been made to reestablish its legitimacy and independence by reducing corruption; under the system of federalism, Islamic Sharia Courts have been established in the north.
  - In Nigeria, Supreme Court judges are recommended by a judicial council and are appointed by the president with confirmation by the Senate.
  - Russia's government uses the judicial system to target opposition, and although constitutionally the courts have the power of judicial review, this power has not been used to limit the authority of the governing branches.
  - In Russia, judges are nominated by the president and approved by the Federation Council.
  - The United Kingdom's judicial system uses common law to enforce the rule of law; major functions of the Supreme Court include its serving as the final court of appeals, protecting human/civil rights and liberties, and ruling on devolution disputes.
- The degree of the judiciary's independence from other branches of government depends on the amount of authority the courts have to overrule executive and legislative actions, the process by which judicial officials acquire their jobs, the length of judicial terms, the professional and

academic backgrounds that judicial officials are expected to have, and the processes used to remove judges from their posts.

- Independent judiciaries can strengthen democracy by maintaining checks and balances, protecting rights and liberties, establishing the rule of law, and maintaining separation of powers.

*Students will be able to...*

- Describe parliamentary, presidential, and semi-presidential systems.
- Compare institutional relations among parliamentary, presidential, and semi-presidential systems.
- Explain the structure, function, and change of executive leadership in course countries.
- Describe procedures for the removal of executive leadership by other institutions.
- Describe legislative structures and functions in course countries.
- Explain how legislative powers are constrained by other institutions and/or processes, which can affect legislative independence.
- Describe the structure and functions of judiciaries.
- Explain the importance of independent judiciaries relative to other political institutions.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Unit Assessments
- Document Based Questions
- Quizzes
- Homework
- Anticipatory Sets
- Reflections Questions
- Class Discussion

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence

- Quickwrite
- Self/peer Revision
- Socratic Seminar
- Think-Pair-Share

## *RESOURCES*

### **Teacher Resources:**

- AP Comparative Government and Politics Textbook
- AP Comparative Government and Politics Teacher's Guide
- AP Comparative Government and Politics Web Resources
- Supplemental Readings
- Khan Academy

### **Equipment Needed:**

- Laptops
- Projector

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Political Culture and Participation

**Target Course/Grade Level:** AP Comparative Government and Politics/Grades 11-12

**Unit Summary:**

Politics hinges on the interactions between the state and society. A country's political patterns are influenced by the characteristics and demands of its population. Citizens participate in politics both individually and in groups. Cleavages within the population, such as ethnicity, religion, or class, become politically relevant.

This unit includes civil society, a range of voluntary associations that are autonomous from the state and that can help mediate state power and enhance the power of citizens. Students learn about participation in both authoritarian and democratic regimes and how the type of regime impacts the type of participation. Understanding that concept will help guide students in Unit 4, where they consider the role and impact of parties and elections on political participation.

**Approximate Length of Unit:** Approximately 8 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

**6.2.12.CivicsPD.3.a:** Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

**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.

**Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**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.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

## **Interdisciplinary Connections and Standards:**

### **Computer Science and Design Thinking**

**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.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

### **Visual and Performing Arts**

**1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

**1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

**1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.

**1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

## **NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

**RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

**RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6.** Evaluate authors' differing perspectives 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, qualitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

**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.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**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 overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

### **Unit Understandings:**

*Students will understand that...*

- Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.
- The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty.
- How governments respond to social and political divisions affects interactions between citizens and long-term regime stability.

### **Unit Essential Questions:**

- What changes might a government face in response to a controversial cleavage?
- Why might a country discourage participation? Encourage?
- How does regime type impact the function of civil society in a country?

### **Knowledge and Skills:**

*Students will know...*

- Civil society comprises a range of voluntary associations that are autonomous from the state, including local religious and neighborhood organizations, news media, business and professional associations, and nongovernmental organizations (NGOs).
- The strength and variety of civil society organizations differs depending on the regime type in which they operate. Civil society organizations can be limited by government registration and monitoring policies.
- Though civil society organizations are not necessarily political, a robust civil society serves as an agent of democratization.
- Across the course countries, civil society organizations, to varying degrees, can monitor and lobby the government, expose governmental malfeasance, represent the interests of members, and provide members with organizational experience.

