

Department of Political Science  
WORLD POLITICS  
POLS\*1500 [0.50]

Adam Kochanski  
Fall 2023

### SYLLABUS

<b>Professor:</b>	Dr. Adam Kochanski <a href="mailto:adam.kochanski@uoguelph.ca">adam.kochanski@uoguelph.ca</a>
<b>Meetings:</b>	T/TH, 11:30-12:50 ROZH 103
<b>Office Hours:</b>	MCKN 532 T/TH, 4:30-5:30 (or by appointment) <i>Please send me an e-mail to schedule a meeting outside my regular office hours</i>
<b>Graduate TAs:</b>	Mrittika Ghosh – <a href="mailto:ghoshm@uoguelph.ca">ghoshm@uoguelph.ca</a> Claire Lillow – <a href="mailto:clillow@uoguelph.ca">clillow@uoguelph.ca</a> <i>GTA's should <b>only</b> be contacted regarding essay feedback and grade appeals</i>

Inquiries sent via e-mail will typically receive a response back within two working days (weekends excluded).  
NOTE: Inquiries must respect a principle of courteous, appropriate, and non-threatening communication.

<b>Prerequisites:</b>	None
<b>Restrictions:</b>	None
<b>Required Texts:</b>	Baylis, J., Smith, S., & Owens, P. (Eds.). (2023). <i>The Globalization of World Politics: An Introduction to International Relations</i> (9th ed.). Oxford University Press.
<b>Additional Texts:</b>	Additional texts/notes are available on CourseLink or via the University of Guelph's online library catalogue

### CALENDAR DESCRIPTION

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An examination of the fundamental patterns of international politics, focusing especially on the major issues and contemporary events at the root of international conflict. As well, the reality of globalization and interdependence is assessed in terms of the alternative patterns of international cooperation in the contemporary world.

### DETAILED COURSE DESCRIPTION

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*"A lot of people think international relations is like a game of chess. But it's not a game of chess, where people sit quietly, thinking out their strategy, taking their time between moves. It's more like a game of billiards, with a bunch of balls clustered together."*

(Madeleine Albright, United States Secretary of State from 1997 to 2001)

This lecture-based course explores the fundamental dynamics of world politics, focusing on the main actors involved in global governance and the most pressing transnational issues and challenges facing humanity. Following upon the introductory session, the remainder of the course is organized into three main sections:

- I. Historical Context
- II. Structures, Actors and Processes
- III. Contemporary Issues and Challenges in World Politics

**Part I** situates the study of world politics in historical context. Students will learn about the rise of modern international order, explore key developments of the twentieth century and take stock of rising powers and the emerging global order. **Part II** shifts to the structures, actors and processes involved in contemporary global governance. Our analysis will cover race, international law, the role of international organizations, including the United Nations, regionalism and non-governmental organizations. **Part III** surveys some of today's most complex transnational issues focusing on climate change, global health, forced migration and development, human rights, gender equality, atrocity crimes and prevention, terrorism and the proliferation of weapons of mass destruction. To animate key concepts, the professor will often draw on current events.

## **LEARNING OBJECTIVES**

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*The main learning objective of this course is to provide a basic understanding of world politics.* Students taking this course will (1) improve their global understanding by acquiring new knowledge about the history of contemporary international society and the different structures, actors and processes involved in global governance, (2) develop their academic and professional writing skills, (3) improve their reading comprehension skills and ability to distill information, arguments and analysis succinctly and accurately, (4) hone their critical thinking skills and capacity to recognize potential biases both in the course material and the world around them and (5) acquire insights on a variety of contemporary issues and challenges in world politics, preparing them for further study of these and other topics in the field of international relations.

## **TEACHING METHODS**

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This is a **lecture-based course** that will be taught in-person. Weekly lectures will usually be 50 minutes to 1 hour in length and may be supplemented with audiovisual materials (e.g., pictures, short video clips). Each meeting will include time for questions and/or make use of smaller breakout group discussions to promote student engagement. At times lectures may be substituted with other audiovisual materials (e.g., movies) or they may be animated by a guest speaker. PowerPoint slides will normally be made available prior to class.

