

# Revised Global Politics Units 3 and 4

Statewide Resources Centre  
Wednesday 4th November 4:30-  
6:30pm

# Purpose



## Units 3 and 4: Global Politics 2016–2017

This revised curriculum for VCE Global Politics Units 3 and 4 replaces the units within the Australian and Global Politics Study Design 2012–2017.



- Familiarise participants with revised VCE Global Politics (Minor Review)
- Summary of changes
- Provide information about Advice for teachers – curriculum and assessment
- Practical Approaches to pedagogy and assessment

# Key Dates

- Minor Revision published 3<sup>rd</sup> August 2015**
- Accreditation period 2016 – 2017**
- Advice for teachers (including assessment advice) before the end of Term 4, 2015**

# At a glance

- The revised study for VCE Global Politics Unit 3 and 4 replaces the units within the Australian and Global Politics Study Design 2012-2017

Unit 3 Global Actors 2016-2017	Unit 4 Global Challenges 2016-2017
<ol style="list-style-type: none"><li>1. Area of Study 1: Global Actors</li><li>2. Area of Study 2: Power in the Asia-Pacific region</li></ol>	<ol style="list-style-type: none"><li>1. Area of Study 1: Ethical Issues and debates</li><li>2. Area of Study 2: Global crises</li></ol>

# General Changes

- clarity of key knowledge
- parity of options within areas of study
- extent of content in areas of study
- review of key knowledge to ensure that the study is not dated and can cover a range of contemporary case studies

# Assessment

- ❑ **School assessed coursework is unchanged**
- ❑ **The exam format will be unchanged for 2016-17.**
- ❑ **In 2016, the examination will reflect changes in the 2016 -2017 Global Politics Study Design.**
- ❑ **There will be no changes to the examination specifications.**
- ❑ **The sample examination will be updated to reflect the changes in the 2016 -2017 Global Politics Study Design. The examination specifications and the sample paper will be published in January 2016.**

# Unit 3: Global Actors

## Area of Study 1: Global Actors changes:

- Outcome remains the same
- Key knowledge for each global actor simplified to 'aims, role and power' rather than 'aims and objectives, role, power and influence'
- Key knowledge on Transnational Corporations (TNCs) clarified to specify one case study.
- Subsequent modifications to key skills and area of study description

# non-state actors

- ❑ The key knowledge distinguishes between non-state actors that are legal organisations such as NGO's and non-state actors that are global terrorist movements.
- ❑ Teachers may choose to do two from legal organisations or choose one legal organisation and one global terrorist movement. Not two global terrorist movements



# Unit 3 Key Skills

## Unit 3 AOS1 Global actors

### Current Study

1. define and explain key global politics terms and use them in the appropriate context
2. analyse the role of key global actors in pursuit of their aims and objectives
3. evaluate the power, authority and influence of key global actors
4. assess the extent to which global actors achieve their aims
5. research and synthesise contemporary evidence to draw conclusions.

### Revised Study 2016-17

1. define and explain key global politics terms and use them in the appropriate context
2. explain the aims and roles of key global actors
3. evaluate the power of key global actors
4. analyse the challenges facing state sovereignty
5. assess the extent to which key global actors achieve their aims
6. research and synthesise contemporary evidence to draw conclusions.

# Unit 3: Global Actors

## Area of Study 2: Power in the Asia-Pacific region Changes

Current Study	Revised Study 2016-17
analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.	analyse and evaluate types of power as used by a specific Asia-Pacific state in the region in pursuit of its national interests.

- ❑ **The removal of specific detail from the key knowledge which has become dated even within the last two years due to changes in leadership and foreign policy and replacing this with a common key knowledge framework which applies to each of the Asia – Pacific states: Australia, China, Indonesia, Japan and the United States of America.**

# Unit 3 AOS2-Key knowledge

- ❑ **the key terms: sovereignty, national interests, power, nation, state, nation-state, security, idealism, pragmatism**
- ❑ **the power used by ONE Asia-Pacific state within the region:**
  - the factors that shape the following national interests: national security, economic prosperity, regional relationships, international standing
  - different interpretations of national interests
  - types of power: hard, soft, military economic, political, diplomatic and cultural
  - the main foreign policy instruments used to try to achieve national interests: diplomacy, trade, aid, military
  - the effectiveness of the state in achieving its national interests

# Unit 3 Key Skills

## Unit 3 AOS2 Power in the Asia-Pacific region

### Current Study

1. define and explain key global politics terms and use them in the appropriate context
2. use a variety of source material to analyse forms of power
3. analyse ideas and debates about different interpretations of the national interest
4. evaluate the relative importance and effectiveness of different forms of power and foreign policy instruments in the pursuit of the national interest
5. evaluate the success of a specific Asia-Pacific state in achieving its national interests
6. research and synthesise contemporary evidence to draw conclusions.

