

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
March 23, 2018

AP Comparative Government and Politics

Course Essential Questions:

1. What roles do sovereignty, authority, and power play in the modern world?
2. How and why do political systems differ?
3. How do political/economic factors and changes cause countries and political institutions to behave the way they do?
4. What factors shape foreign policy in the United States and around the world?
5. How do linkage institutions shape the relationships between citizens and government?

Units 1-3: Introduction to Comparative Government, the United Kingdom, and the European Union

Essential Question(s)

For Intro chapter:

1. How many interest groups get a say in government?
2. What are the different levels of analysis?
3. How does the comparative method differ from other methods of political analysis?
4. How do differing electing methods result in different structure in political legislatures?
5. What are the different ways of analyzing information?
6. What are the characteristics of liberal and illiberal democracies?
7. How does globalization differ from democratization?
8. What causes war? What promotes peace?
9. What are the main functions and organs of the United Nations?

For the UK:

1. What is the United Kingdom?
2. What is the organization of the UK government? What are the key political institutions?
3. What is the political culture like in the UK?
4. What does UK foreign policy attempt to achieve?

Essential Understanding(s)

1. The political structure of a nation (Corporatism vs. Patron- Clientelism vs. Interest Group Liberalism) determines who has a say in government.
2. There are 3 Units of Analysis: Individuals, States, and the System.
3. Case studies are used to analyze different states and countries.
4. Single member district systems result in a two party system.
5. There is a difference between inverse and direct relationship and inductive and deductive reasoning.
6. Liberal democracies must offer both free/fair elections and civil liberties.
7. There between globalization and democratization.
8. There are certain necessary and sufficient conditions that can promote war or peace.
9. The United Nations consists of a Security Council, a General Assembly, and various other organizations and committees.

For the UK:

1. The United Kingdom of consists of Great Britain (England, Scotland, Wales) and Northern Ireland.
2. The UK has legislative, executive, and judicial branches with a unitary format.
3. The Prime Minister is head of Government and leader of the majority party in the House of Commons.
4. Political Culture in the UK is shaped most by a strong sense of class consciousness.
5. The UK has an Atlanticist foreign policy that has priorities close to those of its biggest ally, the United States.

For the EU:

For the EU:

1. What is the European Union? Where did it emanate from?
2. What is the structure and function of the government of the European Union?
3. To what extent does European Union membership affect the sovereignty of member nations?
4. What major economic issues does the EU address?

1. The EU is a voluntary political, economic, and social union of various European countries.
2. The EC grew out of the European Coal and Steel Community, the European Common Market, and Euratom.
3. The EC was renamed the EU in 1991.
4. Loosely defined, the EU has executive, legislative, and judicial branches.
5. Sovereignty of member nations can be restricted by governmental organizations of the EU.
6. The European Union is a free trade zone and invites members to adopt a common currency.

Curriculum Standards

The AP does not offer curriculum benchmarks; merely a guide to certain topics and their relative % on the AP exams, and very general guidelines called “curriculum requirements”

CR1—The course provides instruction in introducing students to comparative politics.

CR2—The course provides instruction in the topics of sovereignty, authority, and power.

CR3—The course provides instruction in political institutions.

CR4—The course provides instruction in the topics of citizens, society, and the state.

CR5—The course provides instruction in political and economic change.

CR6—The course provides instruction in public policy.

CR7—The course uses concrete examples and discusses contemporary political changes in studying China.

CR8—The course uses concrete examples and discusses contemporary political changes in studying Great Britain.

CR9—The course uses concrete examples and discusses contemporary political changes in studying Iran.

CR10—The course uses concrete examples and discusses contemporary political changes in studying Mexico.

CR11—The course uses concrete examples and discusses contemporary political changes in studying Nigeria.

CR12—The course uses concrete examples and discusses contemporary political changes in studying Russia.

CR13—The course teaches students to compare and contrast political institutions and processes across countries and to derive generalizations.

CR14—The course introduces students to the analysis and interpretation of data relevant to comparative government and politics.

CR15—The course requires students to write analytical and interpretive essays frequently.

CR16—The course includes supplemental readings, including primary source materials and contemporary news analyses, that strengthen student understanding of the curriculum.

The European Union is NOT specifically mentioned by the College Board as an AP topic; the instructor, however, feels that the topic is an essential contextual component to understanding the UK, and the test typically has 5-6 multiple choice questions and possibly a free response question that exclusively covers the EU.