- Across course countries, the placing of restrictions on NGOs and civil society tends to highlight violations of civil liberties protected under foundational documents.
- Political culture is the collective attitudes, values, and beliefs of the citizenry and the norms of behavior in the political system. It sets expectations about the exercise of power to establish a balance between social order and individual liberty.
- Political culture is influenced by factors of geography, religious traditions, and history, forming a population's values and beliefs about the role of government, the rights of the individual, and the extent and role of citizens in controlling government policy making.
- Political culture is transmitted through the process of political socialization, which is the lifelong process of acquiring one's beliefs, values, and orientations toward the political system.
- Family, schools, peers, religious institutions, media, and social environments, including civic organizations, play a crucial role in the socialization process and help develop political attitudes and values.
- Though many agents of socialization (e.g., family, school, peers, media, and government) are similar across regime types, authoritarian regimes apply more concerted governmental pressures to socialize their citizens around conforming beliefs than do democratic regimes.
- A political ideology is a set of values and beliefs about the goals of government, public policy, or politics, as represented by:
  - Individualism – belief in individual civil liberties and freedom over governmental restrictions
  - Neoliberalism – belief in limited governmental intervention in the economy and society; supports privatization, free trade, deregulation, and the elimination of state subsidies
  - Communism – belief in the abolition of private property with near total governmental control of the economy
  - Socialism belief in the reduction of income disparities and the nationalization of major private industries
  - Fascism – extreme nationalist ideology that favors authoritarian rule and the rights of the ethnic majority over that of ethnic minorities and the political opposition
  - Populism – political philosophy that supports the interests and rights of the common people over that of the elites
- Contrasting political ideologies, including rule by law as opposed to rule of law, affect how the state treats its citizens and deals with specific problems, such as political corruption.
  - Political beliefs associated with authoritarian regimes tend to rely on rule by law, in which the state uses the law to reinforce the authority of the state.
  - Political beliefs associated with democratic regimes tend to rely on rule of law, in which the state is limited to the same rules as its citizens.
- Beliefs about social and economic equality can be held by citizens in both democratic and authoritarian regimes but can be contrasted by the amount of enforcement responsibility transferred to the government and the amount of choice afforded to citizens to protect their health and material well-being (ranging from limited governmental social protections to a welfare state).
- Post-materialism refers to social valuing of self-expression and quality of life that leads to applying pressure on governments to address environmental issues and social and economic equality.
- Political participation can be voluntary or coerced and may occur at the individual or group level.
- Political participation can range from behavior supportive of a regime (either independently or under state direction) to oppositional behavior that seeks to change governmental policies or overthrow the regime.
- Certain political conditions make it more likely that citizens will engage in violent political behavior, including when citizens feel that more conventional options for political participation are ineffective or unavailable.



- Formal political participation (including casting ballots in elections) can be encouraged across regime types to enhance legitimacy, gather input, act as a safety valve, or apply a check on governmental policies, though authoritarian regimes are more likely to use citizen participation to intimidate opposition or give an illusion of influence, while democratic regimes hold elections to allow citizen control of the policy-making process.
- Referenda allow citizens to vote directly on policy questions and are used for a variety of reasons, including as a means to promote democratic policy making, to allow a chief executive to bypass the legislature, and to oblige citizens to make difficult and potentially unpopular decisions on public policy issues. The United Kingdom has used referenda to decide questions about the devolution of powers to regional assemblies, the separation and creation of an independent nation-state, and their withdrawal from the European Union.
- Authoritarian and democratic regimes support similar forms of participation to influence policy making (including casting votes in public elections) but differ in how much impact citizens have on policies and policy making based on how open and competitive elections are. In many elections in authoritarian regimes, there are few if any opposition candidates – those advocating differing views from that of the controlling party/elite – who are allowed to run for office. The government often intervenes in these elections to ensure that its preferred candidates and parties win.
- Informal participation, such as protests and popular criticism expressed through social media, is treated differently across regime types. In authoritarian systems, there is less tolerance of critical viewpoints that may challenge authoritarian regimes.
- Both authoritarian and democratic regimes regulate formal political participation by placing restrictions on voting access and disallowing disruptive and violent protests, but authoritarian regimes manage and limit citizen participation to a much greater extent.
- Authoritarian regimes tolerate mass political protests and movements less than democratic regimes do, valuing public order more than individual liberties and civil rights.
- Protection of key civil liberties differs across the six course countries.
- Both democratic and authoritarian regimes impose constraints on the media to protect citizens and maintain order, but democratic regimes generally tolerate a high degree of media freedom to encourage citizen control of the political agenda and check political power and corruption.
- Stronger authoritarian regimes monitor and restrict citizens' media access to a greater degree to maintain political control, as represented by:
  - The Chinese Communist Party's use of the Great Firewall to limit political criticism on social media
  - The Iranian court's suspension or revocation of media licenses when a jury finds owners guilty of publishing anti-religious material or information detrimental to the national interest
  - The Russian government's nationalization of most broadcast media and rigid controls on opposition new segments
- A government is transparent when it allows information about government and policy making to circulate openly; authoritarian regimes tend to prefer secret or closed proceedings to maximize order.
- Competitive authoritarian regimes act as a hybrid of democratic and authoritarian regimes; Russia is characterized as a competitive authoritarian regime or illiberal democracy, holding contested elections but with limited degrees of competitiveness and providing minimal civil liberty protections and governmental transparency.
- Comparing data that shows the extent to which governments protect or restrict civil liberties over time can determine regime placement on an authoritarian/democratic scale.
- Social and political cleavages can be described as internal divisions that structure societies and may be based on class, ethnicity, religion, or territory, as represented by:

- In China, ethnic and regional divisions between the majority Han ethnic group and at least 55 recognized ethnic minorities, such as the Uighurs in the northwest and the Tibetans in the southwest, and between areas that have developed at different rates.
- In Iran, religious divisions between the Shi'a Muslim majority and members of other religions, such as Christianity, Judaism, and Zoroastrianism, have resulted in a threatening atmosphere despite official recognition; within practitioners of Islam, there are divisions between the Shi'a majority and those who are Sunni. There are also ethnic cleavages between the majority Persians and several ethnic minorities, including Azerbaijanis and Kurds.
- In Mexico, ethnic divisions between the Amerindian (indigenous) population and whites and mestizos, and regional divisions between the north and the south.
- In Nigeria, ethnic divisions among more than 250 ethnic groups (including Hausa-Fulani, Yoruba, and Igbo), and religious and regional cleavages between the north (predominantly Muslim) and the south (where Christians and animists are concentrated).
- In Russia, cleavages between ethnic Russians, who are more than 80 percent of the population and tend to be Russian Orthodox, and minority, non-Russian populations (including the Chechens in the Caucasus region, who are predominantly Muslim).
- In the United Kingdom, ethnic and regional differences between nations such as the Scottish, English, Welsh, and Irish; religious differences between Protestants and Catholics in Northern Ireland; and racial tensions between whites and non-European minorities whose heritage is related to the United Kingdom's colonial history.
- Major social and political cleavages differ across course countries and affect voting behavior and party systems as well as informal political networks.
- Course countries have responded differently to social cleavages and their political consequences.
  - Even stable regimes are increasingly dealing with radical/terrorist religious elements that have sprung from long-standing cleavages.
  - State responses can range from brute repression to recognition of ethnic/religious minorities and creation of autonomous regions and/or representation of minorities in governmental institutions.
- Examples of the use of social and political cleavages to strengthen legitimacy and hold onto power can be found in all course countries. Such cleavages may also lead to conflict and undermine legitimacy.
- Social cleavages have different impacts in course countries.
  - Separatist movements have emerged in China, Iran, Nigeria, Russia, and the United Kingdom as a result of the social cleavages.
  - Other groups demanding autonomy, but not independence, have emerged in Mexico and the United Kingdom.
  - Ethnicity has played a more significant role in Nigeria than in Mexico because of different colonial histories and a greater diversity and politicization of ethnic/religious identities in Nigeria.
- Challenges governments face in securing stability in multinational states include:
  - Conflicting interests and competition among groups and political parties
  - Perceived lack of governmental authority and legitimacy
  - Pressure for autonomy/secession, intergroup conflict, terrorism, and civil war
  - Encroachment of neighboring states that sense government weakness and vulnerability

*Students will be able to...*

- Describe civil society.
- Explain the role of civil society among course countries.
- Explain how political culture relates to citizen behavior and the role of the state.

- Explain how political values and beliefs frame policy choices to address particular political problems.
- Explain the nature and role of political participation as related to a regime's use of authority and power.
- Explain how political participation affects and is affected by democratic or authoritarian regime types.
- Explain the extent to which civil rights and civil liberties are protected or restricted in different regimes.
- Describe politically relevant social cleavages.
- Explain how political and social cleavages in course countries affect citizen relationships and political stability.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Unit Assessments
- Document Based Questions
- Quizzes
- Homework
- Anticipatory Sets
- Reflections Questions
- Class Discussion

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
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- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
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- Socratic Seminar
- Think-Pair-Share

## *RESOURCES*

### **Teacher Resources:**

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- AP Comparative Government and Politics Teacher's Guide
- AP Comparative Government and Politics Web Resources
- Supplemental Readings
- Khan Academy

### **Equipment Needed:**

- Laptops
- Projector

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Party and Electoral Systems and Citizen Organizations

**Target Course/Grade Level:** AP Comparative Government and Politics/Grades 11-12

**Unit Summary:**

Individuals and groups use various ways to gain influence and power within a government and its political institutions. This unit breaks down the larger concepts about political institutions studied in Unit 2 and considers how individuals, parties, and citizen organizations influence power. The exercise of political power in the six course countries occurs in a variety of ways. For example, the rules of electoral systems, both formal and informal, have a profound impact on citizen participation. Studying how and why a regime grants or limits access to sources of power helps students understand and explain how this control ultimately impacts policy making in a global context.

