

STUDENT WORKBOOK



Pluralism and Identity in Bolivia: Global Political Challenges



GLOBAL CENTRE FOR
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MONDIAL DU
PLURALISME

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Founded in Ottawa by His Highness the Aga Khan in partnership with the Government of Canada, the **Global Centre for Pluralism** is an independent, charitable organization. Inspired by Canada's experience as a diverse and inclusive country, the Centre was created to advance positive responses to the challenge of living peacefully and productively together in diverse societies.

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Description

This student workbook is intended for students to use as part of the Social Science **Global Politics** course in the International Baccalaureate (IB) as well as any course exploring the complexity of the challenges we face in the 21st century. The materials provided examine the challenges to forming an inclusive national identity in Bolivia based on respect for all diverse groups. It focuses on the contemporary political developments that helped assert indigenous rights and the pathways taken by the Bolivian state towards pluralism. This unit is comprised of six tasks and offers a unique exploration of identity politics at a time when this has become a polarizing issue across the globe. Learning materials provide opportunities to examine identity politics in a multicultural society and the role of social movements, legal reform and attitudinal shifts in achieving social change.

Students can follow along with the accompanying slide Presentation and the Unit Overview.

Related Concept	Pluralism: An ethic of respect for diversity. In a pluralistic society, every person is valued and included as an equal member, regardless of ethnic, religious, gender, socio-cultural, linguistic or other differences. Individuals, governments and civil societies make choices and take action to promote respect, recognition and belonging. (Global Centre for Pluralism)
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For IB Use

Global Political Challenge	Identity: The characteristics determining who or what a person or thing is, their values, tradition and culture, and what distinguishes them from others.
IB Key Concepts	Power, Sovereignty, Legitimacy, Interdependence, Human Rights, Justice (IB definitions on last page)
IB Prescribed Content	<p>State: A legal/political entity that is comprised of the following:</p> <ul style="list-style-type: none"> • a defined territory • a permanent population • an effective government • the capacity to enter into relations with other states (The Montevideo Convention on the Rights and Duties of the State, 1933) <p>Nation: This term refers only to a socio-cultural entity, a union of people who can identify culturally and linguistically.</p> <p>Nation-State: A state “where the great majority are conscious of a common identity and share the same culture.” (http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/nation-state/)</p>

TASK 1

Bolivian Background

1. **Watch** the short introductory video on Bolivia. (<https://www.youtube.com/watch?v=Ajx1RcIO61I>)
2. **Read** the articles about Bolivia and Evo Morales (text from BBC's "Bolivia Country Profile" <http://www.bbc.com/news/world-latin-america-18727507>; and BBC's "Profile: Bolivia's President Evo Morales" <http://www.bbc.com/news/world-latin-america-12166905>)
3. **Answer** the questions for Task 1.

BOLIVIA COUNTRY PROFILE

A country of extremes, landlocked Bolivia is the highest and most isolated country in South America.

It has the largest proportion of indigenous people, who make up around two-thirds of the population.

The country has the second-largest reserves of natural gas in South America, but there have been long-running tensions over the exploitation and export of the resource. Indigenous groups say the country should not relinquish control of the reserves, which they see as Bolivia's sole remaining natural resource.



Bolivia is also one of the world's largest producers of coca, the raw material for cocaine. A crop-eradication programme, though easing the flow of conditional US aid, has incensed many of Bolivia's poorest farmers for whom coca is often the only source of income.

Facts

Plurinational State of Bolivia

Capital: Sucre (official), La Paz (administrative)

- **Population** 10.8 million
- **Area** 1.1 million sq km (424,164 mi²)
- **Major languages** Spanish, Quechua, Aymara, Guaraní
- **Major religion** Christianity
- **Life expectancy** 66 years (men), 71 years (women)
- **Currency** boliviano

(Text and map above from the BBC's "Bolivia Country Profile" [January 2018], <http://www.bbc.com/news/world-latin-america-18727507>.)