## **READINGS**

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The required textbook for this course is:

Baylis, J., Smith, S., & Owens, P. (Eds.). (2023). *The Globalization of World Politics: An Introduction to International Relations* (9th ed.). Oxford University Press.

The textbook is available for purchase at the University of Guelph bookstore. One copy is also available on course reserve at the University of Guelph library for short-term loan. NOTE: there are several editions of the textbook, and we will be using the **ninth edition**. Any additional readings *not in the textbook* can be downloaded from CourseLink. We will also make regular use of YouTube videos and podcasts. To succeed in this course and to get the most from the lectures, please complete all assigned material before each class.

## **EMAIL COMMUNICATION**

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As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **WHEN YOU CANNOT MEET A COURSE REQUIREMENT**

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When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

## **DROP DATE**

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Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

## **COPIES OF OUT-OF-CLASS ASSIGNMENTS**

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Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## **ACCESSIBILITY**

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The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

## **ACADEMIC MISCONDUCT**

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The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

## USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

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Students are not permitted to use generative AI in this course. Please refer to the University of Guelph-issued [statement on artificial intelligence systems, ChatGPT, and academic integrity](#) from March 2023 and regulations and procedures around academic misconduct in the [undergraduate](#) and [graduate](#) calendars.

## RECORDING OF MATERIALS

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Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## RESOURCES

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The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## ILLNESS

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Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

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## COURSE REQUIREMENTS

(In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme is subject to change.)

**Table 1. Components of the Final Grade**

Assessment	Weight	Due Date
Quizzes (x4)	10 %	Scheduled (see below)
Short Essay #1	25 %	September 28
Midterm Exam (sit down)	40 %	October 26 (in class)
Short Essay #2	25 %	November 23

## ASSESSMENT METHODS

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### *Quizzes (10%)*

Starting in **Week 3**, students will complete four online quizzes (worth 2.5% each) on roughly a bi-weekly basis until the end of term. The quizzes will consist of five multiple choice questions based on the readings and/or lectures. The goal of the quizzes is two-fold: (1) to encourage students to be prepared for class and regularly attend lectures, and (2) to accustom students to the midterm exam format. Quizzes will be made available through CourseLink approximately 48 hours leading up to the quiz date indicated on the syllabus (closes at 11:29 a.m. EST on that day). Unlike in some other courses, **there is no available make-up quiz.**

**Table 2. Quiz Schedule and Content**

Quiz	Date	Content
Quiz 1	September 21	Weeks 2 and 3
Quiz 2	October 5	Weeks 4 and 5
Quiz 3	November 9	Weeks 9 and 10
Quiz 4	November 23	Weeks 11 and 12

*Short Essay #1 (25%)* – due on **Thu., Sept. 28 at 11:59 p.m. EST**

Assignment Overview:

In his 1905 book, *The Life of Reason*, Spanish-American philosopher George Santayana wrote that the study of history is crucial because “those who cannot remember the past are condemned to repeat it.” The ability to compose succinct, yet formal pieces about “big picture” topics and ideas is a valuable skill set, often used in briefing, overview and executive summary writing. It often involves drawing on interdisciplinary insights to get a fuller picture of how past developments shape current events and help us understand the world we live in and ways to improve it. In this assignment, you will produce an essay that (1) emphasizes developing an argument over descriptive or theoretical content, and (2) provides analysis of what might happen in the future (often taking the form of warnings, lessons learned and/or aspirations).

Subject Matter for Essay #1:

The essay will be based on a podcast. Students will listen to an [episode of \*The Lanfare Podcast\* with historian Dr. Mary Sarotte](#) where she discusses her book, *Not One Inch: America, Russia, and the Making of Post-Cold War Stalemate* (Yale University Press, 2022).

*The essay must address the following questions:*

- Do you agree with Sarotte’s central argument that NATO expansion is the leading reason for the current crisis between Russia and the West? What lessons does the history of the end of the Cold War offer for the emerging world order (i.e., will it be more or less stable)?

