A.P. Government and Politics: U.S. and Comparative Syllabus
Advanced Placement Government and Politics: US and Comparative Course Overview

Advanced Placement Government and Politics class incorporates two college level courses: a one-semester course in American Government and Politics and a one-semester course in Comparative Government and Politics. This course will focus on examining the formal and informal structures of government and the processes of different types of worldwide governments with a strong emphasis on the American political system. In doing so, students will be prepared for two Advanced Placement exams: U.S. Government and Politics and Comparative Government and Politics.

Additionally, this course will encourage informed and active citizenship. In the post September 11th world of increased globalization and interdependence, students must possess a strong understanding of how the U.S. government, its allies and adversaries, and multi-national political organizations interact. Intense study of these political systems will afford students the opportunity to better comprehend the complexities of the modern world.

Course Readings and Texts

The two required texts for this course. Each student will receive a copy of these texts, which include online support resources:


Supplemental Readings: These reference and resource books/ magazines/ newspapers are available in the classroom reference library:

• *The New York Times*
• *The Economist*
• *Upfront Magazine*

**Teaching Strategies**

The methods used during in-class lessons include: teacher lecture, group work and class discussions. Teacher lectures may be based on notes, primary/secondary source documents, textbook readings or current events. Group work involves working with the textbook, primary or secondary source documents, internet resources, and/or in-class handouts. Class discussions often begin with a theme or question either from current events or from a reading.

**Overview of Course Assignments/Assessments**

The following descriptions are components of every unit in this course.

• “Weeklies” – Analytical and interpretive writing assignments infusing current event research.
  o Each Monday students are instructed to research a current events article based on a theme/concept we are studying that week. The ‘Weekly’ is due that Thursday. The assignment can include certain parameters (which may vary week to week) such as acceptable sources (BBC, Turkish Daily News, CNN, a non-website source) or the type of article (an editorial, a political cartoon).
• Contemporary News Analysis
  o Every Monday a page of poster paper is hung in the room with a particular current event topic that either relates to material of the week or touches upon themes from earlier in the course. Students are encouraged to respond to the issues and each other’s comments either before school, after school, or between classes. The comments are anonymous. At the end of the week, the class may have a brief analytical discussion about all the ideas posted.

• Group work is encouraged. Students sit in pods of 4 facing each other. They may be required to analyze a primary source document to present to the rest of the class, to read an article and then jigsaw to explain it to others while also hearing theirs, to illustrate their themes, to create worksheets for others to complete or to complete worksheets based on topics/readings.

• Analytical and interpretive free-response essays
• Political Position Papers: Write a genuine letter to a politician of the student’s choice.
• Primary/Secondary source analysis
• Simulations: Including the coordination of a school mock election in the fall
• Tests/quizzes – these will include comparative government questions across units and countries. Formats: multiple choice, essay, short answer, fill-in, T/F (correct all false statements)
• Authentic assessments: posters, political cartoons, test-writing, diary entries, reflective writing, etc.
Themes in A.P. Government and Politics: US and Comparative Interwoven throughout course (From the College Board AP Program)

1. Constitutional Underpinnings of Government
   - Purpose of government
   - Definition of democracy, pluralism, elitism, oligarchy, dictatorship
   - Historical context at time of constitution writing
   - Inspiration, influences, motivations and philosophies of participants
   - Federalism, unitary and Separation of Powers
   - Constitutional proposals, compromises and amendments

2. Political Beliefs and Behaviors
   - Main aspects of political socialization
   - Different views of the political process
   - Demographic features of voting population
   - Specific beliefs held by different minority and ethnic groups
   - Cleavages, their composition, role and impact
   - Voting and participation in politics
   - Trust, confidence and approval ratings of elected officials – legitimacy
   - Methods, causes and goals of revolution and reform

3. Political Institutions and the Media
   - Mechanisms that allow for citizens to communicate concerns and effect change
   - Define interest groups
   - Examine evolution of party systems, structures and their impact on the political process
   - Study of elections
   - Role and impact of media on political system and citizens
   - Identification of levels of government and their powers
   - Role of the military

4. Institutions of Government
   - Composition of legislature
   - Powers of the executive
• Organization of bureaucracy
• Structure of judicial system
• Conflicts of different aspects of the system

5. Public Policy

• Formation of policy agendas
• Implementation of public policy by different governmental structures
• Elements of the federal budget
• Partisan impact on policy
• Environmental policies
• Economic culture, system and policy
• Domestic and international pressures

6. Civil Rights and Civil Liberties

• Development of Civil Liberties and Civil Rights based on judicial interpretation
• Identification of certain guaranteed basic rights
• Due process
The course is organized to allow students to first focus on the United States and then the six comparative countries. In doing so, concepts about government and citizenship are interwoven throughout the material according to the AP Topic Outlines.

