



School District of Marshfield

Course Syllabus

Course Name: AP Comparative Government

Length of Course: 1 Semester

Credits: ½ Credit

Course Description:

Comparative government and politics is a critical field of study for young people. The twenty-first century has taught us that we cannot ignore the world around us. Happenings around the globe now directly impact our lives, and social studies teachers and students around the country face the challenge of interpreting many puzzling international events. The AP® Comparative Government and Politics course focuses on government and politics in other countries and provides a theoretical framework to compare political systems around the world. Students will grasp the political complexities of our global environment, and gain some understanding of both commonalities and differences among modern political systems. In today's world, we cannot afford not to know.

Course Planner:

This comparative government and politics design takes a country-by-country approach, but with a heavy emphasis on cross-country conceptual comparisons. The curriculum first focuses on concepts and theory, and the same theoretical framework is used to analyze each of the six countries. As the course progresses, students are required to constantly think back to countries studied previously, so that they come to understand each process, institution, and issue within the context of each country's political system, as well as comparatively in terms of other countries' political systems.

College Readiness Learning Targets:

- Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.
- Infer the main idea or purpose of straightforward paragraphs in more challenging passages
- Summarize basic events and ideas in more challenging passages
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
- Order sequences of events in uncomplicated passages
- Understand relationships between people, ideas and so on in uncomplicated passages
- Understand implied or subtly stated cause-effect relationships in uncomplicated passages
- Identify clear cause-effect relationships in more challenging passages

- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion
- Show recognition of the complexity of the issue in the prompt by partially evaluating implications and/or complications of the issue
- Posing and partially responding to counter-arguments to the writer's position
- Maintain a focus on discussion of the specific topic and issue in the prompt through the essay
- Present a thesis that establishes a focus on the writer's position on the issue
- Develop most ideas fully, using some specific and relevant reasons, details, and examples
- Show clear movement between general and specific ideas and examples
- Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas
- Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas
- Present somewhat developed introduction and conclusion

Unit I: Introduction: Conceptual Introduction to Comparative Government and Politics

Lessons:

- Sovereignty,
- Authority, and Power [C1]
- Political and Economic Change [C2]
- Citizens, Society, and the State [C3]
- Political Institutions [C4]
- Public Policy [C6]
- Nations, States, and Nation-States [C8]

The Comparative Method; Sources and Analysis of Data [C14]

Readings:

- CIA World Factbook (www.cia.gov/library/publications/the-worldfactbook/index.html). Look at the maps and data for each of our countries.
- Kesselman, Chapter 1, "Introducing Comparative Politics"
- O'Neill, Chapter 10, "Globalization"
- Soe: Readings from Unit 5: Comparative Politics: Some Trends, Issues,
- and Prospects

- "The Global State of Democracy," Larry Diamond
- "Cultural Explanations: The Man in the Baghdad Café"
- "Jihad vs. McWorld," Benjamin Barber
- "Women in National Parliaments," Inter-Parliamentary Union [C5]

Unit 2: Great Britain (10 days)

Content learning targets:

Students will: Understand the parliamentary structure of the British government, the various islands and kingdoms that make-up the United Kingdom, the religious underpinnings of unrest in Northern Ireland, and the relationship between Great Britain and the European Union.

Guiding questions:

1. How can the British constitutional system be one of the strongest in the world even though they don't have a constitution?
2. How does the parliamentary system enable British governments to act quickly and decisively?
3. What are the major policy objectives of the Conservative, Labour, and Liberal Democratic parties?
4. What is the role of the Monarchy and Lords in the Parliamentary System?
5. What are the implications of the Thatcher and Blair Revolutions?
6. What is the role of the House of Commons compared to the Cabinet?