Format Guidelines:

- Title page that includes the title of your paper, full name, student number, date of submission and the name of the instructor.
- The [APA citation style](#) (in-text) must be used (see [Department of Political Science Writing Guide](#)). Your paper must also have a separate bibliography.
- The paper should be at least **1,100** words and not more than **1,200 words** (the word count does NOT include the title page or the bibliography). The paper must use Times New Roman, 12-point font and double-line spacing. Margins must be set to 2.54cm (“Normal”) and the page size to “US Letter.” Pages must be numbered (except for the title page). The use of condensed fonts is not permitted. Failure to follow these style and format guidelines will result in a %5 deduction. An additional %5 deduction will be applied to essays that do not meet the minimum or maximum length requirements (i.e., < 1,100 words or > 1,200 words). Please indicate the total word count (NOT including the title page or the bibliography) at the end of your essay.
- The paper must draw on the textbook chapters and assigned readings in **Part I of the course** and at least **3 additional core academic, scholarly sources**. Acceptable core sources include peer-reviewed books and academic journal articles. Core sources should have been published within the last 15 years. While newspaper and news magazine articles and other “grey literature” may be used as supplementary sources to document examples or recent events, they **do not** count toward the number of core sources.

Structure Guidelines:

- The first ~150 words should:
  - Introduce the subject matter (i.e., what your paper is about and why the topic is important).

- Restate the questions you are answering (i.e., the ones provided for the class) and identify your **thesis statement** that clearly indicates your answer to the questions (i.e., the core argument of the paper).
- A “blueprint” that outlines the structure of the paper.

*After reading the first ~150 words of your essay, the reader should have a clear picture of the subject matter of the paper, its significance, what your argument is, and how you will go about supporting it.*

- The next ~300 words should give a descriptive overview of the subject you are analyzing. This section should be supported by information, evidence and examples.
- The next ~400 words should provide an analysis of the subject matter that supports your argument. This is the heart of the paper and the part where you convince the reader of the strength of your claims. This section should be supported by information, evidence and examples.
- The next ~300 words should provide analysis forecasting what might happen in the future. This section should build on your argument and convince the reader of the merits of your warnings, lessons learned and/or aspirations for the emerging world order.
- A one-paragraph ~50-word conclusion should be provided that restates your thesis and the paper’s key takeaways.
- **Pro Tip:** Instead of presenting your essay as one “block” of solid writing with paragraphs, organize your essay into sections with catchy sub-headings that signal the main arguments of that section to the reader.

Please consult the grading rubric found on CourseLink for more details about expectations and assessment.

*Midterm Exam (sit down) (40%)*

**One-hour long, closed book, sit down exam.** The exam will consist of **100 multiple-choice questions** (similar to the multiple-choice questions you will have answered in quizzes throughout term) and take place in class on **October 26 at 11:30 a.m. EST.**

*Short Essay #2 (25%)* – due on **Thu., Nov. 23 at 11:59 p.m. EST**

#### Assignment Overview:

The ability to process information to evaluate complex global issues, develop a compelling argument about them and put forward sensible policy recommendations is a crucial skill for risk analysis, policy analysis and consultancies in both the private and public sectors. In this assignment, you will produce an essay that (1) emphasizes making an argument over descriptive or theoretical content, and (2) suggests recommendations for policy that flow logically from that argument.

#### Subject Matter for Essay #2:

The essay addresses relevant concepts, materials and problems discussed in **Parts II and III of the course.**

*The essay must address the following questions:*

- What is the most pressing issue in contemporary world politics? How can the problems encountered be better governed and addressed through international/regional cooperation and/or transnational advocacy?

You must argue in favour of **one issue** examined in Part III of the course and explain why it is more urgent than **at least two** other problems explored in that section (e.g., weapons of mass destruction versus climate change and global health). Synergies between the course materials should animate your descriptive account of the issue, your argument and analysis. Material from Part II should inform your policy recommendations.