MEDIA

Many media outlets are in private hands and ownership is highly concentrated. The government operates a TV station and community radios.

Officials use legal, political and economic means to pressure independent media, says Freedom House [an international pro-democracy organization].

It says self-censorship is commonplace, with many journalists fearing that they could lose their jobs over reporting critical of the authorities.

Media deemed to “play party politics” or “insult” the government face being denied funding from state advertising, says Reporters Without Borders. Arbitrary arrests and impunity for violence against journalists are other problems.

Newspaper readership is limited by low literacy. Radio is important, especially in rural areas. There are hundreds of stations.

More than 4.8 million Bolivians were online by 2017, around 44% of the population (Internetworldstats.com).

(Text above from the BBC’s “Bolivia Profile – Media” [February 2018] <https://www.bbc.com/news/world-latin-america-18729332>)

TIMELINE

Some key dates in Bolivia’s History

- 1538** The Spanish conquer Bolivia, which becomes part of the Vice-Royalty of Peru.
- 1824** Venezuelan freedom fighter Simón Bolívar, after whom Bolivia is named, liberates the country from Spanish rule. One year later, Bolivia becomes independent with Bolívar as its president.
- 1952** Peasants and miners overthrow [the ruling] military regime. [Political activist] Víctor Paz Estenssoro returns from exile to become president and introduces social and economic reforms, including universal suffrage, the nationalisation of tin mines and land redistribution, and the improvement of education and the status of indigenous peoples.
- 1964** Vice-President René Barrientos stages a military coup, ushering in a period of political unrest punctuated by uprisings and more military coups.
- 1989** Leftist Jaime Paz Zamora becomes president and enters a power-sharing pact with former dictator Hugo Banzer.
- 2003** September– October - 80 killed and hundreds are injured in protests fuelled by government plans to export natural gas via Chile. President Gonzalo Sánchez de Lozada resigns under pressure from protests and is succeeded by Carlos Mesa. Two years later, Mesa is forced to resign after protests continue. Socialist leader Evo Morales wins the presidential elections, becoming the first indigenous person in Bolivia to fill the post.
- 2006** Bolivia completes its gas nationalisation programme, giving the state control over the operations of foreign energy firms.
- 2009** A new constitution giving greater rights to the indigenous majority is approved in a national referendum.
- 2014–16** Evo Morales wins a third term as president. Two years later, he loses a referendum on the right to run for a fourth term.
(Text above from the BBC’s “Bolivia Country Profile” [January 2018], <http://www.bbc.com/news/world-latin-america-18727507>.)
- 2017** A Supreme Court decision overturns the referendum’s result. Morales may now run for a fourth presidential term in 2019.
(<https://www.bbc.com/news/world-latin-america-42161947>)

PROFILE: BOLIVIA'S PRESIDENT EVO MORALES

First elected in December 2005, Evo Morales, from the Aymara indigenous group, is the first president to come from the country's indigenous majority.

As a leader of a coca-growers union, he was also the first president to emerge from the social movements whose protests had forced Bolivia's two previous presidents from office.

On election, he promised to govern in favour of Bolivia's indigenous majority, who had suffered centuries of marginalisation and discrimination.

An avowed socialist, Morales's political ideology combines standard left-wing ideas with an emphasis on traditional indigenous Andean values and concepts of social organisation.

But his first move, a few months after taking office, was to begin the process of putting Bolivia's rich gas fields under state control.

By the middle of 2006, he had renationalised Bolivia's oil and gas industries. The increased tax revenue allowed Bolivia to vastly increase its public investment and helped boost the country's foreign reserves.

With the gas money, President Morales's administration invested heavily in public works projects and social programmes to fight poverty, which was reduced by 25% during his government. Extreme poverty dropped by 43%.

He also pushed for a radical reinterpretation of Bolivian national identity largely through constitutional reform.

Amid protests and disputes, he won a referendum in August 2008 on whether he should stay in office, and then a few months later a referendum approved his plans for a new constitution.