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Unit 1 The Constitutional Underpinnings of Government

Essential Questions:
1. What is the purpose of government?
2. What is democracy?
3. How did our government develop and transform into its current form?
4. What historical (both domestic and foreign) events and documents have influenced our government?
5. What is uniquely American about our federal government?

Instructional Objectives Students will demonstrate the ability to:

1) To explore the purpose of government and the different kinds of government.
2) To study the different types of democratic governments and their origins.
3) To examine the failures of the Articles of Confederation and the historical influences of the Constitution.
4) Explain how Marbury v. Madison changed the Constitution and the balance of power between the three branches.
5) To examine the unique federal system our government embraces.
6) To understand the origins, needs for, and challenges to the Constitution’s amendments.

Activities/ Assessments:

• Discussion and assessment of Summer Assignment (student weekly journals on national and international political issues in the news)
• Read, discuss, and write responses about contemporary challenges to the Constitution
• Research and presentation on the amendments
• Weekly – Article about US Constitution and modern interpretations.
• Weekly – Article about a conflict between state and federal governments – analyze according to Constitution
• Preamble analysis
• Amendment analysis/presentation
• Federalist Papers essay
• Multiple choice test on Constitution and government

Readings/ Resources:

• Federalist Paper No. 10
• Federalist Paper No. 51
Essential Questions:

1. What is political socialization?
2. What factors most impact modern elections?
3. What are the integral ideologies that impact the U.S. political and electoral systems today?

Instructional Objectives Students will demonstrate the ability to:

1. Define and analyze the terms political culture and political socialization.
2. Examine the terms/positions 'liberal' and 'conservative' by surveying ourselves and challenging our self-assumptions and belief systems.
3. Research poll-taking methods and analyze the flaws and strengths of the polling system.
4. Trace the history/origin of the build up of distrust of government in U.S. political culture.
5. Identify levels of and factors influencing citizen participation (voting, joining interest groups, protests, lobbying, etc.)
6. Research and identity current examples of concepts discussed in this unit.

Activities/ Assessments:
• Read summaries of 3 Supreme Court cases – seemingly different, but all about the issue of privacy and how important this ‘invented’ right is in our culture
• Analysis of polls (type and use)
• Discuss/analyze concept of trust in government
• Classroom-based and school-wide mock election
• Examine charts and graphs that demonstrate voting trends
• Complete a survey to help identify one's values on a liberal/conservative spectrum
• Assessment: mixed format: multiple choice; short answer

Readings/ Resources:
• Internet research for examples of key terms from chapter
• Vital Statistics in American Politics, by Stanley and Niemi, CQ Press

Related Web Sites:
http://www.politicalcompass.org
http://court.it-services.nwu.edu/idealog/
http://www.progressiverockers.com/survey.shtml

Unit 3  Political Parties, Interest Groups and Mass Media

Essential Questions:
1. What are the major political parties in the U.S. today?
2. What factions and ideologies do these parties represent?
3. Who has the greatest influence on the political process and how do they achieve it?
4. How does the media interact with and impact the political system?

Instructional Objectives Students will demonstrate the ability to:
1. Trace the development and purpose of the US’s two-party system.
2. Compare the US party system with multiple party parliamentary systems.
3. Analyze the nature, influence and necessity of influence groups and PACs.
4. Examine the impact of the media on elections and electorate behavior.
5. Conduct a mock election while studying the art of politics and rhetoric while educating the school.