### Revised Study 2016-17

1. define key global politics terms and use them in the appropriate context
2. use a variety of source material to analyse types of power
3. analyse ideas and debates about different interpretations of national interests
4. evaluate the relative importance and effectiveness of different types of power and foreign policy instruments in the pursuit of national interests
5. evaluate the success of a specific Asia-Pacific state in achieving its national interests
6. research and synthesise contemporary evidence to draw conclusions.

# Unit 4: Global challenges

## Area of Study 1: Ethical issues and debates changes:

Current Study	Revised Study 2016-17
analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors' responses to these issues.	<u>evaluate</u> two global ethical issues from a range of perspectives, and <u>analyse</u> the effectiveness of global actors' responses to these issues

- Ethical issues remain unchanged
- Revision of key knowledge covering the nature and number of the ethical debates to three debates for each option. This will create greater parity and workload amongst options

# Unit 4 Key Skills

## Unit 4 AOS1 Ethical Issues and debates

### Current Study

1. define and explain key global politics terms and use them in the appropriate context
2. identify a range of ethical debates surrounding two issues
3. evaluate a range of ethical debates surrounding two issues
4. evaluate the effectiveness of responses by global actors to selected ethical issues
5. research and synthesise contemporary evidence to support arguments.

### Revised Study 2016-17

1. define and explain key global politics terms and use them in the appropriate context
2. analyse treaties relating to two ethical issues
3. evaluate ethical debates surrounding two ethical issues
4. analyse the effectiveness of responses by global actors to two ethical issues
5. research and synthesise contemporary evidence to support arguments

# Unit 4: Global challenges

## Area of Study 2: Global Crises

### Changes:

Current Study	Revised Study 2016-17
explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.	explain two contemporary global crises and evaluate the effectiveness of responses to these.

- ❑ Change in title from ‘Crises and responses’ to ‘Global crises’

❑ **Review of titles of crises for clarity:**

- ‘environmental degradation’ is now **‘climate change’**,
- ‘intra and inter-state conflict’ is now **‘armed conflict’** and
- ‘state and non-state terrorism’ is now **‘terrorism’**.
- **‘economic instability’** remains unchanged

❑ **Each global crisis has 4 key knowledge descriptors; the first three are common to all dealing with:**

- cause,
- responses and proposed solutions and
- difficulty in achieving effective resolutions. The fourth descriptor is contextualized to the particular global crisis.



- ❑ Reworking of the fourth Key knowledge dot point to include ‘key aspects’ so that it is equivalent for each of the options.
- ❑ Review of numbers of ‘Key aspects’ to be covered to three per option to create parity
- ❑ The Key Skill ~~“Identify the characteristics of contemporary global challenges”~~ has changed to “explain the key aspects of two global crisis

# Unit 4 Key Skills

## Unit 4 AOS2 Global Crisis

### Current Study

1. define and explain key global politics terms and use them in the appropriate context
2. identify the characteristics of contemporary global challenges and crises
3. evaluate effectiveness of responses and solutions to global crises
4. research and synthesise contemporary evidence to draw conclusions.

### Revised Study 2016-17

1. define and explain key global politics terms and use them in the appropriate context
2. explain the key aspects of two global crises
3. analyse causes of, and responses to, two global crises
4. evaluate the effectiveness of proposed solutions and difficulties in achieving effective resolution to two global crises
5. research and synthesise contemporary evidence to draw conclusions.