[The new constitution] came into force in February 2009. It set out the rights of the indigenous majority, granting more regional and local autonomy to them and redefining Bolivia as a "multi-ethnic and pluri-cultural" nation. It also set out moves for large-scale land reform, enshrining state control over key natural resources.

Bolivia's new identity was symbolised by the adoption of the Wiphala, a rainbow-coloured indigenous flag that is flown alongside the country's traditional red, yellow and green flag.



Evo Morales and Hugo Chavez

Bolivia's new indigenous voice was heard at international climate negotiations where Evo Morales argued from an indigenous perspective for greater respect for "Mother Earth."

Re-election

Mr. Morales's left-wing policies have worried and, in some cases, antagonised many middle-class Bolivians who believe he is too radical.

Opposition was concentrated in the wealthy eastern lowland province of Santa Cruz, Bolivia's economic powerhouse.

Regional leaders there led a campaign for greater autonomy, arguing that Morales's socialist policies were damaging the economy.

But over the years, President Morales's relationship with the region's business leaders has improved and there is growing respect in Santa Cruz for his growth agenda.

In December 2009, Evo Morales was re-elected president with 64% of the vote, easily defeating his conservative opponent and gaining ground in Santa Cruz.

When a referendum was held in February 2016 on allowing him to stand for a fourth term in office, it appears he narrowly lost the vote.

[A 2017 Supreme Court decision overturned the referendum's result. Morales is now permitted to run for re-election in 2019. (<http://www.bbc.com/news/world-latin-america-42161947>)]

Although support for the president among ordinary Bolivians remains strong, some of the indigenous leaders, environmentalists and activists who helped put Morales in power have criticised him, arguing that his policies seem to favour the wealthy, light-skinned minority.

Mr Morales met opposition from indigenous groups angered by plans for a major motorway.

He had said the 300km (185-mile) road from Villa Tunari to San Ignacio de Moxos would benefit communities throughout Bolivia.

But isolated communities of Chimane, Yurucaré and Moxos [indigenous peoples] argued the road would open their territory to illegal logging and land grabs.

Protests led Mr Morales to suspend the project.

And many Bolivians were perplexed by a more eccentric idea for change - the clock on the face of congress which was changed to run anti-clockwise and dubbed "the clock of the south."

International Profile

Since coming to power, Evo Morales has forged close links with other left-wing Latin American leaders, particularly the late Hugo Chávez of Venezuela and [the late] Fidel and [his brother] Raúl Castro in Cuba.

(Text and photo above from the BBC's "Profile: Bolivia's President Evo Morales" [February 2016], <http://www.bbc.com/news/world-latin-america-12166905>)

But relations with the US have been strained. In 2008, he expelled US ambassador Philip Goldberg, accusing him of conspiring against the Bolivian government and suspended operations of the US Drug Enforcement Administration in Bolivia.

In 2013, he expelled the US Agency for International Development (USAID), accusing it of seeking to "conspire against" the Bolivian people and his government.

In New York for the UN General Assembly in September 2014, President Morales called President Barack Obama "an imperialist."

Like Mr Chavez, he has cultivated ties with foes of the US, such as Iran.

Having come to power with a radical programme aimed at addressing the extreme social divisions and inequalities of Bolivia, he has achieved in a few short years real social gains for the majority of Bolivians who look on him as their own.

But despite Bolivia's economic advancements, the country remains one of South America's poorest countries with analysts concerned it is overly dependent on natural resources. In the first half of 2014, natural gas and minerals accounted for 82% of Bolivia's export revenues.

And the government's ability to fight crime and corruption has been questioned.

Answer the following questions:

1. Explain the significance of having a traditional flag and the Wiphala on nationalism in Bolivia.
2. How do you think Bolivia's resources and geographic relief impact its levels of development?
3. What about the ethnic mix of Bolivia's population and its culture?
4. How do all of the above affect Bolivia's national identity?