#### Format Guidelines:

- Title page that includes the title of your paper, full name, student number, date of submission and the name of the instructor.
- The [APA citation style](#) (in-text) must be used (see [Department of Political Science Writing Guide](#)). Your paper must also have a separate bibliography.

- The paper should be at least **1,100** words and not more than **1,200 words** (the word count does NOT include the title page or the bibliography). The paper must use Times New Roman, 12-point font and double-line spacing. Margins must be set to 2.54cm (“Normal”) and the page size to “US Letter.” Pages must be numbered (except for the title page). The use of condensed fonts is not permitted. Failure to follow these style and format guidelines will result in a %5 deduction. An additional %5 deduction will be applied to essays that do not meet the minimum or maximum length requirements (i.e., < 1,100 words or > 1,200 words). Please indicate the total word count (NOT including the title page or the bibliography) at the end of your essay.
- The paper must draw on the textbook chapters and assigned readings in **Parts II and III of the course** (that relate to your subject) and at least **3 additional core academic, scholarly sources** (see earlier description of what constitutes a core source).

#### Structure Guidelines:

- The first ~150 words should:
  - Introduce the subject matter (i.e., what your paper is about and why the topic is important).
  - Restate the questions you are answering (i.e., the ones provided for the class) and identify your **thesis statement** that clearly indicates your answer to the questions (i.e., the core argument of the paper).
  - A “blueprint” that outlines the structure of the paper.

*After reading the first ~150 words of your essay, the reader should have a clear picture of the subject matter of the paper, its significance, what your argument is, and how you will go about supporting it.*
- The next ~300 words should give a descriptive overview of the subject you are analyzing (i.e., the issue you believe is most pressing). This section should be supported by information, evidence and examples.
- The next ~400 words should provide an analysis of the subject matter that supports your argument. This is the heart of the paper and the part where you convince the reader of the strength of your claims. This section should be supported by information, evidence and examples, and explain why you believe your issue is the most pressing.
- The next ~300 words should present your proposals to improve existing policies and practice to address your concern. This section should build on your argument and convince the reader of the merits of your recommendations.
- A one-paragraph ~50-word conclusion should be provided that restates your argument and the paper’s key takeaways.
- **Pro Tip:** Try to come up with policy recommendations that are practical and realistic. Given the word count limitations, it is better to suggest a few and explain them in detail, rather than to take on too many.

Please consult the grading rubric found on CourseLink for more details about expectations and assessment.

## **ASSESSMENT POLICIES AND ADDITIONAL INFORMATION**

### **POLICY ON LATE SUBMISSIONS**

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There is a penalty for late submissions. Exceptions may be made for illness (supported by a medical note), or other serious situations deemed as such by the professor.

#### Quizzes

Quizzes will be posted on CourseLink under the “Quizzes” tab approximately 48 hours leading up to the quiz date indicated on the syllabus. Quizzes not completed in that window will receive a grade of 0 (zero).

#### Written Assignments

- *Short Essay #1:* Late essays will be accepted up to *two weeks after the original deadline*. 10% will be deducted from late essays received after the original deadline and before 11:59 p.m. EST on **October 5**. An additional 10% deduction will be applied to essays received after that time (20% total). *Late essays will not be accepted after 11:59 p.m. EST on October 12.*

- *Short Essay #2*: Late essays will be accepted up to *two weeks after the original deadline*. 10% will be deducted from late essays received after the original deadline and before 11:59 p.m. EST on **November 30**. An additional 10% deduction will be applied to essays received after that time (20% total). *Late essays will not be accepted after 11:59 p.m. EST on December 7*.

### Midterm Exam

The exam *must be completed in person on the date indicated in the syllabus*. There will be no available make-up date.

## **POLICY ON GRADE APPEALS**

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If you disagree with a grade you have received and believe there are legitimate reasons why the grade should be reassessed, you may submit an appeal **in writing** (a one-page memo detailing the specific aspects of the evaluation you disagree with) to the GTA who graded your assignment (**applies only to the short essays**).