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● the characteristics of a liberal democracy (free and fair elections+ protection for civil liberties). ● the natural tension between globalization and fragmentation, as well as how processes of democratization work. ● the UN Security Council has explicit authority to deal with threats to the peace, breaches of the peace, and acts of aggression. ● display basic knowledge of major historical events in the United Kingdom. ● the United Kingdom has no written Constitution but functions as a Constitutional Monarchy. ● the British Parliament consists of the House of Commons and the House of Lords. ● the three main parties in the UK are the Conservatives, Labour, and the Liberal Democrats. ● the Executive Branch in the UK consists of a Prime Minister and his/her Cabinet. ● two of the more influential recent Prime Ministers have been Margaret Thatcher and Tony Blair. ● the biggest split in British political culture is class. ● QUANGOs serve a vital role in the political functioning of the UK. ● the UK has undergone major constitutional changes since the 1980s. ● the UK is a much more comprehensive welfare state than the U.S., exemplified by the National Health Service (NHS). ● the European Unions’s key documents include the Treaty of Rome (1957), the Schengen Agreement (1985), the Single European Act (1986), the Maastricht Treaty (1991), and the Treaty of Lisbon (2009). ● the European Judiciary consists of the European Court of Justice and the European Court of Human Rights. ● the European Executive branch consists of: The European Commission, the Council of Europe, and has to potential to consolidate power in an EU Council President. ● the Legislative Branch of the European Union consists of the European Parliament, with members elected in free elections from member nations. ● both the Maastricht Treaty and the European Council have committed to the establishment of a Common Foreign and Security Policy (CFSP). ● many European countries have adopted a common currency, the Euro, and agreed to the establishment of a single European Central Bank. ● the EU is a voluntary political, economic, and social union of various European countries. ● the EC grew out of the European Coal and Steel Community, the European Common Market, and Euratom. ● the EC was renamed the EU in 1991. ● loosely defined, the EU has executive, legislative, and judicial branches. ● sovereignty of member nations can be restricted by 	<p>explain the following foundational documents:</p> <ul style="list-style-type: none"> ● Benjamin Barber, “Jihad v. McWorld” ● Fareed Zakaria, “Illiberal Democracy” ● Samuel Huntington, “Clash of Civilizations” ● Kenneth Walz, “Man, the State, and War” (Levels of Analysis) <ul style="list-style-type: none"> ● apply Freedom House ratings, the Lorenz Curve of income inequality with Gini coefficient, and the Human Development Index. ● debate policy positions of the three major UK political parties. ● determine some of the gamesmanship that goes on during Prime Minister’s Questions. ● given scenarios, identify how the single member district electoral system impacts the parliamentary representation of political parties that are present in the UK. ● compare the welfare state and NHS of the UK to that of the United States. ● compare and contrast nations that use common law (the U.S., UK) from those that use code law legal systems. ● discuss whether the European Union is more effective as a political union or an economic union. ● identify and explain ways that the EU has a democratic deficit and steals sovereignty from member nations. ● persuasively argue for or against European Monetary Union and the Euro currency.

- governmental organizations of the EU.
- the European Union is a free trade zone and invites members to adopt a common currency.

Academic Vocabulary

Corporatism
 Patron-Clientelism
 Interest-Group Liberalism
 Units of Analysis
 Case study
 Single Member Districts/First Past the Post
 Proportional Representation
 Mixed-Member Proportional Representation
 Inverse relationship
 Direct relationship
 Liberal Democracy
 Illiberal Democracy
 Authoritarian Dictatorship
 Totalitarian Dictatorship
 Behavioralism/Post-Behavioralism
 Traditionalist/Institutionalist
 United Nations
 UN General Assembly
 UN Security Council
 Secretary General
 Globalization
 Democratization
 Interest Group
 1st World/2nd World/3rd World (Developing World)
 Materialism/Post-Materialism
 Conservatism/Liberalism/
 Classical Conservatism/Classical Liberalism
 Regime/Regime change
 Revolution
 Unipolarity/Bipolarity/Multipolarity
 Rule of Law
 United Kingdom--England, Wales, Scotland, Northern Ireland
 Prime Minister
 Prima inter pares
 Question Hour/Question Time
 NATO
 National Health Service
 Conservative Party
 Labour party
 Liberal Democratic party
 House of Commons
 House of Lords
 Constitutional Monarchy
 Vote of No Confidence
 MP (Member of Parliament)
 British Supreme Court
 Chancellor of the Exchequer
 Margaret Thatcher
 Falklands War
 Tony Blair
 Devolution