Introduction to Pluralism

1. Take notes from the pluralism slides in the presentation.
2. Reflect on some of the key ideas of pluralism.

TASK 2

The Road to a More Pluralistic Society

1 Read the following excerpt from Andrew Heywood's *Global Politics* (2011, p. 167):

Focus on...

The two nationalisms: good and bad?

Does nationalism embrace two, quite distinct traditions? Does nationalism have a 'good' face and a 'bad' face? The idea that there are, in effect, 'two nationalisms' is usually based on the belief that nationalism has contrasting civic and ethnic forms. What is often called civic nationalism is fashioned primarily out of shared political allegiances and political values. The nation is thus an 'association of citizens.' **Civic nationalism** has been defended on the grounds that it is open and voluntaristic: membership of the nation is based on choice and self-definition, not on any pre-determined ethnic or historical identity. It is a form of nationalism that is consistent with toleration and liberal values generally, being forward-looking and compatible with a substantial degree of cultural and ethnic diversity. Critics, however, have questioned whether civic nationalism is meaningful (Kymlicka 1999). Most citizens, even in a 'civic' or 'political' nation, derive their nationality from birth, not choice. Moreover, divorced from the bonds of ethnicity, language and history, political and allegiances and civic values may simply be incapable of generating the sense of belonging and rootedness that gives nationalism its power.

By contrast, **ethnic nationalism**, is squarely rooted in ethnic unity and a deep sense of cultural belonging. This form of nationalism is often criticized for having a closed or fixed character. It is difficult, and perhaps impossible, for non-citizens to become members of the nation. Nationalism therefore acquires a homogenizing character, breeding a fear or suspicion of foreigners and strengthening the idea of cultural distinctiveness, often interwoven with a belief in national greatness. Ethnic nationalism is thus irrational and tends to be tribalistic, even bloodthirsty. On the other hand, its capacity to generate a closed and fixed sense of political belonging may also be a virtue of ethnic nationalism. 'Ethnic' or 'cultural' nations tend to be characterized by high levels of social solidarity and a strong sense of collective purpose.

2 A) Write down the definitions for:

civic nationalism	
ethnic nationalism	

B) Compare the two types of nationalism.

3 Watch BBC journalist Paul Mason’s short video (<https://vimeo.com/18611554>) on Bolivia (2006).

4 Answer the following questions:

- A. Explain the attitudes of people in Santa Cruz. How do economic factors and ethnicity impact Bolivia as a **nation-state**? Are there any global connections?
- B. What **hardware** and **software** factors are at play here?
- C. How does **identity** impact **pluralism**?
- D. How do concepts such as **nation-state**, **pluralism** and **civic nations** (mentioned earlier) impact each other?

PREMISES FOR PLURALISM (GLOBAL CENTRE FOR PLURALISM)

5 Read the text below about pluralism.

Pluralistic societies are	More inclusive societies promote	
<ul style="list-style-type: none"> • inclusive and equitable in outlook and impact • civic nations where citizenship stems from shared membership in the state rather than ethno-cultural identity • peaceful because disagreements are managed based on mutual recognition and respect 	<ul style="list-style-type: none"> • shared benefits • equality and human rights • inclusive citizenship • more effective democracies • peace and security 	<ul style="list-style-type: none"> • economic wellbeing • inclusive development • innovation and creativity • global competitive advantage

6 Chalk Talk Group Work

Your teacher will split you into four groups. On your manila/chart paper, you will start with one of these four questions:

1. To what extent can Bolivia be considered a **nation-state**?
2. How important is **identity** in Bolivia (culture, ethnicity, gender)?
3. Is Bolivia now a more pluralistic state (look for **software** and **hardware** factors)? (Will Kymlicka)
4. Is Evo Morales's Bolivia a more "**stable state**"? (Francis Fukuyama)

Instructions:

1. In your group, write possible answers to the question you are responding to on the paper.
2. Circulate the paper to another table. Add your group's thoughts to your colleagues' answers. Circulate the papers until your original question returns to your group.
3. Share the thinking: share collected answers with the whole class.

