COURSE OUTLINE – DP Global Politics 2021 - 2023

Course Description:

DP Global Politics explores political concepts such as power, equality, sustainability and peace in a range of current and contemporary contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and process, as well as to explore political issues affecting their own lives. This 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 study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. At the Standard Level (SL), students study four core units and undertake the Engagement Activity (EA). Students in the Higher Level (HL) option, in addition to the SL topics, use a case study approach to examine and evaluate two further global political challenges which in their nature are complex, contestable, and interlinked.

Assessment objective 1: Knowledge and understanding

• Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics
• Demonstrate understanding of relevant source material
• Demonstrate understanding of a political issue in a particular experiential situation (engagement activity)
• At HL only, demonstrate in-depth knowledge and understanding of political issues in two detailed case studies

Assessment objective 2: Application and analysis

• Apply knowledge of key political concepts to analyse contemporary political issues in a variety of contexts
• Identify and analyse relevant material and supporting examples
• Use political concepts and examples to formulate, present and sustain an argument
• Apply knowledge of global politics to inform and analyse experiential learning about a political issue (engagement activity)
• At HL only, apply knowledge of global politics to analyse political issues in two case studies

Assessment objective 3: Synthesis and evaluation

• Compare, contrast, synthesize and evaluate evidence from sources and background knowledge
• Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin
• Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue (engagement activity)
• At HL only, demonstrate synthesis and evaluation of different approaches to and interpretations of political issues in two case studies

Assessment objective 4: Use and application of appropriate skills

• Produce well-structured written material that uses appropriate terminology
• Organize material into a clear, logical, coherent and relevant response
• Demonstrate evidence of research skills, organization and referencing (engagement activity and HL extension)
• At HL only, present ideas orally with clarity

Course Syllabus:

This course contains four core units, an independent engagement activity, and an HL extension for students who choose to take this option. The first two units and the foundations of The Engagement Activity will take place in Year 1 while the final two units, completion of the EA and HL topics will be studied in Year 2.

Year One: Unit 1 – Foundational Unit: Power, Sovereignty and International Relations
This foundational unit introduces students to concepts such as power, sovereignty, legitimacy, and interdependence. This unit focuses on the dynamics of power and how it is manifested and legitimized at various levels. The roles of state and non-state actors are examined, their interactions in global politics are discussed and their success in achieving their aims and objectives is evaluated.

Learning outcome	Prescribed content
Nature of power	Definitions and theories of power
	Types of power
Operation of state power in global politics	The evolving nature of state sovereignty
	Legitimacy of state power
Function and impact of international organizations and non-state actors in global politics	The United Nations (UN)
	Intergovernmental organizations (IGOs)
	Non-governmental organizations (NGOs), multinational corporations (MNCs) and trade unions
	Social movements, resistance movements and violent protest movements
	Political parties
	Informal forums
	Legitimacy of non-state actors
Nature and extent of interactions in global politics	Global governance
	Cooperation: treaties, collective security, strategic alliances, economic cooperation, informal cooperation
	Conflict: interstate war, intrastate war, terrorism, strikes, demonstrations

Year One: Unit 2 – Human Rights
This unit focuses on the nature and practice of human rights. Debates surrounding human rights are examined.

Learning outcome	Prescribed content
Nature and evolution of human rights	Definitions of human rights
	The UN's The Universal Declaration of Human Rights (1948)
	Developments in human rights over time and space
Codification, protection and monitoring of human rights	Human rights laws and treaties
	Protection and enforcement of human rights at different levels
	Monitoring human rights agreements
Practice of human rights	Claims on human rights
	Violations of human rights
Debates surrounding human rights: differing interpretations of justice, liberty and equality	Individual versus collective rights
	Universal rights versus cultural relativism
	Politicization of human rights

Year Two: Unit 3 – Development Unit

This unit focuses on what development means, how it can be pursued and what may help or stand in the way of people, communities and countries becoming better off in a comprehensive sense. Debates surrounding development are examined.

Learning outcome	Prescribed content
Contested meanings of development	Different definitions of development, including sustainable development and well-being
	Measuring development
Factors that may promote or inhibit development	Political factors
	Economic factors
	Social factors
	Institutional factors
	Environmental factors
Pathways towards development	Models of development
	Approaches for developing the economy
	Approaches for developing society
Debates surrounding development: challenges of globalization, inequality and sustainability	Globalization: wins and losses
	Inequality and development: role of politics
	Sustainable development: role of politics

Year Two: Unit 4 – Peace and Conflict Unit

This unit focuses on what peace, conflict and violence mean, how conflicts emerge and develop, and what can be done to build a lasting peace.