Lessons:

1. Introduce British history and current affairs to create a context for historic and current conditions [CR1](2 days and/or podcast)
2. Create a scaffolding of current British government and analysis continuity and change over time. [CR2](1 days)
Application activity: create a scaffold timeline that illustrates both British political institutions and leadership. Complete the Comparative Government Country Template for Great Britain.
3. Discuss guiding questions in class and clarify student understanding-formative assessment (2 days)
Application activity: Jigsaw, assign student(s) lead responsibility for a question from the guided questions for Unit 3. Each student or team will lead class discussion and provide special insight to the question assigned.
4. Read Primary and documents for discussion. Primary and contemporary readings listed below. [CR5] Application Activity: Complete reading grids and discuss each of the articles assigned. Textbook and ancillary text will be used for context, content, reference and data analysis. (2 days)

5. Data Analysis CIA World Factbook
(www.cia.gov/library/publications/the-worldfactbook/index.html).
[CR4]
6. Application Activity: Analyze maps and data for Great Britain on religion and ethnic differences. Create arguments regarding how the data illustrates the strengths and weaknesses of the British governmental system. (1 day)
7. Pre writing: write a formative prompt that compares and contrasts governmental procedures between Great Britain and Russia or China. Application Activity: have students work in pairs on a Country Context prompt and review select essays to illustrate responses that are above and below standard. [CR 5] (1 day)

Readings:

- Government and Politics in Great Britain [C6]
- Hauss: Chapter 4
- Wedding: Chapter 6
- *The Blair Decade*, PBS Video. www.shoppbs.org/sm-pbs-the-blair-decade-dvd—pi2757530.html.
- C-Span. *Common Sense: A Viewers Guide to the British House of Commons*. Washington, D.C.: C-Span, 1991.
- BBC News-Profile: The European Union. http://news.bbc.co.uk/go/pr/fr/-/2/hi/europe/country_profiles/3498746.stm
- BBC British History in Depth: The Birth of Parliament.
http://www.bbc.co.uk/history/british/middle_ages/birth_of_parliament_01.shtml
(CR4)

Assessments:

Students will take a 20 item Multiple Choice test, write on Conceptual Analysis Essay, and one Country Context Essay (1 day) [CR5]

Unit 3: Post-Communist Society (1Week)

Content learning targets:

Students will understand the impact the transition from communism to market economies has had on the political and social landscapes in post-communist societies.

Guiding questions: [CR1]

1. What circumstances helped bring about the decline of communism?
2. What economic and political changes have characterized post-communist states?

3. What challenges has the transition to market economies posed for the political elite in both China and Russia? To what extent have the elite been able to maintain their political power?
4. To what extent has increased economic freedom yielded political freedom in post-communist societies?
5. Compare and contrast the transition to market economies in Russia and China?
6. In what ways has the transition to market economies exacerbated social cleavages?
7. In what ways has the transition to market economies challenged traditional sources of legitimacy?

Lessons:

1. Students will construct a timeline of the key events which comprised the transition to post-communist societies in Russia (including the former Soviet Union and Eastern Europe) and China [CR1](1 day and/or podcast)
2. Students will discuss guiding questions in class and the instructor will clarify student understanding(1day)
Application activity: Jigsaw, assign student(s) lead responsibility for a question from the questions for the unit. Each student or team will lead class discussion and provide special insight to the question assigned.
3. Read primary sources and documents for discussion. Primary and contemporary readings listed below. [CR6] Application Activity: Complete reading grids and discuss each of the articles assigned. Textbook and ancillary text will be used for context, content, reference and data analysis. (1 day)
4. Data Analysis CIA World Factbook
(www.cia.gov/library/publications/the-worldfactbook/index.html). [CR4] Application Activity: Students will analyze maps and data for Russia, China, and several other post-communist nations. Students will then divide into groups and both complete country sketch using the website and hypothesize about the reasons for variance in key indicators between countries.
5. Prep on the assessment model of conceptual answer response. [CR 5] Inform students the requirements of this assessment and give examples of proper responses. Students will complete one conceptual response on post-communism. Their responses will be assessed as a formative quiz. (1 day)

Readings:

- Life after communism: the facts. <http://www.newint.org/features/2004/04/01/facts/>

- Muscovite Lives Entangled in History: <http://www.nytimes.com/2011/03/22/movies/robin-hessmans-my-perestroika-about-post-soviet-life.html>
- Political Life in Russia and China: <http://www.global-politics.co.uk/issue6/Calla/>
- Reform, Coup and Collapse: The End of the Soviet State: http://www.bbc.co.uk/history/worldwars/coldwar/soviet_end_01.shtml
- Transition Economies: Russia and China <http://highered.mcgraw-hill.com/sites/dl/free/0072819359/124314/WebChapter40.pdf>
- Transition Economies: <http://www.econlib.org/library/Enc/TransitionEconomies.html>
- What is a Market Economy: <http://usinfo.org/trade/market/mktec2.htm>
- Video:
- PBS *My Perestroika*: <http://www.pbs.org/pov/myperestroika/full.php>:

Assessments:

Students will take a 20 item Multiple Choice test, and complete one conceptual analysis prompt. (1 day) [CR 5]

1. Introduce Less Developed Countries to create a context for analysis of Mexico, Iran and Nigeria[CR1](1 day and/or podcast)
2. Discuss guiding questions in class and clarify student understanding-formative assessment (1day)
 - A. Application activity: Jigsaw, assign student(s) lead responsibility for a question from the guided questions for Unit 8. Each student or team will lead class discussion and provide special insight to the question assigned.
3. Read primary sources and documents for discussion. Primary and contemporary readings listed below. [CR6] Application Activity: Complete reading grids and discuss each of the articles assigned. Textbook and ancillary text will be used for context, content, reference and data analysis. (1 day)
4. Data Analysis CIA World Fact book (www.cia.gov/library/publications/the-worldfactbook/index.html). [CR4] Application Activity: Analyze maps and data for Mexico, Iran, and Nigeria. Divide students into 3 groups and have them complete a country sketch using the website (.5 day)
5. Prep on the assessment model of defining and describing terms in class. Inform students the requirements of this assessment and give examples of proper responses. Complete 5 terms in class as a formative quiz. (.5 day)

Unit 4: Russia (10 days)

Content learning targets:

Students will: Understand how the history of tsarist Russia and the Soviet Union contributed to the difficult beginnings of the new Russian Republic with its transitions to a democracy and market capitalist economy.

Guiding questions:

1. How and why did the Soviet Union collapse?
2. How did its legacy affect the way Russia has evolved?
3. Will Putin's successors be able to strengthen and stabilize the Russian state?
4. Will the new Russian regime be more democratic and legitimate?
5. How will Russia adapt to its new international role in which it remains a major power in some military arenas but is increasingly buffeted by global economic forces beyond its control?
6. Why is the Russian state so weak despite its authoritarian tendencies?
7. Is rapid and uncontrolled privatization the best way of responding to globalization?

Lessons:

1. Introduce Russian history and current affairs to create a context for historic and current conditions [CR1](2 days and/or podcast)
2. Create a scaffolding of current Russian government and analysis continuity and change over time. [CR2](1 days)
3. Application activity: create a scaffold timeline that illustrates both Russian political institutions and leadership. Complete the Comparative Government Country Template for Russia.
4. Discuss guiding questions in class and clarify student understanding-formative assessment (2 days)
5. Application activity: Jigsaw, assign student(s) lead responsibility for a question from the guided questions for Unit 4. Each student or team will lead class discussion and provide special insight to the question assigned.
6. Read Primary and documents for discussion. Primary and contemporary readings listed below. [CR5] Application Activity: Complete reading grids and discuss each of the articles assigned. Textbook and ancillary text will be used for context, content, reference and data analysis. (2 days)
7. Data Analysis CIA World Factbook (www.cia.gov/library/publications/the-worldfactbook/index.html). [CR4] Application Activity: Analyze maps and data for Russia on religion and ethnic differences. Create arguments regarding how the

- data illustrates the strengths and weaknesses of the Russian governmental system. (1 day)
8. Pre writing: write a formative prompt that compares and contrasts how the government has endorsed or hampered the economic and personal liberties in China and Russia. Application Activity: have students work in pairs on a Country Context prompt and review select essays to illustrate responses that are above and below standard. [CR 5] (1 day)

Readings:

- Government and Politics in Russia [C6]
- Hauss: Chapter 9
- Wedding: Chapter 7
- Illiberal Democracy and Vladimir Putin's Russia: http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/32
- Frost's Meditations: Russian youths encouraged to procreate at camp: <http://www.martinfrost.ws/htmlfiles/aug2007/nashi.html>
- Russia tries, once again, to rein in vodka habit- NYTimes.com <http://www.nytimes/2009/11/03/world/europe/03alcohol.html>
- The Russian Devolution, John Lloyd, New York Times Magazine, August 15, 1999. [CR4]
- Video: [CR2]
- PBS Video: My Perestroika: An intimate look at the last generation to grow up behind the "Iron Curtain"

