



Global Politics 1- International Baccalaureate Diploma Program

Instructor Information

Instructor: Erica Serros

Email: eserros@riverstoneschool.org

Course Description

The first year of the International Baccalaureate Diploma Programme (IB DP) Global Politics course is an immersive exploration of political concepts and international relations.

Students delve into key topics such as power, sovereignty, human rights, and development, gaining a nuanced understanding of global issues. The curriculum encourages critical thinking and analysis, fostering an appreciation for diverse perspectives. Students engage in in-depth research, honing their skills in evaluating sources and constructing well-reasoned arguments. The course also emphasizes the development of research and communication skills, preparing students for the demands of the second year. Overall, the first year sets a solid foundation for comprehensive political understanding and academic excellence.

Global politics core topics

Understanding power and global politics



Thematic studies

Peace and conflict

Materials

- Textbooks (recommended for extra reading but not required)
 - Global Politics Course Companion (2024)- 978-1382033671 Mooij, Dhesi, Nusseibeh
 - Global Politics for the IB Diploma Programme (2024)- 978-1036003500 Fugil, Hiron, Hull

Assessment for IB Exams

Paper 1: (1 hour 15 minutes on the IB exam)

Source-based paper that draws from the common core topics.

Candidates answer four compulsory structured questions. (25 marks)

Paper 2: (1 hour 45 minutes on the IB exam)

Extended response paper based on the common thematic studies.

Candidates must answer two questions: one essay from section A (comprising questions from each of the thematic studies) and one essay from section B (comprising integrating questions). (15 marks each)

Paper 3: (1 hour 30 minutes on the IB exam)

Stimulus-based paper related to the HL extension syllabus (global political challenges).

Candidates must respond to three questions drawing from their researched case studies. (28 marks)

Grading Scale in class

- IB Product: 60%
 - Paper 1, Paper 2, Paper 3, practice IAs
- IB Process: 20%
 - homework, readings, quizzes (non-IB style), annotations
- Final Exam: 20%
 - Paper 1, Paper 2 and Paper 3



Class Schedule- approximate

Unit 1: Understanding Power and Global Politics

- Week 1-2:
 - GP vocab
 - state vs non-state actors
 - state vs nation, stateless nations
 - types of power: hard, soft, smart
 - measuring power: The Changing Nature of World Power
- Week 3-4:
 - formative paper 2 assessment prep
 - soft power: Arab Spring case study
 - power and globalization
 - global political challenges
 - desertification
 - formative assessment paper 2
 - globalization
 - citation formats
- Week 5-6:
 - forms of government
 - democracy: rule by many
 - oligarchy: rule by few
 - autocracy: rule by one
 - anarchy: rule by none
 - further stratification
 - sharp power perspective
 - Afghanistan soft power case study
- Week 7-8:
 - Atomic bomb case study
 - atomic bomb debate
 - Introduction to IR theory: realism and liberalism
 - sovereignty
 - The Treaty of Westphalia
 - Post-colonialism: implications of colonialism on state sovereignty
- Week 9-10
 - imperialism and colonialism
 - formative paper 1 prep
 - the League of Nations and United Nations
 - P5
 - Challenges to sovereignty



- irredentism
 - self-determination
- paper 1 assessment
- Week 11-12:
 - IR theories
 - realism
 - neorealism
 - Game Theory
 - Prisoner's Dilemma
 - Stag Hunt Parable
 - liberalism
 - neoliberalism
 - Democratic Peace Theory
 - Collective Security
 - constructivism
- Week 13-14:
 - IGOs
 - UN
 - IMF and World Bank
 - NATO
 - Russia Ukraine War
- Week 15-16:
 - Global Governance Institutions
 - R2P: Responsibility to Protect
 - NATO Libya case study
 - UN veto power case study
 - World Bank Case Study

Unit 2: Peace and Conflict

- Week 1-2:
 - links to other units
 - defining peace, conflict and violence
 - peace in IR theories
 - realism
 - liberalism
 - father of peace studies
 - Kashmir case study
 - P&C definitions
 - Venezuela case study
- Week 3-4:
 - Taiwan China case study
 - direct vs indirect violence



