

## GLOBAL POLITICS SL

	Topic/unit	Contents	Allocated time	Assessment instruments to be used	Resources
			Each class is mins. <input type="text" value="45"/>		
			There are <input type="text" value="4"/> classes each week.		
Year 1	Unit 1: Power, sovereignty and international relations	<ul style="list-style-type: none"> <li>• Introduction to GloPo, Exam structure, course expectations, IA, curriculum, etc.</li> <li>• Power: types, nature, violence (social movements &amp; protest), states and statehood. Case studies of Syria, comparison of how power is being used in the USA and China (comparison)</li> <li>• How sovereignty is applied</li> <li>• Theories (hard/soft power, uni/multilateralism, liberalism/realism)</li> <li>• Emergence of Nations states (power social order and ideology)</li> <li>• Intergovernmental organisations and Non-state actors (case studies on the UN, EU, WTO, IMF, AU and ASEAN)</li> <li>• Communities, agency and 'civil society'</li> <li>• Social contract</li> <li>• State legitimacy</li> <li>• Political parties and how they work (Case Study:UK political system and parties)</li> <li>• Informal forums (Case Study G8)</li> </ul>	September to February Mid-term (17 teaching weeks 68 lessons approx. 51 hours)	For all units: <ul style="list-style-type: none"> <li>• Model Answers</li> <li>• Practise questions</li> <li>• Peer and Self Assessment</li> <li>• Whole Class model answers</li> <li>• Writing frames</li> <li>• Debate and oral feedback assessments</li> <li>• Formal school organised test (mock papers)</li> <li>• Sample exam papers</li> <li>• Summative and formative assessment throughout the course</li> <li>• Practise parts of papers e.g. 1 questions from paper 1</li> <li>• Timed practise questions</li> </ul>	Oxford IB Diploma Course compansion – Global Politics for all units
					Unit 1 examples of further reading: <ul style="list-style-type: none"> <li>• David Miller 'Capitalism: an ethnographic approach'</li> <li>• Jeffery Goldfarb 'Civility and subversion'</li> <li>• June Nash 'Women, Men and the International Division of Labour'</li> <li>• Robert A. Nibet 'Community and Power'</li> <li>• Joseph Nye 'Bound to Lead: The Chanigng Nature of American Power'</li> </ul>

	IA	<p>Students will be given guidance and examples of other IA and political engagement activities.</p> <p>Students will be given 1:1 guidance in lesson in order to help shape their involvement in an activity and structure their written work. E.g.</p> <ul style="list-style-type: none"> <li>• Does the engagement allow me to experience the dynamics of real-world politics and do so in a participatory way?</li> <li>• Do the political issues focused upon affect a community or a society in which I have some stake and experience?</li> <li>• Does the engagement involve contact with others who are also interested, or have a stake in, the political issue?</li> </ul>	February Mid term to Easter break (approx.) (7 weeks 28 lessons = 21 hours)		
	Unit 4	<ul style="list-style-type: none"> <li>• Defining peace, conflict and violence (case study examples: North/South Cyprus/Korea, emergence of the EU from WWII ruins and the Egypt/Israel 1978 talks)</li> <li>• Peace and the balance of power (taught through: Balance of Power: a Cause of War, a Condition of Peace, or Both?)</li> <li>• Conflict and violence</li> <li>• Conflict (boundaries) case study territorial disputes on the South China Sea</li> <li>• Case study: Identity based conflict in Myanmar</li> <li>• Justifications for violence: humanitarian intervention (case study: Rwanda)</li> <li>• Theories on a 'just war' – explained through analysing Michael Walzer's theories</li> <li>• Causes of Conflict – explaining inter-state war through systemic and dyadic levels of analysis</li> <li>• Galtung's conflict triangle – examine how behaviour, attitudes and contradictions contribute to conflict around the world</li> <li>• Peacekeeping, peacemaking and peace building (model conflict dynamics)</li> <li>• Third Party involvement in conflict e.g. weapons/arms embargo, financial freeze and trade restrictions</li> </ul>	11 teaching weeks (44 lessons – 33 hours)		

