

# Global Politics

## Syllabus

### Details of the discipline

|   |   |
|---|---|
| <b>Level of Higher Education</b>                  | The Second (master's level)   |
| <b>Field of Knowledge</b>                         | 05 social and behavioral sciences   |
| <b>Speciality</b>                                 | 054 Sociology   |
| <b>Educational Program</b>                        | <i>Analytics of social data</i>   |
| <b>Status of Discipline</b>                       | <i>Elective Course</i>  |
| <b>Form of Learning</b>                           | <i>Full-time/Distance Learning</i>  |
| <b>Year of Education, Semester</b>                | <i>1 year, spring semesters</i>   |
| <b>ECTS</b>                                       | 4 credits/ 120 hours<br><i>Lectures – 18 hours, Practical – 36 hours, Self-study – 66 hours</i>   |
| <b>Form of Control</b>                            | <i>Test, Modular control work</i>   |
| <b>Schedule</b>                                   | <i><a href="http://roz.kpi.ua/">http://roz.kpi.ua/</a></i>  |
| <b>Language</b>                                   | <i>English</i>  |
| <b>Information about course leader / teachers</b> | Lecturer: <i>Professor, doctor of sociological sciences Pavlo Fedorchenko-Kutuev, e-mail: <a href="mailto:p.kutuev@gmail.com">p.kutuev@gmail.com</a></i><br>Practical Classes: <i>Professor, doctor of sociological sciences Pavlo Fedorchenko-Kutuev, e-mail: <a href="mailto:p.kutuev@gmail.com">p.kutuev@gmail.com</a></i> |
| <b>Course placement</b>                           | <i><a href="https://do.ipk.kpi.ua">https://do.ipk.kpi.ua</a></i>  |

### 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 powered 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.*

*According to the educational and scientific program, the assimilation of the credit module contributes to the enhancement of the following competencies and program learning outcomes:*

*GC 01 Ability to abstract thinking, analysis and synthesis.*

*GC 04 Ability to work in an international context.*

*GC 06 Ability to make informed decisions.*

*PC 01 Ability to analyze social phenomena and processes.*

*PC 02 Ability to identify, diagnose and interpret social problems of Ukrainian society and the world community.*

*PC 08 Ability to cooperate with European and Euro-Atlantic institutions.*

*PLO 01 Analyze social phenomena and processes using empirical data and modern concepts and sociological theories.*

*PLO 02 Carry out diagnostics and interpretation of social problems of the Ukrainian society and the world community, the reasons of their occurrence and consequences.*

## **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)**

1. A student's grade in a discipline consists of the points he/she receives for:

- completing a modular control work;
- work in seminars.

2. Criteria for awarding points.

2.1. The modular control work is evaluated at 30 points.

The control task of this work consists of three questions from the list provided in Appendix 1. Each of the questions is evaluated at 10 points:

- "excellent" - a complete answer (at least 90% of the required information) - 27-30 points;
- "good" - a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies - 22-26 points;
- "satisfactory" - an incomplete answer (at least 60% of the required information) and minor errors - 16-21 points;
- "unsatisfactory" - the answer does not meet the requirements for "satisfactory" - 0 points.

2.2. Work in seminars

Weight score - 7, the maximum number of points in seminars is  $10 \times 7 = 70$  points. Evaluation criteria:

- "excellent" - a creative approach to revealing the problem - 6-7 points;
- "good" - a deep disclosure of the problem, reflecting one's own position - 5 points;
- "satisfactory" - a reasoned disclosure of the problem with certain shortcomings - 4 points;
- "unsatisfactory" - the task is not completed - 0 points.

2.3. Incentive points

A total of 7 points for the following types of work:

- for research activities (participation in conferences, student work competitions, publications);
- participation in faculty Olympiads in the discipline and all-Ukrainian Olympiads.

$$R = 7 * 10 + 30 = 100$$

3. The condition for a positive passage of the first calendar control is receiving at least 15 points. The condition for a positive passage of the second calendar control is receiving at least 30 points.

4. Students who have scored 60 or more points during the semester have the opportunity to:

- receive a credit grade in accordance with the score (rating points are converted to a grade in accordance with the table and entered into the semester control statement);
- perform a credit control work to improve the grade (in this case, the student's previous rating in the discipline is canceled and he/she receives a grade only based on the results of the credit control work).

5. Students who have scored less than 60 points during the semester, but have fulfilled the admission requirements, perform a credit control work.

