



# Global Politics

## Syllabus

### Details of the discipline

Level of Higher Education	Second (Master's) level
Field of Knowledge	05 - social and behavioral sciences
Speciality	054 Sociology
Educational Program	Conflict Resolution and Mediation
Status of Discipline	Elective Course
Form of Learning	Full-time/Distance Learning
Year of Education, Semester	1 year, spring semesters
ECTS	4 credits
Form of Control	Grade of pass
Schedule	Lecture and Practical Classes per week
Language	English
Information about course leader / teachers	Lecturer: Professor, doctor of sociological sciences Pavlo Fedorchenko-Kutuev, e-mail: p.kutuev@gmail.com Practical Classes: Professor, doctor of sociological sciences Pavlo Fedorchenko-Kutuev, e-mail: p.kutuev@gmail.com
Course placement	

### Curriculum of the discipline

#### 1. Description of the discipline, its purpose, subject of study and learning outcomes

The chief goal of this discipline is to boost students understanding of the ways how the knowledge on global politics is constructed. As an illustration the comparison of two classical approaches to theorizing power will be used: Karl Marx (Marxist approach more generally) versus Max Weber. Thus, the structure of their theories will be analysed along with their understanding of the structure of power and its underpinnings. Students will be asked to apply both intellectual traditions ideas to the dynamics of power in contemporary world.knowledge:

#### 2. Prerequisites and post-requisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)

This course is based on students' knowledge of the courses "History of Sociology", "Modern Sociological Theories", "Sociology of Modernism and Modernization" and others. The knowledge acquired by students within the course "Latest Sociological Theories" can be used not only in the study of specialized disciplines ("Sociology of Globalization", "Postmodern Sociology", "Sociological Theories of Social Change", etc.), but also in practice conducting sociological research and professional activities.

#### 3. The content of the discipline

List of topics

Topic 1. Power, sovereignty and international relations

Topic 2. Human rights

Topic 3. Development, globalization, inequality, sustainability

Topic 4. Peace and conflict

#### 4. Training materials and resources

Basic

1. *Ukrainian Sociology in the 21st Century: Theory, Methods, Research Results* / edited by Vil Bakirov, Yevhen Golovakha. — Kharkiv : V. N. Karazin Kharkiv National University, 2018. — 560 p.
  2. *Culture and Power: The Sociology of Pierre Bourdieu*. By David Swartz. University of Chicago Press, 1997. — 333p.
- Additional:
3. *The Creativity of Action*. By Hans Joas. Translated by, Jeremy Ganes and Paul Keast. Chicago: University of Chicago Press, 1996. — 336 p.
  4. *Zarin VA West and East in the world history of the XIV-XIX centuries.* / Zarin VA - M. : Nauka, 1991.

Additional

1. *The New York Times* <https://www.nytimes.com/>
2. *The Washington Post* <https://www.washingtonpost.com/>
3. *The Economist* <https://www.economist.com/>
4. *Foreign Policy* <https://foreignpolicy.com/>
5. *Foreign Affairs* <https://www.foreignaffairs.com/>

### Educational content

#### 5. Methods of mastering the discipline (educational component)

##### Lectures and Seminars

##### Topic 1: Power, sovereignty and international relations

Main questions:

- 1.1 *Nature of political power: government versus government-less*
- 1.2 *Definitions and theories of power: Karl Marx, Max Weber, Michel Mann, Joseph Nye, John Mearsheimer.*
- 1.3 *Introduction to terminology: state, nation, nation-state, stateless nation.*
- 1.4 *Types of power and political regimes: political, economic, ideological and military power. Infrastructural power versus despotic power.*
- 1.5 *Legitimacy of the state power and its typology. Political regimes: democracy, authoritarianism and totalitarianism.*
- 1.6 *Democratic states vs authoritarian states. Fragile/failed states. Bureaucracy in modern world: Max Weber's view*
- 1.7 *The Westphalian conception of state sovereignty: Thirty Years War (1618-1648) and the origins of the modern notion of the sovereignty*
- 1.8 *Sources of state sovereignty in contemporary world: possession and use of force, international law and norms. Power politics -- recognition of states by other states due to economic and balance of power considerations. Political participation versus political institutionalisation. Consent (or lack thereof) of the governed through political participation*
- 1.9 *Present-day challenges to state sovereignty – globalization, humanitarian intervention, TNCs.*
- 1.10 *The United Nations (UN): Charter of the United Nations, UN principal organs (General Assembly, Security Council), subsidiary organs and agencies*
- 1.11 *International / supranational organisations: World Trade Organization (WTO), International Monetary Fund (IMF), European Union (EU), African Union, Arab League, Association of Southeast Asian Nations (ASEAN). International non-governmental organizations (INGOs), transnational /*