# Advice for Teachers

- Combines Advice in current study design with the Assessment handbook**
- Will be published online only**
- Written by experienced teachers**
- Is advisory only – unlike the study design**
- Sample week by week breakdown – fitting the course into the time available (as in current study)**
- Sample learning activities (as in current study)**

- ❑ Advice about assessment and SACs (as in current Assessment Handbook)**
- ❑ Sample SACs (as in current Assessment Handbook)**
- ❑ Assessment rubrics (New format)**

# Sample Rubric

Global Politics SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
Unit 3 Outcome 1  <i>Evaluate the power of key global actors in the twenty-first century and assess the extent to which they achieve their aims.</i>	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
	Little explanation and some description of the key global political terms and limited use of them in context when developing an argument	Some description of the key global political terms and some use of them in context when developing an argument	Some explanation of key global politics terms and use of them mostly in an appropriate context when developing an argument	Detailed explanation of key global politics terms and use of them in an appropriate context when developing an argument	Comprehensive and detailed explanation of key global politics terms and use of them in an appropriate context when developing an argument
	Some description and little explanation of the aims, roles and power of states	Some explanation of the aims, roles and power of states	Satisfactory explanation of the aims, roles and power of states	Detailed explanation of the aims, roles and power of states.	Comprehensive and detailed explanation of the aims, roles and power of states
	Some description and little evaluation of the power of key global actors when drawing a conclusion	Some explanation and little evaluation of the power of key global actors with some relevant evidence when drawing a conclusion	Some evaluation of the power of key global actors with relevant evidence when drawing a conclusion	Detailed evaluation of the power of key global actors with detailed use of evidence to draw conclusions	Comprehensive evaluation of the power of key global actors with a sophisticated use of evidence to draw conclusions.
	Some description and little analysis of the challenges facing state sovereignty when drawing a conclusion	Some explanation and little analysis of the challenges facing state sovereignty with some relevant evidence when drawing a conclusion	Some analysis of the challenges facing state sovereignty with relevant evidence when drawing a conclusion	Detailed analysis of the challenges facing state sovereignty with detailed use of evidence to draw conclusions	Thorough analysis of the challenges facing state sovereignty with a sophisticated use of evidence to draw conclusions.
	Little explanation of the extent to which global actors achieved their aims when drawing a conclusion	Some explanation of the extent to which global actors achieved their aims with some relevant evidence when drawing a conclusion	Satisfactory assessment of the extent to which global actors achieved their aims with relevant evidence when drawing a conclusion	Very detailed assessment of the extent to which global actors achieved their aims with detailed use of evidence to draw conclusions	Highly-developed assessment of the extent to which global actors achieved their aims with a sophisticated use of evidence to draw conclusions.

KEY to marking scale based on the Outcome contributing 50 marks

Very Low 1–10	Low 11–20	Medium 21–30	High 31–40	Very High 41–50
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# Contact

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# Revised Global Politics

## Unit 3

### Ideas and Case Studies

# Outcome 1 – Global Actors

## General Advice

- Sets the groundwork for understanding rest of the course: do not rush it
- Read the pre-blurb and ensure it is understood; examinable and contains important explanatory material – source of key terms and questions
- Websites of different global actors as a starting point for knowledge
- Useful websites – sign up to email alerts, file relevant emails for later use: Council Foreign Relations, Foreign Policy, Guardian Australia, Ajplus for short videos; AIA lecture series, The Economist weekly



# Outcome 1 – Global Actors

## General Advice

- Update T&L task of media file: students establish twitter account and must follow 10 different relevant global actors; select 30 different tweets and explain why relevant to studies
- Excursions: Sea Shepherd in Williamstown; NGO offices in Melbourne – guest speakers; model UN assembly;
- Assessment: short-answer questions (1-8 marks) on each global actor followed by 50 mark short-answer SAC

# Outcome 1 – Global Actors

## Overview of changes

Aims, role and power of each global actor (no objectives, influence)

- ❑ Look at the websites of the different actors for the stated aims
- ❑ Aims of states and terrorist organisations are harder to define
  - States: retain sovereignty; defend borders; meet needs of citizens; achieve national interests
  - Terrorist organisations: group must operate in at least 2 states; broad aims – i.e. remove western influence; establish Islamic caliphate

# Outcome 1 – Global Actors

## Overview of changes

Aims, role and power of each global actor (no objectives, influence)

- ❑ Role of global actors: the function played by the actor
  - Combination of what the global actor does and how it does it in pursuit of its aims
  - For example: 2012 examination report for high-scoring response for role of ICC
- ❑ Power of global actors
  - Basis of power: membership base, enforcement mechanisms, financial base, legal recognition, support from other actors
  - Power to achieve aims v limited power to achieve aims
  - Evaluate power: good or bad; limited or large impact;

