



AP<sup>®</sup> Comparative Government

AP Comparative Government and Politics



STATECRAFT SIMULATIONS

Topic	Learning Objective	Essential Knowledge	IR Simulation Connections	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
1.1 The Practice of Political Science	MPA-1.A Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.	MPA-1.A.1 Analysis of quantitative and qualitative information [including charts, tables, graphs, speeches, foundational documents, political cartoons, maps, and political commentaries] is a way to make comparisons between and inferences about course countries.	10	Throughout the entire simulation students must view tables, news clippings, speeches, and statistics to make informed decisions. The simulation operates on a fictional world map that students must understand and navigate to succeed.	ALL	ALL
1.1 The Practice of Political Science	MPA-1.A Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.	MPA-1.A.2 Analyzing empirical data using quantitative methods facilitates making comparisons among and inferences about course countries.	10	Students utilize empirical data such to evaluate health, welfare, safety, education, and environmental ratings of their country and others. They also gather information about the climate, military movements, and spy data as they map out and make decisions. Finally, students utilize economic data to review trade and resource production.	ALL	ALL
1.1 The Practice of Political Science	MPA-1.A Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.	MPA-1.A.3 Causation is difficult to determine with certainty in comparative politics, as often there are numerous variables that potentially influence political policies and/or regime stability, with no way to isolate and demonstrate which is producing the change.	10	Often times students are gathering information to determine what is causing the outcome they may feel is not ideal. Students must act without perfect information and work to gather as much information as possible from diplomatic communication, spy mission, satellite data, and back channel intelligence leaks.	ALL	ALL
1.1 The Practice of Political Science	MPA-1.A Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.	MPA-1.A.5 Comparative political research requires differentiation between empirical (factual/ objective) and normative (value) statements.	10	Students must take into account both empirical data and more subjective data such as conversations they hear in diplomatic meetings and general tone of trade negotiations. The ability to merge both types of information gives them a tremendous advantage in their decision making.	ALL	ALL



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1.1 The Practice of Political Science	MPA-1.A Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.	MPA-1.A.8 A number of data collection resources are used to investigate relationships among course countries, including: a. The Human Development Index (HDI) b. Gross domestic product (GDP) and GDP per capita c. GDP growth rate d. Gini index (coefficient) e. Freedom House f. Transparency International g. Failed States Index	10	Students utilize resource and trade data, quality of life data, and domestic approval ratings to take into account GDP growth, Human Development, and Freedom House.	ALL	ALL
1.2 Defining Political Organizations	PAU-1.A Describe differences between regimes, states, nations, and governments.	PAU-1.A.1 Political systems comprise the laws, ideas, and procedures that address who should have authority to rule and what the government's influence on its people and economy should be.	10	Students build their countries from the ground up determining their political system, their economy, and domestic policies.	ALL	ALL
1.2 Defining Political Organizations	PAU-1.A Describe differences between regimes, states, nations, and governments.	PAU-1.A.3 A regime can be characterized as democratic or authoritarian based on how it sets rules or makes decisions about how to exercise power.	10	Students build their government and regime and decide whether they would like to govern democratically or through authoritarianism. Both models present students with unique challenges that they must navigate.	ALL	ALL
1.2 Defining Political Organizations	PAU-1.A Describe differences between regimes, states, nations, and governments.	PAU-1.A.4 Government is the set of institutions or individuals legally empowered to make binding decisions for a state. A government's authority is derived from the state's legitimate right to use power to enforce policies and decisions; the right and power to govern itself without outside interference is a crucial aspect of a state's sovereignty. A sovereign state has independent legal authority over a population in a particular territory.	10	Students have the sole ability to govern their own countries and only through their voluntary submission can transfer partial sovereignty to an international organization or treaty they have ratified.	ALL	ALL



