

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

AP Comparative Government and Politics

Curriculum writing committee:

Scott Nielsen

Grade Level:

11-12

Date of Board Approval: _____**2021**_____

Course Weighting: Sociology

Tests (1 per unit, approx. 2-3 per quarter)	100 points each
Homework/classwork	5-10 points
Quizzes (Weekly/biweekly)	20-50 points
Projects (1 per quarter)	50-100 points
Free-response questions (Weekly/biweekly)	20-25 points

Curriculum Map

Overview:

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

Time/Credit for the Course: Full year/ 1 credit

Goals:

Marking Period One

- Unit 1: Political Systems, Regimes, and Governments (Approximately 15 days)
 - The Practice of Political Scientists
 - Defining Political Organizations
 - Democracy vs. Authoritarianism
 - Democratization
 - Sources of Power and Authority
 - Change in Power and Authority
 - Federal and Unitary Systems
 - Political Legitimacy
 - Sustaining Legitimacy
 - Political Stability
- Unit 2: Political Institutions (Approximately 15 days)
 - Parliamentary, Presidential, and Semi-Presidential Systems
 - Comparing Parliamentary, Presidential, and Semi-Presidential Systems

- Executive Systems
- Executive Term Limits
- Removal of Executives
- Legislative Systems
- Independent Legislatures
- Judicial Systems
- Independent Judiciaries
- Unit 3: Political Culture and Participation (Approximately 15 days)
 - Civil Society
 - Political Culture
 - Political Ideologies
 - Political Values and Beliefs
 - Nature and Role of Political Participation
 - Forces that Impact Political Participation
 - Civil Rights and Liberties
 - Political and Social Cleavages
 - Challenges from Political and Social Cleavages

Marking Period Two

- Unit 4: Party and Electoral Systems and Citizens Organizations (Approximately 15 days)
 - Electoral Systems and Rules
 - Objectives of Election Rules
 - Political Party Systems
 - Role of Political Party Systems
 - Impact of Social Movements and Interest Groups
 - Pluralist and Corporatist Interests
- Unit 5: Political and Economic Changes and Development (Approximately 15 days)
 - Impact of Global and Technological Forces
 - Political Responses to Global Market Forces
 - Challenges from Globalization
 - Policies and Economic Liberalization
 - International and Supranational Organizations
 - Adaptation of Social Policies
 - Impact of Industrialization and Economic Development
 - Causes and Effects of Demographic Change
 - Impact of Natural Resources
- United Kingdom Unit (Approximately 15 day)
 - History/Geography
 - Political System, Regime, and Government

- Political Institutions
- Political Culture and Participation
- Party and Electoral Systems and Citizen Organizations

Marking Period Three

- The Russian Federation Unit (Approximately 12 days)
 - History/Geography
 - Political System, Regime, and Government
 - Political Institutions
 - Political Culture and Participation
 - Party and Electoral Systems and Citizen Organizations
- China Unit (Approximately 12 days)
 - History/Geography
 - Political System, Regime, and Government
 - Political Institutions
 - Political Culture and Participation
 - Party and Electoral Systems and Citizen Organizations
- Mexico Unit (Approximately 12 days)
 - History/Geography
 - Political System, Regime, and Government
 - Political Institutions
 - Political Culture and Participation
 - Party and Electoral Systems and Citizen Organizations
- Nigeria Unit (Approximately 12 days)
 - History/Geography
 - Political System, Regime, and Government
 - Political Institutions
 - Political Culture and Participation
 - Party and Electoral Systems and Citizen Organizations

Marking Period Four

- Iran Unit (Approximately 12 days)
 - History/Geography
 - Political System, Regime, and Government
 - Political Institutions
 - Political Culture and Participation
 - Party and Electoral Systems and Citizen Organizations
- AP Exam Review (Approximately 15 days)
- Comparative Analysis Summative Project (Approximately 15 days)

Big Ideas:

Big Idea #1: Power and Authority

Big Idea #2: Legitimacy and Stability

Big Idea #3: Democratization

Big Idea #4: Internal/External Forces

Big Idea #5: Methods of Political Analysis

Textbook and Supplemental Resources:

Sodaro, M. J., & Collinwood, D. W. (2008). *Comparative politics: a global introduction*. McGraw-Hill Higher Education.

Kesselman, M., Krieger, J., Joseph, W. A., Abrahamian, E., & Allen, C. S. (2007). *Introduction to Comparative Politics* (5th ed., Ser. AP Edition). Wadsworth, Inc.

AP COMPARATIVE GOVERNMENT AND POLITICS

Unit Guides

Introduction

Designed with extensive input from the community of AP Comparative Government and Politics educators, the unit guides offer all teachers helpful guidance in building students' skills and knowledge. The suggested sequence in these unit guides was identified through a thorough analysis of the syllabi of highly effective AP teachers and the organization of typical college textbooks.

This unit structure respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

**AP COMPARATIVE
GOVERNMENT AND POLITICS**

UNIT 1

**Political
Systems,
Regimes, and
Governments**



18–27%
AP EXAM WEIGHTING



~22/~11
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 1

Multiple-choice: ~30 questions

Free-response: 3 questions

- Conceptual Analysis
- Quantitative Analysis (partial)
- Comparative Analysis (partial)

Political Systems, Regimes, and Governments



Developing Understanding

BIG IDEA 1

Power and

Authority **PAU**

- 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?

BIG IDEA 2

Legitimacy and

Stability **LEG**

- How does the perceived legitimacy of a government by its citizenry impact how other countries see it?

BIG IDEA 5

Methods of Political

Analysis **MPA**

- How do comparative political scientists generate meaningful conclusions that can be applied to other countries?

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.

Building the Disciplinary Practices

2.A 3.B 4.A

Comparative political scientists study political systems, principles, institutions, processes, policies, and behaviors in various countries.

This first unit introduces the practice of data analysis. Quantitative data may be represented in tables, charts, graphs, maps, or infographics. Initially, students should accurately describe presented data, which builds an understanding that allows them to then identify and explain trends and patterns in the data.

Like quantitative sources, text-based qualitative sources help students understand how governmental and political institutions function and the reasons for their behaviors. When asking students to use these sources, have them identify an author's claim(s) and the supporting evidence and whether that evidence is logical throughout the piece.

Preparing for the AP Exam

The AP Comparative Government and Politics course requires students to apply their knowledge in a variety of contexts and real-world scenarios. On the AP Exam, students will show an understanding of how political concepts actually work, often by describing or explaining an interaction or application within a given scenario.

The conceptual analysis question on the exam requires that students focus on the application of a concept with no required country. Students should go beyond description and definition by explaining the impact of a political concept and transferring their knowledge to different political concepts.

Students often struggle with explanations by neglecting to explain the *how* or *why* in the context of the question. Have students practice by asking them to explain the steps, stages, and interactions of processes; explain and link causes and effects; and identify and explain the significance of similarities and differences.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skills	Class Periods
			~22/~11 CLASS PERIODS
MPA-1	1.1 The Practice of Political Scientists	3.B Describe patterns and trends in data.	
	1.2 Defining Political Organizations	1.A Describe political systems, principles, institutions, processes, policies, and behaviors.	
	1.3 Democracy vs. Authoritarianism	2.A Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	
PAU-1	1.4 Democratization	1.D Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.	
	1.5 Sources of Power and Authority	2.B Explain the implications of the similarities and differences between countries with <i>similar</i> political systems, principles, institutions, processes, policies, and behaviors.	
	1.6 Change in Power and Authority	4.A Describe the author's claim(s), perspective, evidence, and reasoning.	
PAU-2	1.7 Federal and Unitary Systems	4.B Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	
LEG-1	1.8 Political Legitimacy	3.C Explain patterns and trends in data to draw conclusions.	
	1.9 Sustaining Legitimacy	1.E Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.	
	1.10 Political Stability	3.D Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.	