**Approximate Length of Unit:** Approximately 8 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

**6.2.12.CivicsPD.3.a:** Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

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**Career Readiness, Life Literacies, and Key Skills:**

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## **Interdisciplinary Connections and Standards:**

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**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.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

### **Visual and Performing Arts**

**1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

**1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

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**RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6.** Evaluate authors' differing perspectives 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, qualitatively, as well as in words) in order to address a question or solve a problem.

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**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.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**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 overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

### **Unit Understandings:**

*Students will understand that...*

- The rules of electoral systems reflect party and legislative control and level of democratization.
- The power, influence, and strength of political parties and the degree of competition between parties reflect the values of the regime or type of government.
- Strong and varied citizen organizations and movements foster and are reinforced by democratization.

### **Unit Essential Questions:**

- How do different electoral systems encourage or discourage citizen influence?
- Why are election rules different for different regimes?
- Why would an authoritarian regime open up political access to interest groups and citizen organizations?

### **Knowledge and Skills:**

*Students will know...*

- In some regimes, electoral rules and systems are structured to allow for the competitive selection of representatives, while in other regimes rules are frequently changed to advance different political interests.
  - The National People's Congress of China selects members indirectly through a series of local and regional elections.
  - Iran's Majles members are directly elected in single-member and multimember districts, which sometimes requires a second round of voting; candidates are vetted by the Guardian Council, and the legislative body lacks formal political party structures; a small number of the 290 seats in Majles are reserved for non-Muslim minorities, such as Christians, Jews, and Zoroastrians.
  - Mexico's Congress of the Union has two chambers: the Chamber of Deputies, which has 300 members directly elected in single-member districts by plurality and an additional 200 members elected by a proportional representation, party list system; and the Chamber of Senators, which has 96 members elected in three-seat constituencies and 32 by proportional representation; gender quotas in the party list system have helped increase female representation in the legislature.

- Members of the Nigerian House of Representatives are directly elected in single-member districts with representatives from each of Nigeria's states; the number of representatives elected from each state is based on population size, whereas the Senate has three members directly elected from each of Nigeria's 36 states; two major parties have alternated control of the National Assembly.
- Changes to state Duma elections in Russia have returned it to a system in which half of the representatives are directly elected from single-member districts and the other half are chosen through elections that use proportional representation with a threshold.
- The United Kingdom's House of Commons members are directly elected under single-member district, first-past-the-post rules.
- Proportional representation relies on multimember districts that promote multiparty systems.
- Proportional representation can result in an increase in the number of political parties represented in national legislatures, as well as an increase in the election of minority and women candidates.
- Single-member district plurality systems tend to promote two-party systems. They provide voters with strong constituency service and accountability because there is a single representative per district, and they ensure geographic representation.
- Different presidential election systems have different rules for determining election winners; some systems employ second-round or runoff elections to obtain a majority vote, while others decide elections based on a plurality of most votes cast among candidates in the race.
  - Mexico's president is elected by a plurality of the national popular vote, not an absolute majority.
  - Presidential candidates in Nigeria must win the most votes and secure at least 25 percent of the vote in two-thirds of Nigeria's states, reflecting the federal characteristic of this regime.
  - Presidential candidates in Iran and Russia must win an absolute majority of the popular vote in either the first or second round of national voting. If no candidate wins an absolute majority in the first round, the second round is conducted between the top two vote earners in the first round.
  - Majoritarian rules in Iran, Nigeria, and Russia provide the winners with a national mandate.
- Different political systems use electoral regulatory organizations to set various rules about ballot access and competition.
  - Iran's Guardian Council excludes reform-minded candidates or those who do not support Islamic values from the ballot, which limits the number of candidates and reduces electoral competition and representation.
  - As part of their democratic transition, Mexico and Nigeria have created independent election commissions that attempt to reduce voter fraud and manipulation and enhance electoral competition.
- Some regimes use an appointment system for membership in legislative bodies to promote a diversity of viewpoints, while other regimes use it to advance the political agenda of governing elites.
  - Appointments for the United Kingdom's House of Lords are approved by the monarch with recommendations made by the prime minister and an independent commission.
  - Half of Iran's Guardian Council members are selected by the Supreme Leader, and half are nominees from the judiciary with Majles approval.
  - The appointment process for positions in Russia's Federation Council is done by regional governors and the regional legislature. The creation of nine federal districts (with the annexation of Crimea) has reasserted federal power under the Russian president by allowing him to appoint presidential envoys to the districts, and allowing regional legislatures to forgo elections and appoint a governor from a list of candidates approved by the president.