Clause 4, Labor Party Platform
 Gordon Brown
 Five tests
 David Cameron
 Austerity
 Theresa May
 BREXIT
 referendum
 Scotland Referendum, 2015
 European Court of Human Rights
 European Court of Justice
EU terms

Unit 4-5: Former Communist Countries, The Russian Federation, and the People’s Republic of China

Essential Question(s)

1. What are the key components of a communist political and economic system, and why have many countries abandoned it?
2. Who were the key leaders of the communist movements and what doctrines did they espouse?
3. What is Russia?
4. What is the historical backdrop of communism in Russia and other Communist countries?
5. What was the Cold War?
6. What are the major political institutions of the Russian Federation and how do they function?
7. Is the People’s Republic of China truly a Communist nation?
8. How did historical isolationism affect Chinese government, economics, and culture?
9. Who were some of the most influential people in modern Chinese history?
10. What are the major political institutions of China and how do they function?

Essential Understanding(s)

1. Communist systems have a dictatorial political system merged with a command economy. Free market democracies have proven more resilient and desirable to the average person.
2. Karl Marx, Vladimir Lenin, and Mao Tse-Tung laid the groundwork for communism in Russia and China, as well as around the world.
3. The Soviet Union split into 15 independent countries in 1991, after the fall of the Berlin Wall in 1989, which liberated Eastern Europe.
4. The Russian Federation is the “old Russia” prior to the Soviet Union.
5. The Cold War was an ideological conflict fought on third-party turf between the First World (United States and its allies, NATO) and the Second World (the U.S.S.R. and its allies; Warsaw Pact).
6. While maintaining a totalitarian political structure, China has liberalized economically since 1978.
7. Chinese isolationism meant that, despite being the world leader in A.D. 1000, China was a backwards country economically and politically by the 21st Century.
8. Mao Zedong, who began the Communist revolution, and Deng Xiaoping, who allowed for economic liberalization, were two of the most influential Chinese leaders.
9. China has a President, a Premier, and a National People’s Congress that acts as a rubber stamp.

Curriculum Standards

CR12—The course uses concrete examples and discusses contemporary political changes in studying Russia.
CR7—The course uses concrete examples and discusses contemporary political changes in studying China.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> ● Karl Marx wrote “the Communist Manifesto” and “Das Kapital,” arguing that a Communist system is preferable to a free market system. ● Vladimir Lenin believed a Communist revolution could be spurred by a revolutionary vanguard. ● Joseph Stalin won a power struggle after Lenin’s death and promoted collectivization and 5-Year Plans to industrialize. ● Mikhail Gorbachev instituted the policies of glasnost and perestroika and dismantled much of the Soviet political and economic structure. ● Boris Yeltsin as President of the Russian Federation employed “shock therapy” to shift the Russian economy to capitalism. ● Vladimir Putin has been the Russian leader in name, and now the leader in effect, since 2000. ● the Russian Constitution of 1993 borrows heavily from the constitutions of France, the United States, and Germany. ● the Russian legislative branch consists of a proportionally-elected Duma and a Federation Council chosen by the local legislatures and regional governors. ● the Russian Executive Branch consists of a dual executive—a President and a Prime Minister, each of which have different duties. ● the Russian presidential election is based on a 2-ballot system which guarantees a mandate for the winner. ● the Russian judicial system consists of lower courts, a Supreme Court, and a Constitutional Court. ● the Russian political system is a multiparty system that is usually in flux. ● Russia’s political culture is influenced by geography, ethnicity, history, and religion. ● Russia, despite the loss of its superpower status, still maintains sway in some foreign affairs and is particularly challenged by domestic terrorism. ● traditional Chinese political culture is based on Confucianism. ● Mao Zedong led the Communists in their successful attempt to overthrow the Nationalist Chinese led by Chiang Kai-Shek. ● as leader of China from 1949-1976, Mao led the nation down a series of destructive initiatives, including the Great Leap Forward and the Cultural Revolution. ● the “Gang of Four” tried to succeed Mao after his death, but Deng Xiaoping was able to seize power and put China on a path to economic liberalization. ● political liberalization, however, did not occur, as exemplified by the Chinese military’s crackdown at the Tiananmen Square Riot in 1988. ● the Chinese system is characterized by parallel hierarchies in the Chinese Communist Party and the government. ● Guanxi or personal connections, are the “old boys and old girls networks” and are the closest thing China has to patron-client networks—even in the CCP nomenklatura 	<ul style="list-style-type: none"> ● comprehend the development of communist doctrine and ideology in Europe. ● differentiate among and define the following: Marxism, Leninism, Stalinism, Totalitarianism. ● comprehend political and economic doctrines of Karl Marx on communism and class exploitation. ● define Marxist theory and explain the following notions and terms: Historical materialism, Dialectics, Proletarian revolution. ● Demonstrate understanding of the role of Russian Revolution in 1917 in the development of communist regimes in Eastern Europe and beyond. ● comparatively define socialism and communism. ● understand the notion of totalitarian regime and totalitarian form of governance. ● assess major differences between the command and free market economies. ● comparatively analyze similarities and differences between the USSR and the People’s Republic of China in managing economy and political process under communist ideology and party system. ● recognize the role of Vladimir Lenin, Joseph Stalin and Mao Zedong in the process of communist state formation and development. ● discuss the structure of the Communist Party and government institutions in the Soviet Union. Define the following terms: Nomenklatura, Central Committee, Politburo, General Secretary. ● demonstrate understanding of the role of Mikhail Gorbachev in the process of party, state and ideological reformation in the USSR. Define the following terms: Glasnost, Perestroika. ● recognize factors that contribute to the collapse of communist regimes in Eastern Europe and the Soviet Union. ● identify challenges of post-communist democratization in Eastern Europe. ● define social and political, including of revolutionary character movements in Hungary, Romania, Soviet Union, Poland and other countries against communism. ● recognize the process of the USSR disintegration. ● discuss the implications of the shock therapy in post-communist countries. ● identify remaining communist regimes and discuss their political, economic and social challenges. ● demonstrate understanding of key factors of the historical formation of the Russian state in 19-20th centuries ● comprehend the development of communist doctrine and ideology in Russia. ● define key elements of the 1917 revolutions in Russia. ● define Russian diversity, geography and current economic challenges. ● understand the process of political, economic and social developments of the Union of Soviet Socialist Republics (USSR).