Assessments:

Students will take a 20 item Multiple Choice test, write on Conceptual Analysis Essay, and one Country Context Essay (1 day) [CR5]

Unit 5: China (2 Weeks)

Content Learning Targets:

Students will understand the evolution of the economic, political, and societal structures which comprise the modern Chinese nation. In addition, students will analyze globalization's impact on China and discover consistencies with other post-communist nations and outcomes unique to China Mexico. Lastly, students will both suggest policies to address current issues in China which are consistent with Chinese notions of power, legitimacy, and accountability, and hypothesize about future challenges to the sovereignty, authority, and power of the state.

Guiding questions: CR2]

1. What is the source of legitimacy of the Chinese government? What makes the system stable?
2. What agents of political socialization are important in reinforcing proper conduct and values.
3. How have China's history and political culture affected the character of the Chinese political system? How have they influenced Chinese notions of individual liberty?
4. How did the economic opening of China lead to the suppression of the Student Movement in Tiananmen Square?
5. How have capitalist reforms changed Maoist ideals?
6. Compare the elements of Chinese Communist membership with the multi-party system of Great Britain.
7. What societal cleavages and economic problems do the Chinese face today?
8. Describe the Chinese economic system? How does it function? Is the system pure capitalism? Is it socialism? How does it compare with other post-communist economies?
9. Hypothesize causes for the drastic changes in policy directions since 1949 (Especially those involving the Great Leap Forward, the Cultural Revolution, and then Four Modernizations)
10. Compare the Chinese path toward a market economy with that of Russia. Which has had an easier transition to capitalism? Why?
11. Describe the actions taken by China's government and Communist Party in response to dissent since 1976 (the death of Mao Zedong) and evaluate effectiveness of those responses in relation to political stability, economic performance and democratization.
12. Hypothesize about the relationship of economic reforms and political reforms in China; evaluate the degree to which global pressures will influence the future of economic and political reform in China

Lessons:

1. Introduce Chinese history and current affairs to create a context for historic and current conditions [CR1](1 days and/or podcast)
Application Activity: Students will assimilate details of Chinese political institutions public policy, and political and economic change into the MDS/LDS country template.
2. Create a scaffolding of current Chinese government and analysis continuity and change over time. [CR2](1 days)
Application activity: Students will create a scaffold timeline that illustrates both Chinese political institutions and leadership. Also,

- students will complete the Comparative Government country template for China.
3. Discuss guiding questions in class and clarify student understanding-formative assessment (2 days) CR2]
 - A. Application activity: Jigsaw, assign student(s) lead responsibility for a question from them guided questions for the Unit. Each student or team will lead class discussion and provide special insight to the question assigned.
 4. Read Primary documents for discussion. Primary and contemporary readings listed below.
 - A. Application Activity [CR5] (2 days) Application activity: Students will complete analysis of assigned readings from a variety of perspectives and engage in discussions regarding the topics.
 5. Data Analysis: Students will analyze maps and data to evaluate the scope of Chinese economic development and hypothesize about potential ethnic/societal cleavages. CR4] (1day)
 - A. Application Activity: Students will, in groups, will create and post their conclusions for evaluation by the group
 6. Pre writing: Students will write a formative country context essay that compares and contrasts the response of the Chinese and Russian ruling elites to citizen pressure for expanded civil liberties. Student Responses will be modeled in preparation for a final assessment. [CR 5] (1 day)

Readings:

- Government and Politics in China [C6]
- CIA World Factbook (www.cia.gov/library/publications/the-worldfactbook/index.html).
- China Addresses Plight of Farmers: <http://www.washingtonpost.com/wp-dyn/content/article/2006/02/22/AR2006022202218.html>
- China corruption scandal widens: <http://news.bbc.co.uk/2/hi/asia-pacific/5388054.stm>
- China Warns Obama not to meet Dali Lama: <http://news.bbc.co.uk/2/hi/asia-pacific/8492608.stm> tuesday 2 feb 2020
- Hauss: Ch. 10
- Eight-Step Program For What Ails China President Reacts to Rising Greed, Cynicism: <http://www.washingtonpost.com/wp-dyn/content/article/2006/03/22/AR2006032202042.html>
- Managing the rise of China and managing to play a decent game of basketball: http://shadow.foreignpolicy.com/posts/2011/08/19/managing_the_rise_of_china_and_managing_to_play_a_decent_game_of_basketball