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 1.
Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.1	Create Representations Using the data collection resources identified in essential knowledge statement MPA-1.A.8 (e.g., the Human Development Index), ask students to identify a set of data that can be used to investigate relationships among course countries, such as voting patterns by gender and ethnicity. Then have them create a representation that best shows the data and the trends. Follow up this activity with a whole-group discussion about quantitative analysis and why it is important.
2	1.3	Graphic Organizer This topic is a good place to introduce a comparative look across the core course countries. Using a graphic organizer, such as a Venn diagram, and the content in essential knowledge statements PAU-1.B.1, PAU-1.B.2, and PAU-1.B.3, ask students to generate the relevant similarities and differences between the countries and their governments.
3	1.6	Discussion Groups Use learning objective PAU-1.D (<i>Explain sources of power and authority in political systems</i>) and have students gather information and show their understanding of changes in power and authority. Ask students to consider peaceful versus violent change or how different regimes maintain sovereignty. By allowing students to engage in small-group discussion, you can then scale up to a whole-group discussion, which may expand on the ideas expressed in the small groups.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you will introduce country comparison and present both data and text-based sources for analysis.

SUGGESTED SKILL

 Data Analysis

3.B

Describe patterns and trends in data.



AVAILABLE RESOURCES

- Classroom Resources >
- Comparative Politics Made Simple
- Teaching the Comparative Method

TOPIC 1.1

The Practice of Political Scientists

Required Course Content

ENDURING UNDERSTANDING

MPA-1

Empirical data is important in identifying and explaining political behavior of individuals and groups.

LEARNING OBJECTIVE

MPA-1.A

Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.

ESSENTIAL KNOWLEDGE

MPA-1.A.1

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.

MPA-1.A.2

Analyzing empirical data using quantitative methods facilitates making comparisons among and inferences about course countries.

MPA-1.A.3

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.

MPA-1.A.4

Correlation exists when there is an association between two or more variables.

MPA-1.A.5

Comparative political research requires differentiation between empirical (factual/objective) and normative (value) statements.

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LEARNING OBJECTIVE

MPA-1.A

Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.

ESSENTIAL KNOWLEDGE

MPA-1.A.6

Political scientists most often use empirical information to apply concepts, support generalizations, or make arguments.

MPA-1.A.7

Comparative political scientists compare different political systems to derive conclusions about politics.

MPA-1.A.8

A number of data collection resources are used to investigate relationships among course countries, including:

- a. The Human Development Index (HDI)
- b. Gross domestic product (GDP) and GDP per capita
- c. GDP growth rate
- d. Gini index (coefficient)
- e. Freedom House
- f. Transparency International
- g. Failed States Index

SUGGESTED SKILL

 *Concept Application*

1.A

Describe political systems, principles, institutions, processes, policies, and behaviors.

TOPIC 1.2

Defining Political Organizations

Required Course Content

ENDURING UNDERSTANDING

PAU-1

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

LEARNING OBJECTIVE

PAU-1.A

Describe differences between regimes, states, nations, and governments.

ESSENTIAL KNOWLEDGE

PAU-1.A.1

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.

PAU-1.A.2

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.

PAU-1.A.3

A regime can be characterized as democratic or authoritarian based on how it sets rules or makes decisions about how to exercise power.

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LEARNING OBJECTIVE

PAU-1.A

Describe differences between regimes, states, nations, and governments.

ESSENTIAL KNOWLEDGE


PAU-1.A.4

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.

PAU-1.A.5

A nation is a group of people with commonalities including race, language, religion, ethnicity, political identity, and aspirations.

SUGGESTED SKILL

 Country Comparison

2.A

Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCE

- Classroom Resources > [Illiberal Democracy and Vladimir Putin's Russia](#)

TOPIC 1.3

Democracy vs. Authoritarianism

Required Course Content

ENDURING UNDERSTANDING

PAU-1

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

LEARNING OBJECTIVE

PAU-1.B

Describe democracy and authoritarianism.

ESSENTIAL KNOWLEDGE

PAU-1.B.1

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

PAU-1.B.2

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.

PAU-1.B.3

Authoritarian regimes include illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes.

TOPIC 1.4

Democratization

SUGGESTED SKILL

 Concept Application**1.D**

Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.



AVAILABLE RESOURCE

- Classroom Resources > [The Democratic Transition in Nigeria](#)

Required Course Content

ENDURING UNDERSTANDING

PAU-1

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

LEARNING OBJECTIVE

PAU-1.C

Explain the process and goals of democratization.

ESSENTIAL KNOWLEDGE

PAU-1.C.1

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

PAU-1.C.2

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.

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LEARNING OBJECTIVE

PAU-1.C

Explain the process and goals of democratization.

ESSENTIAL KNOWLEDGE

PAU-1.C.3

Political corruption inhibits democratization— independent judiciaries can reduce such corruption while protecting individual liberties and civil rights.

PAU-1.C.4

Democratization can stall or be reversed; policy changes regarding election rules and civil liberties can support or impede democratization.

PAU-1.C.5

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.

PAU-1.C.6

Consensus among competing cultural and political groups about governmental policies associated with democratization and economic development can advance the process and make it sustainable.

TOPIC 1.5

Sources of Power and Authority

SUGGESTED SKILL

 Country Comparison

2.B

Explain the implications of the similarities and differences between countries with *similar* political systems, principles, institutions, processes, policies, and behaviors.

Required Course Content

ENDURING UNDERSTANDING

PAU-1

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

LEARNING OBJECTIVE

PAU-1.D

Explain sources of power and authority in political systems.

ESSENTIAL KNOWLEDGE

PAU-1.D.1

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:

- a. The Communist Party's control over China's military, which provided power and authority to maintain regime stability
- b. The transition of power from dictatorial rule in Iran to a theocracy based on Islamic Sharia law after the 1979 Revolution
- c. The transition of power in Nigeria and Mexico to multiparty republics following military rule and single-party dominance, respectively
- d. The political elite's backing of a strong president in Russia, creating a managed democracy with election rules favoring one party
- e. Constitutional reforms in the United Kingdom that devolved power to multiple parliaments, allowing the regime to maintain stability

SUGGESTED SKILL

 *Source Analysis*

4.A

Describe the author's claim(s), perspective, evidence, and reasoning.



AVAILABLE RESOURCES

- Professional Development >
- ♦ **Close Reading of Challenging Primary Sources**
- ♦ **Writing from Challenging Primary Sources**

TOPIC 1.6

Change in Power and Authority

Required Course Content

ENDURING UNDERSTANDING

PAU-1

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

LEARNING OBJECTIVE

PAU-1.D

Explain sources of power and authority in political systems.

ESSENTIAL KNOWLEDGE

PAU-1.D.2

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.

PAU-1.D.3

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.

PAU-1.D.4

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.

TOPIC 1.7

Federal and Unitary Systems

Required Course Content

ENDURING UNDERSTANDING

PAU-2

Distribution of power and authority and the influence of internal and external actors affect regime stability.

LEARNING OBJECTIVE

PAU-2.A

- Describe federal and unitary systems among course countries.
- Explain the purposes of adopting a federal or unitary system.

ESSENTIAL KNOWLEDGE

PAU-2.A.1

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.

PAU-2.A.2

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.

SUGGESTED SKILL

 *Source Analysis*

4.B

Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCES

- Professional Development >
- ♦ Close Reading of Challenging Primary Sources
- ♦ Writing from Challenging Primary Sources

SUGGESTED SKILL

 Data Analysis**3.C**

Explain patterns and trends in data to draw conclusions.

TOPIC 1.8

Political Legitimacy

Required Course Content

ENDURING UNDERSTANDING

LEG-1

Political legitimacy reinforces the sovereignty of the state.

LEARNING OBJECTIVE

LEG-1.A

Describe the sources of political legitimacy for different types of regimes among course countries.

ESSENTIAL KNOWLEDGE

LEG-1.A.1

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.

LEG-1.A.2

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.

TOPIC 1.9

Sustaining Legitimacy

SUGGESTED SKILL

 *Concept Application***1.E**

Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.

Required Course Content

ENDURING UNDERSTANDING

LEG-1

Political legitimacy reinforces the sovereignty of the state.

LEARNING OBJECTIVE

LEG-1.B

Explain how governments maintain legitimacy.

ESSENTIAL KNOWLEDGE

LEG-1.B.1

Governments maintain legitimacy through a variety of processes or factors, including policy effectiveness, political efficacy, tradition, charismatic leadership, and institutionalized laws.