# Outcome 1 – Global Actors

## Overview of changes

Intergovernmental organisations IGOs (not IGGs)

- ❑ Change in language bringing SD into line with academic literature
- ❑ Not changed: UN, IMF, ICC, WTO
- ❑ Useful starting point is their websites; aims; how they work; good examples of successful work;
- ❑ Criticism of these organisations helps to evaluate their power and impact
- ❑ Utilise cartoons to analyse the IGOs: Google images, The Economist, Nicholson cartoons
- ❑ SD pre-blurb: *'manage and facilitate relations between states through their processes, protocols and legal arrangements'*

# Outcome 1 – Global Actors

## Overview of changes

Intergovernmental organisations IGOs (not IGGs) T&L idea

- ❑ In pairs students given one cartoon
- ❑ Devise 3 questions based on this cartoon that increase in difficulty
- ❑ NB: students will need a list of instructional verbs to assist them
- ❑ Students devise marking criteria for the questions – looking at the Chief Assessor report will help students to understand the marking process
- ❑ Students write ‘model’ answers based on criteria ... often leads to tweaking of questions and criteria
- ❑ Submit responses for marking
- ❑ Revision exercise: distribute pairs cartoons & questions to the rest of the class to complete

# Outcome 1 – Global Actors

## Overview of changes

Non-state actors are legal or global terrorist movement

No longer look at organised crime syndicates

Two from:

Legal organisations – NGOs: human rights, environmental, organised religions: Global such as Amnesty, Greenpeace, Avaaz. Can go local: Asylum Seeker Resource Centre

Global terrorist movements: al-Qaeda, ISIL, Boko Haram.

E.G choose 2 legal organisations **OR** One legal organisation and one terrorist organisation

CANNOT LOOK AT TWO TERRORIST MOVEMENTS.

# Outcome 1 – Global Actors

## Overview of changes

Non-state actors are legal or global terrorist movement

- ❑ Role is harder to define: from SD pre-blurb - *legal service providers; international advocacy, pressure [state] to become more responsive to needs to needs of its citizens, to aid states in meeting their citizens' needs*
- ❑ Over-lap with ethical issues from U4O1, e.g. people movement or environmental degradation

# Outcome 1 – Global Actors

## Overview of changes

- One TNC (no economic and political power in relation to trade, FDI and employment): mining, petroleum, chemical

<http://topforeignstocks.com/2014/09/16/the-worlds-top-100-non-financial-tncs-ranked-by-foreign-assets/>

- Wal-Mart                                    - Shell (but do not limit studies to only Nigeria)
- Glencore Xstrata                          - Nestle
- British American Tobacco



# Outcome 1 – Global Actors

## Overview of changes

One TNC (no economic and political power in relation to trade, FDI and employment)

- ❑ Over-lap with Chinese TNCs & U3O2: Sinopec
- ❑ Aim of all TNCs – maximise profit and return dividends to shareholders ... Now often mixed with corporate responsibility
- ❑ Ensure evaluation of power is balanced: do some good!
- ❑ SD pre-blurb: *‘exploitative of human rights and the environment, and by others as drivers of progress and innovation’*

# Outcome 1 – Global Actors

## Overview of changes

Key Skills have been modified in light of KK changes above, i.e. evaluate the power of key global actors (no authority & influence)

- Base assessments in case studies of the actors
- Link their power to their ability to achieve their aims: success v failures
- Power can be linked to criticisms of the actors / challenges they face in achieving aims
- Power good or bad?
- Power limited or large?
- Look at the power of the actors to influence change / actions of others – link to sovereignty of states and how this is challenged

# Outcome 1 – Global Actors

## Overview of changes

New Key Skill: explain the aims and roles of key global actors

- ❑ Explain: how and why
- ❑ Instructional verb range means in explaining the aims and roles, students must also be able to :
  - State aims and roles
  - Define aims and roles
  - Outline aims and roles
  - Describe aims and roles
  - Give example of actions taken in pursuit of aims and roles

# Outcome 1 – Global Actors

## Overview of changes

New Key Skill: analyse the challenges facing state sovereignty

❑ Must include the stated challenges from the SD:

- Regional groupings – EU, Arab League, NATO
- Contested and changing borders – overlap with China & Tibet or Xinjiang or South China Sea disputes, Iraq & ISIL, Syria & internal challenges, Ukraine & external and internal challenges
- Issues and crises that require multilateral resolution – overlap with humanitarian intervention (U401), environmental degradation and international laws(U401). **All** global crises overlap with this point – terrorism, conflict, economic instability, arms control & disarmament