- Galtung's Conflict Triangle
- Frequently Used Conflict Resolution Terminology
 - peacekeeping
 - peacemaking
 - peacebuilding
- peacekeeping: Rwandan and Burundian Genocide case study
- Practice paper 2
- IR theory
 - Marxism and communism
- peacemaking: Cambodian genocide case study
- Week 5-6:
 - peacebuilding: Peru case study
 - war vs violence vs conflict
 - typologies of conflict:
 - inter-state conflict
 - intra-state conflict
 - Soviet Afghan War case study
 - intro to terrorist org assignment
 - Just War Theory
 - Invasion of Iraq 2003 case study
- Week 7-8:
 - Terrorist org assignment- presentations and paper 2
 - International Law
 - Geneva Conventions
 - R2P
 - Types of Conflicts
 - Just War Theory Analysis activity
 - Al Qaeda case study
 - Zero Dark Thirty
 - Somalia Case Study
 - Black Hawk Down
 - Paper 2 assessment
- Week 9-10:
 - Justifications of conflict and violence
 - cultural violence
 - acid attacks
 - honor killings
 - honor killings activity
 - Cold War cases study
 - nuclear proliferation and the NPT
 - Cold War conflicts activity
 - Nuke stats
- Week 11-12:
 - Causes of conflict



- In and out groups and dehumanization
 - greed vs grievances
- WWII Case study
 - International Tribunals
 - Ramifications of WWII
 - EU
 - NATO
 - UN
- Iran Nuclear Deal
- Typologies of conflict
- Parties to conflict
- Evolution of Conflict: Manifestations
- Conditions making conflict more likely
- Week 13-14:
 - Legitimacy
 - Humanitarian intervention and R2P
 - Post Conflict Transformation
 - Justice Institutions
 - International Tribunals
 - Truth and Reconciliation Commissions
 - ICC
 - four core international crimes: genocide, war crimes, crimes against humanity and crimes of aggression
 - cultural reconciliation
 - Third party involvement
 - failure of UN peacekeeping
- Week 15:
 - Sudan and South Sudan case studies
 - post colonialism
 - Haiti case study- post colonialism
 - Summer homework- Trevor Noah's "Born a Crime"

External Assessment

- Final Exam: Dec 15-18
 - Format: cumulative Paper 1, Paper 2 and Paper 3
 - Topics Covered: power, sovereignty and international relations
- Final Exam: June 1-4
 - Format: cumulative Paper 1, Paper 2, Paper 3 (HL only)
 - Topics covered: P, S & IR, peace and conflict

Policies



- [AI Policy- AI guidance](#)
- [Attendance Policy](#)
- [Academic Integrity Policy](#)
- [Grade Appeal Policy](#)
- [Late Work Policy](#)

- **Electronics/ Cell Phone Policy**

Cell phone usage and particularly social media usage have been found to be detrimental to cognitive development and mental health. They are also a distraction to both other students and the teacher.

Per the Riverstone Handbook, students should refrain from using cell phones and other electronics during school hours.

I should never see or hear your cell phone during class time. Abuse of cell phone use during class will result in students placing cell phones in a designated cell phone pocket at the beginning of each class period. Multiple offenses will result in referral to the appropriate school director and may result in a call/ email home. **Please** do not allow this to happen.

Computers should be used only for classwork and should not be used to message, play games, surf the web etc. Abuse of other electronic devices will also result in the suspension of use during class.

- Communication: email Monday through Friday- if you don't hear from me within 24 hours during the week, follow up.

Resources and Support

- IB Resources: glopopolis.org
- [Graphic organizers](#)
- [Global Politics Vocabulary](#)

Grading Scale

Please see the descriptions below to understand what it means for a student to earn a specific IB number grade.

[DP Grade boundaries](#) for each subject

IB Grade		Grade Translation	GPA Points	Grade Descriptor
7	68-100	A+ A	4.0	Consistently produces innovative work demonstrating insight into the task beyond what was addressed in class. The work exemplifies a high degree of accuracy without the assistance of the teacher. Consistently demonstrates novel and creative ideas to transfer knowledge and skills to complex classroom topics as well as real-world situations.



6	58-67	A	4.0	Sometimes produces innovative work demonstrating insight into the task beyond what was addressed in class. The work is satisfactory to the task representative of a thorough understanding of the knowledge and skill necessary to carry out similar work that might be unfamiliar.
5	51-57 44-50	A- B+	3.75 3.5	Produces generally high quality work representative of attempts to apply critical thinking. Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology. When introduced to unfamiliar concepts, knowledge and skills are attempted to be used in application, but requires some assistance.
4	39-43 33-38	B B-	3.25 3.0	Produces good quality work representative of a basic understanding of concepts addressed within the context of class. Demonstrates an adequate usage of subject specific terminology limited to items discussed within the class setting. Application to real-world settings requires significant assistance.
3	21-32	C+ C C-	2.75 2.25 2.0	Produces work of acceptable quality. Inability to use subject specific terminology reveals gaps in understanding or misunderstandings. There are some attempts at creative and critical thinking with support, but ultimately unable to make conceptual leaps in the real-world.
2	9-20	D	1.0	Produces work of limited quality. Infrequent demonstration of understanding with very little to no use of subject specific terminology. Even with support provided, there is little effort to think critically.
1	0-8	F	0.0	Insufficient evidence to assess student work.

Note

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated to students in a timely manner.