



COMPARATIVE GOVERNMENT TERM 1 ASSIGNMENT

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Interest Packet

"We are fast approaching the stage of the ultimate inversion: the stage where the government is free to do anything it pleases, while the citizens may act only by permission; which is the stage of the darkest periods of human history, the stage of rule by brute force." – Ayn Rand

Term Introduction

Government influences a great deal of our every day lives. The water we drink, roads we drive on, and topics we are required to learn in school are all a product of governmental policy. In term one we will explore the purpose and goals of government. We will utilize early political thought and philosophy to guide our understanding of the current political climate. We will learn the terminology, which will help us describe and understand political culture.



While we research various democracies around the world we will develop our own. Our classroom will become our own sovereign territory within our school. We will take further control over our own education by developing our own constitution. Using early political thought as a guide, we will determine the policy and goals of this course.

Topic Overview

UNIT 1: Introduction to Government & Political Philosophy

- A. What is Government?
- B. Philosophy of Government
- C. Political Ideologies and Forms of Government

UNIT 2: Introduction Comparative Politics

- A. Understanding Political Science
 - Types of Political Knowledge
- B. Political Structures & Functions
- C. Areas of comparison
 - Power distribution
 - Electoral Process
 - Economic Development
 - Policy

Objectives

UNIT 1: Introduction to Government & Political Philosophy

By the end of this unit you should be able to:

- Explain reasons for government
- Discuss various thinkers political philosophies
- Describe the various types of governments
- List and describe different types of political ideologies
- Explain the utilization of a constitution in nation building

UNIT 2: Introduction to Comparative Politics

By the end of this unit you should be able to:

- Briefly describe the public and authoritative aspects of political decisions.
- Discuss the challenges of building a national identity for a nonhomogeneous population.



- Explain the reasons for using the comparative method to study politics and the goals of description, explanation, and predication.
- Describe the roles of conditions, policies and outcomes in evaluating a political system.
- Describe the three levels of political cultures and the factors that make them different.
- List and describe the different sources of legitimacy for a political system.
- Discuss how cultural norms and political institutions are interrelated.
- Explain ways in which individuals can participate in the political system.
- Discuss the types of electoral systems and their relation to patterns of electoral competition.
- Describe the features of a constitution, focusing on decision rules.

Common Core Standards

Reading History:

RH.12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No.10).

RH.12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.

RH.12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in word) in order to address a question or solve a problem.



RH.12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

RH.12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding or an idea or event, noting discrepancies among sources.

Writing History:

WH.12.1 Write arguments focused on discipline-specific content.

WH.12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WH.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WH.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WH.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WH.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WH.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WH.12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WH.12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:



SL.12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11– 12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.

SL.12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Day-By-Day

Students should bring their textbook and laptop to class every day. This class is very self and student centered which requires self-motivation. Student participation is critical in this course. Classes will not follow a consistent pattern; instead they will be a mixture of lecture, discussion, activity and student presentations.

Lesson 1: Introduction and class overview

Goal: Review goals of the class and discuss sovereignty.

Lesson 2: What is government?

Goal: Explore the aim of government.

Standard focus: RH.12.3

Lesson 3: Governmental & Political Terminology

Goal: Developing a common language for understanding political phenomena.

Standard focus: RH.12.4



Lesson 4: Political Systems & Functions

Goal: Explain the role of systems and their functions in comparative politics.

Standard focus: RH.12.2

Lesson 5: Do we need government? (Hobbes & Locke)

Goal: Describe and debate the state of nature.

Standard focus: RH.12.1

Lesson 6: Relationship between individual and the group in society (Montesquieu & Rousseau)

Goal: Understand major areas of concern to Philosophers, namely, the discovery of the underlying laws which govern society, the proper structure of government, and the dissemination of knowledge about the material world.

Standard focus: RH.12.6

Lesson 7: Aristotle's taxonomy

Goal: Discuss Aristotle's beliefs and role in the development of political science.

Standard focus: RH.12.7

Lesson 8: Political Philosophies

Goal: Explore philosophies that have influenced the current political climate.