LEG-1.B.2

Peaceful resolution of conflicts, peaceful transfer of power, reduced governmental corruption, and economic development can reinforce legitimacy.

LEG-1.B.3

An increase in corruption, reduced electoral competition, and serious problems (such as a poor economy or social conflicts) can all undermine legitimacy.

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LEARNING OBJECTIVE

LEG-1.B

Explain how governments maintain legitimacy.

ESSENTIAL KNOWLEDGE

LEG-1.B.4

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:

- a. 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
- b. 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

LEG-1.B.5

Questions about the integrity of election results across the course countries can lead to protests that may weaken legitimacy and any ongoing democratization processes.

TOPIC 1.10

Political Stability

SUGGESTED SKILL

 Data Analysis

3.D

Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.

Required Course Content

ENDURING UNDERSTANDING

LEG-1

Political legitimacy reinforces the sovereignty of the state.

LEARNING OBJECTIVE

LEG-1.C

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

ESSENTIAL KNOWLEDGE

LEG-1.C.1

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

LEG-1.C.2

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.

LEG-1.C.3

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.

**AP COMPARATIVE
GOVERNMENT AND POLITICS**

UNIT 2

**Political
Institutions**



22–33%
AP EXAM WEIGHTING



~32/~16
CLASS PERIODS

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 2

Multiple-choice: ~20 questions

Free-response: 3 questions

- Argument Essay (partial)
- Comparative Analysis
- Argument Essay (partial)

Political Institutions

BIG IDEA 1

Power and Authority PAU

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



Developing Understanding

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.

Building the Disciplinary Practices

4.B 5.A

Comparing countries with similar and different political concepts and processes helps students identify problems, analyze policy making, and ultimately explain implications of policy decisions. Coming to understandings by comparison, without preconceived notions, highlights how countries have solved problems or exacerbated them.

In the previous unit, students began practicing identifying and describing the perspective of the author, and now, they will start to connect the author's perspective to the political elements of a country and eventually show how the perspective could impact a country's political elements.


As students begin to read and analyze text-based sources in this unit, these sources can serve as models for students' development of writing their own arguments. Developing an argument in an essay is an important practice in comparative political science and will be assessed on the AP Exam. Student arguments need to be defensible and not simply a restatement of a prompt.

Preparing for the AP Exam

On the AP Exam, students will be asked to make connections between political concepts, course countries, and arguments in text-based sources. One way that comparative political scientists often think about those connections is by making comparisons between concepts. Students will make comparisons and draw conclusions on both sections of the exam.

The comparative analysis question on the AP Exam requires that students focus on comparison of concepts. When making comparisons, it's important for students to identify the relevant categories of comparison (i.e., what characteristic or attribute they should compare). Two common mistakes that students make are discussing similarities and differences that are (1) not relevant based on the given task and (2) not shared by the objects of comparison. Have students practice identifying categories of comparison regularly. Once students have identified an appropriate and relevant category of comparison, then they can develop their explanation of why the similarities or differences exist and why they are significant.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skills	Class Periods
			~32/~16 CLASS PERIODS
PAU-3	2.1 Parliamentary, Presidential, and Semi-Presidential Systems	1.B Explain political systems, principles, institutions, processes, policies, and behaviors.	
	2.2 Comparing Parliamentary, Presidential, and Semi-Presidential Systems	2.C Explain the implications of the similarities and differences between countries with <i>different</i> political systems, principles, institutions, processes, policies, and behaviors.	
	2.3 Executive Systems	1.D Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.	
	2.4 Executive Term Limits	5.A Articulate a defensible claim/thesis.	
	2.5 Removal of Executives	4.B Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	
	2.6 Legislative Systems	2.A Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	
	2.7 Independent Legislatures	4.C Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.	
	2.8 Judicial Systems	1.E Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.	
	2.9 Independent Judiciaries	5.B Support the argument using relevant evidence.	
<div>  Go to AP Classroom to assign the Personal Progress Check for Unit 2. Review the results in class to identify and address any student misunderstandings. </div>			

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.2	Debate A debate gives students both the opportunity to collect evidence in support of their position and the chance to orally present and defend it. Be sure to direct students to uncover both the affirming and contradictory evidence on their position. For this topic, you could have students debate whether policy making is more efficient in a presidential or a parliamentary system.
2	2.4	Critique Reasoning In 2018, China removed presidential term limits. Using op-eds from major national and international newspapers and magazines, ask students to undertake critique reasoning to identify authors' claims, evidence, and analysis. Additionally, have students make connections to previously studied relevant course concepts. Allow for collaborative discussion at multiple levels—pairs, small groups, and whole group—to achieve understanding.
3	2.6	Jigsaw Using a variety of reference texts (textbooks, websites, databases), place students in country-specific “expert” groups to examine legislative systems. The structures and functions of legislatures in course countries are described in PAU-3.E.1. Then organize students into groups where each course country is represented and have them summarize and present information on the legislative structures of the course countries, allowing students to become “experts” on each country.
4	2.9	Match Claims and Evidence After describing the structure and functions of judiciaries (Topic 2.8), give students sample claims about independent judiciaries and ask them to evaluate and improve on the claims, if necessary. Then ask them to identify evidence that can be used to support the claims, culminating with a writing activity that asks them to state how and why the evidence they culled supports the claims.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to continue building the skills of country comparison and source analysis while also introducing argumentation.

SUGGESTED SKILL

 Concept Application

1.B

Explain political systems, principles, institutions, processes, policies, and behaviors.

TOPIC 2.1

Parliamentary, Presidential, and Semi-Presidential Systems

Required Course Content

ENDURING UNDERSTANDING

PAU-3

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

LEARNING OBJECTIVE

PAU-3.A

Describe parliamentary, presidential, and semi-presidential systems.

ESSENTIAL KNOWLEDGE

PAU-3.A.1

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.

PAU-3.A.2

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.

PAU-3.A.3

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.

TOPIC 2.2

Comparing Parliamentary, Presidential, and Semi- Presidential Systems

Required Course Content

ENDURING UNDERSTANDING

PAU-3

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

LEARNING OBJECTIVE

PAU-3.B

Compare institutional relations among parliamentary, presidential, and semi-presidential systems.

ESSENTIAL KNOWLEDGE

PAU-3.B.1

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.

PAU-3.B.2

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.

SUGGESTED SKILL

Country Comparison

2.C

Explain the implications of the similarities and differences between countries with *different* political systems, principles, institutions, processes, policies, and behaviors.

**AVAILABLE RESOURCES**

- Classroom Resources >
 - ♦ [Comparative Politics Made Simple](#)
 - ♦ [Teaching the Comparative Method](#)

SUGGESTED SKILL

 Concept Application

1.D

Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.

TOPIC 2.3

Executive Systems

Required Course Content

ENDURING UNDERSTANDING

PAU-3

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

LEARNING OBJECTIVE

PAU-3.C

Explain the structure, function, and change of executive leadership in course countries.

ESSENTIAL KNOWLEDGE

PAU-3.C.1

Governments have executive institutions, including chief executives and cabinets, that formulate, implement, and enforce policy through different methods and agencies.

PAU-3.C.2

Titles, powers, structure, and functions vary in executive leadership across the six countries:

- a. 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.
- b. 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.

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LEARNING OBJECTIVE

PAU-3.C

Explain the structure, function, and change of executive leadership in course countries.

ESSENTIAL KNOWLEDGE

- c. 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.
- d. 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.
- e. 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.
- f. 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.

SUGGESTED SKILL

 Argumentation

5.A

Articulate a defensible claim/thesis.

TOPIC 2.4

Executive Term Limits

Required Course Content

ENDURING UNDERSTANDING

PAU-3

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

LEARNING OBJECTIVE

PAU-3.C

Explain the structure, function, and change of executive leadership in course countries.

ESSENTIAL KNOWLEDGE

PAU-3.C.3

Executive term limits have advantages and disadvantages with regard to promoting stability and effective policies in a country.

- a. 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.
- b. 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.

TOPIC 2.5

Removal of Executives

SUGGESTED SKILL



Source Analysis

4.B

Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.



