

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

GLOBAL POLITICS SL

Date: February 2016
Proposed Grade Level(s): 11-12
Grading: A-F

Course Length: 1 year
Subject Area: Social Science
Credits: 5 per Semester
Specialized Program: IB/DP

Prerequisite: “C” or better in AP European History or World Cultures
Intent to Pursue College Prep Status through the UC System: Yes

COURSE DESCRIPTION:

This one year International Baccalaureate course, which complements Global Politics HL, 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.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The primary goal of IB Global Politics is to prepare students to take the IB exams. 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:

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, evaluating, competing, and complementary opinions.

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:

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

Engagement Activity

Teaching time: Throughout the year, complementary independent research

Key concepts: this research project will incorporate the key concepts from the units of study in the course which students choose to investigate further

Learning outcomes: • Inquiry process • Writing for research/social science • in-depth case analysis • complex evidence analysis • self-driven research and topic selection

TEXTBOOKS AND RESOURCE MATERIALS:

Heywood, Andrew; *Global Politics (2nd Edition)*; Palgrave, Macmillan, 2001

Kirsch, Max; *IB Global Politics Course Book: Oxford IB Diploma Programme*; Oxford Press, 2017

SUBJECT AREA STANDARDS TO BE ADDRESSED:

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
4. Students relate current events to the physical and human characteristics of place and regions

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations
2. Students identify bias and prejudice in historical interpretations
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).

Principles of American Democracy

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections

Principles of Economics

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

3. Understand the changing role of international political borders and territorial sovereignty in a global economy

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:

Student will:

- **Self-Directed Learners:** Students will choose a topic 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.
- **Responsible Citizens:** The course will support student work in Creativity, Action, Service (CAS) which requires students to serve 150 hours within their community as part of the IB Diploma.
- **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.

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