*multinational corporations (TNCs / MNCs): International Red Cross and Red Crescent Movement, Amnesty International (AI), Human Rights Watch (HRW), Greenpeace, Open Society Institute; Apple, IKEA, Tata, Facebook, Google, Huawei.*

- 1.12 *Social movements, resistance movements and violent protest movements. Social movements: Black Lives Matter; Resistance movements: Arab Spring, Orange Revolution in Ukraine, Protests in Belarus after the Presidential Election 2020; Violent protest movements: Revolutionary Armed Forces of Colombia (FARC). Political parties. The US political parties: Republican and Democratic parties, the UK Conservative and labour parties, Communist Party of China (CPC). Informal forums. G20, The Group of Seven (G7), The Group of Eight (G8), World Economic Forum (WEF), World Social Forum (WSF)*
- 1.13 *Nature and extent of interactions in global politics: UN Security Council resolutions, climate change agenda, Basel accords on financial regulation, WTO trade agreements. Cooperation: treaties, collective security, strategic alliances, economic cooperation. Treaties: Paris Agreement. Collective security: North Atlantic Treaty Organization (NATO) Strategic alliances: China's alliances in Latin America and Africa, USA–Taiwan, USA–Israel, the EU–Ukraine Economic cooperation: Association Agreement between the European Union and Ukraine. Conflict: interstate war (The War in Iraq), intrastate / civil war (Syria), terrorism (Al-Qaeda, Islamic State of Iraq and Syria (ISIS)), demonstrations (Minors' strikes in Ukraine (1989-1993)).*

## **Topic 2: Human rights**

- 1.1 *Definitions of human rights: inalienability, universality, indivisibility, equality, justice, liberty. The UN's The Universal Declaration of Human Rights (1948)*
- 1.2 *Developments in human rights over time and space: Civil and political rights, economic, social and cultural rights, gender rights, children's rights, indigenous people's rights, refugee rights. Internationalization of human rights—international treaties. Human rights laws and treaties: Human rights in constitutions: the case of Ukraine. Monitoring human rights agreements: NGOs and human rights-- Amnesty International (AI).*
- 1.3 *Claims on human rights: Labour rights, indigenous land claims, movements for gender equality, debates about same-sex marriage*
- 1.4 *Violations of human rights: Child soldiers, human trafficking, forced labour, forced relocation, violations of freedom of speech, gender discrimination.*
- 1.5 *Debates on human rights: Universal rights versus cultural relativism*

## **Topic 3: Development, globalization, inequality, sustainability**

- 2.1 *Political factors in development: Ideologies, history and institutions, state capacity*
- 2.2 *Economic factors in development: Infrastructure, debt, aid, trade, foreign direct investment (FDI), income distribution, informal economy, vested interests. Ukraine and international financial institutions: the case of IMF*
- 2.3 *Social factors in development: Does culture matter?*
- 2.4 *Models of development: Neoliberalism versus statism theories: Washington Consensus versus Beijing consensus, capability theories (A.Sen). Does Ukraine have a model of development?*
- 2.5 *Development and globalization: challenges of globalization, inequality and sustainability, North versus South, rising powers: Asian tigers and China, development and environment*

## **Topic 4: Peace and conflict**

- 3.1 *Definitions of peace, conflict and violence: Peace as balance of power, Immanuel Kant's perpetual peace.*
- 3.2 *Conflict and violence: Territorial conflict, direct violence, cultural violence, ideological conflict (free market versus state-led economy), identity conflict (race relations in the US, language and church issues in Ukraine).*
- 3.3 *Causes of conflict: Greed versus grievance (Colombia), territorial control (Russian annexation of Crimea), material interest, resource scarcity, ideology, threatened identity, perception*
- 3.4 *Parties to conflict: States, intrastate groups, protest groups, ethnic and religious groups*
- 3.5 *Peacebuilding: reconciliation and justice institutions, truth and reconciliation commissions (South African Republic), courts (The International Criminal Tribunal for the Former Yugoslavia), forgiveness*

## **6. Independent work of student**

*There are no topics for self-study.*

## Policy and control

### 7. Course policy (educational component)

#### **Attending classes**

Attendance at lectures and seminars is mandatory.