Required Course Content

ENDURING UNDERSTANDING

PAU-3

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

LEARNING OBJECTIVE

PAU-3.D

Describe procedures for the removal of executive leadership by other institutions.

ESSENTIAL KNOWLEDGE


PAU-3.D.1

Across the course countries, executive leaders can be removed by the legislative branch through different procedures that control the abuse of power.

AVAILABLE RESOURCES

- Professional Development >
- ♦ Close Reading of Challenging Primary Sources
- ♦ Writing from Challenging Primary Sources

SUGGESTED SKILL

 Country Comparison

2.A

Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.

TOPIC 2.6

Legislative Systems

Required Course Content

ENDURING UNDERSTANDING

PAU-3

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

LEARNING OBJECTIVE

PAU-3.E

Describe legislative structures and functions in course countries.

ESSENTIAL KNOWLEDGE

PAU-3.E.1

Legislative institutions of course countries include the following structures and functions:

- a. 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.
- b. 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.
- c. 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.

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Political Institutions

LEARNING OBJECTIVE

PAU-3.E

Describe legislative structures and functions in course countries.

ESSENTIAL KNOWLEDGE

- d. 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.
- e. 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.
- f. 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.

SUGGESTED SKILL

 Source Analysis

4.C

Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCES

- Professional Development >
- ♦ Close Reading of Challenging Primary Sources
- ♦ Writing from Challenging Primary Sources

TOPIC 2.7

Independent Legislatures

Required Course Content

ENDURING UNDERSTANDING

PAU-3

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

LEARNING OBJECTIVE

PAU-3.F

Explain how legislative powers are constrained by other institutions and/or processes, which can affect legislative independence.

ESSENTIAL KNOWLEDGE

PAU-3.F.1

Legislative powers can be constrained by other governmental institutions, including:


- a. China's Politburo Standing Committee, which is the actual center of power in the Chinese state
- b. 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
- c. 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
- d. Iran's Guardian Council, which vets candidates and oversees the Majles to make sure laws comply with Islamic law

PAU-3.F.2

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.

TOPIC 2.8

Judicial Systems

SUGGESTED SKILL
 **Concept Application**
1.E

Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.

Required Course Content

ENDURING UNDERSTANDING

PAU-3

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

LEARNING OBJECTIVE

PAU-3.G

Describe the structure and functions of judiciaries.

ESSENTIAL KNOWLEDGE

PAU-3.G.1

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.

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LEARNING OBJECTIVE

PAU-3.G

Describe the structure and functions of judiciaries.


ESSENTIAL KNOWLEDGE

- d. In Mexico, Supreme Court magistrates are nominated by the president and approved by the Senate for a term of 15 years.
- e. 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.
- f. In Nigeria, Supreme Court judges are recommended by a judicial council and are appointed by the president with confirmation by the Senate.
- g. 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.
- h. In Russia, judges are nominated by the president and approved by the Federation Council.
- i. 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.

TOPIC 2.9

Independent Judiciaries

SUGGESTED SKILL

 Argumentation

5.B

Support the argument using relevant evidence.

Required Course Content

ENDURING UNDERSTANDING

PAU-3

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

LEARNING OBJECTIVE

PAU-3.H

Explain the importance of independent judiciaries relative to other political institutions.

ESSENTIAL KNOWLEDGE

PAU-3.H.1

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.

PAU-3.H.2

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

**AP COMPARATIVE
GOVERNMENT AND POLITICS**

UNIT 3

**Political
Culture and
Participation**



11–18%
AP EXAM WEIGHTING



~28/~14
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 3

Multiple-choice: ~20 questions

Free-response: 3 questions

- Argument Essay (partial)
- Argument Essay
- Quantitative Analysis

Political Culture and Participation



Developing Understanding

BIG IDEA 2

Legitimacy and Stability **LEG**

- What changes might a government face in response to a controversial cleavage?

BIG IDEA 3

Democratization **DEM**

- Why might a country discourage participation? Encourage?

BIG IDEA 4

Internal/External Forces **IEF**

- How does regime type impact the function of civil society in a country?

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.

Building the Disciplinary Practices

3.C 3.D 5.B 5.C

In the first unit students learned about the practice of data analysis and how to accurately describe presented data. Unit 2 builds on that understanding and expands it to include the ability to explain patterns and trends in data to draw conclusions about political elements within and across course countries. Students should begin to explain how and/or why processes, systems, institutions, elections, or demographics relate to one another and not simply describe them in isolation. As students continue to build these skills, they will then connect the data and its trends/patterns to draw implications about political systems, principles, institutions, processes, policies, or behaviors within and across the course countries.

In the previous unit, students began writing their own defensible arguments that were not simply restatements of the prompt. They should continue that practice by writing arguments that establish a line of reasoning, utilizing specific evidence to support their claim/thesis and unify the essay.

Preparing for the AP Exam

The AP Exam asks students to analyze quantitative data presented visually and apply that analysis to their understanding of political concepts in both the multiple-choice and free-response sections.

In both types of questions, students will need to be able to (1) identify or describe data, (2) describe patterns or trends in data, (3) describe or explain a political concept, (4) draw conclusions about patterns or trends in data, and (5) explain what the data implies or illustrates about political systems, principles institutions, processes, policies, and behaviors.

Students often struggle to connect conclusions drawn from data to political concepts, such as behavior. Encourage them to take their conclusions further and explain how a trend, identified by data, can lead to conclusions about a course country's political system or institutions.

UNIT AT A GLANCE

Enduring Understanding			Class Periods
	Topic	Suggested Skills	~28/~14 CLASS PERIODS
IEF-1	3.1 Civil Society	1.E Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.	
	3.2 Political Culture	2.C Explain the implications of the similarities and differences between countries with <i>different</i> political systems, principles, institutions, processes, policies, and behaviors.	
	3.3 Political Ideologies	1.C Compare political systems, principles, institutions, processes, policies, and behaviors.	
	3.4 Political Values and Beliefs	3.C Explain patterns and trends in data to draw conclusions.	
DEM-1	3.5 Nature and Role of Political Participation	3.D Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.	
	3.6 Forces that Impact Political Participation	5.B Support the argument using relevant evidence.	
	3.7 Civil Rights and Civil Liberties	4.A Describe the author's claim(s), perspective, evidence, and reasoning.	
LEG-2	3.8 Political and Social Cleavages	2.A Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	
	3.9 Challenges from Political and Social Cleavages	5.C Use reasoning to organize and analyze evidence, explaining its significance to justify the claim/thesis.	



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Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	3.1	Debriefing Civil society is a challenging topic for students. They tend to struggle with defining and applying it. For complex issues, such as civil society, you can lead a facilitated discussion to solidify and deepen understanding of civil society, which is reflected in essential knowledge statements IEF-1.A.1 and IEF-1A.2. You can have students do a comparison across countries, including researching specific examples. For example, they could compare civil societies in different types of governments (e.g., authoritarian versus democratic regimes).
2	3.4	Look for a Pattern This topic presents an opportunity to analyze polling data that addresses values and beliefs that impacts citizens' voting and ultimately how they wish governments to make policy choices that address political problems. Have students examine complex data with multiple variables to find trends and draw conclusions. The Pew Research Center: Global Attitudes & Trends is a resource for this data, and course countries may have their own polling institutions. You may ask students to create their own visual representations after they evaluate data.
3	3.8	Socratic Seminar By holding a focused discussion around the essential question <i>What changes might a government face in response to a controversial cleavage?</i> you can provide students with an opportunity to illustrate their understanding of the learning objectives LEG-2.A and LEG-2.B and essential knowledge statements LEG-2.A.1 and LEG-2.B.1 to LEG-2.B.4 related to political and social cleavages. This activity also allows for comparative analysis of cleavages across course countries, which is a challenge area for students.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to continue analyzing and interpreting data and developing arguments with evidence and reasoning.

SUGGESTED SKILL

 Concept Application

1.E

Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.

TOPIC 3.1

Civil Society

Required Course Content

ENDURING UNDERSTANDING

IEF-1

Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.

LEARNING OBJECTIVE

IEF-1.A

Describe civil society.

IEF-1.B

Explain the role of civil society among course countries.

ESSENTIAL KNOWLEDGE

IEF-1.A.1

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).