Standard focus: WH.12.6

Lesson 9: Political Philosophies (Presentations)

Goal: Explore philosophies that have influenced the current political climate.

Standard focus: SL.12.5

Lesson 10: Importance of a Constitution

Goal: Describe the importance of a constitution.

Standard focus: RH.12.1

Lesson 11: Democratic systems of government

Goal: Explore the balance of power in a democratic system of government

Standard focus: RH.12.2

Lesson 12: Exploring various global constitutions

Goal: Explore various constitutions

Standard focus: RH.12.1

Lesson 13: Constitutional Delegation Meeting #1 (Values and Goals)

Goal: Begin the process of creating a class constitution.

Standard focus: SL.12.1



Lesson 14: Constitutional Delegation Meeting #2

Goal: Continue the process of creating a class constitution.

Standard focus: SL.12.2

Lesson 15: National Research Project – Research Methods

Goal: Begin researching a global political system

Standard focus: WH.12.8

Lesson 16: Constitutional Delegation Meeting #3

Goal: Continue the process of creating a class constitution

Standard focus: SL.12.3

Lesson 17: TBD

Goal: Students will determine which area they would like to utilize this day.

Standard focus: RH.12.1

Lesson 18: National Research Project – Source List Due

Goal: Continue researching individual projects

Standard focus: WH.12.9

Lesson 19: Constitutional Delegation Meeting #4

Goal: Continue the process of creating a class constitution

Standard focus: SL.12.4

Lesson 20: Constitutional Delegation Meeting #5

Goal: Continue the process of creating a class constitution

Standard focus: SL.12.6

Lesson 21: National Research Project – Video outline & Teacher Conferences

Goal: Continue researching individual projects

Standard focus: WH.12.9

Lesson 22: Constitutional Delegation Meeting #6

Goal: Continue the process of creating a class constitution

Standard focus: SL.12.6

Lesson 23: Display Nation Research Project Video

Lesson Table

| Lesson # | A | B |
|----------|---|---|
|----------|---|---|



| | | |
|----|-------|-------|
| 1 | 8/16 | 8/17 |
| 2 | 8/18 | 8/18 |
| 3 | 8/22 | 8/22 |
| 4 | 8/23 | 8/24 |
| 5 | 8/25 | 8/25 |
| 6 | 8/29 | 8/29 |
| 7 | 8/30 | 8/31 |
| 8 | 9/1 | 9/1 |
| 9 | 9/5 | 9/5 |
| 10 | 9/6 | 9/7 |
| 11 | 9/8 | 9/8 |
| 12 | 9/19 | 9/19 |
| 13 | 9/20 | 9/21 |
| 14 | 9/22 | 9/22 |
| 15 | 9/26 | 9/26 |
| 16 | 9/27 | 9/28 |
| 17 | 9/29 | 9/29 |
| 18 | 10/3 | 10/3 |
| 19 | 10/4 | 10/5 |
| 20 | 10/6 | 10/6 |
| 21 | 10/10 | 10/10 |
| 22 | 10/11 | 10/12 |
| 23 | 10/13 | 10/13 |

Required Reading

The required reading for the next lesson will be given each day. Students must also do independent reading to deepen their understanding and to complete their assignments.

Students are also required to keep up to date with current issues in international politics. The following are excellent resources for this (If you have others please clear them with me first):

Podcasts



- BBC World Service
- The New Yorker – Political Scene

Online Magazines & Newspapers:

- New York Times – Specifically the World Pages
- Washington Post – World Pages
- The Christian Science Monitor
- The Economist*

Classroom policies

Students will have an opportunity to alter and direct the policies of this class with the creation of their own class constitution. At the beginning of class, all policies of the school will be upheld.