The GTA will re-read the assignment and consider your appeal. Please note that the grade may go up, down or remain the same. If you disagree with the outcome of your first appeal, you may submit a second appeal in writing to the professor (a one-page memo outlining why you still disagree with the grade). The professor will review the original assignment, the GTA's comments and consider the merits of the appeal. Once again, the grade may go up, down or remain the same. Memos must be specific, focus on the content and maintain a professional tone. Appeals disregarding the principle of respectful communication will not be considered.

## **IN-CLASS ETIQUETTE STATEMENT**

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The University recognizes the importance of maintaining teaching spaces that are inclusive for all students. To cultivate such a learning environment, you are expected to practice active listening and to always use a respectful tone (even if you disagree with someone). The study of world politics covers many controversial topics and you will inevitably encounter views from across the political spectrum, some of which you might not agree with. Indeed, a plurality of opinions and thoughtful and informed debate (grounded in scientific facts) are cornerstones of a healthy democracy. Nonetheless, offensive, violent and harmful language (e.g., racist, sexist, homophobic, transphobic and white supremacist statements) will not be tolerated in this class under any circumstance. If you express such views, you will be called out on it.

You are expected to arrive to class on time. In exceptional circumstances, it might not be possible to arrive on time. If this happens, please make every effort not to disturb the class on arrival. You are also expected to remain in class until it is over. Please do not put away your books or laptops until the class is finished, as this may disturb your peers. If you need to leave class early, please find a seat closest to one of the exits to minimize disruption. Cell phones and other electronic devices must be set to silent mode in class. Texting or accepting phone calls in class is not permitted. Laptop use is encouraged to support learning outcomes (not for social media). E-mails should contain POLS\*1500 in the subject line followed by a brief description of your query. It is customary to address your instructor as professor and to always use a professional tone.

## **LANGUAGE QUALITY**

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While the content of written assignments will ultimately be the main determinant in assessments, the quality of writing will inevitably play a role. Students who are not proficient in the English language are encouraged to take advantage of McLaughlin Library's [Writing Services](#) and [Learning Services](#).

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## COURSE OUTLINE

(§ available for download on CourseLink)

- Week 1**      **September 7**  
*Introduction to the Course: World Politics in a Global Era*
- Baylis, Smith & Owens (BSO), Chapter 1.

### I. Historical Context

**Week 2**      **The 19<sup>th</sup> and 20<sup>th</sup> Centuries**

- September 12**  
*Lecture #1: The Rise of Modern International Order*
- BSO, Chapter 3.

- September 14**  
*Lecture #2: International History of the Twentieth Century*
- BSO, Chapter 4.
- Further reading/learning:
- Erin Blakemore, “What was the Cold War—and are we headed to another one?”, *National Geographic*, 23 March 2022. §

Note/reminder: **Essay #1** is due on **Thu., Sept. 28** at **11:59 p.m. EST**.

**Week 3**      **The Post-Cold War Period**

- September 19**  
*Lecture #3: The Post-Cold War Period and the Unipolar Moment*
- BSO, Chapter 5.

- September 21** – **Quiz 1 (via CourseLink, closes at 11:29 a.m. EST)**  
*Lecture #4: Rising Powers and an Emerging Post-Liberal World Order?*
- BSO, Chapter 6.
  - Kori Schake, “How Putin Accidentally Revitalized the West’s Liberal Order,” *The Atlantic*, 28 February 2022. §
  - Alexander Cooley & Daniel H. Nexon, “The real crisis of global order: Illiberalism on the rise,” *Foreign Affairs* 101 (1) (2022): 103–118. §

### II. Structures, Actors and Processes

**Week 4**      **Structures**

- September 26**  
*Lecture #5: International Law*
- BSO, Chapter 19 (read only pp. 303–313).

- September 28**  
*Lecture #6: Race*
- BSO, Chapter 18.
- Further reading/learning:
- Kelebogile Zvobgo & Meredith Loken, “Why Race Matters in [IR],” *Foreign Policy*, 19 June 2020. §

Note/reminder: **Essay #1** is due today (via CourseLink, by **11:59 p.m. EST**).