- Election rule changes affect the representation of different religious, ethnic, and socioeconomic groups.
- The timing of legislative elections across the six countries can vary among systems based on term-limit policies.
- Party systems and membership differ among course countries, ranging from dominant party systems to multi party systems.
- China has rules that allow only one party, the Communist Party of China, to control governing power to maintain the values of centralism and order, while allowing eight other parties to exist to broaden discussion and consultation.
- Rules ensuring one-party dominance in Russia include increasing party registration requirements, allowing only legally registered parties to run for office, using selective court decisions to disqualify candidates, limiting the ability of political opposition to present their viewpoints in the media, increasing threshold rules to limit party access to the ballot, and eliminating gubernatorial elections.
- Rules that facilitate Mexico's transition away from one-party dominance include eliminating *el dedazo*, privatizing state-owned corporations to decrease patronage, decentralizing and reducing one-party power at the subnational level, and establishing and strengthening the National Electoral Institute (IFE).
- The degree of competition within multiparty systems can influence representation and formal political participation by citizens.
  - Nigeria's multi party system includes 30 registered political parties, with two strong parties, the People's Democratic Party (PDP) and the All Progressives Congress of Nigeria (APC), and a third party having a degree of electoral success.
  - The United Kingdom's party system features competition primarily between two major parties, the Conservative and Labour parties, which control the legislature and executive (with first-past-the-post election rules favoring the major parties). But minor parties with regional representation are also able to win some legislative representation.
- Catch-all political parties can earn support from groups with different characteristics, attracting popular support with ideologically diverse platforms.
- Some legislatures, such as the United Kingdom's House of Commons, are highly organized by political parties, with voting based on strict party discipline that influences policy making.
- Party systems vary across the course countries in terms of rules governing elections, party structure, and laws regulating political parties, as represented by:
  - In China, one party (Communist Party of China) has controlled the government (and military) since 1949, while minor parties have limited power to fill minor political offices.
  - Iran lacks formal political party structures; parties operate as loosely formed political alliances with questionable linkage to constituents.
  - In Mexico, a multiparty system is dominated by the National Action Party (PAN), the Party of the Democratic Revolution (PRD), and the Institutional Revolutionary Party (PRI); parties are allowed to form coalitions to nominate candidates for any particular election.
  - In Nigeria, multiple parties with ethnic quotas affect representation in the country's federal legislature.
  - In Russia, one party has been dominating recent elections; diminished representation of smaller parties occurs because of changing threshold rules; the elimination and then reinstatement of single-member districts has affected regional parties and the representation of independent candidates.
  - In the United Kingdom, two large parties (Labour and Conservative) dominate the House of Commons.

- In the United Kingdom, single-member district plurality elections diminish minor-party representation.
- In the United Kingdom, single-member districts allow regional parties to win legislative seats.
- Party systems across the course countries vary in how they affect and are affected by citizen participation.
- Social movements involve large groups of people pushing collectively for significant political or social change.
- Interest groups are explicitly organized to represent and advocate for a specific interest or policy issue, while social movements represent multiple groups and individuals advocating for broad social change.
- Social movements across course countries have put pressure on the state to promote indigenous civil rights, redistribute revenues from key exports such as oil, conduct fair and transparent elections, and ensure fair treatment of citizens of different sexual orientations, including:
  - The Green Movement in Iran that protested corruption in the 2009 election
  - Zapatistas or Chiapas uprising in Mexico in response to socioeconomic inequality and the negative impact of the North American Free Trade Agreement (NAFTA)
  - Movements in Nigeria (often militant), including the Movement for the Emancipation of the Niger Delta (MEND) and the Movement for the Survival of the Ogoni People (MOSOP), which have emerged to advocate for the rights of an ethnic minority or protest against unjust methods of extraction and distribution of oil in the Niger Delta region
  - The Boko Haram movement attempting to establish an Islamic state in northern Nigeria
  - Domestic protests over Russian state Duma's passage of legislation against same-sex couples
- Grassroots social movements exert their power up from the local level to the regional, national, or international level.
- With limited organizational hierarchies, such movements are difficult for state-run military or law enforcement to suppress, but some social movements also have difficulty in attracting and mobilizing support among fellow citizens or negotiating with governmental representatives.
- Pluralism and corporatism are systems of interest group representation.
- Pluralist systems promote competition among autonomous groups not linked to the state, whereas in a corporatist system the government controls access to policy making by relying on state-sanctioned or single peak associations (SPAs) to represent labor, business, and agricultural sectors.
- The state retains more control over citizen input in a corporatist system than it does in a pluralist system.
- Interest group systems can change over time, as represented by Mexico's moving from a corporatist system toward a pluralist system.