	Unit 2	<ul style="list-style-type: none"> <li>• Defining Human Rights</li> <li>• UN Declaration of Human Rights</li> <li>• Western Construction of Human Rights</li> <li>• Multilateralism and Bilateralism in the Global Politics of Human Rights</li> <li>• Non-Governmental Politics of Human Rights</li> <li>• Protection and Enforcement of Human Rights: the ICC</li> <li>• Claims on Human Rights</li> <li>• Violations of Human Rights (case study Guantanamo Bay and Child Soldiers)</li> <li>• Individual vs. Collective right and universal cultural relativism</li> <li>• The Politicisation of Human Right</li> </ul>	September to the end of December (12 teaching weeks approx. 36 hours)		<p>Unit 2 Resources:</p> <ul style="list-style-type: none"> <li>• J. Donnelly 2003 'Universal Human Rights in Theory and practise'</li> <li>• M.R. Ishay 2004 'History of Human Rights'</li> <li>• M.R. Ishay 2007 'The Human Rights Reader'</li> <li>• J. Nash 1981 'Ethnographic Aspects of the Worlds Capitalist system' Annual Reiew of Anthropology</li> </ul>
	Unit 3	<ul style="list-style-type: none"> <li>• Defining development</li> <li>• Measuring development</li> <li>• Political Factors affecting development</li> <li>• Economic Factors affecting development</li> <li>• Social Factors affecting development</li> <li>• Institutional factors affecting development</li> <li>• Environmental factors affecting development</li> <li>• Models of development</li> <li>• Approaches for developing economys</li> <li>• Approaches for developing societies</li> <li>• Inequality and development – the role of politics in global finaces</li> </ul> <p>April (Post Easter Break will be dedicated to revision for the Exams in May)</p>	January to the end of March (12 teaching weeks approx. 36 hours)		<p>Unit 3 Resources:</p> <ul style="list-style-type: none"> <li>• UNSECO</li> <li>• UNICEF</li> <li>• Human Development Reports</li> <li>• World Bank</li> <li>• Amartya Sen, 'Development as Freedom'</li> <li>• European Commision Reports</li> <li>• Robert J. Barro, 'Democracy and Growth'</li> <li>• Ravi Kanbur, 'What's Social policy got to do with Ecomonic Growth?'</li> <li>• Jennife C. and Elliot A. 'An Introduction to sustainable development' 2006</li> </ul>

## 1. IB internal assessment requirement to be completed during the course

The Engagement Activity is introduced in late February of Year 1, having completed Unit 1 and before beginning the unit on Peace and Conflict. This gives students time to reflect on the demands of the EA and start to plan their research/action approach. Before the Easter break, students submit their proposal and discuss with their teacher their initial ideas, including the political issue of interest, the action which they wish/expect to undertake, and the sources (primary/secondary) for their research. Students study some of the IB's examples EAs to get a sense of the demands of the action/research.

A more personalised approach to teacher guidance is required; however, the main parameters of the IA will be explained in a range of documents that are shared with the students, the key guiding message to students is:

***ACTION! Political action, outside of the classroom. The students are asked to focus on three parts: 'what I did', 'why I did it', what others would say on the issue/engagement.*** The engagement activity tests and develops a number of key skills. Each of these can be thought of as separate stages or tasks to complete:

- Identifying a political issue of interest and planning an effective and suitable activity that will allow the political issue to be properly analysed.
- Researching a political issue through active engagement. Organizing, making sense of, and **synthesizing** evidence gained through the primary activity and secondary research.
- Writing a report which investigates the political issue and binds together information gained through the student's own activity with secondary research. *Students will be encouraged to combine research with action.* Students should frame it around a question; need an inherent argument or hypothesis, and a synthesis/conclusion alongside multiple perspectives. There will be an emphasis on the students showing varying views and analysing these effectively in their written report.

## 2. Links to TOK

Topic	Link with TOK (including description of lesson plan)
<p>Teaching one/two lessons on various political theory and applying it throughout the course to all units and topics.</p>	<p>Students are introduced to theoretical perspectives as lenses through which they can interpret the course. Students will initially be taught an overview of the major theoretical perspectives: Realism; Liberalism; Neoliberalism; (neo) Marxism; Post-colonialism; Feminism; Constructivism. During the lesson students summarise the key beliefs of each perspective in one or two sentences and discuss with partners which of them they identify/agree with most.</p> <p>Following the lesson, students are given handouts with descriptions of realist/liberal/critical perspectives on a range of concepts/issues (e.g., human nature, globalization, balance of power, terrorism, development) and they must decide which perspective relates to which description. Subsequently, they write down what they believe each perspective would say about Peace and Conflict.</p> <p>Finally, students produce a large-scale mind-map in which they organize the different theories into key branches, and (using key words, images, colours, etc.) add further information about each perspective's key position on key issues/concepts.</p> <p>Students continue to build on and consolidate their understanding of theoretical perspectives throughout the course as they reflect on what, for instance, Realists and Liberals might say about global challenges such as the refugee crisis or climate change.</p>

