**8-27-12**

1. **UPDATE: Wednesday 8/29 we will have a quiz on what we learned so far on the following:**

* **Politics**
* **Power**
* **Research methods**
* **Civic vs. Ethnic nations**
* **Nations and Nationalism**
* **Societies and States**
* **National Identity**
* **Territory**
* **Population**
* **Citizenship**

**Quiz will be in short answer format and have 10 questions.**

1. **Review HW: Current Events Article Assignment.**
2. **Review HW: “Comparison Chart” on Society and National Identity.**
3. **Review/discuss “Territory and Population” pgs. 35-37**
4. **HW: Review/prepare for test.**

**The State**

**Textbook pgs. 35-37**

1. **The state: the basic unit of political organization in the world. It is distinguished from other rule-making bodies by the following:**
   1. **Permanent population**
   2. **Defined geographic territory**
   3. **Governing institutions**
   4. **Sovereignty over its territory**
   5. **International recognition**
2. **National identity: a belief in the right to control a particular territory**
   1. **Nationalists nurture this belief among population to gain support**
   2. **People willing to give up freedoms to defend territory from external and internal threats**
   3. **Although border agreements do not guarantee peace, they reduce chance of combat between neighboring states**
3. **Citizenship: official membership of a state that it gives to most of its permanent population. It has rights and responsibilities that noncitizens don’t have.**
   1. **People can be stateless, have dual citizenship, or live somewhere without citizenship**

**8-21-12**

1. **Secular: a form of government that is not associated with any form of religion**
2. **Russia, China, and India: National identity even more difficult. All cover large areas of Asia and have large populations:**
   1. **China: population more dense; many minorities make it difficult to contain nationalism**
   2. **India: population more dense; values diversity more, but national identity is still difficult**
   3. **Russia: declining population, debate the membership boundaries**
3. **The Russian Federation: (formerly The U.S.S.R. or the Soviet Union) emphasize an ethnic national identity in which ethnic Russians (called *Russkies)* form the nation’s membership boundaries (where they live is not important).** 
   1. **Some emphasize a more civic form including ethnic minorities, called *Rossiiskies.***
   2. **Do not always agree on territory that constitutes homeland**
   3. **More and more define Russia not by what they are but what they are NOT (e.g. the United States)**
   4. **Feel lack of respect from Western nations**
      1. **Vladimir Putin (current Prime Minister)- believed to be able to reestablish Russia as a great power**
4. **China: like Iran, has oldest recorded continuous history of any civilization, therefore like French feel strong pride in that they feel they deserve global involvement and respect.**
   1. **National identity difficult to establish due to minority groups in the periphery who see themselves as distinct nations:** 
      1. **Taiwan (supported by the USA, home to indigenous population and descendents of people who fled the civil war that brought Communism)- currently considered part of China by government**
      2. **Watch: *Video: Conflict in Tibet***
      3. **Tibet**
      4. **Xinjiang**
   2. **Also feel inadequate respect from international community**
5. **India: The Indian independence movement partitioned imperial (British) India and took some territory from the west and east, created Pakistan and Bangladesh**
   1. **Hindus fled Pakistan and Muslims fled India**
   2. **Conflict between India and Pakistan for control of Kashmir continues**
   3. **“Unity in diversity” emphasis has surprising political and social stability**
   4. **Bharatiya Janata Party- equates Indian identity with Hinduism. Its success shows that not *all* accept diversity as part of national identity.**
   5. **Does NOT feel disrespected and increasingly feels pride in “being Indian.”**
      1. **The caste system (historical)- not official anymore- a system of organizing class by social hierarchy**
6. **Nigeria and Iran: Share oil production and limited success in uniting ethnic groups**
7. **Nigeria: Northern part colonized by Muslims while South remained indigenous or Christian. After independence national identity was difficult.**
   1. **Economic difficulties, government corruption, and a government that created political units that reinforced religious/ethnic “dividing lines” caused a civil war in late 1960s**
8. **Iran: One of the oldest recorded civilizations in the world. Aware and proud of its national culture (derived from Persians). Mostly Muslim.**
   1. **Attempted to be secular and modernized (like Muslim Turkey) before 1979**
   2. **1979 Islamic Revolution- “Shi-a Islams” made country more religiously bound**
   3. **Due to multiethnic and multilingual population civic identity is needed**
   4. **Government is suspicious of ethnic minorities**
      1. **Tensions between government and largest ethnic minorities (e.g. the Azeris, Kurds, and Turkmen) remain**