## Week 5

### Actors

#### October 3

*Lecture #7: International Organizations and the United Nations*

- BSO, Chapter 20 (read only pp. 319-325 and pp. 331-333).
- BSO, Chapter 21.
- United Nations, “The UN System Chart,” United Nations Department of Global Communications, July 2021. § (skim only)

#### October 5 – **Quiz 2 (via CourseLink, closes at 11:29 a.m. EST)**

*Lecture #8: International and Global Security*

- BSO, Chapter 15.

Further reading/learning:

- United Nations, “Charter of the United Nations,” 1 UNTS XVI, 24 October 1945, <https://www.un.org/en/about-us/un-charter/full-text>.

Note/reminder: **Midterm Exam** is on **Thu., Oct. 26** in class at **11:30 a.m. EST**.

## Week 6

*Reading Week (no class)*

## Week 7

### Processes

#### October 17

*Lecture #9: Transnational Advocacy*

- BSO, Chapter 22.

#### October 19

*Lecture #10: Regionalism*

- BSO, Chapter 23.

Further reading/learning:

- Vincent Rigby and Jennifer Welsh, “Canada’s Indo-Pacific strategy is finally out. Now the hard work begins,” *The Global and Mail*, 1 December 2022. §

## Week 8

### Parts I and II Review and Exam

#### October 24

*Course Review and Preparation for the Midterm Exam*

#### October 26

***In-class Midterm Exam (sit down)***

## III. Contemporary Issues and Challenges in World Politics

## Week 9

### Climate Change and Global Health

#### October 31

*Lecture #11: Climate Change*

- BSO, Chapter 24.
- Kelly Sims Gallagher, “The coming carbon tsunami: Developing countries need a new growth model—before it’s too late,” *Foreign Affairs* 101 (1) (2022): 151–164. §

#### November 2

*Lecture #12: Global Health*

- BSO, Chapter 25.

## Week 10      **Forced Migration and Development**

### November 7

*Lecture #13: Refugees and Forced Migration*

- BSO, Chapter 26.

Further reading/learning:

- UNHCR Teaching About Refugees, [“Words Matter – Explainers on Refugees, Asylum and Migration by UNHCR,”](#) YouTube playlist, last updated 5 December 2017.

### November 9 – **Quiz 3 (via CourseLink, closes at 11:29 a.m. EST)**

*Lecture #14: Development*

- BSO, Chapter 27.
- United Nations Development Programme, [“Transitioning from the MDGs to the SDGs,”](#) YouTube video, 25 September 2015.

Note/reminder: **Essay #2** is due on **Thu., Mar. 23** at **23:59 EST**.

## Week 11      **Human Rights and Gender Equality**

### November 14

*Lecture #15: Human Rights*

- BSO, Chapter 32.

### November 16

*Lecture #16: Women’s Rights and Gender*

- BSO, Chapter 17.
- UN Women, [“A global history of women’s rights, in 3 minutes,”](#) YouTube video, 16 January 2020.

## Week 12      **Atrocity Crimes and Prevention**

### November 21

*Lecture #17: International Criminal Justice*

- David Scheffer, “The International Criminal Court,” in *Routledge Handbook of International Criminal Law*, eds. William A. Schabas and Nadia Bernaz (Routledge, 2011), 67–83. §

### November 23 – **Quiz 4 (via CourseLink, closes at 11:29 a.m. EST)**

*Lecture #18: Humanitarian Intervention*

- BSO, Chapter 33.

Note/reminder: **Essay #2** is due today (via CourseLink, by **23:59 EST**).

## Week 13      **Weapons of Mass Destruction and the Future of World Politics**

### November 28

*Lecture #19: Proliferation of Weapons of Mass Destruction*

- BSO, Chapter 30.
- Nina Tannenwald, “Is Nuclear Still Taboo?”, *Foreign Policy*, 1 July 2022. §

### November 30

*Lecture #20: World Politics – Back to the Future?*

- Elliott Abrams, “The New Cold War: Subduing Russia--and China--may be harder this time,” *National Review* 74 (5) (2022): 19–22. §