### 3. Approaches to learning

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Climate change	<p>Students will research and present on a specific consequence of climate change. Students develop their conceptual <b>thinking skills</b> by examining the relationship between climate change, development and human rights. They may also consider other concepts such as globalization (e.g., linked to resource exploitation) or IGO/NGO involvement</p> <p>Their <b>research skills</b> are developed through investigating the consequences of climate change. In particular, students analyse which of the agreements made/summits attended had an impact, if any on global warming and climate change. They refer to other sources of information such as; specific impacts/consequences e.g., on human/natural systems, socio-economic development paths, environmental and developmental factors e.g., flooding in Bangladesh; seeking to identify relevant and reliable information on climate change/global warming consequences.</p> <p>Finally, students develop their <b>communication skills</b> through the organisation of their information into a short video production in which they write a script, record a voice-over, and detail the reasons why climate change/global warming has a variety of consequences and how it links to other political concepts.</p> <p><b>Self-management skills</b> are implicit in this research/video production, along with collaboration with peers, in order to meet deadlines and follow instructions.</p>

#### 4. International mindedness

Topic	Contribution to the development of international mindedness (including resources you will use)
Intergovernmental Organisations	<p>International mindedness is continuously examined in Global Politics. One such example is the topic of IGOs. Students are introduced to the concept of Intergovernmentalism which is explained as the interaction among states. It can be a treaty or alliance (e.g. a bilateral agreement between states), or a league or confederation. In such bodies, state sovereignty is preserved through a process of unanimous decision-making in which each member states has a veto, at least over matters of vital importance. Students study the significance of a range of IGOs: e.g. IMF, WTO, EU, ASEAN, World Bank, African Union, Arab League, etc. Students watch short videos and receive written texts on each IGO and this serves as evidence to help them to respond to the essay question:</p> <p>“Intergovernmental organizations are ineffective actors in global politics.” Using the sources and your own knowledge, evaluate this claim.</p> <p>This question is in accordance with Paper 1 and students are expected to refer to key concepts such as power and interdependence, as well as Realist and Liberal perspectives. While students may critique the ineffective nature, or ideological persuasions of some of these IGOs, ultimately students are encouraged to reflect on the value of international cooperation of nation states in managing transnational issues such as the global economy, international trade, resource management, regional cooperation, climate change, etc. Therefore, showing a true contribution to the international-mindedness of the student.</p>

## 5. Development of the IB learner profile

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Case Study of the Syrian Conflict	<p>Students are encouraged to be thinkers, inquirers and open-minded - amongst other IB learner profile attributes - when investigating the Syrian conflict. In particular, with regard to critical thinking, students are encouraged to understand the conflict through the multiple perspectives of the different actors at different levels of analysis : local/national ; regional ; international ; global levels of analysis.</p> <p>Students are guided by a range of Internet webpages to research this case study detailing the background and the evolution of the conflict, as well as the prospects for peace. They should evaluate a range of points-of-view towards the conflict and the refugee crisis by examining the motives of the key actors, including local fighters and the government, regional neighbouring states, international superpowers, EU countries receiving refugees and supranational bodies and NGOs who seek to resolve the crisis or offer support to those affected.</p> <p>The learner profile attribute will be highlighted at the beginning of the case study and referred to throughout, especially with questioning and oral feedback in class discussions. Students will learn to use the learner profile attribute as a means by which to change/adapt their perspective to help them with analysis.</p>

## 6. Resources

Students will be given a comprehensive reading list, including the resources shown in this course outline. The school will need to have a subscription for JSOTR for both History and Global Politics DP courses. An example of some of the more general online resources that students will be expected to engage with are listed below. Students will also be asked to complete a weekly current affairs journal in order to build up their exposure to the most up to date political developments.

General Online resources:

- The guardian newspaper (liberal bias)
- GapMinder (statistics)
- Council on Foreign Relations (articles and reviews of contemporary trends)
- World Politics Review (good for critical analysis)
- The Economist
- Relief Web (humanitarian information portal)
- Globalisation 101 (a good starting point for globalisation related issues)
- Foreign Policy Association (analysis of foreign policy developments)
- Vision of Humanity (statistics and data)
- World Mapper (visual collections of maps according to different subject areas)
- BBC World Service
- Aljazeera News (varied approach, many stories not shown on Western news)