differ slightly on ideology (Hu Yaobang v. Deng Xiaoping).

Academic Vocabulary

Karl Marx

The Communist Manifesto

Bourgeoisie

Proletariat

Capitalism

Vladimir Lenin

Bolsheviks

Mensheviks

Vanguard

1st Russian Revolution 1917

Provisional Government

October Revolution 1917

Politburo

Nomenklatura

Slavophile v. Westernizer

Joseph Stalin

Warsaw Pact

Cold War

Nikita Khrushchev

Leonid Brezhnev

Mikhail Gorbachev

Perestroika

Glasnost

Boris Yeltsin

Vladimir Putin

Moscow Theater Siege, 2002

Chechens/Chechnya-Ingushetia

Beslan School Massacre, 2004

Moscow Metro Bombings, 2010

Alexander Litvinenko

Anna Politkovskaya

Mikhail Khodorkovsky

Putin's "Power Vertical"

Potemkin Parties

United Russia

Nashi

Dmitri Medvedev

Duma

Federation Council

Mixed Member Proportional Election System

Constitutional Council

China:

Han Chinese

Tibetans

Uighurs of Xinjiang

Mao Tse-Tung

Mass Line

Great Leap Forward

Cultural Revolution

Gang of Four

Deng Xiaoping

Tiananmen Square Riot

Hu Yaobang

Jiang Zemin

- discuss the role of Joseph Stalin in the history of the USSR.
- demonstrate understanding of the necessity of creating the Comintern by Vladimir Lenin
- comprehend the impact of the following Soviet leaders on the political development of the USSR: Nikita Khrushchev, Leonid Brezhnev, Mikhail Gorbachev.
- recognize the structure of the Communist Party and government institutions in the Soviet Union. Define the following terms: Central Committee, Politburo, Secretariat, Nomenklatura.
- demonstrate understanding of the role of Mikhail Gorbachev in the process of party, state and ideological reformation in the USSR.
- comprehend Gorbachev's doctrines of *perestroika*, *glasnost* and *democratization*.
- define and differentiate between the 1991 and the 1993 coups in the USSR and the Russian Federation.
- discuss the implications of the shock therapy and privatization in Russia.
- identify patterns of political culture, civil society participation and party affiliation among Russian voters in 1990s.
- demonstrate understanding of Russia's electoral system and its impact on the development of the political system.
- define the role of political parties in the elections and differentiate among the following political parties: Yabloko, United Russia, Just Russia, Liberal Democrats, Union of Right Forces.
- demonstrate understanding of the composition of the Russian federal state.
- comprehend the challenging process of the development of Russian economy.
- discuss the role of oligarchs in the Russian political and economic development.
- analyze the Slavophile v. Westernizer debate that has colored Russian political culture.
- explain the lingering effects of Confucianism on China today.
- identify the skill sets possessed by Mao and why they make an effective revolutionary but a poor government leader.
- evaluate the prospects for the Chinese Communist Party remaining in power in both the short and long term.