# Outcome 1 – Global Actors

## Overview of changes

New Key Skill: analyse the challenges facing state sovereignty

- ❑ Can go beyond these but students could be asked to analyse one of these specifically in the examination
- ❑ Analyse challenges – critical reflection on the challenges.
  - Does the challenge exist?
  - Can states circumvent the challenge? i.e. Master of treaties
  - To what extent does the relationship exist?
- ❑ Evaluate challenges: Argue which challenge is the greatest / rank challenges.
- ❑ Link to SD pre-blurb: ‘security is no longer limited to border protection and has expanded to include such things as financial instability..’

# Outcome 2 – Power in the Asia-Pacific region

## General Advice

- ❑ Asia-Pacific region is clearly delineated (p.6) all case-studies MUST remain within these states or will not be awarded marks: *Canada, Russia, Central American states* are fine!
- ❑ Read the pre-blurb and ensure it is understood; examinable and contains important explanatory material
- ❑ CIA world factbook is an excellent starting point for your case-study state: brief historical summary, overview of issues facing the state, statistical detail to support responses
- ❑ Foreign policy instruments are those forms of power used strictly outside of the state
- ❑ Look at glossary for explanation of different types and forms of power, i.e. political power is use of political machinery such as white papers, speeches, legislation

# Outcome 2 – Power in the Asia-Pacific region

## Types of power and foreign policy instruments have essentially remained the same

- Types of power: hard, soft, military, economic, political, diplomatic, cultural
- The main foreign policy instruments: diplomacy, trade, aid, military
- Propaganda has been removed from the pre-blurb

# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

Key Terms: national interests

- ❑ Important distinction, student responses must examine at least two national interests in a response
- ❑ All FOUR elements of national interest must be taught
- ❑ In teaching the elements, highlight the interconnectedness of the elements to one another, i.e. national security and international standing or regional relationships



# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

Factors that shape the national interest are generic: national security, economic prosperity, regional relationships, international standing

- ❑ All states must examine all **four** elements of the national interest
- ❑ National security extends to territorial integrity: link this to contested and changing borders from U301
  - Language must change to students clearly illustrate the link between security and territorial integrity
- ❑ Economic prosperity: simple national interest to evaluate – great starting point is the CIA world factbook

# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

Factors that shape the national interest are generic: national security, economic prosperity, regional relationships, international standing

- ❑ Distinction between regional relationships and international standing is relations with other regional neighbours vs. holistic reflection on state's power and authority
- ❑ Examples:
  - Regional relationships: bilateral relationships, e.g. Australia – Indonesia, China – Myanmar, USA – China, Japan – USA, Indonesia – East Timor
  - International standing: power and authority of the state reflected in bodies such as APEC, TPP, UN, how bilateral relationship (i.e. China – Japan) impacts on their profile and prestige

# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

### ❑ Prevalent regional relationships

- China: Japan & Senkaku Islands, Cambodia & return of Uighurs, aid to Myanmar, tensions with USA over increasing profile; South China and East China Sea disputes
- Australia: Indonesia & turning back of boats, offshore detention in the region – PNG but also Malaysia and Cambodia solutions, role in Pacific Island Forum
- America: bases in Australia and Japan, North Korea ongoing crisis, role in South China and East China Sea disputes,
- Japan: American bases, dispute over Senkaku Islands, North Korea
- Indonesia: Australian immigration policy, forest fires and regional impact with Malaysia and Singapore

# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

New Key Knowledge: Different interpretations of national interests

- ❑ In the previous SD as Key Skill: analyse ideas and debates about different interpretations of the national interest
- ❑ Now: different interpretations of national interests
- ❑ SD pre-blurb: *‘national interests are often contested and views about them often depend on factors such as state formation, cultural and ethnic identity, ideology, historical links and relationships to foreign powers’*

# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

New Key Knowledge: Different interpretations of national interests

- ❑ What are the different interpretations of national interests? This involves at least TWO perspectives
- ❑ Why do different interpretations exist? Look at above factors
- ❑ Do different interpretations impact on achievement of 4 national interests? International standing?

# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

New Key Knowledge: Different interpretations of national interests

- ❑ Need to look at different interpretations of the 4 national interests: national security, economic prosperity, regional relationships, international standing
- ❑ China: national security & territorial integrity different views by Uighurs, Tibetans as a result of ethnic identity and history
- ❑ Australia: national security & immigration policy different views by Liberals and Greens as a result of political ideology

# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

New Key Knowledge: Different interpretations of national interests

- ❑ America: national security and different views by Democrats and Republicans as a result of political ideology
- ❑ Japan: national security and changes to Pacifist constitution and different views by LDP and Democratic Party as a result of political ideology
- ❑ Indonesia: national security and territorial integrity different views by West Papuans as a result of ethnic identity and history

# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

New Key Knowledge: effectiveness of the state in achieving its national interests

- ❑ Was in the previous SD as a Key Skill: evaluate the success of a specific Asia-Pacific state in achieving its national interests
- ❑ Now: the effectiveness of the state in achieving its national interests
- ❑ Need to look at the 4 national interests: national security, economic prosperity, regional relationships, international standing
- ❑ To what extent has each been achieved? Embedded in evidence
- ❑ To what extent has each not been achieved? Embedded in evidence. This may include analysis of the limitations of different forms of power



# Outcome 2 – Power in the Asia-Pacific region

## Overview of changes

- ❑ Key Skills have been modified in light of KK changes above, i.e. national interest is now a plural throughout
  
- ❑ Modified Key Skill: define key global politics terms (no explain as per other AoS).

# QUESTIONS & ANSWERS?

# Global Politics Unit 4

## Ideas and Case Studies

# Overview

- ❑ **Key Knowledge/Skills Clarifications**
- ❑ **Possible approaches to amended SD**
- ❑ **Contemporary Case Studies**

# Unit 4.1 Key Knowledge

## Four Areas (Choose TWO):

- Human Rights
- People Movement
- Development
- Arms Control and Disarmament

# Unit 4.1 KK: Key Terms

- ❑ Key Terms: **realism, cosmopolitanism**, justice and ethics.
  
- ❑ Realism
  - ❑ Realism is the ideology that the global political arena is made up of individual states and every state acts in its own national interests to ensure its sovereignty. Any cooperation made by states with other global actors is only to further their own national interests.
  
- ❑ Cosmopolitanism
  - ❑ Cosmopolitanism is the ideology that humanity is one single community, regardless of state, culture or levels of economic development. All humans are equal and should be treated equally and global actors should act with this motivation.

# Unit 4.1 Key Knowledge

- Outline of each ethical issue
  - Ethical Issue
    - International **Treaties** relating to ethical issue
  - Responses by relevant global actors
  - Ethical debates including: three debates

# Unit 4.1 KK: International Treaties

- ❑ International Treaty definition (Advice to Teachers):
  - ❑ “International law is broader than treaties and teachers must ensure students study relevant treaties for the ethical issue. Students should understand the distinction between declarations and international treaties. **Declarations, such as the Universal Declaration of Human Rights or the Millennium Declaration, are not international treaties.** According to the United Nations, international treaties are legally binding multilateral agreements between states in written form and governed by international law. Intergovernmental organisations may also be party to a treaty. An overly deep legal understanding of international treaties is not necessary. Emphasis should be placed on the ability of states and institutions of global governance to uphold and enforce international treaties and indict actors who flout them.”



# Unit 4.1 KK: Human Rights

- International Treaties relating to human rights**
- Responses by relevant global actors**
- Ethical debates including: economic challenges to the universality of human rights, the principle of universality versus religion, justifications for intervention including the 'Responsibility to Protect'**

# Unit 4.1 KK: Human Rights Treaties

- Convention on the Rights of the Child
- Convention against Torture
- Convention on the Elimination of all forms of Discrimination Against Women
- International Covenant on Economic, Social and Cultural Rights
- International Covenant on Civil and Political Rights
- International Covenant on the Elimination of all forms of Racial Discrimination
- European Convention on Human Rights
- NOT UNIVERSAL DECLARATION OF HUMAN RIGHTS**

# Unit 4.1 KK: Human Rights Ethical Debates

- ❑ economic challenges to the universality of human rights
  - Cosmopolitanism: all human rights are equal.
  - Realism: hierarchy of human rights exists, national interest is number one.
  - **Case study: China**
- ❑ the principle of universality versus religion
  - Cosmopolitanism: all human rights are equal.
  - Realism: religious rights are paramount.
  - **Case study: Saudi Arabia, CEDAW and Sharia Law. Ireland, abortion, the Constitution and Catholicism.**
- ❑ justifications for intervention including the 'Responsibility to Protect'
  - Cosmopolitanism: R2P
  - Realism: State Sovereignty
  - **Case Study: Libya, Mali, Syria(?)**