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1.3 Democracy Vs. Authoritarianism	PAU-1.B Describe democracy and authoritarianism.	PAU-1.B.1 Factors that indicate the degree of democracy or authoritarianism of states include the extent of state adherence to rule of law, such as: a. The principle that a state should be governed by law and not arbitrary decisions made by individual government officials b. The degree of state influence on or control of the media c. The degree and practice of free and fair elections d. The degree of transparency of governmental decision making e. The nature of citizen participation in government	10	Students determine their government type and experience the varying governing styles and foreign policy positions depending on the level of democratic or authoritarian rule of their country. By investing in domestic programs and structures, students influence the ways in which their factions exert influence over their countries.	ALL	ALL
1.3 Democracy Vs. Authoritarianism	PAU-1.B Describe democracy and authoritarianism.	PAU-1.B.3 Authoritarian regimes include illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes.	10	Students can play communist totalitarian regimes or military dictatorships. They build domestic policies that can either enhance civil liberties or further suppress them.	ALL	ALL
1.4 Democratization	PAU-1.C Explain the process and goals of democratization.	PAU-1.C.6 Consensus among competing cultural and political groups about governmental policies associated with democratization and economic development can advance the process and make it sustainable.	10	Students deal with domestic factions that have competing interests from civil liberties, environment, economy, and national security. They have opinions and reactions to every move students make in the simulation.	ALL	ALL



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1.5 Sources of Power	PAU-1.D Explain sources of power and authority in political systems.	PAU-1.D.1 Sources of power and authority include constitutions, religions, military forces, political parties, legislatures, and popular support; over time, course country (China, Iran, Mexico, Nigeria, Russia, or the United Kingdom) regimes have been affected by such sources, represented by: a. The Communist Party's control over China's military, which provided power and authority to maintain regime stability b. The transition of power from dictatorial rule in Iran to a theocracy based on Islamic Sharia law after the 1979 Revolution c. The transition of power in Nigeria and Mexico to multiparty republics following military rule and single-party dominance, respectively d. The political elite's backing of a strong president in Russia, creating a managed democracy with election rules favoring one party e. Constitutional reforms in the United Kingdom that devolved power to multiple parliaments, allowing the regime to maintain stability	10	Students build countries and deal with international situations that are inspired off of real world regimes, militaries, and domestic factions. Communist and military dictatorships rely heavily on their military capabilities to maintain domestic order and also intimidate foreign powers. Students reflect on what allows them to maintain the power and influence they have in their country. Is it because they have the approval of their people or because their people are too afraid to question their authority? This is up for the students to decide on and reflect on the consequences.	ALL	ALL
1.6 Change in Political Authority	PAU-1.D Explain sources of power and authority in political systems.	PAU-1.D.2 How a regime chooses to use power in support of sovereignty is determined in large part by its democratic or authoritarian characteristics— democratic regimes can maintain sovereignty using less power than authoritarian regimes.	10	Students choose their response to political protests and desired domestic policy proposals. Students build their domestic policy or can use military force to suppress domestic factions within their own countries.	ALL	ALL
1.10 Political Stability	LEG-1.C Explain how internal actors influence and interact with state authority and either enhance or threaten stability.	LEG-1.C.3 Across the course countries, internal reform pressure from citizen protest groups and civil society can lead to the creation of new political institutions or policies to protect civil liberties, improve transparency, address election fairness and media bias, limit corruption, and ensure equality under law.	10	Students deal directly with domestic political movements and must carefully craft domestic policies to address them, maintain stability, and move the country forward each Turn.	ALL	ALL



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2.5 Removal of Executives	PAU-3.D Describe procedures for the removal of executive leadership by other institutions. Describe procedures for the removal of executive leadership by other institutions.	PAU-3.D.1 Across the course countries, executive leaders can be removed by the legislative branch through different procedures that control the abuse of power.	8	Students can impeach the presidents of their country for either micromanaging the team or not being present to help lead the country to success.	Turns 2-8+	Turns 2-8+
3.1 Civil Society	IEF-1.B Explain the role of civil society among course countries.	IEF-1.B.2 Across the course countries, civil society organizations, to varying degrees, can monitor and lobby the government, expose governmental malfeasance, represent the interests of members, and provide members with organizational experience.	5	Political movements arise in the simulation as a response to government malfeasance. Students respond by either answering the demand for change or use force to suppress it depending on where they are positioned on the democratic to totalitarian spectrum.	Turns 3-8+	Turns 3-8+
3.2 Political Culture	IEF-1.C Explain how political culture relates to citizen behavior and the role of the state.	IEF-1.C.5 Though many agents of socialization (e.g., family, school, peers, media, and government) are similar across regime types, authoritarian regimes apply more concerted governmental pressures to socialize their citizens around conforming beliefs than do democratic regimes. Political culture is the collective attitudes, values, and beliefs of the citizenry and the norms of behavior in the political system. It sets expectations about the exercise of power to establish a balance between social order and individual liberty.	8	Students manage their domestic politics based on the freedom level of their people. Democratic countries have to gain political support to accomplish their goals while more totalitarian regimes are more likely to use force to suppress political dissent.	ALL	ALL