Learning outcome	Prescribed content
Contested meanings of peace, conflict and violence	Different definitions of peace, conflict and violence, including positive peace and structural violence
	Types of conflict
	Justifications of violence, including just war theory
Causes and parties to conflict	Causes of conflict
	Parties to conflict
Evolution of conflict	Manifestations of conflict, including non-violence
	Conflict dynamics
	Third-party involvement in conflict, including humanitarian intervention
Conflict resolution and post-conflict transformation	Peacemaking, including negotiations and treaties
	Peacebuilding, including reconciliation and work of justice institutions

Year One & Two: Engagement Activity

The engagement activity provides students with an opportunity to explore the central unifying theme of the course—people, power and politics—in practice and outside the classroom. In the course of their engagement activity, students may, for example, learn about the local manifestations of a global issue, engage with primary sources and experience the dynamics and consequences of decision-making on individuals and communities. Although the emphasis of the task is on active engagement rather than primarily on research, it is expected that students make use of the key concepts, theories and ideas they are learning in the classroom and undertake further reading to inform their planning and actions, and their discussion of the political issue raised in their activities. In brief, the task aims at active and reflective engagement. The engagement activity work culminates in a 2,000-word written report.

Year Two: The HL Extension

The HL extension gives students the opportunity to explore important global political challenges through a case studies approach. HL students must study two of the following six topics.
1. Environment
2. Poverty
3. Health
4. Identity
5. Borders
6. Security

There is no additional prescribed content for the HL extension. For each of the two topics chosen students must undertake a detailed case study, culminating in a 10-minute video recorded oral presentation. These case studies provide an opportunity for students to conduct an in-depth analysis of complex political issues in real-life situations. The approach also familiarizes students with the case study as an important method of gaining knowledge in the social sciences and allows them to practice skills considered important for students of the politics subject area, such as research and presentation skills.

IB Concepts and Considerations
- **THEORY OF KNOWLEDGE (TOK):** Students will reflect on the nature of knowledge in Global Politics, and on how we know what we claim to know throughout the course.
- **CREATIVITY, ACTIVITY, SERVICE (CAS):** Students will be encouraged to consider ways they can take meaningful action in their CAS activities connected to topics learned in Global Politics throughout the course.
- **APPROACHES TO LEARNING (ATL): Thinking, Social, Communication, Research**, and **Self-Management** skills will be developed and encouraged throughout the course.
- **LEARNER PROFILE ATTRIBUTES (LP):** Connections will be made to the IB Learner Profile Attributes (**Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk-taker, Balanced,** and **Reflective)** throughout the course. Students are encouraged to embody these traits as IB learners.

Assessment in DP Global Politics

Assessment - SL

Assessment component	Weighting
External assessment (3 hours)	**75%**
Paper 1 (1 h 15 min)	**30%**
Stimulus-based paper based on a topic from one of the four core units	
Four compulsory short-answer/structured questions	
(25 marks)	**45%**
Paper 2 (1 hour 45 min)	
Extended response paper based on the four core units	
Students must write two essays from a choice of eight, each selected from a different core unit.	
(50 marks)	
Internal assessment	**25%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Engagement activity (20 hours)	
A written report (2,000-word maximum) on a political issue explored through engagement and research	
(20 marks)	

Assessment – HL

Assessment component	Weighting
External assessment (3 hours)	**60%**
Paper 1 (1 h 15 min)	**20%**
Stimulus-based paper based on a topic from one of the four core units	
Four compulsory short-answer/structured questions	
(25 marks)	**40%**
Paper 2 (1 hour 45 min)	
Extended response paper based on the four core units	
Students must write two essays from a choice of eight, each selected from a different core unit.	
(50 marks)	**35%**
Internal assessment	**40%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Engagement activity (20 hours)	
A written report (2,000-word maximum) on a political issue explored through engagement and research	
(20 marks)	
HL extension: global political challenges (90 hours)	
Two video recorded oral presentations (10 minutes maximum each) of two case studies chosen from two different HL extension topics	
(20 marks)	

Grade Descriptors:

Grade 7

Demonstrates conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or "common sense" points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

BC Ministry Requirements:

In line with the philosophy of the IB Diploma Programme, students will be assessed against the course objectives at their current level of achievement on the 7-point scale throughout the course. As required by the Ministry of Education, students will also be given a percentage converted from the IB level that reflects their achievement in relation to the corresponding BC Curriculum course.

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. As diploma candidates, you are expected to adhere to the school's Policy for Academic Integrity, and also to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty, 2011. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

In accordance with this policy, students can use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless permission is given to use the aforementioned tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. Additionally, if students are allowed to use advanced automated tools on assignments in this course, that use must be properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/" Material generated using other tools should follow a similar citation convention.[1]

[1] Adapted from https://learninginnovation.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/

http://www.sd44.ca/school/carson/Documents/Carson%20Graham%20Policy%20for%20Academic%20Honesty%20June%202015.pdf