IEF-1.A.2

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.

IEF-1.B.1

Though civil society organizations are not necessarily political, a robust civil society serves as an agent of democratization.

IEF-1.B.2

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.

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LEARNING OBJECTIVE

IEF-1.B


Explain the role of civil society among course countries.

ESSENTIAL KNOWLEDGE

IEF-1.B.3

Across course countries, the placing of restrictions on NGOs and civil society tends to highlight violations of civil liberties protected under foundational documents.

SUGGESTED SKILL

 Country Comparison

2.C

Explain the implications of the similarities and differences between countries with *different* political systems, principles, institutions, processes, policies, and behaviors.

TOPIC 3.2

Political Culture

Required Course Content

ENDURING UNDERSTANDING

IEF-1

Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.

LEARNING OBJECTIVE

IEF-1.C

Explain how political culture relates to citizen behavior and the role of the state.

ESSENTIAL KNOWLEDGE

IEF-1.C.1

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.

IEF-1.C.2

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.

IEF-1.C.3

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.

IEF-1.C.4

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.

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LEARNING OBJECTIVE

IEF-1.C

Explain how political culture relates to citizen behavior and the role of the state.

ESSENTIAL KNOWLEDGE

IEF-1.C.5

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.

SUGGESTED SKILL

 *Concept Application*

1.C

Compare political systems, principles, institutions, processes, policies, and behaviors.

TOPIC 3.3

Political Ideologies

Required Course Content

ENDURING UNDERSTANDING

IEF-1

Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.

LEARNING OBJECTIVE

IEF-1.C

Explain how political culture relates to citizen behavior and the role of the state.

ESSENTIAL KNOWLEDGE

IEF-1.C.6

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

TOPIC 3.4

Political Values and Beliefs

SUGGESTED SKILL

 Data Analysis

3.C

Explain patterns and trends in data to draw conclusions.

Required Course Content

ENDURING UNDERSTANDING

IEF-1

Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.

LEARNING OBJECTIVE

IEF-1.D

Explain how political values and beliefs frame policy choices to address particular political problems.

ESSENTIAL KNOWLEDGE

IEF-1.D.1

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.

- a. 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.
- b. 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.

IEF-1.D.2

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).

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LEARNING OBJECTIVE**IEF-1.D**

Explain how political values and beliefs frame policy choices to address particular political problems.

ESSENTIAL KNOWLEDGE**IEF-1.D.3**

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.

TOPIC 3.5

Nature and Role of Political Participation

SUGGESTED SKILL

 Data Analysis**3.D**

Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCE

- Classroom Resources > [The Nation-State in the Twenty-First Century: Successes, Challenges, and Failures](#)

Required Course Content

ENDURING UNDERSTANDING

DEM-1

The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty.

LEARNING OBJECTIVE

DEM-1.A

Explain the nature and role of political participation as related to a regime's use of authority and power.

ESSENTIAL KNOWLEDGE

DEM-1.A.1

Political participation can be voluntary or coerced and may occur at the individual or group level.

DEM-1.A.2

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.

DEM-1.A.3

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.

DEM-1.A.4

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.

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LEARNING OBJECTIVE

DEM-1.A

Explain the nature and role of political participation as related to a regime's use of authority and power.

ESSENTIAL KNOWLEDGE

DEM-1.A.5

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.

TOPIC 3.6

Forces that Impact Political Participation

SUGGESTED SKILL



Argumentation

5.B

Support the argument using relevant evidence.

Required Course Content

ENDURING UNDERSTANDING

DEM-1

The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty.

LEARNING OBJECTIVE

DEM-1.B

Explain how political participation affects and is affected by democratic or authoritarian regime types.

ESSENTIAL KNOWLEDGE

DEM-1.B.1

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.

DEM-1.B.2

Informal participation, such as protests and political 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.

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LEARNING OBJECTIVE

DEM-1.B

Explain how political participation affects and is affected by democratic or authoritarian regime types.

ESSENTIAL KNOWLEDGE

DEM-1.B.3

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.

DEM-1.B.4

Authoritarian regimes tolerate mass political protests and movements less than democratic regimes do, valuing public order more than individual liberties and civil rights.

TOPIC 3.7

Civil Rights and Civil Liberties

Required Course Content

ENDURING UNDERSTANDING

DEM-1

The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty.

LEARNING OBJECTIVE

DEM-1.C

Explain the extent to which civil rights and civil liberties are protected or restricted in different regimes.

ESSENTIAL KNOWLEDGE

DEM-1.C.1

Protection of key civil liberties differs across the six course countries.

DEM-1.C.2

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.

DEM-1.C.3

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 news segments

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SUGGESTED SKILL

 *Source Analysis*

4.A

Describe the author's claim(s), perspective, evidence, and reasoning.



AVAILABLE RESOURCES

- External Resource > [National Constitution Center's Rights Around the World](#)
- Classroom Resources > [Illiberal Democracy and Vladimir Putin's Russia](#)
- Professional Development >
 - ♦ [Close Reading of Challenging Primary Sources](#)
 - ♦ [Writing from Challenging Primary Sources](#)

LEARNING OBJECTIVE

DEM-1.C

Explain the extent to which civil rights and civil liberties are protected or restricted in different regimes.

ESSENTIAL KNOWLEDGE

DEM-1.C.4

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.

DEM-1.C.5

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.


DEM-1.C.6

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.

TOPIC 3.8

Political and Social Cleavages

SUGGESTED SKILL

 Country Comparison

2.A

Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.

Required Course Content

ENDURING UNDERSTANDING

LEG-2

How governments respond to social and political divisions affects interactions between citizens and long-term regime stability.

LEARNING OBJECTIVE

LEG-2.A

Describe politically relevant social cleavages.

ESSENTIAL KNOWLEDGE

LEG-2.A.1

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:

- a. 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.
- b. 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.
- c. In Mexico, ethnic divisions between the Amerindian (indigenous) population and whites and mestizos, and regional divisions between the north and the south.

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LEARNING OBJECTIVE

LEG-2.A

Describe politically relevant social cleavages.

LEG-2.B

Explain how political and social cleavages in course countries affect citizen relationships and political stability.

ESSENTIAL KNOWLEDGE

- d. 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).
- e. 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).
- f. 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.

LEG-2.B.1

Major social and political cleavages differ across course countries and affect voting behavior and party systems as well as informal political networks.

LEG-2.B.2

Course countries have responded differently to social cleavages and their political consequences.

- a. Even stable regimes are increasingly dealing with radical/terrorist religious elements that have sprung from long-standing cleavages.
- b. 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.

LEG-2.B.3

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.

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LEARNING OBJECTIVE

LEG-2.B

Explain how political and social cleavages in course countries affect citizen relationships and political stability.


ESSENTIAL KNOWLEDGE

LEG-2.B.4

Social cleavages have different impacts in course countries.

- a. Separatist movements have emerged in China, Iran, Nigeria, Russia, and the United Kingdom as a result of the social cleavages.
- b. Other groups demanding autonomy, but not independence, have emerged in Mexico and the United Kingdom.
- c. 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.

SUGGESTED SKILL

 Argumentation

5.C

Use reasoning to organize and analyze evidence, explaining its significance to justify the claim/thesis.

TOPIC 3.9

Challenges from Political and Social Cleavages

Required Course Content

ENDURING UNDERSTANDING

LEG-2

How governments respond to social and political divisions affects interactions between citizens and long-term regime stability.

LEARNING OBJECTIVE

LEG-2.B

Explain how political and social cleavages in course countries affect citizen relationships and political stability.

ESSENTIAL KNOWLEDGE

LEG-2.B.5

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

**AP COMPARATIVE
GOVERNMENT AND POLITICS**

UNIT 4

**Party and
Electoral Systems
and Citizen
Organizations**



13–18%

AP EXAM WEIGHTING



~18/~9

CLASS PERIODS



Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 4

Multiple-choice: ~15 questions

Free-response: 3 questions

- Comparative Analysis
- Argument Essay
- Conceptual Analysis

Party and Electoral Systems and Citizen Organizations



Developing Understanding

BIG IDEA 1

Power and Authority PAU

- How do different electoral systems encourage or discourage citizen influence?