Assessment

| Assessment | Number | Percentage of 1 st term grade |
|--|--------|--|
| Class Constitution | 1 | 40% |
| Philosophy Assessment | 1 | 10% |
| Preparation Work (Homework/Participation/Quizzes) | -- | 15% |
| Current Affairs Presentation/Reflections | 5 | 15% |
| National Research Project | 1 | 20% |

Important Dates

| A | B | MILESTONE | VALUE |
|---------------------------------|---|-----------------------|-------|
| September 5 th | | Philosophy Assessment | 10% |
| 9/5, 9/19, 9/26, 10/3 and 10/10 | | Current Issues | 15% |
| October 13 th | | Class Constitution | 40% |



| | | |
|--------------------------|---------------------------|-----|
| October 13 th | National Research Project | 20% |
| Throughout term | Participation & Attitude | 15% |

Term 1 Projects & Rubrics

Classroom National Constitution

AS A CLASS we have decided to steer our own course. We will declare this classroom (during class time) to be our sovereign territory. The first step in creating a nation is to develop a Constitution. The delegates of our class nation will meet 5 Fridays in Term 1. We will be tasked with determining:

- **Our Values/Rights:** What is most important to us as students and individuals in this class. (Freedom of expression, equality, respect, academic honesty etc.)
- **Our Goals:** What is it we hope to accomplish together?
- **Our Structures:** Outline our Executive, Judicial, and Legislative branches of our class.
 - Where will power reside and how will it be divided?
 - Will there be elections? How?
 - Define the roles of officials.
 - How will we create assignments and assessments moving forward? (Executive)
 - When someone does something unconstitutional what is the process? (Judicial)
 - Create new or modify rules? (Legislative)
 - How will we protect minority opinion?

Keep in mind:

- This constitution (like most constitutions around the globe) are ever changing. We will have meetings in Terms 2 – Term 5 to amend our constitution if necessary.
- While we are sovereign and have a say over domestic (classroom) issues, we must respect some of the CDS policies. If we decide a CDS rule is unconstitutional, **they must still be followed when delegates from CDS attend class.**

The document should be well organized, no grammar and spelling errors, and signed by all citizens (students and teacher). It should use enlightenment thinkers and other governmental philosophers as the basis for its legitimacy.



40% of total grade

CLASS CONSTITUTION RUBRIC

| 4 | 3 | 2 | 1 |
|--|---|--|---|
| -Values/Rights are clearly and eloquently stated Classroom policies and rules are stated clearly. | Values/Rights are clearly stated Classroom policies and rules are stated. | Values/Rights are stated Classroom policies and rules are confusing. | Values/Rights are unclear Classroom policies and rules are unclear and/or not stated. |
| -When applicable, Students make reference or connections to philosophical thought. | Occasionally, students make reference or connections to philosophical thought. | Students rarely make reference to philosophical thinking. | Students do not make reference to philosophical thinking. |
| Meetings are consistently well organized and focused Opinions of all are respected and heard. | Meetings are organized and focused. Group mostly respects the opinions of all. | Meetings lack focus and organization. Group lacks respect for others opinions. | Meetings are consistently unorganized and unfocused Opinions of others are not respected |
| Structures and functions of our Class Government are clearly defined. All positions in Executive, Judicial, and Legislative branches are filled for term 2. | Structures and functions of class Gov. are defined. Governmental roles are not filled for term 2, but a plan is in place for its completion. | Structures and functions of class Gov. are lack clarity. Government roles are not filled for term 2 and there is no plan in place. | Structures and functions of class Gov. are confusing and/or not defined. They therefor cannot be filled. |
| How we select term goals and assessments in the future are clearly defined. Goals and assessments for Term 2 are clearly defined. | How we select goals and assessments are defined. Goals and assessments for Term 2 are defined. | How we select goals and assessments lack clarity and/or are not complete. Term 2 goals and assessments aren't defined but there is a plan in place. | How we select goals and assessments are confusing and/or not defined. They are therefor not completed for T2. |
| Final product has no grammatical or spelling issues. Final product is eloquently written and well organized. | Final product has some grammatical or spelling issues. Final product is eloquently written or/well organized. | Final product has many grammatical or spelling issues. Product lacks organization | Final product has a number of organizational and spelling/grammar issues that affects its message. |

Total _____ (75% of project total)