**8-17-12**

1. **Review/share homework: pg. 27 and 29.**
2. **Recap- Ecological fallacy:** An error resulting from assuming that general trends or observations of groups are also relevant to particular events or actions of individuals.
   1. ***REMEMBER THIS ALWAYS: “Correlation does not imply causation or even association.”***
3. **Today’s topic: National Identity in: United Kingdom, Germany, France, / Mexico, Brazil, / Russia, China, India, / Nigeria, and Iran.**
4. **United Kingdom, Germany, France:**
   1. **British and French more civic**
      1. **UK: More individualistic. Has religious commonalities but is multiethnic uniting English, Scots, Welsh, Irish, Pakistanis, and Nigerians**
      2. **France: obliterated native languages to gain identity. Also multiethnic with North Africans, Afro-Carribeans and Arabic immigrants.Emphasizes “general will” and “the common good”**
      3. **German more ethnic “Who belongs to the nation?” Identifies blood and heritage to compensate for lack of borders historically. Citizenship reflected national identity based on true German heritage.**
      4. ***Journal question*: based on this, why do you think it may have been easier for the Holocaust to happen in Germany? Give one reason based on what you know about German national identity.**
5. **Mexico and Brazil: Who belongs to the nation?**
   1. **Strong ethnic diversity: struggle to unify native, colonial, and immigrant populations.**
      1. **Mexico: More ethnic, mestizos*,* deep pride in native Indian civilizations. Catholicism most important component of identity.**
      2. **Brazil: More civic, diverse in every way (even religiously). Waves of new immigrants make it more difficult (lack of shared cultural features).**
6. ***Journal Question:* please compare and contrast national identity in Mexico and Brazil with that of Venezuela. How is it similar, and how is it different, based on your observations?**
7. **HW: Your current events article assignment**

**8-15-12**

1. **Discussion of HW: “My Dream Government”**
2. **Ecological fallacy:** An error resulting from assuming that general trends or observations of groups are also relevant to particular events or actions of individuals.
   1. **For example: Just because a researcher discovers that members of a middle class are more supportive of the death penalty than members of the working class doesn’t mean that one middle class person and one working class person feels the way their “group” does about it.**
   2. ***REMEMBER THIS ALWAYS: “Correlation does not imply causation or even association.”***
3. **Review/record key terms/ideas from Chapter 2: pgs. 24-29 (in journal):**
4. **Society:** a group of people connected through interactions, *common traits*, and often *physical proximity*. Functions as a closed and interdependent system of relations among its members.
   1. **For example: Ancient Egyptians.**
5. **Norms:** unwritten rules or expectations of behavior that help govern the activity of people in a society. They affect daily life AND governmental policies.
   1. **For example: In Venezuela, you can go through a red light if nobody is there.**

**“When in Rome, do as the Romans do”**

1. **Nation:** a large, self-aware segment of society, united by the same things a society is, except also having the right to politically control a certain territory.
   1. **For example: Venezuela**
2. **National identity:** a nation’s self-awareness and sense of unity
   1. **For example: I feel part of Venezuela.**
   2. **Ethnic national identity:** when national identity is based on shared ethnic (racial/cultural) identity
   3. **Civic national identity:** when national identity is based on shared citizenship in the state
   4. **For example: The Karen of Burma**
3. **Watch the “*Karen of Burma*”** (http://www.youtube.com/watch?v=QP6ijl4AbDo)
4. **Nationalism:** the search for/interest in rights for a nation and the political control over that nation
   1. **Nationalists:** leaders of nationalist movements
   2. **For example: Hitler of the Nazis and The Third Reich of Germany**
5. **Territorial autonomy:** a group that has a lot of control over a region that is not “officially” independent. The group allows the central government to control certain things.
   1. **For example: Israel and Palestine**
6. **Nation-state:** an independent state that exists for a single nation
   1. **For example: T**
7. **Overlapping homelands:** the major cause of most wars in the world now and throughout history. When two or more nations lay claim to the same territory as part or all of “their” land.
   1. **For example: The Israel vs. Palestine conflict.**
8. **Watch *“Israel vs. Palestine”*** (http://www.youtube.com/watch?v=hLjR72xOHo8)
9. **Briefly discuss “Think and Discuss” pgs. 27 and 29.**
10. **HW: Read pgs. 24-29 and complete “Think and Discuss” pgs. 27 and 29.**