*Students will be able to...*

- Describe electoral systems and election rules among course countries.
- Explain how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.
- Describe characteristics of political party systems and party membership.
- Explain how political party systems and memberships link citizen participation to policy making.
- Explain how social movements and interest groups affect social and political change.
- Describe pluralist and corporatist interest group systems.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Unit Assessments
- Document Based Questions
- Quizzes
- Homework
- Anticipatory Sets
- Reflections Questions
- Class Discussion

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/peer Revision
- Socratic Seminar
- Think-Pair-Share

## *RESOURCES*

### **Teacher Resources:**

- AP Comparative Government and Politics Textbook
- AP Comparative Government and Politics Teacher’s Guide
- AP Comparative Government and Politics Web Resources
- Supplemental Readings
- Khan Academy

**Equipment Needed:**

- Laptops
- Projector

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Political and Economic Changes and Development

**Target Course/Grade Level:** AP Comparative Government and Politics/Grades 11-12

**Unit Summary:**

The interaction of political and economic changes within and across the course countries and how these changes impact political policies and behaviors is particularly important for students to understand. They need to connect what they learned about the domestic political power structure in previous units with how that structure plays out in an interconnected global context.

Every country studied in this course has had profound economic and political change over the past 30 years. Students will study political changes through the lens of democratization and the relative success or failure of these efforts to take hold. The economic impact of globalization on local citizens, relationships between countries, and the response to challenges presented in this economic reality are the focus of the unit.

**Approximate Length of Unit:** Approximately 8 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

**6.2.12.CivicsPD.3.a:** Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

**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.

**Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**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.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

## **Interdisciplinary Connections and Standards:**

### **Computer Science and Design Thinking**

**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.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

### **Visual and Performing Arts**

**1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

**1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

**1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.

**1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

## **NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

**RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

**RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6.** Evaluate authors' differing perspectives 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, qualitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

**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.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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**WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

### **Unit Understandings:**

*Students will understand that...*

- Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.
- A government bolsters regime stability by adapting its policies to environmental, political, economic, and cultural conditions.
- Demographic changes have political causes and consequences, and they can present challenges to a government's legitimacy.
- Natural resource endowments can have positive and negative effects on political stability and economic development.

### **Unit Essential Questions:**

- How do nongovernmental groups impact regimes?
- Why do governments change policies in the face of public pressure? How does this impact the balance of power between the citizens and the government?
- What are the benefits and drawbacks to a country's natural resource endowment?

### **Knowledge and Skills:**

*Students will know...*

- Economic globalization – including economic networks that are growing more interconnected, a worldwide market with actors unconstrained by political borders, and a reduction in state control over economies – has deepened cross-national connections among workers, goods, and capital and has caused challenges for regime and cultural stability.
- State membership in the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO) has promoted economic liberalization policies.
  - China and Nigeria have enacted economic liberalization policies and a majority of respondents in recent studies have said that they expect children in their countries to be better off than their parents.

