

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Global Politics HL

Board Approval Date: June 18, 2025	Course Length: 4 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: Elective Elective Area (if applicable): Social Studies
Prerequisite(s): Required "C" or better in World History	Corequisite(s): None
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable): IB	
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Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

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Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

Global politics is a course that explores how the world they live in works, what makes it change, or what prevents it from changing. The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding by critically engaging with contemporary (within the last 20 years) political issues and challenges that interest them with an emphasis on world events as well as national events. Students develop their understanding of political concepts such as power, sovereignty, legitimacy, and interdependence. They will expand their knowledge of specific content by exploring and researching real-world case studies and examples developing an understanding of power, which is critical for analyzing how political systems work and how they change. They build their understanding of how power works across multiple and interconnected dimensions, affecting the everyday lives of people around the world. This course incorporates three thematic units; Rights and Justice; Development and Sustainability, Peace and Conflict. Global Politics Higher Level (HL) requires students to research a local political issue, investigate this issue from the perspective of a political scientist and offer policy recommendations for this issue. Additionally, there are three external assessments which must be completed at the end of this two-year course which will draw on their knowledge of the key concepts of

the course, thematic units, and their own in-depth research of case studies they will choose individually based on several extension topics including Borders, Environment, Health, Technology, Poverty, Equality, Identity, and Security.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Core topics understanding Power and global politics	How do stakeholders and actors shape systems and interactions in global politics? How can classifications and definitions of power by international relations theorists support an understanding of the function of power in global politics? Why are the nature of sovereignty and challenges to sovereignty essential to understanding global relations? How does the process for establishing legitimacy differ for state and non-state actors? How can challenges to state legitimacy manifest in global politics and create change? How does an understanding of interdependence between various through global governance and international law enhance analysis of global political trends?	*Key content quizzes *Socratic seminar - types of power *Partner presentation - IR theorist *Presentation - case studies in power *Global Governance 4 corners debate *Multilateral vs Unilateral take a stand debate *International Agreement debate *Reading guide	*Paper 1 (external assessment) source based *4 question extended response *Individual case study presentation
Student will understand: Framing global politics; Systems and interactions in global politics; power in global politics; sovereignty in global politics; legitimacy in global politics; interdependence in global politics; theoretical perspectives in global politics			
2. Rights and Justice	How are the concepts of rights, justice, equality, and	*Human Rights interview and reflection	*Given 2 paper 2 (external assessment)

	liberty defined? Why are there contested meanings of these terms and how does that contested meaning impact analysis of global events? How does the interaction of political stakeholders and actors impact the realization of rights and justice in global political case studies? Why is global governance significant to the establishment of rights internationally? How does the debate about claims and appropriate response to rights violations demonstrate the challenge to shared global perspective?	*Cultural Relativism vs *Universalism 4 corners debate *Interactions of stakeholders socratic seminar *Rights violation and response case study presentation *UDHR-Bill of Rights compare and contrast *Reading guide	questions - pick one to write a timed paper 2 style in-class essay *Individual case study presentation
Students will understand: the contested meanings of rights, justice, equality, and liberty; interactions of political stakeholders and actors; nature, practice and study of rights and justice; debates about rights and justice			
3. Development and Sustainability	How are the concepts of development, sustainability, inequality, and poverty defined? Why are there contested meanings of these terms and how does that contested meaning impact analysis of global events? How does the interaction of political stakeholders and actors impact the process of development in global political case studies? Why is global governance significant to the establishment of effective international and state development? How does the debate about effective globalization demonstrate the challenge	*Measuring development - index reflection *Sustainable development goals partner presentation *Foreign aid socratic seminar *Modernization theory vs *Dependency theory compare and contrast *Globalization 4 corners debate *Reading guide	*Paper 1 (external assessment) source based 4 question extended response *Individual case study presentation

	to shared global perspective?		
Students will understand: the contested meanings of development, sustainability, poverty and inequality; interactions of political stakeholders and actors; nature, practice and study of development and sustainability; debates about development and sustainability			
4. Peace and Conflict	How are the concepts of peace, conflict, violence, and non-violence defined? Why are there contested meanings of these terms and how does that contested meaning impact analysis of global events? How do conflict dynamics and causes of conflict impact a diverse set of stakeholders and actors? What are the best ways to carry out the peace process? How does the legitimization and justification of violence shape the conflict and peace cycle?	*Partner presentation - conflict case study evaluating *Galtung's Triangle *Positive and negative peace socratic seminar *Just War Theory 4 corners debate *Reading guide	*Given 2 paper 2 (external assessment) questions - pick one to write a timed paper 2 style in-class essay *Individual case study presentation (thematic unit synthesis)
Students will understand: the contested meanings of peace, conflict, violence and non-violence; interactions of political stakeholders and actors; nature, practice and study of peace and conflict; debates about peace and conflict			
5. Engagement Activity	What is a political issue? Who are the local stakeholders and actors? How are effective policy recommendations written? How are political science investigations carried out? What is the inquiry process? What is a research proposal? How are proper academic citations done?	*Initial issue research *Research question *Research plan *Research journal *Engagement logs *Paper outline *Paper draft	*Research proposal *Final engagement activity paper
Students will understand: the discipline of research in political science; local political issues; how to make policy proposals for meaningful solutions to local issues			
6. HL global	What is the definition of	*Research question check	*Paper 3 (external

challenges	each of the global challenges? How are the global challenges connected to each other? How are the global challenges connected to the thematic units? What case studies explore at least 2 global challenges? What recommendations can be written to help solve these global challenges?	*Case study journal checks *Research journal checks *Presentation on research progress *Peer feedback	assessment) structured in-class essay
Students will understand how global challenges are linked; how case studies demonstrate and help us analyze global challenges; how global challenges are linked to the thematic units of the course			

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

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 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

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>The text will be approved with the approval of this outline</i>		<i>Global Politics for the IB Diploma</i>	Fugill, Ben; Hiron, Jane; & Hull, Brian	Holder Education	1st	6/12/2024
<i>The text will be approved with the approval of this outline</i>		<i>Prisoners of Geography;</i>	Marshall, Tim	Simon and Schuster		10/27/2016
<i>The text will be approved with the approval of this outline</i>		<i>Power of Geography</i>	Marshall, Tim	Simon and Schuster		4/22/2021