TASK 3

The Challenges of Pluralism: Considering Multiple Perspectives

Viva South America!

Your teacher will split you into five groups. Each group will receive an excerpt from Oliver Balch's *Viva South America!* and specific questions (see **Task 3 Group Questions: Viva South America!**)

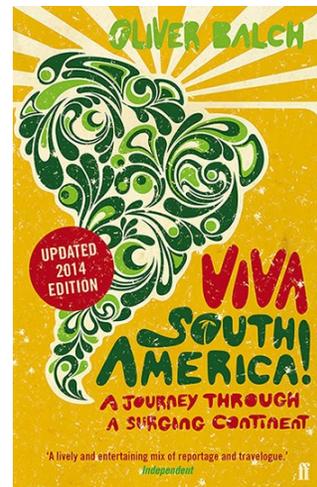
1 **Read** your designated excerpt for one of the five cities and towns:

- La Paz
- Villa Tunari
- Santa Cruz
- Potosí
- Cochabamba

2 **Answer** the related questions below.

Group Questions: *Viva South America!*

In your group, read through your section of the excerpt from *Viva South America!* by Oliver Balch (2014). Answer the questions in your section. Include connections to **key concepts**, **pluralism** and **identity** in your answers.



La Paz

1. Describe La Paz in a short paragraph (look up some pictures to help you with the description).
2. How does La Paz's geography relate to the socio-economic set up of the city? Find links to key concepts (not necessarily our four).
3. How does the relationship between La Paz's geography and socio-economic set-up impact pluralism?

Villa Tunari

1. Why does the author suggest that Evo Morales arrived half a millennium late?
2. Describe the educational background of Villa Tunari's politicians.
3. Outline the advantages of having politicians with "ordinary" backgrounds. Include examples from the source.
4. Are there disadvantages? Outline them.
5. Why is the official so certain that "Evo Morales will not abandon" them?
6. List the reasons why Bolivia is poor according to the "Top Official."

Cochabamba

1. Outline the reasons behind the Water War.
2. Why did the local population regard the actions of the transnational corporation (TNC) (the US water company/non-state actor) as illegitimate?
3. Explain Jim Shultz's views on what Bolivia needs.
4. Whom does Shultz blame for Bolivia's underdevelopment?

Potosí

1. Outline the reasons suggesting that Potosí is severely underdeveloped.
2. List the minerals that used to be extracted in Potosí and the ones that are extracted now. How do the changes in mineral extraction impact development levels?
3. Comment on the levels of sustainable development (economic [Q1], social, environmental, political) in Potosí using examples from the text.

Santa Cruz

1. Explain the significance of the people singing the provincial anthem.
2. Comment on the levels of Sustainable Development (economic, social, environmental, and political) in Santa Cruz using examples from the text.
3. Why are some of the business people in Santa Cruz reluctant to share the wealth?
4. How does this reluctance impact nationalism and pluralism?
5. What first steps did Evo Morales's take to address inequality when he became president?

Extra Questions: Look at all answers before you attempt these!

1. List the causes of developmental disparities in Bolivia.
2. List the challenges to the creation of a national identity in Bolivia.
3. Do you think that levels of development affect identity? How? How would a pluralistic society approach these challenges?

3 Circle of Viewpoints

Take part in **the Circle of Viewpoints** activity, following the preceding pattern:

1. Introduce the research you completed in the previous activity (Group Questions: *Viva South America!*) by saying "I am discussing (PLACE you read about) from the point of view of (PEOPLE your excerpt discusses)."
2. "I think ..." present the perspective of the people you researched with regard to the direction Evo Morales is taking Bolivia. "Because ..." (explain reasoning).
3. "A concern I have about this viewpoint is ..."
4. Class discussion: How are different interests affecting pluralism and identity in Bolivia?