## **Unit 4.1 KK: Human Rights Responses by global actors**

- ☐ Responses by global actors will inevitably be included as part of your study of International Treaties and Ethical Debates.**
  
- ☐ Good to use IGOs or NGOs from Unit 3.1**

# Unit 4.1 KK: People Movement

- International Treaties relating to people movement**
- Responses by relevant global actors**
- Ethical debates including: obligations to strangers versus national interests including border security, the rights of refugees versus economic migrants, and disputes over refugee resettlement**

# Unit 4.1 KK: People Movement Treaties

- Convention relating to the Status of Refugees**
- Convention against Transnational Organised Crime (which includes Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children; and the Protocol against the Smuggling of Migrants by Land, Air, and Sea)**
- Council of Europe Convention on Action against Trafficking in Human Beings.**

## Unit 4.1 KK: People Movement Ethical Debates

- ❑ obligations to strangers versus national interests including border security
  - Cosmopolitanism: all humans should be treated equally
  - Realism: border security and state sovereignty are paramount
  - **Case study: Australia, Europe**
- ❑ the rights of refugees versus economic migrants
  - Cosmopolitanism: all migrants should be treated equally
  - Realism(?): refugees have special rights over other migrants
  - **Case study: Europe, Australia**
- ❑ disputes over refugee resettlement
  - Cosmopolitanism: All refugees should be resettled
  - Realism: state sovereignty is paramount
  - **Case Study: Europe, Australia**

# Unit 4.1 KK: People Movement Responses by global actors

- Responses by global actors will inevitably be included as part of your study of International Treaties and Ethical Debates.



# Unit 4.1 KK: Development

- International Treaties relating to development**
- Responses by relevant global actors**
- Ethical debates including: economic self-determination versus globalisation, overseas development assistance and global targets of UN vs self-interest of states, development versus sustainable development**

# Unit 4.1 KK: Development Treaties

- International Covenant on Economic, Social and Cultural Rights (particularly articles 11 - 15)
- Convention on the Elimination of all forms of Discrimination Against Women (particularly article 14)
- Convention on the Rights of the Child (particularly article 32)
- Convention on Environmental Impact Assessment In a Transboundary Context
- NOT MILLENNIUM DEVELOPMENT GOALS**

# Unit 4.1 KK: Development Ethical Debates

- ❑ economic self-determination versus globalisation
  - Cosmopolitanism: globalisation
  - Realism: economic self-determination and state sovereignty
  - **Case study: IMF**
- ❑ overseas development assistance and global targets of UN vs self-interest of states
  - Cosmopolitanism: MDGs and SDGs
  - Realism: China doing its own thing
  - **Case study: China and MDGs**
- ❑ development versus sustainable development
  - Cosmopolitanism: SDGs
  - Realism: economic development of individual states
  - **Case Study: SDGs**

# Unit 4.1 KK: Development Responses by global actors

- Responses by global actors will inevitably be included as part of your study of International Treaties and Ethical Debates.**

# Unit 4.1 KK: Arms Control and Disarmament

- International Treaties relating to Arms Control and Disarmament**
- Responses by relevant global actors**
- Ethical debates including: security dilemma of state and non-state proliferation, international security vs. state security, arms control versus disarmament**

# Unit 4.1 KK: Arms Control and Disarmament Treaties

- Arms Trade Treaty
- Convention on the Prohibition of the Development, Production
- Stockpiling and Use of Chemical Weapons and on their Destruction
- Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction
- Treaty on the Non-Proliferation of Nuclear Weapons

# Unit 4.1 KK: Arms Control and Disarmament Ethical Debates

- ❑ security dilemma of state and non-state proliferation
  - Debate is similar to arms control versus disarmament. Competing ways to deal with arms control through case studies
  - **Case study: Iran, ISIS and dirty nukes**
- ❑ international security versus state security
  - Cosmopolitanism: international security
  - Realism: state security
  - **Case study: Iran, North Korea**
- ❑ arms control versus disarmament
  - Cosmopolitanism: Disarmament
  - Realism: Arms Control
  - **Case Study: Arms Trade Treaty, USA-Russia relationship**

# Unit 4.1 KK: Arms Control and Disarmament Responses by global actors

- Responses by global actors will inevitably be included as part of your study of International Treaties and Ethical Debates.