BIG IDEA 3

Democratization DEM

- Why are election rules different for different regimes?

BIG IDEA 4

Internal/External Forces IEF

- Why would an authoritarian regime open up political access to interest groups and citizen organizations?
- Why would a democratic regime restrict political access to interest groups and citizen organizations?

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.

Building the Disciplinary Practices

2.C 4.C

In this unit, students compare countries with both similar and different political concepts and processes in order to identify problems, analyze policy making, and ultimately explain implications of these policy decisions. While students often find it easy to make direct comparisons between countries, they struggle with analyzing the implications of how those similarities, or differences, can impact institutions, policies, and behavior.


As students continue to read and analyze text-based sources, it is important for them to begin to connect the implications of the author's argument to a course country's political systems, principles, institutions, processes, policies, and behaviors. Furthermore, students should have the opportunity to read, analyze, and interpret the interplay of several text-based sources related to the course countries.

Preparing for the AP Exam

Although there is not a free-response question focused on source analysis on the AP Exam, source analysis will be assessed in the multiple-choice questions.

Students should be able to read, analyze, and interpret text-based sources to build the skill of analysis. The author of each source conveys their idea, which is a claim, and they support that claim with evidence. Students should be able to identify the claim and evidence, but they should also be able to explain how the author's argument relates to political elements within and across course countries. Political scientists are asked to make predictions based on evidence and data and students may need assistance directly connecting a source's implication to a predicted outcome.

UNIT AT A GLANCE

Enduring Understanding			Class Periods
	Topic	Suggested Skills	~18/~9 CLASS PERIODS
DEM-2	4.1 Electoral Systems and Rules	2.A Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	
	4.2 Objectives of Election Rules	4.B Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	
PAU-4	4.3 Political Party Systems	3.B Describe patterns and trends in data.	
	4.4 Role of Political Party Systems	2.C Explain the implications of the similarities and differences between countries with <i>different</i> political systems, principles, institutions, processes, policies, and behaviors.	
IEF-2	4.5 Impact of Social Movements and Interest Groups	5.D Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.	
	4.6 Pluralist and Corporatist Interests	4.C Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.	
<div>  Go to AP Classroom to assign the Personal Progress Check for Unit 4. Review the results in class to identify and address any student misunderstandings. </div>			

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	4.2	Think-Pair-Share This topic hits two challenge areas for students: comparative analysis and political institutions. To practice explaining how election rules serve different regime objectives, ask students to consider ballot access, election wins, and constituency accountability. This strategy allows students to develop initial ideas, test and revise with a partner, and then share with the larger group.
2	4.3	Making Connections Write terms or concepts related to political party systems and party membership for course countries on index cards and have students choose cards at random. Allow students a couple of minutes to gather and recall information about the terms or concepts. Then pair students and ask them to find and explain the similarities and differences between their terms or concepts. This activity addresses the challenge areas of comparative analysis and political institutions.
3	4.5	Quickwrite Set aside a short, specific amount of time during a class period for students to perform a quickwrite on social movements and interest groups. As preparation for the free-response question for which students write an argument, have students write claims and explain evidence that supports those claims for various topics, such as how social movements and interest groups affect social and political change in course countries.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to incorporate comparing countries with different political elements and thinking about how sources can impact countries.

SUGGESTED SKILL

 *Country Comparison*

2.A

Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCE

- Classroom Resources > [Recent Elections from Around the World](#)

TOPIC 4.1

Electoral Systems and Rules

Required Course Content

ENDURING UNDERSTANDING

DEM-2

The rules of electoral systems reflect party and legislative control and level of democratization.

LEARNING OBJECTIVE

DEM-2.A

Describe electoral systems and election rules among course countries.

ESSENTIAL KNOWLEDGE

DEM-2.A.1

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 the Majles are reserved for non-Muslim minorities, such as Christians, Jews, and Zoroastrians.

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LEARNING OBJECTIVE

DEM-2.A

Describe electoral systems and election rules among course countries.


ESSENTIAL KNOWLEDGE

- c. 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.
- d. 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.
- e. 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.
- f. The United Kingdom's House of Commons members are directly elected under single-member district, first-past-the-post rules.

DEM-2.A.2

Proportional representation relies on multimember districts that promote multiparty systems.

SUGGESTED SKILL

 Source Analysis

4.B

Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCES

- Professional Development >
- ♦ Close Reading of Challenging Primary Sources
- ♦ Writing from Challenging Primary Sources

TOPIC 4.2

Objectives of Election Rules

Required Course Content

ENDURING UNDERSTANDING

DEM-2

The rules of electoral systems reflect party and legislative control and level of democratization.

LEARNING OBJECTIVE

DEM-2.B

Explain how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.

ESSENTIAL KNOWLEDGE

DEM-2.B.1

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.

DEM-2.B.2

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.

DEM-2.B.3

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.

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LEARNING OBJECTIVE

DEM-2.B

Explain how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.

ESSENTIAL KNOWLEDGE

- b. 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.
- c. 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.
- d. Majoritarian rules in Iran, Nigeria, and Russia provide the winners with a national mandate.

DEM-2.B.4

Different political systems use electoral regulatory organizations to set various rules about ballot access and competition.

- a. 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.
- b. 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.

DEM-2.B.5

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.

- a. 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.

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LEARNING OBJECTIVE

DEM-2.B

Explain how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.

ESSENTIAL KNOWLEDGE

- b. Half of Iran's Guardian Council members are selected by the Supreme Leader, and half are nominees from the judiciary with Majles approval.
- c. 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.

DEM-2.B.6

Election rule changes affect the representation of different religious, ethnic, and socioeconomic groups.

DEM-2.B.7

The timing of legislative elections across the six countries can vary among systems based on term-limit policies.

TOPIC 4.3

Political Party Systems

SUGGESTED SKILL

 Data Analysis

3.B

Describe patterns and trends in data.

Required Course Content

ENDURING UNDERSTANDING

PAU-4

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.

LEARNING OBJECTIVE

PAU-4.A

Describe characteristics of political party systems and party membership.

ESSENTIAL KNOWLEDGE

PAU-4.A.1

Party systems and membership differ among course countries, ranging from dominant party systems to multiparty systems.

PAU-4.A.2

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.

PAU-4.A.3

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.

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LEARNING OBJECTIVE

PAU-4.A

Describe characteristics of political party systems and party membership.

ESSENTIAL KNOWLEDGE

PAU-4.A.4

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).

PAU-4.A.5

The degree of competition within multiparty systems can influence representation and formal political participation by citizens.

- a. Nigeria's multiparty 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.
- b. 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.

PAU-4.A.6

Catch-all political parties can earn support from groups with different characteristics, attracting popular support with ideologically diverse platforms.

PAU-4.A.7

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.

TOPIC 4.4

Role of Political Party Systems

SUGGESTED SKILL

 Country Comparison

2.C

Explain the implications of the similarities and differences between countries with *different* political systems, principles, institutions, processes, policies, and behaviors.

Required Course Content

ENDURING UNDERSTANDING

PAU-4

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.

LEARNING OBJECTIVE

PAU-4.B

Explain how political party systems and memberships link citizen participation to policy making.

ESSENTIAL KNOWLEDGE

PAU-4.B.1

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 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.

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LEARNING OBJECTIVE

PAU-4.B

Explain how political party systems and memberships link citizen participation to policy making.

ESSENTIAL KNOWLEDGE

- e. 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.
- f. In the United Kingdom, two large parties (Labour and Conservative) dominate the House of Commons.
- g. In the United Kingdom, single-member district plurality elections diminish minor-party representation.
- h. In the United Kingdom, single-member districts allow regional parties to win legislative seats.


PAU-4.B.2

Party systems across the course countries vary in how they affect and are affected by citizen participation.

TOPIC 4.5

Impact of Social Movements and Interest Groups

SUGGESTED SKILL

 Argumentation

5.D

Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.

Required Course Content

ENDURING UNDERSTANDING

IEF-2

Strong and varied citizen organizations and movements foster and are reinforced by democratization.

LEARNING OBJECTIVE

IEF-2.A

Explain how social movements and interest groups affect social and political change.