#### **Evaluation control measures missed**

The missed modular test can be rewritten, but until the time of the intermediate certification, taking into account the time required by the teacher to test the work. Missed express checks are not worked out.

#### **Procedure for appealing the results of evaluation control measures**

Students have the opportunity to raise any issue related to the control procedure and expect it to be addressed according to predefined procedures. To appeal against control measures, the student must submit an application stating the reason for the appeal, the facts of the teacher's bias. The teacher should discuss this statement with the student in person at the consultation. In case of lack of understanding on the result of the control measure, a commission of teachers of the department is formed, which evaluates the procedure of the control measure and the student's claim. The Commission may decide to re-examine or reject the application. The decision of the commission is final and not subject to appeal.

#### **Calendar boundary control**

Intermediate attestation of students (hereinafter - attestation) is a calendar boundary control. The purpose of the certification is to improve the quality of student learning and monitor the implementation of the schedule of the educational process by students.

At the first intermediate attestation, a student receives a "credit" if his current rating at the time of attestation is 30 or more points.

At the second intermediate attestation, a student receives a "credit" if his current rating at the time of attestation is 60 or more points. If this indicator does not meet the requirements, it is set "not certified". Practice of "non-certification" is carried out in consultation with the teacher by orally answering questions of material not mastered by the student.

#### **Academic integrity**

The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>.

### 8. Types of control and rating system for evaluation of learning outcomes (RSO)

<i>№</i>	<i>Evaluation control measure</i>	<i>%</i>	<i>Score</i>	<i>Quantity</i>	<i>Total</i>
1.	<i>Speeches at seminars</i>	20	5	6	30
2.	<i>Activity of work at seminars</i>	15	4	5	20
3.	<i>Express control at lectures</i>	10	5	4	20
4.	<i>Modular control work (MKR)</i>	20	20	1	20
5.	<i>Encouragement points</i>	10	10	1	10
	<i>Total</i>				100

Table of correspondence of rating points to grades on the university scale:

<i>Scores</i>	<i>Mark</i>
<i>100-95</i>	<i>Perfectly</i>
<i>94-85</i>	<i>Very good</i>
<i>84-75</i>	<i>Fine</i>
<i>74-65</i>	<i>Satisfactorily</i>
<i>64-60</i>	<i>Enough</i>
<i>Less than 60</i>	<i>Not allowed</i>
<i>Admission conditions are not met</i>	<i>Not allowed</i>

## **9. Additional information on the discipline (educational component)**

*Developing students' research skills is at the centre of this course. Studying "Development, globalization, inequality, and sustainability" provides unique opportunity to boost one's research skills for these are issues that are often at the centre of ideologically laden and partisan debates. To dissect issues of development, globalization, sustainability and inequality students have to approach them in an analytical manner, while exercising their critical thinking. Identifying the long cord connecting ostensibly purely academic theories of globalization and development on the one hand, and ideologies underpinning them, on the other, will require that students employ comparative-historical approach. Students will also analyse such indices as GDP per capita and HDI. Discussing the unintended implications of globalization will help students to develop communication skills. All these activities will strengthen their critical thinking and research skills.*

*Students will be encouraged to be critical thinkers, inquirers and open-minded - amongst other IB learner profile attributes - when investigating the conflict in Eastern Ukraine. In particular, with regard to critical thinking, students are encouraged to understand the conflict through the multiple perspectives of the different actors at different levels of analysis: local/national ; regional ; international; global levels of analysis.*

*Students will be guided by a range of Internet webpages to research this case study detailing the background and the evolution of the conflict, as well as the prospects for peace. They will evaluate a range of approaches to the conflict and the implications for IDPs by examining the motives of the key actors, including local fighters and the government, regional neighbouring states, international superpowers, EU and the US involvement.*

### **Work program of the discipline (syllabus):**

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Approved at the department of sociology meeting (protocol № 10 від 08.04.2023 )

Approved by the Methodical Council (protocol № 8 від 02.06.2023)