INDIVIDUAL INVOLVEMENT RUBRIC

| 4 | 3 | 2 | 1 |
|--|--|---|--|
| Student displays excellent communication skills. (Both Listening, discussing, and voicing needs) | Student communicates well(listening/discussing /voicing needs) | Student has trouble communicating (listening/discussing /voicing needs) | Student has issues communicating which hinders the group cohesion. |
| -Student actively seeks out opportunities to assist the process and consistently follows through (Agenda creation, discussion facilitation, taking notes, working on final product, setting up | - Student seeks out opportunities to assist the process and follows through with tasks | - Student rarely seeks out opportunities to assist the process and has trouble following through. | - Student does not seek out opportunities to assist the process or failed to follow through with tasks consistently. |



| | | | |
|--|--|--|--|
| and attending meetings to discuss direction with Mr. M during Lab) | | | |
|--|--|--|--|

Total _____ (25% of class total)

Group Nation Research Project

In Pairs you must

Research and compare/contrast two states in a paper.

- You must research and include the following information in terms of your governments:
 - T-Chart:
 - Include recent data/information in at least 10 of the following categories:
 - Press Freedom (global rank)
 - Political Rights (1-7)
 - Civil Liberties (1-7)
 - Economic Freedom (global rank)
 - Religion Freedom (global rank)
 - % of women in national legislature
 - Political Stability (High/Medium/Low)
 - Rate of crimes against person (H/M/L)
 - Life Expectancy
 - Literacy Rate
 - % population with access to essential drugs
 - % below the poverty line
 - Wealth Per Capita (In USD)
 - Public dept as % of GDP (Gross domestic product)
 - Inflation
 - Internet users per 100
 - Government type
 - With your understanding of the two states Executive, Judicial and Legislative branches of government, do your best to **EXPLAIN** what attributes for the similarities and differences in what you see in the data.
 - You must select at least 3 areas of your data above to analyze and explain.
 - YOU MAY WISH TO INCLUDE THE FOLLOWING



- Organization of power
- Political Culture
- Current problems facing your nation.
- Cite all sources at the end (MLA format please)
 - You should have at least 3 other sources other than our textbook.
- **Determine individual goals and meet with me weekly to discuss progress.**
- Your group paper will be assessed in the following ways:
 - Accurate and thorough: Is the information correct? Is all the necessary information included? Do you thoroughly demonstrate a CLEAR understanding of the two state governments? (30%)
 - Analysis: How well do you analyze the data and utilize critical thinking skills to infer similarities and differences? (30%)
 - Organization: Is it well organized? Interesting to read? Logical? Is substantive in length? (15%)
 - Cooperation, effort, and goal setting: How did you work together and as individuals on this project? Did you meet with me weekly to discuss your goals and progress? (15%)
 - Sources: All sources cited accurately. (They are also legitimate sources... not Wikipedia, etc) (10%)

We will utilize two full classes for research.

25% of total grade

National Research Presentation Rubric

| 4 | 3 | 2 | 1 |
|--|---|---|---|
| All information obtained is accurate. | Information presented is mostly accurate. | Some Information presented is accurate. | Information has issues with accuracy OR information is not cited. |
| Student locates more than 10 data points for the data table. | Student locates 8-10 points for the data table. | Student locates 4-8 points for data table. | 1-4 points are located for data table OR they are inaccurate/not cited. |
| Students demonstrate a clear understanding of two state governments. | Students demonstrate an understanding of two state governments. | There are holes in the students understanding of the various governments. | Students fail to demonstrate an understanding of two state governments. |
| All information required and goes above and beyond expectations. | All required information is | Most of the information is included. | |