Hu Jintao Xi Jinping National People's Congress National Party Congress Xenophobia 4 Modernizations	
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Unit 6: Newly Industrializing Countries (NICs) and the United States of Mexico

<p>Essential Question(s)</p> <ol style="list-style-type: none"> 1. What are Newly-Industrializing Countries? 2. How did Mexico evolve? 3. What are the major political institutions of the Mexican state? 4. How does corporatism in Mexico function? 5. What are the major political institutions of Mexico and how do they function? 	<p>Essential Understanding(s)</p> <ol style="list-style-type: none"> 1. NICs have increasing levels of GDP, and improving levels of political legitimacy and stability. 2. Formerly a colonial possession of Spain, Mexico gained independence in 1821. 3. A series of authoritarian dictatorships followed, and democracy was consolidated in 2000. 4. Corporatism is diametrically opposed to Interest Group Liberalism. 5. Mexico has a bicameral legislature consisting of a Chamber of Deputies and a Senate, a President that is head of state and head of government, and a semi-independent judiciary with a Supreme Court.
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Curriculum Standards

CR10—The course uses concrete examples and discusses contemporary political changes in studying Mexico.

<p>Knowledge/Content Students will know about....</p>	<p>Skills/Processes Students will be able to.....</p>
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<ul style="list-style-type: none"> • the Mexican Constitution of 1917 is the controlling document of Mexican government and confers legitimacy. • Lazaro Cardenas, Miguel de la Madrid, and Ernesto Zedillo were particularly significant PRI-party Presidents of the 20th Century. • thus far, both 21st Century elections have resulted in the opposing party, PAN, winning and retaining the Presidency. • the Mexican legislative branch consists of a Chamber of Deputies and a Senate, with both elected by a mixed member-proportional system. Both houses do not allow members to serve consecutive terms. • the Mexican President is elected for one six-year term and is not re-electable. • the Mexican judiciary is the last part of the Mexican government to demonstrate full independence. A tiered court system hears appeals and Constitutional challenges. • Mexico agreed to NAFTA in 1994. • a major conflict in Mexico involved the Zapatistas in Chiapas, who felt that NAFTA would hurt them. The Mexican military intervened to stop the fighting. <p><u>Academic Vocabulary</u> NIC</p>	<ul style="list-style-type: none"> • identify some countries that fit the definition of a NIC • identify both necessary and sufficient conditions for a country to modernize • create a scenario involving the Mexican judiciary after which observers could finally declare the judiciary fully independent
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Dependency Theory Necessary/Sufficient Conditions (for modernization) Mestizo Amerindian Lazaro Cardenas/Cardenas Upheaval Miguel de la Madrid Structural Adjustment International Monetary Fund PRI PAN PRD Ernesto Zedillo Vicente Fox Felipe Calderon Enrique Pena Nieto Chiapas Zapatistas NAFTA Pendulum Theory Yo Soy 132 IFE Chamber of Deputies Senate Mixed-Member Proportional Patron-Clientelism Corporatism Import Substitution Industrialization Export-Oriented Industrialization Maquiladoras	
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Unit 7: The Islamic Republic of Iran

Essential Question(s) 1. What is a theocracy? 2. How and why did the current Iranian regime evolve? 3. What are the major political institutions and how do they function?	Essential Understanding(s) 1. A theocracy is a regime that rules based on religious precepts. 2. The fall of Mohammad Reza Shah Pahlavi in 1979 created a power vacuum filled by Ayatollah Khomeini. 3. Iran has a unitary, totalitarian government. 4. Iran has a dual executive consisting of a Supreme Leader or Ayatollah, and a President. 5. The Iranian Parliament is called the Majles.
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Curriculum Standards