ESSENTIAL KNOWLEDGE

IEF-2.A.1

Social movements involve large groups of people pushing collectively for significant political or social change.

IEF-2.A.2

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.

IEF-2.A.3

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:

- a. The Green Movement in Iran that protested corruption in the 2009 election
- b. Zapatistas or Chiapas uprising in Mexico in response to socioeconomic inequality and the negative impact of the North American Free Trade Agreement (NAFTA)

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LEARNING OBJECTIVE

IEF-2.A

Explain how social movements and interest groups affect social and political change.

ESSENTIAL KNOWLEDGE

- c. 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
- d. The Boko Haram movement attempting to establish an Islamic state in northern Nigeria
- e. Domestic protests over Russian state Duma's passage of legislation against same-sex couples

IEF-2.A.4

Grassroots social movements exert their power up from the local level to the regional, national, or international level.

IEF-2.A.5

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.

TOPIC 4.6

Pluralist and Corporatist Interests

Required Course Content

ENDURING UNDERSTANDING

IEF-2

Strong and varied citizen organizations and movements foster and are reinforced by democratization.

LEARNING OBJECTIVE

IEF-2.B

Describe pluralist and corporatist interest group systems.

ESSENTIAL KNOWLEDGE

IEF-2.B.1

Pluralism and corporatism are systems of interest group representation.

IEF-2.B.2

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 groups or single peak associations (SPAs) to represent labor, business, and agricultural sectors.


IEF-2.B.3

The state retains more control over citizen input in a corporatist system than it does in a pluralist system.

IEF-2.B.4

Interest group systems can change over time, as represented by Mexico's moving from a corporatist system toward a pluralist system.

SUGGESTED SKILL

 *Source Analysis*

4.C

Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCES

- Professional Development >
- ♦ [Close Reading of Challenging Primary Sources](#)
- ♦ [Writing from Challenging Primary Sources](#)

**AP COMPARATIVE
GOVERNMENT AND POLITICS**

UNIT 5

**Political and
Economic
Changes and
Development**



16–24%

AP EXAM WEIGHTING



~20/~10

CLASS PERIODS

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 5

Multiple-choice: ~25 questions

Free-response: 3 questions

- Quantitative Analysis
- Argument Essay
- Conceptual Analysis

Political and Economic Changes and Development



Developing Understanding

BIG IDEA 2 *Legitimacy and Stability* **LEG**

- 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?

BIG IDEA 4 *Internal/External Forces* **IEF**

- What are the benefits and drawbacks to a country's natural resource endowment?

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.

Building the Disciplinary Practices

3.E 5.D

In previous units, students practiced data analysis and looked at what data communicates. As students build on that skill in this unit, they confront the possible limitations of data and need to determine what information is missing. What does the data *not* tell us about political systems, principles, institutions, processes, policies, and behaviors? Data analysis is a challenge area for students, so regular practice will help. Have students search for credible data sources that might help create a more robust understanding of a political system, principle, institution, process, policy, or behavior from within or across course countries.

In earlier units, students also began building their arguments, which incorporated a defensible claim, relevant evidence, and a line of reasoning. In this unit, they continue to use those skills but now also use refutation, concession, or rebuttal when they respond to opposing perspectives. By offering the rebuttal, but succinctly stating for the reader why their claim/thesis is more effective, they develop a high-quality argument.

Preparing for the AP Exam

The argument essay on the AP Exam asks students to respond to an opposing or alternate perspective or demonstrate a complex understanding of the topic. It is not enough for students to simply identify an opposing or alternate perspective; they should demonstrate a correct understanding of the perspective by briefly describing it and then refute, concede, or rebut that perspective. They may demonstrate a complex understanding in multiple ways: (1) qualify or modify an argument by considering diverse or alternate views or evidence, (2) explain the nuance of an issue by analyzing multiple variables, or (3) explain relevant or insightful connections across required course countries.

This task is often difficult for students. Many students can identify an opposing or alternate perspective, but they struggle to explain why the other perspective is incorrect or why the other perspective may be more correct than their own.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skills	Class Periods
			~20/~10 CLASS PERIODS
IEF-3	5.1 Impact of Global Economic and Technological Forces	3.A Describe the data presented.	
	5.2 Political Responses to Global Market Forces	2.C Explain the implications of the similarities and differences between countries with <i>different</i> political systems, principles, institutions, processes, policies, and behaviors.	
	5.3 Challenges from Globalization	1.D Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.	
	5.4 Policies and Economic Liberalization	3.D Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.	
LEG-3	5.5 International and Supranational Organizations	4.B Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	
	5.6 Adaptation of Social Policies	2.B Explain the implications of the similarities and differences between countries with <i>similar</i> political systems, principles, institutions, processes, policies, and behaviors.	
	5.7 Impact of Industrialization and Economic Development	5.D Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.	
LEG-4	5.8 Causes and Effects of Demographic Change	3.E Explain possible limitations of the data provided.	
LEG-5	5.9 Impact of Natural Resources	4.C Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.	



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 5.
Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	5.1	Close Reading Students often struggle with the differences between international economic institutions such as the International Monetary Fund, the World Bank, and the World Trade Organization. Present students with readings about these organizations (charters, newspaper or magazine articles) and ask them to highlight country-specific words and passages in order to then connect them to political policies, behaviors, and culture.
2	5.5	Guided Discussion This umbrella strategy allows you to use multiple techniques with students in a lesson. For this topic, use brainstorming and quickwrite as strategies during a guided discussion to help students understand how international and supranational organizations influence domestic policymakers and national sovereignty. This will help students see the big picture of stability (enduring understanding LEG-3).
3	5.7	Self/Peer Revision By this point in the course, students should have had multiple opportunities to practice their argumentative essay writing. This strategy employs students to act as reviewers of their peers to provide feedback on essay components. This topic offers an opportunity for students to practice using refutation, concession, or rebuttal in responding to opposing or alternate perspectives regarding the impact of industrialization and economic development.
4	5.9	Fishbowl This strategy requires students to be, at different times, active participants and listeners. It also asks students to bring textual evidence to their discussions to support their opinions. Using secondary sources about course countries and their natural resource endowments, ask students to discuss how these natural resources affect political and economic development. You may wish to focus on rentier states and the “resource curse.”

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

SUGGESTED SKILL

 Data Analysis

3.A

Describe the data presented.

TOPIC 5.1

Impact of Global Economic and Technological Forces

Required Course Content

ENDURING UNDERSTANDING

IEF-3

Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.

LEARNING OBJECTIVE

IEF-3.A

Explain how global economic and technological forces influence political policies, behaviors, and culture.

ESSENTIAL KNOWLEDGE

IEF-3.A.1

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.

IEF-3.A.2

State membership in the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO) has promoted economic liberalization policies.

- a. 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.
- b. In Mexico, in part as a result of these policies, the number of people in the middle class has grown.

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LEARNING OBJECTIVE

IEF-3.A

Explain how global economic and technological forces influence political policies, behaviors, and culture.

ESSENTIAL KNOWLEDGE

IEF-3.A.3

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.

IEF-3.A.4

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

SUGGESTED SKILL

 Country Comparison

2.C

Explain the implications of the similarities and differences between countries with *different* political systems, principles, institutions, processes, policies, and behaviors.

TOPIC 5.2

Political Responses to Global Market Forces

Required Course Content

ENDURING UNDERSTANDING

IEF-3

Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.

LEARNING OBJECTIVE

IEF-3.B

Compare political responses to global market forces.

ESSENTIAL KNOWLEDGE

IEF-3.B.1

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

IEF-3.B.2

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.

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LEARNING OBJECTIVE

IEF-3.B

Compare political responses to global market forces.


ESSENTIAL KNOWLEDGE

IEF-3.B.3

Governments respond to global market forces in order to:

- a. Improve domestic economic conditions
- b. Respond to domestic demands
- c. Control or influence domestic political debates to maintain or increase their own power
- d. Extend national influence regionally and internationally

SUGGESTED SKILL

 Concept Application

1.D

Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.

TOPIC 5.3

Challenges from Globalization

Required Course Content

ENDURING UNDERSTANDING

IEF-3

Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.