Activities/ Assessments:
• Compare platforms of two parties from different election years
• Saboto PAC article with essay assignment evaluating nature of PAC
• US Political Party System simulation
• Weekly – Examine issues and bias in current election
• Lecture with notes on political parties
• Analyze 2000 census
• Debate: should non-citizens vote in local elections?
• Olson’s group laws
• Political Cartoon Analysis: Assorted election cartoons
• Media Activity: Positive side of negative ads lecture
• Interest group simulation
• View and analyze various media sources
• Analyze Federalist Papers 10 and 51
• Contact political parties and examine their platforms
• Assessment: Writing and Multiple Choice

Readings/ Resources:


• *Federalist Papers No. 10 and 51* (www.yale.edu/lawweb/avalon/federal/fed.htm)

**Related Web Sites:**

www.opensecrets.org  
www.uselectionatlas.org  
www.27totwin.com  
www.ammi.org/livingroomcandidate/  
www.fec.gov  
www.yale.edu/lawweb/avalon/federal/fed.htm


**Unit 4 Institutions of Government**

**Essential Questions:**

1. What are the structures of the government’s three main branches?
2. What forces have impacted and continue to influence these branches organization and power?
3. How do these branches challenge and check each other’s power?

**Instructional Objectives Students will demonstrate the ability to:**

1. Examine the powers assigned (and taken) by the three branches
2. Illustrate and analyze all the branches' bureaucratic structure
3. Critique the importance and functions of congressional committees
4. Examine how parties and congressional leadership structures control and impact the legislative process
5. Analyze the changing role of the vice-president
6. Trace the process by which the president and vice-president are elected
7. Determine how parties and congressional leadership structures control and impact the legislative process
8. Analyze the balance of power between the bureaucracy, Congress, the Executive and the Courts.

**Activities/ Assessment:**

• Lecture with notes on Congress and its structure  
• Cartoon and photograph analysis  
• Weekly – Congressional debate. What congressional structures are involved?  
• Test – in-class essay on Legislative branch
Readings/ Resources:


Related Web Sites:
http://www.house.gov/house/CommitteeWWW.shtml
http://www.senate.gov/pagelayout/committees/d_three_sections_with_teasers/committees_home.htm
www.vote-smart.org
www.congress.link.org
http://www.supremecourts.gov/

Unit 5 Public Policy

Essential Questions:

1. What determines public policy?
2. Who has the greatest impact on public policy and how did they achieve such influence?
3. What trends are apparent in all aspect of U.S. public policy?

Instructional Objectives Students will demonstrate the ability to:

1. Define public policy.
2. Identify the key stages in determining and legislating public policy.
3. Examine how interest groups and divided government impact public policy making.
4. Analyze and critique social, economic, regulatory and foreign policies.
5. Trace the process by which the Bill of Rights developed and impacted the federal government, and became applicable to the states.

**Activities/ Assessment:**

- Budget proposal simulation
- Current events discussions
- Public policy debate
- Weekly - An article about public policy or civil rights. Evaluate article's approach.
- Assessment Exercise: Cooperative group self-study of assessment items from AP test generators – group problem solving
- Guided Discussions about topics/controversies/issues raised in assessment exercise.

**Readings/ Resources:**


**Related Web Sites:**

[www.publicagenda.org](http://www.publicagenda.org)
[http://www.gpoaccess.gov/usbudget](http://www.gpoaccess.gov/usbudget)
Unit 6  Civil Rights and Civil Liberties

Essential Questions:

1. What is a natural right or civil liberty?
2. What are the most coveted rights guaranteed to all Americans?
3. How and why have these rights evolved over time?
4. How has the Supreme Court’s role changed and impacted the development of civil rights?
5. How are these rights being challenged and interpreted today?

Instructional Objectives Students will demonstrate the ability to:

1. Define natural rights.
2. Trace the process by which the Bill of Rights developed and impacted the federal government, and became applicable to the states.
3. Analyze the 1st, 4th, 14th Amendments and their historic and current relevancy.
4. Define and cite examples of due process, privacy and abortion rights, and the equal protection clause of the Constitution.
5. Analyze civil rights and how they developed through legislation.
6. Evaluate landmark Supreme Court cases.

Activities/ Assessment:

- Mock Supreme Court conference
- Current events discussions
- Creation of and voting on Constitutional amendment simulation
- Timeline of Civil Rights Legislation

Resources:


Related Web Sites:

www.oyez.org/oyez/frontpage
Comparative Politics

Following the College Board AP curriculum, the comparative politics section of 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,” and aims to "illustrate the diversity of political life" and the "importance of global political and economic change." (College Board, 2006).