CR9—The course uses concrete examples and discusses contemporary political changes in studying Iran.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> modern Iran began in 1922, with the seizure of power by Reza Shah Pahlavi, who abdicated in 1943 in favor of his son, Mohammed Reza Shah Pahlavi. the second Shah attempted to curtail dissent by creating a totalitarian state and the 1963 White Revolution, but he was eventually deposed in 1979. 	<ul style="list-style-type: none"> explain the major social and political initiatives instituted by the Pahlavi dynasty. explain the implications of the White Revolution in Iran (1963). explain the implications of the Islamic Revolution in Iran (1979).

updated 3/2014

- Iran's 1979 revolution led to the drafting of its current Constitution, based on shar'ia, or Islamic law.
- the Iranian legislative branch consists of single house, the Majlis.
- the Iranian Executive Branch consists of a President who is nominally in control, but actually subordinate to the Ayatollah, or Supreme Religious Leader.
- the Iranian judiciary is not independent and exists to further the will of the Supreme Leader.
- the Guardian Council limits democracy by severely restricting which candidates can run in elections and by striking down legislation if it determines that it does not meet shar'ia.
- the Council for the Expediency of the State attempts to moderate disputes between the Majles and the Guardian Council.

Academic Vocabulary

Shia
 Sunni
 Majles
 Guardian Council
 Supreme Leader/Ayatollah
 Expediency Council
 Assembly of Religious Experts
 Rentier state
 Theocracy
 Reza Shah Pahlavi
 Mohammed Reza Shah Pahlavi
 Islamic Society of Engineers
 Islamic Iran Participation Front
 Vetting
 White Revolution (1963)
 Islamic Revolution (1979)
 Green Revolution (2009)
 Ayatollah Ruhollah Khomeini
 Hostage Crisis
 Ali Akbar Hashemi Rafsanjani
 Mohammad Khatami
 Mahmoud Ahmadinejad
 Moderation and Development Party
 Hassan Rouhani
 Revolutionary Guards
 SAVAK
 Diaspora

- identify key institutions in Iran (Majles, Assembly of Religious Experts, Guardian Council, Expediency Council, Ayatollah, President).
- demonstrate understanding of the structure and function of the Iranian judiciary.
- demonstrate understanding of how the Guardian Council can limit the possibility of any democracy emerging in Iran.
- explain why the Expediency Council was created.

Unit 8: The Nigerian Federation

Essential Question(s)

1. What is the "National Question" facing Nigeria?
2. What are the major political institutions and how do they function?
3. Can democracy thrive in such an ethnically and linguistically diverse state?

Essential Understanding(s)

- The most significant question facing Nigeria is, "Should Nigeria remain 1 unified state?"
- Nigeria is a federation with legislative, executive, and judicial branches
- Democracy can thrive, but it must be supported by linkage institutions

	<ul style="list-style-type: none"> Federal systems help diverse states stay together by decentralizing some power
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Curriculum Standards

CR11—The course uses concrete examples and discusses contemporary political changes in studying Nigeria.

Knowledge/Content I Know ...	Skills/Processes I Can ...
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<ul style="list-style-type: none"> Nigeria has had 4 military regimes since independence in 1960, and went through a bloody Civil War. Nigeria’s newest constitution restored democracy in 1999. Nigeria consists of over 250 ethnic groups, the main ones of which are the Hausa-Falani, the Igbo, and the Yoruba. the two major political parties in Nigeria are the ruling People’s Democratic Party and the opposition All Nigeria People’s Party—which in 2015 morphed into the All Progressives Congress. oil revenue makes Nigeria a rentier state. <p>Academic Vocabulary Olesegun Obasanjo Muhammadu Buhari Ibrahim Babangida Umaru Musa Yar’Adua Goodluck Jonathan Hausa-Falani Yoruba Igbo MEND Boko Haram Nigerian House Nigerian Senate PDP APC Para-statels Patron-clientelism</p>	<ul style="list-style-type: none"> compare and contrast Nigerian patron-clientelism to the corporatism found in other countries. explain the result of the 1966-70 Civil War in Nigeria. explain the rise of Boko Haram. detail the results of Nigeria’s most recent election for President.
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Unit 9: The French Republic (extra; after AP exam)