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3.3 Political Ideologies	IEF-1.C Explain how political culture relates to citizen behavior and the role of the state.	IEF-1.C.6 A political ideology is a set of values and beliefs about the goals of government, public policy, or politics, as represented by: a. Individualism—belief in individual civil liberties and freedom over governmental restrictions b. Neoliberalism—belief in limited governmental intervention in the economy and society; supports privatization, free trade, deregulation, and the elimination of private industries of state subsidies c. Communism—belief in the abolition of private property with near total governmental control of the economy d. Socialism—belief in the reduction of income disparities and the nationalization of major e. Fascism—extreme nationalist ideology that favors authoritarian rule and the rights of the ethnic majority over that of ethnic minorities and the political opposition f. Populism—political philosophy that supports the interests and rights of the common people over that of the elites	10	Students manage domestic politics from multiple regime types and multiple ideological movements from their population. They can choose to use totalitarian approaches or democratic approaches when dealing with unrest depending on their government type and political settings of their country.	ALL	ALL
3.4 Political Values and Beliefs	IEF-1.D Explain how political values and beliefs frame policy choices to address particular political problems.	IEF-1.D.1 Contrasting political ideologies, including rule by law as opposed to rule of law, affect how the state treats its citizens and deals with specific problems, such as political corruption. a. Political beliefs associated with authoritarian regimes tend to rely on rule by law, in which the state uses the law to reinforce the authority of the state. b. Political beliefs associated with democratic regimes tend to rely on rule of law, in which the state is limited to the same rules as its citizens.	10	Based on the regime settings students choose, the strength of nationalist vs. civil libertarian factions can be pronounced or decreased. This creates a situation where a choice to bolster rule of law in a democracy might be met with staunch resistance but doing the same thing under an authoritarian regime is met with more support.	Turns 3-8+	Turns 3-8+



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3.7 Civil Rights and Liberties	DEM-1.C Explain the extent to which civil rights and civil liberties are protected or restricted in different regimes	DEM-1.C.1 Protection of key civil liberties differs across the six course countries.	10	Students work through multiple domestic political movements and have different abilities and approaches to deal with them depending on their regime type. Democracies and Constitutional Monarchies must work to gain the approval of their domestic populations while military dictatorships and communist totalitarian regimes use force coercion to suppress political dissent.	ALL	ALL
3.7 Civil Rights and Liberties	DEM-1.C Explain the extent to which civil rights and civil liberties are protected or restricted in different regimes	DEM-1.C.2 Both democratic and authoritarian regimes impose constraints on the media to protect citizens and maintain order, but democratic regimes generally tolerate a high degree of media freedom to encourage citizen control of the political agenda and check political power and corruption.	8	Students running democratic regimes are beholden to public sentiments about their domestic policies and decisions. This can lead to demonstrations, riots, and news clippings highly critical of the regime.	ALL	ALL
3.8 Political and Social Cleavages	LEG-2.B Explain how political and social cleavages in course countries affect citizen relationships and political stability.	LEG-2.B.3 Examples of the use of social and political cleavages to strengthen legitimacy and hold onto power can be found in all course countries. Such cleavages may also lead to conflict and undermine legitimacy.	8	Students build and enact domestic policies that are sometimes based on changing global conditions and movements. From civil rights to the environment, students must carefully consider their policy choices every week.	ALL	ALL