LEARNING OBJECTIVE

IEF-3.C

Explain how globalization creates challenges to regime sovereignty.

ESSENTIAL KNOWLEDGE

IEF-3.C.1

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.

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LEARNING OBJECTIVE

IEF-3.C

Explain how globalization creates challenges to regime sovereignty.

ESSENTIAL KNOWLEDGE

IEF-3.C.2

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.

SUGGESTED SKILL

 Data Analysis

3.D

Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.

TOPIC 5.4

Policies and Economic Liberalization

Required Course Content

ENDURING UNDERSTANDING

IEF-3

Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.

LEARNING OBJECTIVE

IEF-3.D

Describe economic and political liberalization policies.

IEF-3.E

Explain the adoption of and consequences associated with economic liberalization policies.

ESSENTIAL KNOWLEDGE

IEF-3.D.1

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.

IEF-3.E.1

Political-economic systems in the course countries can be compared by measuring levels of economic development, economic growth, human development, wealth, and inequality.

IEF-3.E.2

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.

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LEARNING OBJECTIVE

IEF-3.E

Explain the adoption of and consequences associated with economic liberalization policies.

ESSENTIAL KNOWLEDGE

IEF-3.E.3

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.

IEF-3.E.4

Economic prosperity tied to liberalization policies has affected the power of ruling political parties among course country political systems.

IEF-3.E.5

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)

SUGGESTED SKILL

 Source Analysis

4.B

Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCES

- Professional Development >
- Close Reading of Challenging Primary Sources
- Writing from Challenging Primary Sources

TOPIC 5.5

International and Supranational Organizations

Required Course Content

ENDURING UNDERSTANDING

LEG-3

A government bolsters regime stability by adapting its policies to environmental, political, economic, and cultural conditions.

LEARNING OBJECTIVE

LEG-3.A

Explain how international and supranational organizations influence domestic policymakers and national sovereignty.

ESSENTIAL KNOWLEDGE

LEG-3.A.1

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.

LEG-3.A.2

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.

LEG-3.A.3

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.

TOPIC 5.6

Adaptation of
Social Policies

SUGGESTED SKILL



Country Comparison

2.B

Explain the implications of the similarities and differences between countries with *similar* political systems, principles, institutions, processes, policies, and behaviors.

Required Course Content

ENDURING UNDERSTANDING

LEG-3

A government bolsters regime stability by adapting its policies to environmental, political, economic, and cultural conditions.

LEARNING OBJECTIVE

LEG-3.B

Explain how governments adapt social policies to address political, cultural, and economic changes.

ESSENTIAL KNOWLEDGE

LEG-3.B.1


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

LEG-3.B.2

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.

SUGGESTED SKILL

 Argumentation

5.D

Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.

TOPIC 5.7

Impact of Industrialization and Economic Development

Required Course Content

ENDURING UNDERSTANDING

LEG-3

A government bolsters regime stability by adapting its policies to environmental, political, economic, and cultural conditions.

LEARNING OBJECTIVE

LEG-3.C

Explain how rapid industrialization and economic development have produced radical changes in governmental policies.

ESSENTIAL KNOWLEDGE

LEG-3.C.1

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

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LEARNING OBJECTIVE

LEG-3.C

Explain how rapid industrialization and economic development have produced radical changes in governmental policies.

ESSENTIAL KNOWLEDGE

LEG-3.C.2

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.

LEG-3.C.3

Governments concerned with budget deficits resulting from world market fluctuations often must adopt austerity measures, which result in funding cuts to state programs.

SUGGESTED SKILL

 Data Analysis

3.E

Explain possible limitations of the data provided.

TOPIC 5.8

Causes and Effects of Demographic Change

Required Course Content

ENDURING UNDERSTANDING

LEG-4

Demographic changes have political causes and consequences, and they can present challenges to a government's legitimacy.

LEARNING OBJECTIVE

LEG-4.A

Explain political causes and consequences of demographic changes.

ESSENTIAL KNOWLEDGE

LEG-4.A.1

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.

LEG-4.A.2

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:

- a. 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.

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LEARNING OBJECTIVE

LEG-4.A

Explain political causes and consequences of demographic changes.

ESSENTIAL KNOWLEDGE

- b. 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.
- c. 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.
- d. A positive net migration of immigrants into countries like the United Kingdom has resulted in social and political tensions.

LEG-4.A.3

Shifting migration patterns have political and social consequences, including:

- a. Increased crime stemming from higher population density
- b. The concentration of highly skilled individuals in certain areas and their absence in other areas
- c. Increased use of existing infrastructure and housing and demands for new and expanded infrastructure and housing
- d. The growth of new political parties that stand against immigration and supranational organizations that challenge the government's legitimacy

LEG-4.A.4

The political leadership of the United Kingdom is facing increasing constituent demands to reduce the rising costs of health care, exacerbated by an aging population and a declining working-age population faced with increased tax burdens to fund the universal health care system.

LEG-4.A.5

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.

SUGGESTED SKILL

 **Source Analysis**

4.C

Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCES

- Professional Development >
- ♦ Close Reading of Challenging Primary Sources
- ♦ Writing from Challenging Primary Sources

TOPIC 5.9

Impact of Natural Resources

Required Course Content

ENDURING UNDERSTANDING

LEG-5

Natural resource endowments can have positive and negative effects on political stability and economic development.

LEARNING OBJECTIVE

LEG-5.A

Explain how natural resources affect political and economic development.

ESSENTIAL KNOWLEDGE

LEG-5.A.1

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.

LEG-5.A.2

Political and economic outcomes related to rentier state status, often referred to as the “resource curse” when petroleum is involved, include:

- a. Lack of economic diversification
- b. Concentration of governmental resources on developing the one profitable export industry to the exclusion of other types of industries
- c. Severe revenue fluctuations based on world market pricing
- d. The overvaluation of currency and trade imbalances
- e. The increasing disparity between rich and poor

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Political and Economic Changes and Development

LEARNING OBJECTIVE

LEG-5.A

Explain how natural resources affect political and economic development.

ESSENTIAL KNOWLEDGE

- f. A lack of incentive to modernize the economy or cooperate with international judicial bodies
- g. Increased governmental corruption
- h. A lack of governmental accountability to citizens when not relying on citizens for taxes
- i. The absence of democracy

LEG-5.A.3

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:

- a. The Mexican government's decision to allow private investment in Pemex
- b. The political control exercised by foreign MNCs that underwrite Nigeria's oil production
- c. The high degree of centralized control over natural resource companies under Russian President Putin that has resulted in wealth concentration

LEG-5.A.4

Privatized ownership of natural resources decreases government control, increases wealth inequality, and results in the potential loss of sovereignty.

Curriculum Plan

UNIT: COMPARATIVE ANALYSIS SUMMATIVE PROJECT

Time/Days: 15days

Standard(s): PACCS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F,
CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s): R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- Political Systems, Regimes, and Governments
- Political Institutions
- Political Culture and Participation
- Party and Electoral Systems and Citizen Organization's
- Political and Economic Changes and Development

Objectives:

- Students will identify and describe the political system, regime, institutions, civil society, electoral and party system, and current political and economic issues of a non-AP6 country of their choice. (DOK 2)
- Students will compare and contrast their selected non-AP6 country to at least one of the AP6 countries (DOK 4)
- Students will present their findings on their non-AP6 country to the class. (DOK 3)
- Students will analyze and critique the findings of their classmates' presentations. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Using skills and practices learned over the course of the year, students will research a country of their choice. Students will create a multimedia presentation to be presented to the class for evaluation.
2. Use the following resources to identify key features within their country.
 - a. <https://freedomhouse.org/>
 - b. <http://hdr.undp.org/en/content/human-development-index-hdi>
 - c. <https://data.worldbank.org/indicator/SI.POV.GINI>
 - d. <https://www.transparency.org/en/cpi/2020/index/nzl>

3. Use a class discussion after each presentation for students to relate each presented country to AP content learned over the course of the year.

Assessments:

Diagnostic: class discussion, brainstorming country and presentation categories, creating a class rubric for the Comparative Analysis Presentations.

Formative: class discussion, evaluation of the research process

Summative: Comparative Analysis Summative Presentation