Essential Question(s)	Essential Understanding(s)
<ol style="list-style-type: none"> How does the history of France impact its governmental structure? What are the major political institutions of France and how do they function? What are the significant components of French political culture and foreign policy? 	<ol style="list-style-type: none"> French history consists of revolutions and jerking from one governmental structure to another. France is a unitary republic with a bicameral legislature, a dual executive, and an independent judiciary that possesses judicial review. French foreign policy is based on France’s economic needs and has fewer overlaps with American foreign policy than Britain’s does. French political culture is adversarial, with the 3 most deeply divisive issues in France being:

	Racism/illegal work, post-material cleavages (environment, education, women's rights), and European integration.
Curriculum Standards	
This unit is completed AFTER the AP exam; therefore it does not correspond to a direct AP standard. The course uses concrete examples and discusses contemporary political changes in studying France.	
Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • France's current 5th Republic dates back to 1958. • the French legislature consists of the National Assembly and the Senate. • the French executive is a dual executive, with a President largely in charge of foreign policy and a Prime Minister that handles domestic policy. • cohabitation (having a prime minister and president of two different political parties) has occurred several times in recent French history. • the French judiciary is independent and is expressly granted the power of judicial review. <p><u>Academic Vocabulary</u> Charles DeGaulle Georges Pompidou Valery Giscard D'Estaing Francois Mitterrand Jacques Chirac Nicolas Sarkozy Francois Hollande Emmanuelle Macron Marine LePen</p>	<ul style="list-style-type: none"> • assess the impact of cohabitation on French government each of the 3 times it has occurred. • explain how the French voting system encourages deal-making between and within political parties.

Unit 10: The Federal Republic of Germany (extra; after AP Exam)

Essential Question(s)	Essential Understanding(s)
<ol style="list-style-type: none"> 1. How did the modern German state evolve? 2. What are the major political institutions of Germany and how do they function? 3. Why did the Weimar Republic fail? 4. What problems and possibilities emerged from the 1990 German Reunification? 	<ol style="list-style-type: none"> 1. German unification came about gradually, and was completed in 1871 by Bismarck. 2. The German Constitution was written by the United States as an occupying power, and created a federation with legislative, executive, and judicial branches. 3. The Weimar Republic of 1919-33 failed because of a proportional representation election system that allowed to political party to obtain a governing mandate. 4. The Western parts of Germany were more advanced than East Germany, but the mark was exchanged at a

	1-to-1 ratio, encouraging companies to look for cheap labor in the east.
Curriculum Standards	
<p>This unit is completed AFTER the AP exam; therefore it does not correspond to a direct AP standard. The course uses concrete examples and discusses contemporary political changes in studying Germany.</p>	
Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> the German legislature consists of a Bundestag and a Bundesrat. the German Executive Branch consists of a Chancellor and a President. the German Judiciary has the power of judicial review and is well respected throughout the country. Commercial interests drive German foreign policy. German political culture tends not to favor an equal political role for women. <p><u>Academic Vocabulary</u></p> <p>Grundgesetz/Basic Law Adolf Hitler West Germany East Germany Two Plus Four Treaty/Unification Helmut Kohl Gerhard Schroeder Angela Merkel Weimar Republic Bundestag Bundesrat CDU/CSU SPD</p>	<ul style="list-style-type: none"> analyze the impact of the German Green Party on the political system. Explain why coalitions are a more significant part of German government than most other European democracies.

Unit 11: India (after AP exam)

Essential Question(s)	Essential Understanding(s)
<ol style="list-style-type: none"> How did the modern state of India emerge? What are the major political institutions of India and how do they function? 	<ol style="list-style-type: none"> India gained its independence in 1948. India is a federal republic with a mixed Presidential/Parliamentary system.
Curriculum Standards	
<p>This unit is completed AFTER the AP exam; therefore it does not correspond to a direct AP standard. The course uses concrete examples and discusses contemporary political changes in studying India.</p>	

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● India's Legislative Branch consists of a Lok Sabha and a Raja Sabha. ● India's Executive Branch consists of a figurehead President and powerful Prime Minister. ● India's Judiciary is well-respected and broke some large bribery scandals. ● Indian society is divided in 5 castes: Brahmans, Kshatriyas, Vaisyas, Sudras, and Dalits (Untouchables). ● most of India's Constitution comes from the 1935 British Government of India Act. ● India gained its independence in 1947 but decided to join the British Commonwealth. ● key political parties are the Congress Party (left of center) and the BJP (right of center). ● India's major region of conflict is the Kashmir region, which is on the border with Pakistan. <p><u>Academic Vocabulary</u></p> <p>Lok Sabha Raja Sabha Caste system Sepoy Mutiny Mahatma Gandhi Indira Gandhi Rajiv Gandhi Manmohan Singh State of Emergency Indian National Congress BJP Tamils Partitioning (British India)</p>	<ul style="list-style-type: none"> ● identify and analyze differences between India's two major political parties, the INC and the BJP.