# Unit 4.1 Key Skills

- ❑ define and explain key global politics terms and use them in the appropriate context
- ❑ **analyse treaties relating to two ethical issues**
- ❑ evaluate ethical debates surrounding two ethical issues
- ❑ analyse the effectiveness of responses by global actors to two ethical issues
- ❑ research and synthesise contemporary evidence to support arguments

# Unit 4.2 Key Knowledge

- For this area of study students will study TWO of the following crises:
  - Climate change
  - Armed conflict
  - Terrorism
  - Economic instability

# Unit 4.2 KK: Key Terms

- ❑ **key terms: crisis diplomacy, international cooperation, globalisation, unilateralism**
  
- ❑ **Unilateralism**
  - **Policy of a state acting alone, with little regard for the views or interests of other global actors, in pursuit of foreign policy objectives.**

# Unit 4.2 Key Knowledge

## □ Global crisis

- The causes
- The responses and proposed solutions from relevant global actors
- Difficulties in achieving effective resolutions
- Key aspects

# Unit 4.2 KK: Climate Change

## □ The Causes

- **Case Study: An inconvenient truth doco**

## □ Responses and Proposed Solutions

- **Case Study: COP21 Paris 2015 (UNFCC)**

## □ Challenges to Effective Resolution

- **Case Study: COP21 Paris 2015 (UNFCC)**

# Unit 4.2 KK: Climate Change

- Key aspects:
  - Resource exploitation
    - Case Study: Australia and Coal (Adani)
- National interests
  - Case Study: Australia and Coal (Adani) versus China and/or the Maldives (could link to COP21 challenges)
- Methods of adapting to and reducing climate change
  - Case Study: Carbon Pricing, China's War on Pollution (COP21)

# Unit 4.2 KK: Armed Conflict

## □ The Causes

- **Case Study: Syrian Conflict (Arab Spring)**

## □ Responses and Proposed Solutions

- **Case Study: Syrian Conflict (USA/Assad/ISIL)**

## □ Challenges to Effective Resolution

- **Case Study: Syrian Conflict (USA/Assad/ISIL)**

# Unit 4.2 KK: Armed Conflict

- Key aspects:
  - intervention
    - Case Study: Obama's 4 point plan/Russia in Syria
- war as an instrument of state policy
  - Case Study: Assad
- prosecuting war an war crimes in international law
  - Case Study: Assad and the ICC (whoever you looked at in the ICC in unit 3.1)



# Unit 4.2 KK: Terrorism

- ❑ **The Causes**
  - **Case Study: ISIL and Syria/Iraq**
- ❑ **Responses and Proposed Solutions**
  - **Case Study: Australia's Counterterrorism Laws (Obama's 4 Point Plan)**
- ❑ **Challenges to Effective Resolution**
  - **Case Study: Ungoverned space, sectarianism, hearts and minds**

# Unit 4.2 KK: Terrorism

## □ Key aspects:

- non-state terrorism
  - **Case Study: ISIL (Unit 3.1)**
- terrorism as an instrument of state policy
  - **Case Study: Assad (China & Unit 3.2)**
- role of asymmetric warfare
  - **Case Study: ISIL/USA/lone wolf attacks**

# Unit 4.2 KK: Economic Instability

## □ The Causes

- **Case Study: Greece's lending**

## □ Responses and Proposed Solutions

- **Case Study: Troika, new Greek government**

## □ Challenges to Effective Resolution

- **Case Study: Democracy, Greece and the IMF**

# Unit 4.2 KK: Economic Instability

## □ Key aspects:

- globalisation
  - **Case Study: G20 meetings regarding GFC**
- capitalism's boom/bust cycle
  - **Case Study: GFC (China 2015?)**
- the role of key global actors as regulators and stabilisers of the global economy
  - **Case Study: G20 and IMF**

# Unit 4.2 Key Skills

- define and explain key global politics terms and use them in the appropriate context
- explain the key aspects of two global crises
- analyse causes of and responses to two global crises
- evaluate the effectiveness of proposed solutions and difficulties in achieving effective resolution to two global crises
- research and synthesise contemporary evidence to draw conclusions.

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