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4.5 Impact of Social Movements and Interest Groups	IEF-2.A Explain how social movements and interest groups affect social and political change.	IEF-2.A.1 Social movements involve large groups of people pushing collectively for significant political or social change. IEF-2.A.2 Interest groups are explicitly organized to represent and advocate for a specific interest or policy issue, while social movements represent multiple groups and individuals advocating for broad social change. IEF-2.A.3 Social movements across course countries have put pressure on the state to promote indigenous civil rights, redistribute revenues from key exports such as oil, conduct fair and transparent elections, and ensure fair treatment of citizens of different sexual orientations, including: a. The Green Movement in Iran that protested corruption in the 2009 election b. Zapatistas or Chiapas uprising in Mexico in response to socioeconomic inequality and the negative impact of the North American Free Trade Agreement [NAFTA]	10	Decisions student make results in immediate feedback from domestic factions. These can cause them to either be happy with political capital increases or upset with decreases in political capital. Students must manage the impact of decisions on civil liberties, socioeconomics, and the environment among others.	ALL	ALL
5.1 Impact of Global Economic and Technological Forces	IEF-3.A Explain how global economic and technological forces influence political policies, behaviors, and culture.	IEF-3.A.1 Economic globalization—including economic networks that are growing more interconnected, a worldwide market with actors unconstrained by political borders, and a reduction in state control over economies—has deepened cross-national connections among workers, goods, and capital and has caused challenges for regime and cultural stability.	10	Students advanced their countries every week. They choose both economic improvements and technological improvements relating to trade and resource production that change their global standing among the international economy.	ALL	ALL
5.3 Challenges of Globalization	IEF-3.C Explain how globalization creates challenges to regime sovereignty.	IEF-3.C.2 In response to global market forces, governments frequently strive to respond to internal demands for domestic reform. Governments also work to control domestic policy debates and attempt to extend their influence regionally to deflect criticism and improve economic conditions.	10	Students' economic decisions have immediate impact on their domestic political factions and they must make public policy decisions to improve approval ratings in domestic politics.	ALL	ALL





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5.5 International and Supranational Organizations	LEG-3.A Explain how international and supranational organizations influence domestic policymakers and national sovereignty.	LEG-3.A.3 Supranational organizations such as the Economic Community of West African States (ECOWAS), the European Union (EU), and the World Trade Organization (WTO) have sovereign powers over the national governments that are member states and can apply pressure on policymakers to reduce tariffs and otherwise liberalize trade.	8	Students build and join international trade organizations and decide how much sovereignty they are willing to give up.	ALL	ALL
5.7 Impact of Industrialization and Economic Development	LEG-3.C Explain how rapid industrialization and economic development have produced radical changes in governmental policies.	LEG-3.C.1 Rapid industrialization and increasing dependence on energy from fossil fuels have created a variety of environmental and political problems that governments must address to protect citizens. Such government solutions include: a. Physically moving factories, implementing green technologies with subsidies for industry compliance, and engaging in increased infrastructure development and environmental regulation b. Passing laws that require nationwide conversion to hybrid and battery-powered autos to address air pollution problems in major cities from auto and industrial emissions c. Developing infrastructure and other mechanisms to respond to health crises related to systemic pollution	10	Students work to industrialize their economies and see immediate cultural implications from their political factions. As they enact domestic policies related to the economy, environment, and social welfare, students learn the many competing consequences and benefits of economic industrialization.	ALL	ALL



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5.9 Impact of Natural Resources	LEG-5.A Explain how natural resources affect political and economic development.	LEG-5.A.2 Political and economic outcomes related to rentier state status, often referred to as the “resource curse” when petroleum is involved, include: a. Lack of economic diversification b. Concentration of governmental resources on developing the one profitable export industry to the exclusion of other types of industries c. Severe revenue fluctuations based on world market pricing d. The overvaluation of currency and trade imbalances e. The increasing disparity between rich and poor f. A lack of incentive to modernize the economy or cooperate with international judicial bodies g. Increased governmental corruption h. A lack of governmental accountability to citizens when not relying on citizens for taxes i. The absence of democracy	10	Students start with various natural resource areas. Each one provides unique commodities that can be used to build up cities, or trade with other countries. Students develop and industrialize their natural resource zones. This can cause both benefits and consequences to the environment, social welfare, and the economy. Students also experience globalization in their world as they build trade networks that cause them to specialize in certain resource commodities. They also can compare different systems based on how democratic they are.	ALL	ALL