- The Perils of False Prosperity: China, America, and a New Globalization: <http://www.chinausfocus.com/finance-economy/the-perils-of-false-prosperity-china-america-and-a-new-globalization/>
- Social unrest "on the rise" in China: <http://news.bbc.co.uk/2/hi/8425119.stm>
- Wedding: Ch. 8
- Video
- BBC *The Chinese are Coming*: http://www.youtube.com/watch?v=Ft_2FhTgwII
- PBS *The Tankman*: <http://www.pbs.org/wgbh/pages/frontline/tankman>

Assessments:

Students will take a 20 item Multiple Choice test, write one Conceptual Analysis Essay, and one Country Context Essay (1 day) [CR5]

Links:

- [College Board: China Briefing Paper](#)
- [BBC: China Timeline and Key Events](#)
- [Dept. of State: China Brief](#)
- [Nations Online: China](#)
- [World Bank: China Brief](#)

Unit 6: Introduction: Developing and Less Developed Countries (5 days)

Content learning targets:

Students will: Learn Less Developed Countries characteristics, diversity, opportunities and challenges.

Guiding questions:

1. How can we quantify and qualify the difference between a less developed nation and a failed state?
2. Why do Dependency Theorists often have a more pessimistic view of less developed countries?
3. How has Imperialism and Globalization impacted under developed countries?
4. Analyze the relative impact of International Financial Institutions on improving less developed countries?
5. How can the Global and Domestic Forces Model on page 16 help our analysis of less developed countries? Use Iran for your analysis.

Lessons:

1. Introduce Less Developed Countries to create a context for analysis of Mexico, Iran and Nigeria[CR1](1 day and/or podcast)
2. Discuss guiding questions in class and clarify student understanding-formative assessment (1day)
Application activity: Jigsaw, assign student(s) lead responsibility for a question from the guided questions for Unit 8. Each student or team will lead class discussion and provide special insight to the question assigned.
3. Read primary sources and documents for discussion. Primary and contemporary readings listed below. [CR6] Application Activity: Complete reading grids and discuss each of the articles assigned. Textbook and ancillary text will be used for context, content, reference and data analysis. (1 day)
4. Data Analysis CIA World Factbook
(www.cia.gov/library/publications/the-worldfactbook/index.html). [CR4] Application Activity: Analyze maps and data for Mexico, Iran, and Nigeria. Divide students into 3 groups and have them complete a country sketch using the website (.5 day)
5. Prep on the assessment model of defining and describing terms in class. Inform students the requirements of this assessment and give examples of proper responses. Complete 5 terms in class as a formative quiz. (.5 day)

Readings: [CR6]

- Hauss: Chapter 11
- CIA World Factbook (www.cia.gov/library/publications/the-worldfactbook/index.html).
- "Cultural Explanations: The Man in the Baghdad Café"
http://brasseul.free.fr/cultural_explanations.htm
- "Jihad vs. McWorld," Benjamin Barber
<http://www.theatlantic.com/magazine/archive/1992/03/jihad-vs-mcworld/3882/>

Assessments: (1 day)

Students will take a 20 item Multiple Choice test and complete 5 terms from Chapter 11 following the AP exam define and describe requirements.

Unit 7 Mexico (2 Weeks)

Content learning targets:

Students will understand the evolution of the economic, political, and societal structures which comprise the modern Mexican nation. In addition,

students will analyze globalization's impact on Mexico and discover both consistencies with other LDC's and outcomes unique to Mexico. Lastly, students will suggest policies to address current issues in Mexico which are consistent with Mexican notions of power, legitimacy, and accountability.

