



AP Comparative Government MIGs

Course Description This course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate the importance of global political and economic changes. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia.

Rationale Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems and prepares students to become reflective citizens in global community.

Theme 1: Political Systems (types of and similarities and differences between) the six countries of study					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings		A. Identify the purpose and methods of comparison and classification including: <ol style="list-style-type: none"> 1. Ways to organize Government (1.2.A.1) 2. Normative and empirical questions (1.2.A.2) 3. Evaluate concepts used to identify governments (1.2.A.3) 4. Assess the process and policy of government (1.2.A.4) 		A. Study of globalization (1.4.A)	A. Study of democratization (1.5.A)
Possible Sources of Studies					
<ul style="list-style-type: none"> <i>Freedom Index</i> 					

Theme 2: Sovereignty, Authority and Power in the Six Countries of Study					
	1. History	1. Government	1. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	A. Analyze political culture, communication, and socialization (2.1.A) B. Assess sources of power (2.1.B) C. Critique the forms, purposes and application of Constitutions (2.1.C) D. Differentiate among regime types (2.1.D)	A. Evaluate supranational governance (2.1.A) B. Interpret state building, legitimacy, and stability (2.1.B)	A. Compare nations and states (2.1.A)	A. Classify types of economic systems (2.4.A)	A. Summarize how belief systems are sources of legitimacy <ol style="list-style-type: none"> Religion (2.5.A.1) Ideology Connect governance and accountability (2.5.A.2)
Possible Sources of Studies					
<ul style="list-style-type: none"> College Board Materials 					

Theme 3: Political Institutions in the Six Countries of Study					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings		<p>A. Evaluate the levels of government</p> <ol style="list-style-type: none"> Supranational/national/regional/ local (3.2.A.1) Unitary/federal (3.2.A.2) Centralization/decentralization (3.2.A.3) <p>B. Summarize executives including head of state, head of government and cabinets</p> <ol style="list-style-type: none"> Single or dual (3.2.B) President (3.2.B.2) Prime Minister (3.2.B.3) <p>C. Compare legislatures</p> <ol style="list-style-type: none"> Unicameral/bicameral; symmetric/asymmetric (3.2.C.1) Organization (3.2.C.2) Membership and representations (3.2.C.2) <p>D. Assess institutional relations in Parliamentary and presidential systems (3.2.D)</p> <p>E. Analyze elections:</p> <ol style="list-style-type: none"> Presidential (3.2.E.1) Parliamentary (3.2.E.2) Referendums (3.2.E.3) Non- competitive (3.2.E.4) <p>F. Investigate electoral systems:</p> <ol style="list-style-type: none"> Proportional representations (3.2.F.1) Single member district (3.2.F.2) <p>G. Critique the role of political parties including:</p> <ol style="list-style-type: none"> Organization (3.2.G.1) Membership (3.2.G.2) Institutionalization (3.2.G.3) 			

		<p>4. Ideological position (3.2.G.4)</p> <p>H. Compare party systems (3.2.H)</p> <p>I. Interpret leadership and elite recruitment (3.2.I)</p> <p>J. Connect interest groups and interest group systems (3.2.J)</p> <p>K. Investigate the structure of bureaucracies (3.2.K)</p> <p>L. Identify the role of the military and other coercive institutions. (3.2.L)</p> <p>M. Analyze judiciaries including:</p> <ol style="list-style-type: none"> 1. Degrees of autonomy (3.2.M.1) 2. Judicial review (3.2.M.2) 3. Types of law (3.2.M.3) 			
Possible Sources of Studies					
<ul style="list-style-type: none"> • <i>Constitutions of the World</i> 					

Theme 4: Role of Citizens and Society in the State within the Six Countries of Study					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings		A. Interpret state building, legitimacy, and stability (4.2.A)			A. Evaluate cleavages and politics by ethnic, racial, class, gender, religious, and regional groups (4.5.A) B. Identify civil society and social capital (4.5.B) C. Assess media roles (4.5.C) D. Compare social movements (4.5.D)
Possible Sources of Studies					
<ul style="list-style-type: none"> Visuals of Business and Politics. Science and Technology. & More 					

Theme 5: Political and Economic Change in the Six Countries of Study					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	<p>A. Investigate revolution, coups, and war (5.1.A)</p> <p>B. Evaluate trends and types of political change including:</p> <ol style="list-style-type: none"> 1. Components (5.1.B.1) 2. Promoting or inhibiting factors (5.1.B.2) 3. Consequences (5.1.B.3) 			<p>A. Assess relationship between political and economic change (5.4.A)</p> <p>B. Analyze globalization and fragmentation, interlinked economies, global culture, reactions against globalization, and regionalism. (5.4.B)</p> <p>C. Summarize approaches to economic development (5.4.C)</p>	
Possible Sources of Studies					
<ul style="list-style-type: none"> <i>Index of Economic Freedom</i> 					

Theme 6: Public Policy in the Six Countries of Study					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings					<p>A. Evaluate common policy issues including:</p> <ol style="list-style-type: none"> 1. Economic performance (6.5.A.1) 2. Social welfare (6.5.A.2) 3. Civil liberties, rights, and freedoms (6.5.A.3) 4. Environment (6.5.A.2) 5. Population and migration (6.5.A.5) 6. Economic development (6.5.A.6) <p>B. Analyze domestic and international factors influencing public policy-making and implementation. (6.5.B)</p>
Possible Sources of Studies					
<ul style="list-style-type: none"> • College Board Materials 					

Use the following Social Science Tools for Themes 1-7

Tools of Social Science Inquiry-In order to investigate and draw conclusions about the past students:

- Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
- Develop compelling questions and research the past.
- Anticipate and utilize the most useful sources to address their questions.
- Develop and test claims and counter-claims to address their questions.
- take informed action based on their learning.

	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, Cultures
Disciplinary Tools and Sources	<p>A. Create and use tools to evaluate how historical events and developments were shaped, time and place, as well as broader historical context. (1.A)</p> <p>B. Analyze the perspective of people in a historical era to explain the influence of complex factors. (1.B)</p> <p>C. Create and use tools to analyze a sequence of events that happen at the same time. (1.C)</p> <p>D. Explain connections among historical context and perspectives at the time. (1.D)</p>	<p>A. Evaluate government systems in order to compare how they affect individuals and groups within and among societies. (2.A)</p> <p>B. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (2.B)</p>	<p>A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends within and among regions. (3.A)</p>	<p>A. Analyze the role of comparative advantage to determine its impact on the exchange of people, goods, and ideas. (4.A)</p> <p>B. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals. (4.B)</p>	<p>A. Analyze the sources/artifacts people created to determine the extent to which accelerated exchange impacted their content and perspective. (5.A)</p> <p>B. Examine the origins and impact of social structures and stratification on societies and relationships between people. (5.B)</p> <p>C. Describe how perspectives share the sources/artifacts created. (5.C)</p>