TASK 4

Evo Morales – The Emergence of the Plurinominal State of Bolivia

1 **Watch** the video “teleSUR Reports – Bolivia: Discrimination and Cultural Restoration” <https://www.youtube.com/watch?v=YoGreZJCYNg>.

2 **Answer** the following questions:

1. Outline the ways in which indigenous peoples in Bolivia have been discriminated against.
2. Explain how discrimination impacts identity.
3. List the changes introduced by Evo Morales and the 2009 Constitution.
4. How effective were these changes in promoting pluralism?
5. Identify the different types of conflict caused by the changes. How were these conflicts solved?
6. Is Bolivia a more pluralistic state? That is, does it recognize diversity and foster equality?
Is a pluralistic state a “stable state” (Fukuyama 2014)?

TASK 5

Pluralism: A Comparative Perspective – Group Research

- 1 **Read** The Guardian article “Evo Morales hails ‘new Bolivia’ as constitution is approved [Jan 2009] <https://www.theguardian.com/world/2009/jan/26/bolivia> OR watch the Al Jazeera video Evo Morales: A Bolivian Idol [October 2014] <https://www.youtube.com/watch?v=pfySc2hPtWE>
- 2 In your groups, **compare** the impact of the 2009 Bolivian Constitution to the effects of the 2003 Rwandan Constitution. Record your answers in a table.

	Bolivia	Rwanda
views on ethnicity and identity		
composition of parliament		
views on leadership (legitimacy of president within their country and/or in the international community)		

TASK 6

Applying a Pluralism Lens – Presentation

- 1 Find a political issue related to identity and pluralism. Do **individual research** on that issue.
- 2 The Global Centre for Pluralism identifies a set of factors driving inclusion or exclusion in diverse societies. Have a look at these factors. **Consider them** in your research.

LIVELIHOODS AND WELLBEING

Quality of life

- Equality of outcomes for individuals and groups
- Equitable access to and benefit from resources

LAW, POLITICS AND RECOGNITION

How governments act

- Defining and sustaining inclusive citizenship
- Institutional mechanisms
- Norms, policies, resources

CITIZENS, CIVIL SOCIETY AND IDENTITY

How citizens act

- Inclusive citizenship practices
- Expression of multiple identities (civic, ethnic, gender, religious)
- Arena for redefining inclusion

EDUCATION, RELIGION AND MEDIA

Transmission of norms

- Intergenerational learning
- Intercultural exchange
- News, the internet, social media, the arts

HISTORY AND MEMORY

The past in the present

- Impact of past grievances
- Gaps between official and remembered past
- Inclusive remembering

PLACES AND SPACES

Landscapes of cultural exchange

- Neighbourhoods and cities
- Rural areas and communities
- Public-private connections: families, cyberspace, work

TRANSNATIONAL AND REGIONAL INFLUENCES

Potential impacts of external actors

- Neighbourhood influences
- Historic border making
- Transnational identities
- Virtual communities
- International norms, institutions and actors

3 Use the plan below to **organize your research and presentation.**

Research Question	Formulate a clear Research Question (RQ) in relation to your political issue
Concepts	Find Key Concepts links + Identity + Pluralism
Actors	Outline the actors, stakeholders and their perspectives
Levels of Analysis	Find implications at various levels (local, national, regional, international, global, community). Any links to Bolivia? Rwanda?
Political Views	Francis Fukuyama ("stable state"), Daron Acemoglu and James Robinson (extractive/inclusive institutions), Jared Diamond ("geographical luck"), Dependency Theory, Samuel P. Huntington ("clash of civilizations")
Political Foundations	Realism/Liberalism/Neo-Marxism/Feminism/Post-colonialism
Answer to the RQ	Outline a balanced answer to your question

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Marking rubric for the oral presentations

