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| **School name** | Jyväskylän Lyseon lukio | | | | | | **School code** | 1301 | | |
| **Name of the DP subject**  *(indicate language)* | Global Politics in English | | | | | | | | | |
| **Level**  *(indicate with X)* |  | | | | | | | | | |
| Higher |  | Standard completed in two years | | x | Standard completed in one year \* | | |  |  |
|  | | | | | | | | | |
| **Name of the teacher who completed this outline** | Susanna Soininen | | | **Date of IB training**  **30.11-2.12.2017** | | |  | | | |
| **Date when outline was completed** | 25.1.2018 | | | **Name of workshop**  *(indicate name of subject and workshop category)* | | | Philpot Eduation, Milan. Cat 2. | | | |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

**If you will teach history, complete the following chart.**

|  |  |  |
| --- | --- | --- |
| **Prescribed subject** | **Topics** | **HL option and sections** |
|  |  |  |
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##### Course outline

* + Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
  + This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
  + This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
  + If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Topic/unit**  (as identified in the IB subject guide)  *State the topics/units in the order you are planning to teach them.* | **Contents** | **Allocated time** | | | **Assessment instruments to be used** | **Resources**  *List the main resources to be used, including information technology if applicable.* |
|  | | |
| One class is | 75 | minutes. |
|  | | |
| In one week there are | 3 | classes. |
|  | | |
| Year 1 | Power, Sovereignty and International Relations | Snowball method; how to define power. What is Global Politcis all about? | 6x 75 minutes lessons | | | Continuos self-assessment, formative assessment (Practice mock exams, essays) and summative assessment at the end of each semester( mock exams) (the school year consists of 5 periods).  -peer feedback after group presentations, group essays and team work.  - feedback sessions with the teacher | Andrew Heywood: Global Politics  Max Kirsch Global Politics Course Companion ( Oxford University Press)  Economist  Guardian  The New York Times  The Atlantic  Academic articles / University Library of Jyväskylä, University Library of Indiana University |
| Nature of Power  Opwet  Power in | Theories; realism, liberalism, marxism..  Miersheimer´s lecture,  Ted talk.  Discussion and group work | 6x 75 minutes | | |
| Operation of State Power in Global Politics  <POlitcis | Power point, discussion. Nationstate simulation | 6x 75 minutes | | |
| Politics, Function and impact of international | Six thinking hats, creating research questions. Essay practice. | 6 x 75 minutes | | |
| International organisations and | Paper one practice; the role of the non –state actors and intergovernmental organisations. | 6x 75 minutes | | |
| Non-state actors in GLopo |  | 6x 75 minutes | | |
| Nature and Extent of interactions in GLopo | Team roles; a debate based on everything we have been covering | 4x75 | | |
|  |  |  | | |
|  | Human Rights |  |  | | |  |  |
|  | Nature and Evolution of Human Rights | Historical background; class discussion | 4x75 | | |  |  |
|  | Codification. protection and | Research on this topic; Current agreements and treaties | 6x75 | | |  |  |
|  | monitoring human rights | The Role of the UN and other monitoring organisations | 4x75 | | |  |  |
|  | Practice of Human rights | Research: Local organisations and institutions in the practice of human rights | 4x75 | | |  |  |
|  | Debates surrounding Human rights | A Summary based on the learning outcome: Essay writing and paper one practice | 4x75 | | |  |  |
| Year 2 | Development |  |  | | |  |  |
| Contested meanings of development | Links with other units: Galleria walk. Definitions in groups | 5x75 | | |
| Factors that may impact development | Research on chosen countries; presentations in pairs | 4x75 | | |
| Pathways towards development | Theories and obstacles.Individual reading and commentary on that | 6x75 | | |
| Debates surrounding development | Current articles and thinkers; Amartya Seya and Martha Nussbaum | 6x75 | | |
| Peace and Conflict |  |  | | |
| Contested meanings of peace, conflict, violence | Snowball method;  Types of conflict | 6x75 | | |
|  | Defining the terms and levels of analysis: essay writing |  | | |
|  | Causes of conflict | Group discussion and power point. Paper one practice. | 4x75 | | |  |  |
|  | Parties of conflict | Research in pairs | 4x75 | | |  |  |
|  | Evolution of conflict | Research in pairs | 6x75 | | |  |  |
|  | Conflict resolution and post-conflict transformation | Current conflicts and resolution process. | 5x75 | | |  |  |
|  | transformation | Revising all we have been studying. Preparing the students for the finals.Engagement activity work going on. |  | | |  |  |

##### IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

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| IA Engagement Activity is introduced straight in the beginning of the first Unit. More deeper approach to the requirements will be introduced in the beginning of the second year and the work to be completed by the beginning of the last semester ( January 2019). Students will be choosing their engagement activity topics in August 2018 and they will work with that throughout the semester ( gathering sources, finding out the best way of the engagement.) Individual discussions with the teacher first on the topic and then after the first draft on the actual written report. |

##### Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

|  |  |
| --- | --- |
| **Topic** | **Link with TOK (including description of lesson plan)** |
| How to define power and who is supposed to have power ? | How does our culture impact the way we define the concept of power ? The Snowball method used for finding out different definitions of power, students work in groups of 4 and start to brainstorm. Each stop takes around 10 minutes and at the end they will come back to their original paper with full of various kind of thoughts. Then they will sum up and choose 3 approaches, which they will share and explain in a more deeper way for the whole class.This whole lesson is completed in 75 minutes. |

##### Approaches to learning

##### Every IB course should contribute to the development of students’ approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

|  |  |
| --- | --- |
| **Topic** | **Contribution to the development of students’ approaches to learning skills (including one or more skill category)** |
| Peace and Conflict :Types of conflict | Students are working in pairs or groups of three. They can choose a conflict, which they will be investigating from different points of views ( causes, types, evolution) and use research skills. They are also using six thinking hats in creating their own research question on the topic ( they need to take roles of different thinkers and come to a compromise). They are also using communicative skills when sharing and discussing the topic as a group. In the end they need to be presenting their work for the others. |

##### International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

|  |  |
| --- | --- |
| **Topic** | **Contribution to the development of international mindedness (including resources you will use)** |
| Peace and conflict : concept of violence | Cultural approaches to the concept of violence. How can societies live in peace when people understand peace in a different way ? You tube videos on slave trade in the past and nowadays. Articles from the Guardian, Economist and other current journals. Class discussion first, then in groups or in pairs sharing ideas.Visit to the multicultural Gloria center in Jyväskylä, getting to know people with different background. Immigrants as a part of our society. |

##### Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

|  |  |
| --- | --- |
| **Topic** | **Contribution to the development of the attribute(s) of the IB learner profile** |
| Development Unit :Sustainable development | Critical thinking : How do we define development ? Happy life index and critical approaches to development. Realism, liberalism and marxism as theories ad multiple ways of seeing development. Students approach to Caring : our responsibility to widen our perspectives, conncetion to CAS ( serving our society and under-served students and citizens), Immigration as an issue and our multiple ways in creating a better society.) |

#### **Resources**

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

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| --- |
| Our school library will be created in coming school year. We have the access to University library and students are also using resources offered by the city library as well. Academic journals and online books also available for all the students. BYOD-policy ; students are obliged to bring their own devices to the lessons. Global Politics is a subject, which requires regular use of current sources . |