Six countries form the core of the comparative course: China, Great Britain, Mexico, Nigeria, Russia, and Iran. By comparing the systems embraced in these nations to each other and to the United States, students will be able to both identify problems and analyze policymaking.

The following essential questions will frame this comparative study:

- What form of government exists in this nation?
- Why and how did this form of government develop?
- What factors and policies most influence this government (national and international)?
- How does this nation and its system of government impact the world?

Additional essential questions that are more specific to that nation will be included in each unit as well. Throughout this section of the course, ongoing comparisons will be drawn between these nations as well as the United States.
Unit 7  Comparative Politics Overview

Essential Questions:

1. What are the most prevalent forms of government exercised throughout the world, and how do they compare to the U.S. government's structure and function?
2. How and why are these different types of government spreading and evolving?
3. What supranational organizations exist or are developing and increasing their influence in the international arena? What functions do they serve?

Instructional Objectives Students will demonstrate the ability to:

1. Identify and evaluate different systems of government and contrast these systems with the U.S. government.
2. Outline current global trends and how they impact different regions and countries.
3. Define first world and third world and analyze the relevance and political implications of these terms.
4. Identify and examine the role and influence supranational organizations.

Activities/ Assessment:

- Weekly - An article that compares two governments. Evaluate.
- Pretest on comparative government
- Lecture notes (with PowerPoint) on introduction to comparative government
- Analyze charts on comparative government
- Political cartoon analysis
- Quiz – short multiple choice
- Contemporary world map assignment
- Comparative government graphic organizer

Readings/ Resources:


Related Websites:
www.bbc.co.uk
www.oneworld.net
Hauss companion website
Unit 8  The United Kingdom

Essential Questions:

1. What form of government exists in the United Kingdom?
2. Why and how did this form of government develop?
3. What factors and policies most influence Britain’s government today?
4. How has Britain’s government impacted the world?

Instructional Objectives Students will demonstrate the ability to:

1. Define the term United Kingdom.
2. Trace the U.K.’s gradual development of democracy.
3. Examine their parliamentary system and contrast it with the U.S.’s legislative branch.
4. Define corporatist.
5. Outline the Labour, Conservative and Liberal platforms.
6. Identify and analyze the roles of key political offices: prime minister, House of Lords, House of Commons, the monarchy, cabinet ministers, and shadow government.
7. Analyze the impact the E.U. has had on the British government and its sovereignty.
8. Analyze cleavages in Britain.

Activities/ Assessment:

- Weekly – UN and EU: Evaluate organization’s functioning in this situation.
- Weekly - An article (non-American source) critical of Britain’s government. Respond to criticism.
- Assessment: Open-ended questions
- Lecture notes on U.K. government with PowerPoint visuals
- Class discussion comparing Britain and U.S. governments
- Simulation of prime minister questioning hour
- Debate on relevance of the monarchy

Readings/ Resources:


Related Websites:
Unit 9  Russia

Essential Questions:

1. What form of government exists in Russia? Why and how did this form of government develop?
2. What factors and policies most influence Russia’s government today?
3. How has Russia’s current political climate impacted the world?
4. What is communism?
5. How has the legacy of the Soviet Union impacted Russia’s on-going developing government?

Instructional Objectives Students will demonstrate the ability to:

1. Trace the development of Russian history through four major periods.
2. Identify the unique aspects of Russian history that led to the Communist Revolution.
3. Examine the evolution of power and reform in the Soviet system and how it (Gorbachev) led to the system’s undoing.
4. Compare and contrast the Soviet system with the Yeltsin years.
5. Evaluate the current nature of and potential for democracy in Putin’s Russia.
6. Debate the question, “Has Russia changed?”

Activities/ Assessment:

• Weekly – Russia’s instability.
• Marxism reading
• ‘Stages of Revolution’ analysis.
• Essay – What do you think of Putin? Policy analysis
• Analyze reason for and nature of Gorbachev’s 4 reforms: glasnost, perestroika, democratization, foreign policy
• Discuss photos of Russian protest in ’93
• Analyze charts/graphs from Almond/Kesselman

• Discuss the nature of power under Putin and in the Duma; contrast the nature of Russian elections with U.S. and U.K.
• Test – Open-ended group-of-terms identification
• Weekly – An article from a foreign paper that differs from the accepted mainstream (either Republican or Democratic) view of any U.S. international policy or action. Respond.
Readings/ Resources:

- Henry Hale, “Russia’s Elections and ‘Managed Democracy’”.
- Henry Hale, “Russia’s Elections and ‘Managed Democracy’”.
  - www.classicalliberal.org/Russia_Elections_and_Managed_Democracy.doc - Supplemental Result
- “Marxist Origins of Communism”.
  - www.gmu.edu/departments/economics/bcaplan/museum/marframe.htm


Unit 10 China

Essential Questions:

1. What form of government exists in China?
2. Why and how did this form of government develop there?
3. What factors and policies most influence China’s government today?
4. How has China’s current political climate impacted the world?
5. How has the legacy of Mao, Deng and the communist revolution impacted China’s on-going developing government?
6. Why was communism appealing in China?

Instructional Objectives *Students will demonstrate the ability to:*

1. Examine the impact of imperialism on modern China.
2. Trace the transformation of the Nationalist and Communists throughout the Civil War years.
3. Examine the transformation of the CCP.
4. Identify China’s (and the Party’s) greatest leaders and their movements and to contrast them all.
5. Compare/contrast the Soviet system with China’s.
6. Compare/ contrast the (unsuccessful) Soviet transformation with that (currently successful) of China.
7. Identify the sources, impacts and effects of reform movements in China.

Activities/ Assessment:

- Analyze pictures/cartoons
- Examine and discuss country statistics
- Examine historical context of China & humiliation, and its memory, of imperialism
- Weekly – An article that discusses a challenge China’s government is facing/dealing with. Explain how will this challenge impact the government?
- Examine charts in Almond/Kesselman: de facto v de jure power; compare information with previously studied countries
- Human rights study, debate and simulation
- East/West culture clash activity

Readings/ Resources:

- *Remember the 80’s with Peter Jennings*, ABC Video.

Related Websites:

http://www.globecartoon.com/china/

| Unit 11 | Mexico |

Essential Questions:

1. What form of government exists in Mexico?
2. Why and how did this form of government develop?
3. What factors and policies most influence Mexico’s government today?
4. How have the unique aspects of Mexico’s traditional form of governance and its current liberalization impacted the country and its influence in the region?
5. How does the legacy of the PRI impact Mexico’s on-going developing government?
**Instructional Objectives Students will demonstrate the ability to:**

1. Examine Mexico’s current political culture and trace the historical events and trends (and rulers) that have contributed to its development.
2. Outline the development of the PRI and to examine how they maintained power for over 70 years and then ultimately lost power.
3. Evaluate Fox’s victory and tenure.
4. Analyze the creation and impact of camarillas.
5. Examine the election process in Mexico.
6. Identify Mexico’s many challenges and to assess its likelihood for success.
7. Examine the US/Mexican relationship and analyze its impact on Mexico.
8. Compare/contrast Mexico to countries previously studied.

**Activities/ Assessment:**
- Review standard of living statistics
- Weekly – An article on a challenge facing Mexico’s democracy/government. Assess/evaluate
- Analysis of PRI – how did it maintain power? How did it lose power?
- Article analysis and discussion of Mexico/NAFTA. Each group illustrates the main ideas of the reading and present to class.
- Analyze charts/graphs in Almond/Kesselman
- Compare with countries already studied, especially election/patron-client relationship
- Authentic assessment - pick one factor to change and explain how that factor would allow Mexico to achieve its true potential. Answer must include: Relevant historical facts; Relevant aspects of Mexico’s political culture; Recent government and party history

**Readings/ Resources:**

**Related Websites:**
- [www.envivo.presidencia.gob.mx/?NLang=en](http://www.envivo.presidencia.gob.mx/?NLang=en)
- [www.cddhcu.gob.mx](http://www.cddhcu.gob.mx)
- [www.mexicoonline.com](http://www.mexicoonline.com)
Essential Questions:

1. What form of government exists in Nigeria?
2. Why and how did this form of government develop?
3. How do ethnic and religious conflict and oil influence Nigeria's government today?
4. How has Nigeria's current political climate impacted the region?

Instructional Objectives Students will demonstrate the ability to:

1. Identify the factors that have made a united and stable Nigeria an historical challenge (ethnicity, poverty, corruption, debt).
2. Examine the impact British imperialism had on Nigeria by studying pre- and post-imperialized Nigeria.
3. Evaluate the resources Nigeria has and the reasons that the country has not been able to enrich itself because of them.
4. Trace the cycle and identify the patterns between military and civilian rule.
5. Compare/ Contrast Nigeria and its challenges to countries already studied.