Does the student present a clear, focused and balanced analysis of the case study, highlighting a global political challenge?	
Not level 1 0 marks	
Level 1 Rudimentary 1-2 marks	The student demonstrates <i>rudimentary knowledge</i> of the case study.
Level 2 Basic 3-4 marks	The student demonstrates a <i>basic understanding</i> of the case study. The student treats the case study <i>in isolation</i> .
Level 3 Satisfactory 5-6 marks	The student demonstrates a <i>satisfactory understanding</i> of a political issue raised by the case study, but the analysis lacks some clarity, focus and balance . The student <i>attempts to link</i> the case study to the wider context of global politics but these links are <i>not always effective</i> .
Level 4 Very good 7-8 marks	The student demonstrates a <i>very good understanding</i> of a political issue raised by the case study, with a generally clear and focused analysis and an acknowledgement of different perspectives on the issue. The student makes <i>effective connections</i> between the case study and the wider context of global politics .
Level 5 Excellent 9-10 marks	The student demonstrates an <i>excellent</i> understanding of a political issue raised by the case study, with a clear and focused analysis and an exploration of different perspectives on the issue. The students analyses the case study <i>within</i> the wider context of global politics , illustrating effectively the significance of the case.

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Concept	Explanation
Power	Power is a central concept in the study of global politics and a key focus of the course. Power can be seen as ability to effect change and, rather than being viewed as a unitary or independent force, is as an aspect of relations among people functioning within a social organization. Contested relationships between people and groups of people dominate politics, particularly in this era of increased globalization, and so understanding the dynamics of power plays a prominent role in understanding global politics.
Sovereignty	Sovereignty characterizes a state's independence, its control over territory and its ability to govern itself. How states use their sovereign power is at the heart of many Important Issues In global politics. Some theorists argue that sovereign power is increasingly being eroded by aspects of globalization such as global communication and trade, which states cannot always fully control. Others argue that sovereign states exercise a great deal of power when acting in their national interest and that this is unlikely to change.
Legitimacy	Legitimacy refers to an actor or an action being commonly considered acceptable and provides the fundamental basis or rationale for all forms of governance and other ways of exercising power over others. The most accepted contemporary source of legitimacy in a state is some form of democracy or constitutionalism whereby the governed have a defined and periodical opportunity to choose who they wish to exercise power over them. Other sources of legitimacy are suggested in states in which such an opportunity does not exist. Within any proposed overall framework of legitimacy, individual actions by a state can be considered more or less legitimate. Other actors or global politics and their actions can also be evaluated from the perspective of legitimacy.
interdependence	In global politics, the concept of interdependence most often refers to the mutual reliance between and among groups, organizations, geographic areas and/or states for access to resources that sustain living arrangements. Often, this mutual reliance is economic (such as trade), but can also have a security dimension (such as defence arrangements) and, increasingly, a sustainability dimension (such as environmental treaties). Globalization has increased interdependence, while often changing the relationships of power among the various actors engaged in global politics.
Human rights	Human rights are basic claims and entitlements that, many argue, one should be able to exercise simply by virtue of being a human being. Many contemporary thinkers argue they are essential for living a life of dignity, are inalienable, and should be accepted as universal. The Universal Declaration of Human Rights adopted by the UN in 1948 is recognized as the beginning of the formal discussion of human rights around the world. Critics argue that human rights are a Western, or at least culturally relative, concept.
Inequality	Inequality refers to a state of affairs where equality between people or groups of people is not realized and the consequent potential compromises of justice and liberty. Inequality often manifests itself through unequal access to resources that are needed to sustain life and develop individuals and communities. Consequently, the concept is closely connected to discussions of power and of who holds the rights to these resources and their proceeds. Inequality can be examined both as a phenomenon within and between societies.
Justice	There are a number of different Interpretations of the concept of Justice. It is often closely associated with the Idea of fairness and with Individuals getting what they deserve, although what is meant by deserve is also contested. One avenue is to approach justice through the Idea of rights, and what Individuals can legitimately expect of one another or of their government. Some theorists also argue that equality not only in the Institutions and procedures of a society but also in capabilities or well-being outcomes is required for justice to be realized.

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