- In Mexico, in part as a result of these policies, the number of people in the middle class has grown.
- Multinational corporations (MNCs) increasingly dominate global markets and pose challenges to, and sometimes conflict with, domestic economic policies regarding labor, the environment, land rights, taxation, and the budget.
- Globalization and Neoliberalism can provoke conflicts within states, including:
  - Increased demands being placed on governments by civil society groups
  - Protests by students and disenfranchised groups
  - Arrests of protesters and imposition of social media restrictions
  - Empowerment of once-marginal, nationalist, and populist groups that blame the government for changes in culture and economic conditions.
- In response to market forces, course countries continue to experiment with policies regarding private ownership of industry and capital, including:
  - Special economic zones along the coast of China
  - Privatization and increased competition in Mexico's oil industry (Pemex)
  - Nigeria's state-owned Nigerian National Petroleum Corporation (NNPC) collaborating with foreign companies in joint ventures to extract and produce oil
  - Putin's re-nationalization of oil/natural gas industries and imposition of foreign investment limitations
- Course countries allow varying degrees of private control of natural resources, with the United Kingdom allowing the most private control of natural resources and China allowing the least.
- Governments respond to global market forces in order to:
  - Improve domestic economic conditions
  - Respond to domestic demands
  - Control or influence domestic political debates to maintain or increase their own power
  - Extend national influence regionally and internationally
- Many aspects of globalization can challenge regime sovereignty, including:
  - Foreign direct investment and multinational corporations from originating regimes can pose a challenge to a government's foundational economic and political ideas and principles.
  - Cultural influences (often Western) that accompany investment and trade with a given regime can provoke a domestic backlash.
  - Increased economic development can cause environmental degradation and accompanying health issues that alienate citizens.
  - Foreign governments can bring political and economic pressures (including treaty reversals, public condemnation at intergovernmental organizations like the United Nations, and economic sanctions) to bear on countries whose actions (including human rights violations) offend them.
- In response to global market forces, governments frequently strive to respond to internal demands for domestic reform. Governments also work to control domestic policy debates and attempt to extend their influence regionally to deflect criticism and improve economic conditions.
- Economic liberalization occurs when a state reduces its economic role and embraces free market mechanisms such as eliminating subsidies and tariffs, privatizing government-owned industries, and opening the economy to foreign direct investment.
- Political-economic systems in the course countries can be compared by measuring levels of economic development, economic growth, human development, wealth, and inequality.
- Course countries of all regime types adopt economic liberalization policies with the goals of remedying undesirable domestic circumstances, such as rising unemployment and reduced productivity, and undesirable external situations, such as trade deficits with other states and decreasing demand for raw materials like petroleum, natural gas, and rare-earth metal.



- Neoliberal economic policies (referring to the removal of barriers and restrictions on what internal/external economic actors can do) have had mixed effects, including reduction in inflation and increases in national income, as well as growing inequality in wealth distribution, persistent political corruption, and the exacerbation of existing social tensions as governments attempt to balance economic freedom with policies that promote economic and political equality.
- Economic prosperity tied to liberalization policies has affected the power of ruling political parties among course country political systems.
- While often stimulating growth, economic liberalization has contributed to environmental pollution, urban sprawl, and uneven economic development in course countries, as a result of:
  - Increased consumption and use of automobiles and other engines using fossil fuels
  - Poor infrastructure and lack of government regulation
  - Regional migration patterns (including east/west in China; north/south in Mexico; rural/urban in both)
- International organizations like the International Monetary Fund (IMF) and the World Bank exert great influence through preconditions for financial assistance; countries that receive IMF assistance often must agree to structural adjustment programs requiring privatization of state-owned companies, reduced tariffs, and reduced governmental subsidies of domestic industries.
- To bolster their own developing industries, some countries pass import substitution industrialization (ISI) policies aimed at reducing foreign dependency by raising tariffs and encouraging local production of industrialized products.
- Supranational organizations such as the Economic Community of West African States (ECOWAS), the European Union (EU), and the World Trade Organization (WTO) have sovereign powers over the national governments that are member states and can apply pressure on policymakers to reduce tariffs and otherwise liberalize trade.
- In response to political, cultural, and economic changes, governments create new social policies, including gender equity, health care, and education policies, as represented by:
  - Gender equity rules in Iran with voting, the election of Majles, and appointment to cabinet positions
  - Disputes in Iran about female access to certain university degree programs and attendance at and participation in sporting events
  - Varied abortion policies in Mexico's local and state governments
  - Gender quotas in Mexico
  - Unequal gender access to education in the north and south of Nigeria
- Governments implement social welfare policies to reduce poverty, increase literacy, and improve public health, both to improve citizens' lives and to maintain or bolster political legitimacy.
- Rapid industrialization and increasing dependence on energy from fossil fuels have created a variety of environmental and political problems that governments must address to protect citizens. Such government solutions include:
  - Physically moving factories, implementing green technologies with subsidies for industry compliance, and engaging in increased infrastructure development and environmental regulation
  - Passing laws that require nationwide conversion to hybrid and battery-powered autos to address air pollution problems in major cities from auto and industrial emissions
  - Developing infrastructure and other mechanisms to respond to health crises related to systemic pollution
- Trade liberalization affects the growth of domestic and foreign business, the amount of direct foreign investment, foreign exchange rates, population movement, and often the quality of the environment. Reducing tariffs may lower consumer costs at the expense of domestic industry, while increasing tariffs may protect domestic industry against foreign imports but at the expense of higher consumer prices.