Guiding questions [CR2]

1. How does the Mexican system derive its legitimacy?
2. Is the legacy of imperialism still a major factor in Mexican life today? Why or Why not?
3. Why has the PRI has dominated Mexican politics for most of the revolutionary period?
4. What impact has the continued PRI rule had on Mexico's society, economy, and political system?
5. What factors led to the rise of the PAN as viable alternative to the PRI? How successful has the PAN been in delivering on its promises?
6. Describe the groups which make up Mexican society and make generalizations about the political allegiances of each group.
7. How successful have interest groups and civil society been influencing the political debate in Mexico?
8. How successful has the Mexican federal system been in addressing the demands of civil society as compared with the British parliamentary system?
9. How has Mexico's relationship to the U.S. led to unique outcomes (compared to Iran and Nigeria) in both economic development and civil society?
10. Compare the role cartels and patronage play in the Mexican economy to the role they play in the modern Russian economy.
11. Evaluate Mexico's experience with globalization: To what extent has economic globalization been successful in reducing societal cleavages?
12. Identify the impact of the World Bank and the IMF on Mexican economic development and autonomy. In what ways is the Mexican experience with these institutions similar to that of other LDC's? In what ways is it has it been different?
13. To what extent does corruption and crime undermine the legitimacy of the Mexican government? How does this compare to the impact of crime and corruption in Russia and Nigeria?

Lessons:

1. Introduce Mexican history and current affairs to create a context for historic and current conditions. [CR1](1 Day)
 - A. Application activity: Students will create a timeline that illustrates both Mexican political institutions and leadership. Students will focus on the sources of sovereignty and power in the Mexican system, the

interactions between citizens, society and the state, and policy responses to political and economic change.

2. Discuss guiding questions in class and clarify student understanding. [CR2] (2 Days)

A. Application activity: Jigsaw, assign student(s) lead responsibility for a question from the guided questions for Unit Each student or team will lead class discussion and provide special insight to the question assigned. In addition, students will synthesize the information from discussion into an analytical template based on the MDSS/LDS model.

3. Primary Documents Activities: Students will read several current event articles on Mexico. CR2] (2 Days)

A. Application Activity: Complete short responses/activities for each group of articles and share responses with class. In addition, students will assimilate additional details into the MDS/LDS template.

4. Data Analysis/ Application Activity: Students will use maps to evaluate the political geography of Mexico. [CR4] (2 Days)

A. Evaluation/Synthesis activity: Students will debate a series of policy proposals as representatives from Mexico's political parties. Student collaboration amongst groups will be encouraged to co-opt opposition and modify the proposals into a viable end form. CR2

5. Students will write an essay in groups which compares and contrasts the impact of economic globalization on traditional political structures in Mexico and Nigeria. The products will be shared and examples of exemplary and substandard work will be modeled by the instructor (2 Days)

Readings: [C6]

- Calderón pushes plan to eliminate local cops: http://azstarnet.com/news/local/border/article_dd2c8a58-6430-53f0-acf3-d45d15c31eb3.html
- Can Mexico Fix its Image Problem?: http://www.foreignpolicy.com/articles/2011/07/14/can_mexico_fix_its_image_problem?page=0,1
- CIA World Factbook (www.cia.gov/library/publications/the-worldfactbook/index.html).
- Hauss: Ch 16
- Mexican Sovereignty Threatened by Cartels: <http://mexidata.info/id2857.html>
- Mexico and NAFTA: effects on economic and political stability: <http://207.171.3.200/tradejournals/article/191331103.html>
- NAFTA and the Mexican Economy: <http://www.fas.org/sgp/crs/row/RL34733.pdf>
- The PRD: <http://countrystudies.us/mexico/86.htm>

- U.S.-Mexico Economic Relations: Trends, Issues, and Implications: <http://www.fas.org/sgp/crs/row/RL32934.pdf>
- Wedding: Ch. 10

Video:

- Commanding Heights: Averting a Meltdown 1994: http://www.pbs.org/wgbh/commandingheights/lo/countries/mx/mx_vid.html
- Drug Politics in Mexico: <http://www.youtube.com/watch?v=CK7MqAiY23k>
- Subcomandante Marcos on Neoliberalism and the Media: <http://www.youtube.com/watch?v=5OTy3aLBSMw>

Assessments:

Students will take a 20 item Multiple Choice test, write on Conceptual Analysis Essay, and one Country Context Essay (1 day) [CR5]

Links:

- [College Board: Mexico Briefing Paper](#)
- [BBC: Mexico Timeline](#)
- [Dept. of State: Mexico Brief](#)
- [Nations Online: Mexico](#)
- [World Bank: Mexico Brief](#)

Unit 8: Iran (10 days)

Content learning targets:

Students will: Understand the unique structure of the Iranian government, religious underpinnings, changing demographics, internal and external conflicts and the importance of Middle Eastern countries in context to other global governments.