6. Answers to the credit are evaluated in the amount of 100 points and are awarded for answers to 2 theoretical questions:

- complete answer/completed task (at least 90% of the required information) - 50-45 points;
- sufficiently complete answer/completed task (at least 75% of the required information) - 44-38 points;
- incomplete answer/completed task (at least 60% of the required information) - 37-30 points;

- *incomplete answer/not completed task (less than 60% of the required information) - 29-0 points.*

*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.*

### *Informal Education*

*At the student's request, in circumstances that do not promote regular attendance, the study of certain substantive parts of the educational component in asynchronous mode is allowed, in particular, through the mastery of distance courses. To take into account the points for mastering such courses in the evaluation system, they must correspond to the content of the syllabus, be agreed with the teacher, and to confirm the completion of the courses, the student must provide an appropriate document indicating the name and scope in hours. Recognition of the results of informal education takes place in the manner determined in the relevant Regulation of KPI named after Igor Sikorsky <https://osvita.kpi.ua/node/179>.*

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

Compiled by Pavlo Fedorchenko-Kutuev, Doctor of sociological sciences, Professor, Professor of the Department of Sociology,

Approved at the department of sociology meeting (protocol № 12 of 24/05/2024)

Approved by the Methodical Commission of the Faculty of sociology and law (protocol № 9 of 26/06/2024)

## Module Control Test

1. *The nature of political power in government versus government-less systems*
2. *Karl Marx's and Max Weber's definitions of power and their key contributions to political theory*
3. *The Westphalian conception of state sovereignty and the influence of the Thirty Years War*
4. *The difference between a state, nation, nation-state, and stateless nation*
5. *Types of power in political regimes (political, economic, ideological, military)*
6. *Infrastructural power versus despotic power*
7. *The legitimacy of state power and its typology*
8. *The difference between democracy, authoritarianism, and totalitarianism*
9. *The contrast between democratic and authoritarian states in terms of governance*
10. *The concept of fragile and failed states and their effects on international relations*
11. *Max Weber's views on bureaucracy and its relevance in modern governance*
12. *Contemporary challenges to state sovereignty in a globalized world*
13. *The impact of globalization on state sovereignty*
14. *The role of the United Nations (UN) and its principal organs*
15. *The influence of international organizations like the WTO, IMF, and EU on global politics*
16. *The impact of international non-governmental organizations (INGOs) like Amnesty International and Human Rights Watch on state policies*
17. *The influence of social movements like Black Lives Matter and the Arab Spring on international relations*
18. *The role of political parties in different countries in shaping global political dynamics*
19. *The nature of cooperation and conflict in global politics with examples like NATO and the War in Iraq*
20. *The impact of international strategic alliances on global power dynamics*
21. *The concept of human rights and its inalienability, universality, indivisibility, and equality*
22. *The Universal Declaration of Human Rights and its core principles*
23. *The evolution of human rights over time, with a focus on civil and political rights and economic, social, and cultural rights*
24. *The role of international treaties and organizations in the protection of human rights*
25. *The monitoring of human rights agreements by NGOs like Amnesty International*
26. *Claims on human rights in contemporary politics, such as labour rights or same-sex marriage debates*
27. *Major violations of human rights today and how they are addressed*
28. *The challenge of cultural relativism to the universality of human rights*
29. *The role of foreign direct investment (FDI) in economic development*
30. *The relationship between development, globalization, and inequality, and the environmental implications of globalization*

*Questions for the final test*

1. *The nature of political power and its difference between government and government-less systems*
2. *The definitions of power by Karl Marx and Max Weber and their contributions to political theory*
3. *The Westphalian concept of state sovereignty and its origins in the Thirty Years War*
4. *The difference between a state, nation, nation-state, and stateless nation*
5. *The different types of power in political regimes, including political, economic, ideological, and military power*
6. *The distinction between infrastructural power and despotic power*
7. *The concept of legitimacy of state power and its typology*
8. *The difference between democracy, authoritarianism, and totalitarianism*
9. *The contrast between democratic and authoritarian states in terms of governance*
10. *The concept of fragile and failed states and their impact on international relations*
11. *Max Weber's views on bureaucracy and its relevance in modern governance*
12. *The contemporary challenges to state sovereignty in a globalized world*
13. *The impact of globalization on state sovereignty*
14. *The role of the United Nations (UN) and its principal organs*
15. *The influence of international organizations like the WTO, IMF, and EU on global politics*
16. *The role of international non-governmental organizations (INGOs) like Amnesty International and Human Rights Watch in influencing state policies*
17. *The role of social movements like Black Lives Matter and the Arab Spring in shaping global politics*
18. *The influence of political parties in different countries on global political dynamics*
19. *The nature of cooperation and conflict in global politics, using examples like NATO and the War in Iraq*
20. *The impact of international strategic alliances on global power dynamics*
21. *The concept of human rights, including inalienability, universality, indivisibility, and equality*
22. *The Universal Declaration of Human Rights and its core principles*
23. *The evolution of human rights over time, with a focus on civil and political rights and economic, social, and cultural rights*
24. *The role of international treaties and organizations in the protection of human rights*
25. *The monitoring of human rights agreements by organizations like Amnesty International*
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28. *The challenge of cultural relativism to the universality of human rights*
29. *The role of foreign direct investment (FDI) in economic development*
30. *The relationship between development, globalization, and inequality, and the environmental implications of globalization*