**Methods of Comparing to Understand Politics:**

**(Pages 12-19)**

1. **Record the following terms in your journal:**
2. **Quantitative Studies:** studies that involve a large number of cases that analyze things using mathematical, statistical techniques
   1. **For example: The percentage of people who have died in car accidents who own cars from drinking and driving.**
3. **Qualitative Studies:** studies that involve a small number of cases and do not allow the researcher to analyze the data through statistical analysis
   1. **For example: Looking at one or more person’s driving habits (e.g. drinking and driving)**
4. **Case study:** research that only looks at one case
   1. **For example:**
5. **Look at figure #1.3 pg. 14**

**A Framework for the Comparative Study of Politics: “Structure vs. Choice:”**

1. **Read pgs. 19-22 jigsaw style**
2. **Cross-regional approach:** Compares specific aspects of several regions/nations at once.
   1. **For example: Comparing the voting system in Venezuela with the voting system in England.**
3. **Structural Approach:** Explains political outcomes by looking at the effects of the underlying economic, social, or political-institutional setting in a country/ countries. This does NOT focus on the decision-making process or single individuals.
   1. **For example: Comparing how governmental policies about the death penalty affect crime in different countries.**
4. **Choice Approach:** Explains political outcomes by looking at the effects of individuals and understanding the general decision-making process.
   1. **For example: Comparing how two governor’s decision about the death penalty affected crime in two regions.**
5. **Ecological fallacy:** An error resulting from assuming that general trends or observations of groups are also relevant to particular events or actions of individuals.
   1. **For example: Just because a researcher discovers that members of a middle class are more supportive of the death penalty than members of the working class doesn’t mean that one middle class person and one working class person feels the way their “group” does about it.**

**8-9-12**

**What is Comparative Politics?**

1. **Comparative Politics:** the study of political outcomes through the comparison of different cases
2. **Comparativists:** scholars who generally focus on domestic politics at the national level outside of the United States
3. **Politics:** the set of activities that organizes individuals, resolves disputes, maintains order in society by making rules and policies. It decides: who gets what, when, and how in a particular society.
4. **Policy:** a decision designed to organize people, solve problems/disputes, and address societal problems
5. **Power:** the ability to influence someone, or a group of people, to do something, even if they don’t want to.
6. **Coercive Power:** wielding power by using rewards and punishments
   1. **For example (general life): Bribing my siblings with candy or money so that they won’t tell my parents that I did something bad**
   2. **For example (government): During political campaigns they offer money and houses so that people will vote for them**
   3. **Chavez**
   4. **North Korea**
7. **Noncoercive power:** wielding power because they have “the right to rule.”
   1. **For example (general life): parents, coaches, teacher**
   2. **For example (government): the United States, China, Scandinavian countries**

**Key question: Are people obeying laws because of legitimacy or because of fear of punishment (or desire for rewards)?**

1. **Authority:** power using legitimacy rather than coercion
   1. **For example:**
2. **Traditional authority:** connecting power with God and religion
   1. **For example: historical European monarchies**
3. **Charismatic authority:** connecting power with personal attachment to a charismatic leader
   1. **For example: people have affection for Chavez and he’s “likeable” so they vote for him**
4. **Legal authority:** based on established set of rules that govern how political leaders are chosen and how they make policy decisions
   1. **For example: USA**

**NEPOTISM- giving priority to a member of the family in terms of hiring for a job, a position in government, etc.**

**Causal relationships: relationships of cause and effect. Key question: what caused this government to be formed in the way that it did? Why is this government and its policies this way?**