Guiding questions:

1. Why would using the terms Arab and Muslim interchangeably be an error?
2. Shiism and Persian Kings ruled for centuries balancing religious and political power. Describe how this balancing act between religious and political power continues today in Iran?
3. How has the death of Neda exposed weaknesses in the current Iranian government?
4. How has western "imperialism" shaped Iranian politics before, during and after the Islamic Revolution of 1979?

5. What evidence exists both for and against that Iran is somewhat democratic?
6. How has Iranian foreign policy (post Islamic Revolution) influence Iran's government?
7. What outside forces (global) and demands by citizens (input) led Iran to start to drift from fundamentalism to more secular interests?
8. How have NGO's and supranational organizations impacted Iran?
9. How can we use independent and dependant variables for the analysis of the Iranian government?
10. How has political and economic change continued to create cleavages in Iran?

Lessons:

1. Introduce Iranian history and current affairs to create a context for historic and current conditions [CR1](2 days and/or podcast)
2. Create a scaffolding of current Iranian government and analysis continuity and change over time. [CR2](1 days)
Application activity: create a scaffold timeline that illustrates both Iranian political institutions and leadership. Complete the Comparative Government Country Template for Iran.
3. Discuss guiding questions in class and clarify student understanding- formative assessment (2 days)
Application activity: Jigsaw, assign student(s) lead responsibility for a question from the guided questions for Unit 8. Each student or team will lead class discussion and provide special insight to the question assigned.
4. Read Primary and documents for discussion. Primary and contemporary readings listed below. [CR5] Application Activity: Complete reading grids and discuss each of the articles assigned. Textbook and ancillary text will be used for context, content, reference and data analysis. (2 days)
5. Data Analysis CIA World Factbook (www.cia.gov/library/publications/the-worldfactbook/index.html). [CR4] Application Activity: Analyze maps and data for Iranian on religion and ethic differences. Create arguments regarding how the data illustrates the strengths and weaknesses of the Iranian governmental system. (1 day)
6. Pre writing: write a formative prompt that compares and contrasts media and personal communication between Iran and Russia or China. Application Activity: have students work in pairs on a Country Context prompt and review select essays to illustrate responses that are above and below standard. [CR 5] (1 day)

Readings:

- Government and Politics in Iran [C6]
- Hauss: Chapter 13
- Wedding: Chapter 11
- Imprisoned Iran medics win prize for HIV work:
<http://www.bbc.co.uk/news/world-europe-13804181>
- Iran Doctor Tells of Neda's Death. <http://news.bbc.co.uk/2/hi/8119713.stm>
- Trouble at the top- Competition between the president and the supreme leader is now overt:
<http://www.economist.com/node/1865207>
- Iran Postulates First Nuclear Test:
<http://www.forbes.com/2011/06/14/nuclear-iran-is-inevitable.html>
- Communication, Media, and Popular Culture in Post-revolutionary Iran:
<http://www.payvand.com/news/09/feb/1146.html>
- Cyber-sabotage and espionage top 2011 security fears: <http://www.bbc.co.uk/news/technology-12056594>
- Iran's Fountain of Youth: <http://www.theglobalist.com/storyid.aspx?StoryId=7828> [CR4]

Video: [CR2]

- BBC on 2009 Iran Elections and opposition 1/7:
<http://www.youtube.com/watch?v=sCjsD9YCCfA>
- BBC on 2009 Iran Elections and opposition 2/7:
<http://www.youtube.com/watch?v=I04qaAmpfj4&feature=related>

Assessments:

Students will take a 20 item Multiple Choice test, write on Conceptual Analysis Essay, and one Country Context Essay (1 day) [CR5]

Unit 9: Nigeria [CR1] (10 days)

Content learning targets:

Students will: Understand the basic elements of Nigerian government, economics, culture and demographics while analyzing some of the vexing challenges that 3rd world countries encounter.