Unit 12: Michigan Government: Structure and Functions of State and Local Governments (After AP exam)	
Essential Question(s) <ol style="list-style-type: none"> 1. Why do we need state government? 2. Why do we need local government? 3. What is the relationship between the state and federal governments? 4. What is the relationship between the state and local governments? 5. What are the structures and functions of state and local government? 6. What are the reserved powers? What are the main sources of revenue for states? 	Essential Understanding(s) <ol style="list-style-type: none"> 1. State and local governments deal with the unique needs of each state. 2. The Constitution guarantees state powers in the 10th Amendment. 3. Like the federal government, states have 3 branches of government. 4. Beside the income tax, the states get revenue from other sources including fees, licensing, property tax, sales tax.

Curriculum Standards

3.1 Structure, Functions, and Enumerated Powers of National Government

Describe how state and local governments are organized and what they do

3.1.7 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.

3.3 Structure and Functions of State and Local Governments

Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?

3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).

3.3.2 Identify and define states' reserved and concurrent powers.

3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.

3.3.4 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.

3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).

3.3.6 Evaluate the major sources of revenue for state and local governments.

3.3.7 Explain the role of state constitutions in state governments.

6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.

6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

6.2 Participating in Civic Life

Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?

6.2.1 Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).

6.2.2 Distinguish between and evaluate the importance of political participation and social participation.

6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.

6.2.4 Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.

6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.

6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.

6.2.7 Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.

6.2.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

6.2.10 Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.

6.2.11 Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● the federal government has exclusive powers that the states cannot do as enumerated in the Constitution. (e.g., prohibitions against coining money, regulating interstate commerce, making treaties with foreign governments). ● the states have reserved powers that the federal government cannot impede. (e.g. federal government cannot abolish a state, Tenth Amendment reserves powers to the states, such as licensing, running schools, establishing marriage and divorce laws). ● over time the federal government power has increased over states due to broad interpretations of the necessary and proper clause, the commerce clause, and the 10th Amendment. ● state governments have 3 branches. They are the executive branch led by a governor to enforce state laws, a legislative branch which makes state laws, and a judicial branch which interprets state laws. ● local governments in Michigan are created by the state legislature and consist of counties, townships, cities, villages, and special districts. ● state and local government has more impact on the daily life of citizens than the federal government. (e.g. road construction, water supplies, sewage, school system). ● citizens can check the state government by affirming or rejecting a measure passed by the state legislature through the process of referendum. ● citizens can monitor the state government by passing laws and changing the state constitution through the initiative process. ● citizens can monitor and remove elected officials who have betrayed their trust through the recall process. ● beside the income tax, the states get revenue from other sources including fees, licensing, property tax, and sales tax. ● some states have no income tax or sales tax because they have other sources of revenue. ● the federal government provides significant revenue to states through block grants and categorical grants. ● state constitutions lay out the structure, functions, and limits of the state government. <p><u>Academic Vocabulary:</u> State Constitution Counties Proposal A Initiative Referendum Recall Michigan House Michigan Senate Michigan Supreme Court Governor Lieutenant Governor Attorney General</p>	<ul style="list-style-type: none"> ● compare and contrast federal and state powers. ● classify state and federal powers and describe the powers as they are used. Classification will include concurrent, enumerated, reserved, and exclusive. ● use case studies such as <i>McCulloch v. Maryland</i> <i>Gibbons v. Ogden</i>, <i>Schechter v. U.S.</i>, and <i>U.S. v. Lopez</i>, to examine the growth of federal power over states. ● create a graphic organizer outlining and explaining the organizational structure of state and local government and the responsibilities of each. ● identify and provide examples of referendum, initiative, and recall. ● describe ways in which individual citizens can impact the actions of state and local government. ● compare and contrast the various revenue sources that states rely on to fund functions of state government. ● describe how the state constitutions create the 3 branches of state government and protect the rights of citizens.

Secretary of State Michigan District Court Michigan Circuit Court Probate Court Juvenile Courts Municipal Courts Property Taxes Zoning Annexing County Clerk Strong Mayor Weak Mayor City Manager County Commissioners County Executive	
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