Activities/ Assessment:

• Weekly – An article on a challenge facing Nigeria’s democracy/government. Assess/evaluate
• Poster Project: Challenges Facing Nigeria: poverty, ethnicity, corruption, high-stakes politics, pre-colonial rule, colonial rule, independence
• Examine statistics from Almond/Kesselman
• Nigeria ethnic group role play simulation
• Compare republics with military rule
• Suggest policies to address challenges and break government cycle
• Compare with countries already studied, especially election/patron-client relationship
• Test – multiple choice/short answer

Readings/ Resources:


**Related Websites:**

http://www.ngrguardiannews.com/
http://www.vanguardngr.com/section/national.html
http://www.thisdayonline.com/
http://www.dailytimesofnigeria.com/
http://www.gamji.com

| Unit 13   | Iran |

**Essential Questions:**

1. What form of government exists in Iran?
2. Why and how did this form of government develop?
3. What factors and policies most influence Iran's government today?
4. How does religion play a factor in Iran's government and society?
5. How has Iran’s revolution impacted the world?

**Instructional Objectives Students will demonstrate the ability to:**

1. Define sharia, theocracy, rentier state, shiism and the role of Islam in Iranian politics.
2. Trace the causes and effects of the 1979 Revolution.
3. Analyze the impact of the shahs’ rule and the subsequent revolution.
4. Identify Ayatollah Khomeini, President Khatami, the Supreme Leader, and the morality police and examine their roles in the Iranian government.
5. Identify and assess women's contributions and challenge in Iran.
6. Trace the U.S.-Iran relationship and assess how it has changed over time.
7. Outline the influence of Iran in Middle Eastern politics.
8. Identify and examine the roles of Iran’s many unique government bodies and positions.
9. Analyze the call for reform in Iran, its challenges and successes.

**Activities/ Assessment:**

• Weekly – An article on a challenge facing Iran’s government. Assess/evaluate
• Lecture on Islam
• Comparing pre/post Iranian governments and political culture
• Compare with previously studied countries
• Debate modernization and tradition vs. westernization
• Discuss – Khatami – a reformer?
• Class discussion – Is Iran a democracy?
• Test – open notes multiple choice/short answer
• Chart/graph analysis activity

Reading/ Resources:


Related Websites:

www.merip.org
www.gulf2000.Columbia.edu/iran.shmtl
www.daraee.com/iran.html
www.iranfocus.com/modules/news

Course Conclusions

Focus: Following the AP exams in May, students will be involved in a variety of research projects, presentations, film analyses, and current events and issues discussions.

Essential Questions/ Reflection Questions:

1. How do different governments around the world address problems (nationally, regionally, and internationally)?
2. How does the role of the citizen vary in different regions of the world?
3. How well do world governments protect civil liberties and natural rights?
4. What is the best form of government? Is there a “best” form of government?
**Webography**

**U.S. Government**

U.S. Constitution  

Yale Avalon Project: Documents in Law, History, and Diplomacy  
[http://www.yale.edu/lawweb/avalon/avalon.htm](http://www.yale.edu/lawweb/avalon/avalon.htm)

Amendments to the Constitution  

The White House  
[http://www.whitehouse.gov/](http://www.whitehouse.gov/)

The United States Senate  

The U.S. House of Representatives  

The U.S. Federal Courts  

OYEZ U.S. Supreme Court Multimedia Center  
[http://www.oyez.org/oyez/frontpage](http://www.oyez.org/oyez/frontpage)

**Comparative Government**

CIA World Fact Book  

Constitutions of the World  
[http://kclibrary.nhmccd.edu/constitutions-subject.html](http://kclibrary.nhmccd.edu/constitutions-subject.html)

European Union  

Library of Congress Country Studies  
[http://lcweb2.loc.gov/frd/cs/cshome.html](http://lcweb2.loc.gov/frd/cs/cshome.html)

U.S. State Department  
[http://www.state.gov/](http://www.state.gov/)

United Kingdom Parliament  
[http://www.parliament.uk/](http://www.parliament.uk/)

United Nations  