

# **FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

## **GLOBAL POLICTICS HL**

**DATE: April 2015**

**COURSE LENGTH: 2 years**

**GRADING: A-F**

**SUBJECT AREA/CREDITS: SS/5 per semester**

**PROPOSED GRADE LEVEL(s): 11-12**

**PREREQUISITE: “C” or better in AP European History or World Cultures**

**INTENT to PURSUE COLLEGE PREP STATUS THROUGH UC SYSTEM:** ☒ Yes ☐ No

### **COURSE DESCRIPTION:**

This two year International Baccalaureate course covers the major themes of Political Science and contemporary World Issues. The Diploma programme Global Politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasized as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.

### **GOALS/ESSENTIAL QUESTIONS:**

The primary goal of IB Global Politics is to prepare students to take the IB exams at the end of their senior year. In order to do this, students will need detailed knowledge of the unit topics listed below, as well as a sophisticated skill set that allows them to think, act, and write like a social scientist.

### **CCSS READING COMPONENT:**

1. Students will read, understand, and analyze primary and secondary source documents. Students will learn to recognize and cite specific textual evidence to support analysis of these sources; they will determine and understand the central ideas of the sources, including author’s intent with regard to words and phrases; students will analyze the structure of primary sources; students will read primary and secondary sources on the same subject from different authors, evaluation competing and complementary opinions.
2. One of the primary means through which students will be introduced to the topics of this course is through the reading, comprehension and analysis of contemporary journalism and official government documents. These documents will vary in type and format allowing students to satisfy the reading component of the Common Core State Standards.

## **CCSS WRITING COMPONENT:**

In addition to weekly responses to current events, students will write an essay in Global Politics. This provides students with an opportunity to undertake an in-depth analysis of a significant, contemporary global political issue. Students will choose a topic that will allow them to demonstrate their knowledge, research skills and critical thinking skills leading to a substantial essay that utilizes relevant key concepts, theoretical foundations and approaches of global politics. The outcome of the research will be a coherent and structured essay that effectively answers a specific research question.

## **CCSS SPEAKING and LISTENING COMPONENTS:**

Students engage in peer teaching, presentations, class panels, Socratic seminars, and debates.

## **DETAILED UNITS of INSTRUCTION:**

### **Year 1**

**Unit 1: power, sovereignty and international relations, teaching time:** 10 weeks

**Key concepts:** power, sovereignty, legitimacy, interdependence

**Learning outcomes:** • Nature of power • Operation of state power in global politics • Function and impact of international organizations and non-state actors in global politics • Nature and extent of interactions in global politics

**Unit 2: Human rights unit, teaching time:** 7 weeks

**Key concepts:** human rights, justice, liberty, equality

**Learning outcomes:** • Nature and evolution of human rights • Codification, protection and monitoring of human rights • Practice of human rights • Debates surrounding human rights and their application: differing interpretations of justice, liberty and equality

**Unit 3: Development unit, teaching time:** 7 weeks

**Key concepts:** development, globalization, inequality, sustainability

**Learning outcomes:** • Contested meanings of development • Factors that may promote or inhibit development • Pathways towards development • Debates surrounding development: challenges of globalization, inequality and sustainability

**Unit 4: Peace and conflict unit, teaching time:** 7 weeks

**Key concepts:** peace, conflict, violence, non-violence

**Learning outcomes:** • Contested meanings of peace, conflict and violence • Causes and parties to conflict • Evolution of conflict • Conflict resolution and post-conflict transformation

### **Year 2**

**Unit 1: Political Science Issues, teaching time:** 12 weeks

**Key concepts:** Environment, Poverty, Health, Identity, Borders, and Security

In small groups and as a class, students will undertake several detailed case studies. These case studies provide an opportunity for students to conduct an in-depth analysis of complex political issues in real-life situations.

**Learning outcomes:** familiarizes students with the case study and practice skills considered important for students of the politics subject area, such as research and presentation skills.

**Unit 2: Researching the Case Studies, teaching time: 12 weeks**

**Key concepts:** Any two of the following: Environment, Poverty, Health, Identity, Borders, and Security  
For each of the two topics chosen, students must undertake a detailed case study. These case studies provide an opportunity for students to conduct an in-depth analysis of complex political issues in real-life situations.

**Learning outcomes:** Deeper understanding of Political science topics and the use of the case study; Individual implementation of research and presentation skills.

**Unit 3: Preparing and recording a Presentation, teaching time: 12 weeks**

**Key concepts:** Any two of the following: Environment, Poverty, Health, Identity, Borders, and Security  
For each of the two topics chosen, students must undertake a detailed case study. These case studies provide an opportunity for students to conduct an in-depth analysis of complex political issues in real-life situations.

**Learning outcomes:** Two 10-minute video-recorded oral presentation; The student will demonstrate an excellent understanding of a political issue raised by the case study, with a clear and focused analysis and an exploration of different perspectives on the issue. The student analyses the case study within the wider context of global politics, illustrating effectively the significance of the case. Narrowing focus from broad understanding to specific cases in the world;

**TEXTBOOKS AND RESOURCE MATERIALS:**

To be determined; Textbook and resources are in development with publishers.

**COMMON CORE STANDARDS to be ADDRESSED:**

The aims of all subjects in the individuals and societies subject group are to:

1. Encourage the systematic and critical study of: human experience and behavior; physical, economic and social environments; and the history and development of social and cultural institutions
2. Develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. Enable the student to collect, describe and analyze data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
5. Develop awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty.

The aims of the global politics course at SL and HL are to enable students to:

1. Understand key political concepts and contemporary political issues in a range of contexts
2. Develop an understanding of the local, national, international and global dimensions of political activity
3. Understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
4. Appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues

**DISTRICT ESLRs to be ADDRESSED:**

**Students will be:**

- **Self-Directed Learners:** Students will choose a topic in History to investigate and write about during their Internal Assessment.
- **Effective Communicators:** Students will communicate through discussion and written work.
- **Quality Producers/Performers:** Students will produce college-level historical work.
- **Constructive Thinkers:** Students will analyze the common hurdles and challenges of the past and connect them with the challenges of the present.
- **Collaborative Workers:** Students will work as research teams and will work on contrasting viewpoints in order to have a deeper understanding of the topics. They also will learn about how the world's crises are problem-solved through collaboration.
- **Responsible Citizens:** The course will support their work in CAS which requires students to serve within their community.

**The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.** For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625