- Governments concerned with budget deficits resulting from world market fluctuations often must adopt austerity measures, which result in funding cuts to state programs.
- Growing populations, changing land use and values, and economic opportunities motivate internal and external population movements (including when populations shift from rural to urban areas or when net migration rates change) and the corresponding demographic changes pose significant challenges to governmental resources.
- Government policies and employment opportunities can draw workers to different geographic regions or influence positive or negative migration rates, often deepening preexisting class and regional differences and taxing government resources:
  - China's shifting emphasis from agriculture to industry, the creation of special economic zones, the encouragement of foreign direct investment, and fewer government restrictions and regulations of the economy have led to migration from rural to urban areas and west to east (interior to coast), creating a growing population whose rising incomes allow them to pursue work and educational opportunities abroad.
  - Highly skilled or well-educated individuals have left home countries such as Iran and Nigeria to escape government policies or practices that are perceived as limiting, corrupt, or repressive.
  - The North American Free Trade Agreement (NAFTA) and other economic liberalization policies (such as removing agricultural subsidies), maquiladora zones, and foreign direct investment patterns prompted migration from rural to urban areas and from southern to northern Mexico, and contributed to greater economic development in the north than in the south, as well as other regional disparities.
  - A positive net migration of immigrants into countries like the United Kingdom has resulted in social and political tensions.
- Shifting migration patterns have political and social consequences, including:
  - Increased crime stemming from higher population density
  - The concentration of highly skilled individuals in certain areas and their absence in other areas
  - Increased use of existing infrastructure and housing and demands for new and expanded infrastructure and housing
  - The growth of new political parties that stand against immigration and supranational organizations that challenge the government's legitimacy
- The political leadership of the United Kingdom is facing increasing constituent demands to reduce the rising costs of healthcare, exacerbated by an aging population and a declining working-age population faced with increased tax burdens to fund the universal health care system.
- States respond to demographic pressures with different actions or policies that influence citizen behavior, including policies encouraging or discouraging the birth of children or actions promoting or discouraging discrimination against religious minorities.
- Rentier states (including Iran, Nigeria, and Russia) that obtain a sizable percentage of total government revenue from the export of oil and gas or from leasing the resource to foreign countries, have been able to raise standards of living and fund governmental programs based on their huge reserves.
- Political and economic outcomes related to rentier state status, often referred to as the "resource curse" when petroleum is involved, include:
  - Lack of economic diversification
  - Concentration of governmental resources on developing the one profitable export industry to the exclusion of other types of industries
  - Severe revenue fluctuations based on world market pricing
  - The overvaluation of currency and trade imbalances
  - The increasing disparity between rich and poor

- A lack of incentive to modernize the economy or cooperate with international judicial bodies
- Increased governmental corruption
- A lack of governmental accountability to citizens when not relying on citizens for taxes
- The absence of democracy
- Resources are nationalized in China, Iran, Mexico, Nigeria, and Russia to provide government revenue, consolidate government control, and reduce political influence of foreign governments and multinational corporations (MNCs), all of which can reinforce political legitimacy. The degree of central government control in these states differs, as represented by:
  - The Mexican government’s decision to allow private investment in Pemex
  - The political control exercised by foreign MNCs that underwrite Nigeria’s oil production
  - The high degree of centralized control over natural resource companies under Russian President Putin that has resulted in wealth concentration
- Privatized ownership of natural resources decreases government control, increases wealth inequality, and results in the potential loss of sovereignty.

*Students will be able to...*

- Explain how global economic and technological forces influence political policies, behaviors, and culture.
- Compare political responses to global market forces.
- Explain how globalization creates challenges to regime sovereignty.
- Describe economic and political liberalization policies.
- Explain the adoption of and consequences associated with economic liberalization policies.
- Explain how international and supranational organizations influence domestic policy makers and national sovereignty.
- Explain how governments adapt social policies to address political, cultural, and economic changes.
- Explain how rapid industrialization and economic development have produced radical changes in governmental policies.
- Explain political causes and consequences of demographic changes.
- Explain how natural resources affect political and economic development.

<b><i>EVIDENCE OF LEARNING</i></b>
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**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Unit Assessments
- Document Based Questions
- Quizzes
- Homework
- Anticipatory Sets
- Reflections Questions
- Class Discussion

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
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- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
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- Quickwrite
- Self/peer Revision
- Socratic Seminar
- Think-Pair-Share

***RESOURCES***

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- AP Comparative Government and Politics Teacher's Guide
- AP Comparative Government and Politics Web Resources
- Supplemental Readings
- Khan Academy

**Equipment Needed:**

- Laptops
- Projector