| | | | |
|---|---|--|---|
| | included. | | A fair amount of the necessary information is not included. |
| <p>Student eloquently analyzes and explains more than 4 similarities or differences from their compiled data. (Reasoning must be grounded in the understanding of the state)</p> <p>Student displays inquiry skills. (Asking questions, interpreting information, etc)</p> | <p>Students analyze and explain 4 similarities or differences OR their reasoning on one or two is not logical.</p> <p>Student displays some inquiry skills</p> | <p>Students analyze and explain 2-3 similarities or differences OR their reasoning on all items lacks logic/effort.</p> <p>Student struggles to display skills of inquiry in research.</p> | <p>Students analyze and explain 1-2 similarities or differences OR reasoning is not grounded in their understanding of the state.</p> <p>Student does not display inquiry skills.</p> |
| <p>The paper is organized logically and is eye catching.</p> <p>The paper meets the desired format of the teacher (12pt font, times new roman, 1.5 spacing, title page, data table, works cited page in correct mla format)</p> <p>Data table is clearly presented and included as an appendix prior to the works cited page.</p> | <p>The paper is well organized.</p> <p>The paper meets most of the desired format requirements.</p> <p>Data table is presented and organized in the correct location.</p> | <p>The paper lacks organization.</p> <p>The paper meets some of the desired format requirements</p> <p>Data table is presented</p> | <p>The lack of organization takes away from the students paper.</p> <p>Paper has a number of format issues.</p> <p>Data table is not presented or has a number of issues.</p> |
| <p>Students clearly shared the weight of this project. (Student survey and teacher observation)</p> <p>Students consistently use time wisely in class.</p> <p>Students set up and attended a weekly meeting outside of class time with Mr. M.</p> | <p>Pairs share weight of project.</p> <p>Students, for the most part, use time wisely in class.</p> <p>Students miss or fail to set up a single meeting.</p> | <p>Pairs have trouble sharing weight of the project.</p> <p>Students are unorganized and/or unfocused during class.</p> <p>Students have trouble attending or setting up meetings.</p> | <p>Pairs do not work well together and are unable to communicate.</p> <p>Students are unfocused during class time.</p> <p>Students fail to set up or attend a single meeting.</p> |
| <p>All material is correctly cited and sourced throughout the paper.</p> | <p>Student has some problems with MLA format or all information is not correctly cited.</p> | <p>Student has problems citing information and/or student does not utilize MLA format</p> | <p>Student has plagiarized (This will initiate an administrative investigation)</p> |



Total _____

Current Affairs Reporting

Starting September 6th, individuals will be required to do the following:

1. Report/discuss a current issue (25%)
 - a. Students should be able to discuss relevant current events.
 - i. Present event.
 - ii. What do you think about it?
 - iii. Why is it relevant?
 - iv. Participate in discussion.
2. Hand in a one page personal reflection on international news (75%)
 - a. Students should read, listen or watch a 30-minute segment of news on international the weeks political issues.
 - i. See Mr. M for ideas, or to see if your media will be allowed
 - b. This is a reflection, not a recounting of the stories.**
 - i. Discuss your thinking/feelings about a particular event
 - ii. Discuss ideas for a solution to the problem
 - iii. Ask questions you still have?
 - iv. Do a little more research and discuss your findings
 - v. YOU MUST SITE YOUR MEDIA

1 page – double space – times new roman font – you know the drill...

No funny stuff here people!

15% of total grade

Current Issues Presentation/Reflection Rubric

| 5 | 4 | 3 | 2-1 |
|---|---|--|--|
| Student is articulate and well informed. Student is an active participant. | Student is well informed. Student participates | Student lacks clarity or understanding. Student is overly active in discussion and/or does not listen well to others ideas. | Student is extremely uninformed. Student’s participation is lacking. |
| Student’s reflection on 30-minute news media segment is genuine and goes above and beyond. Is at least one full page (with no doctoring) | Reflection is authentic and genuine and meets the requirements. | Reflection lacks authenticity and curiosity or is not genuine or does not meet length requirements. | Student does not meet length requirements and reflection is simply a retelling of the issue. |



Total _____

ADDITIONAL READING SOURCES

Students who wish to dive deeper into understanding government or politics and did not find a book of interest below, should see Mr. M. (Many of the books below are college level texts/primary resources)

- The Republic by Plato
- The Federalist Papers by Alexander Hamilton
- The Prince by Niccolo Machiavelli
- Democracy in America by Alexis de Tocqueville
- Civil Disobedience by Henry David Thoreau
- Common Sense by Thomas Paine
- Leviathan by Thomas Hobbes
- The Social Contract by Jean-Jacques Rousseau
- The Communist Manifesto by Karl Marx
- Second Treatise of Government by John Locke
- The Shock Doctrine: The Rise of Disaster Capitalism
- No Place to Hide by Glenn Greenwald
- Utopia by Thomas More