Guiding questions:

1. Compare and Contrast Nigeria to other resource rich countries (Iran, Russia, Mexico). [CR3]
2. How does multiethnic and multi-religious demographics contribute to the political and social challenges of Nigeria

3. Compare and Contrast at least three World Organizations that have influenced Nigeria in the past 20 years. [CR3]
4. How is the legacy of colonization reflected in Nigerian politics and economics?
5. To what extent does ethnicity and religion contribute to Nigerian governmental challenges?
6. Explain the paradox of Nigeria's great agrarian and oil resources in contrast to its staggering poverty? [CR2]
7. Why has civilian government fallen to military dictatorship often in Nigerian recent history?
8. Explain how the Nigerian "chop-chop" impacts the patron-client relationship and Nigerian governmental challenges.[CR2]
9. How could federalism help or exacerbate the attempts of governmental unity in Nigeria?
10. Identify a parastatal in Nigeria and explain how it could help or hinder the government's goals.
11. Traditional media of newspapers and TV are well developed, open and free in Nigeria, while cell phone and internet (more modern communication/media) is limited. How does this paradox positively or negatively impact Nigerian politics?
12. Does recent debt forgiveness of billions by France and the austerity requirements/regulations of the IMF support an optimistic or pessimistic view of Nigeria's future?[CR1]

Lessons:

1. Introduce Nigerian history and current affairs to create a context for historic and current conditions [CR1](2 days and/or podcast)
2. Create a scaffolding of current Nigerian government and analysis continuity and change over time. [CR2](1 days)
Application activity: create a scaffold timeline that illustrates both Nigerian political institutions and leadership.
3. Discuss guiding questions in class and clarify student understanding-formative assessment (2 days)
Application activity: Jigsaw, assign student(s) lead responsibility for a question from the guided questions for Unit 10. Each student or team will lead class discussion and provide special insight to the question assigned.
4. Read Primary and documents for discussion. Primary and contemporary readings listed below. [CR5] Application Activity: Complete reading grids and discuss each of the articles assigned. Textbook and ancillary text will be used for context, content, reference and data analysis. (2 days)
5. Data Analysis CIA World Factbook
(www.cia.gov/library/publications/the-worldfactbook/index.html).

[CR4] Application Activity: Analyze maps and data for Nigeria on religion and ethnic differences. Create arguments regarding how the data illustrates the strengths and weaknesses of the Nigerian governmental system. (1 day)

6. Pre writing: write a formative prompt that compares and contrasts Nigeria resource use to Mexico. Application Activity: have students work in pairs on a Country Context prompt and review select essays to illustrate responses that are above and below standard. [CR 5] (1 day)

Readings:

- Government and Politics in Nigeria [C6]
- Hauss: Chapter 15
- Wedding: Chapter 9
- Olusegun Aganga speech at the 64th plenary of the Boards of Governors of the IMF <http://nigeriansabroadlive.com/olusegun-aganga-speech-at-the-64th-plenary-of-the-boards-of-governors-of-the-imf/>
- Nigerian Oil: <http://ngm.nationalgeographic.com/2007/02/nigerian-oil/oneill-text>
- Goodluck Jonathan President <http://www.guardian.co.uk/world/2011/may/29/goodluck-jonathan-nigerian-president>
- Debate: Is Nigeria a failed state?
<http://news.bbc.co.uk/2/hi/africa/8112800.stm>
- BBC Nigeria Country Profile:
http://news.bbc.co.uk/2/hi/africa/country_profiles/1064557.stm

Assessments:

Students will take a 20 item Multiple Choice test, write on Conceptual Analysis Essay, and one Country Context Essay (1 day) [CR5]

Textbooks:

- Comparative Politics: Domestic Responses to Global Challenges (Hauss), Wadsworth, 2009.

Supplemental Materials:

- The AP Comparative Government and Politics Examination: What You Need to Know (Wedding), College City Publications, 2008.
- AP Comparative Government and Politics: A Study Guide, 3rd Edition. (Ethelwood), Woodyard Publications, 2007.