

**WORLD POLITICS
POLS*1500****Adam Kochanski
Winter 2023****SYLLABUS**

Professor:	Dr. Adam Kochanski adam.kochanski@uoguelph.ca
Meetings:	Tuesdays and Thursdays, 16:00-17:20 THRN 1200
Office Hours:	Thursdays, 18:00-19:00 (or by appointment) MCKN 532 <i>Please send me an e-mail to schedule a meeting outside my regular office hours</i>
Graduate TAs:	Stella Naw – nawh@uoguelph.ca Taylor Pizzirusso – tpizziru@uoguelph.ca <i>GAs should only 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.

COURSE DESCRIPTION

“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, forced migration and development, human rights and gender equality, atrocity crimes and prevention and terrorism and the proliferation of weapons of mass destruction. To animate key concepts, the professor will routinely draw on current events.

LEARNING OBJECTIVES

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

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

The required textbook for this course is:

Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The Globalization of World Politics: An Introduction to International Relations* (8th 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 **eighth 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.

INCLUSIVE LEARNING ENVIRONMENT

The University of Guelph strives to provide equal opportunity for academically qualified students with disabilities. As the instructor of this course, I work to create an inclusive learning environment that is free from learning barriers. If you experience any barriers and require accommodations, you are encouraged to contact [Student Accessibility Services](#) as early as possible to discuss your needs and academic background.

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 (x5)	10 %	Scheduled (see below)
Short Essay #1	25 %	February 2
Short Essay #2	25 %	March 23
Final Exam (sit down)	40 %	April 24

ASSESSMENT METHODS

Quizzes (10%)

Starting in **Week 3**, students will complete five short online quizzes (worth 2% each) on a bi-weekly basis until the end of term. The quizzes will consist of four multiple choice questions based on the readings and/or lectures. The objective 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 final exam format. The quizzes will be made available through CourseLink approximately 48 hours leading up to the quiz date indicated on the syllabus (closes at 15:59 EST on that day). NOTE: Unlike in some other courses, there is no available make-up quiz.

Table 2. Quiz Schedule and Content

Quiz	Date	Content
Quiz 1	January 26	Weeks 2 and 3
Quiz 2	February 9	Weeks 4 and 5
Quiz 3	March 2	Weeks 6 and 8
Quiz 4	March 16	Weeks 9 and 10
Quiz 5	March 30	Weeks 11 and 12

Short Essays (2 x 25%)

Short Essay #1 – due on **Thu., Feb. 2 at 23:59 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:

- How does the history of the end of the Cold War help explain contemporary geopolitics? What lessons does it offer for the emerging world order?

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 **900** words and not more than **1000 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., < 900 words or > 1000 words).

- The paper must draw on the textbook chapters and assigned readings in **Part I of the course** and **3-5 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 fifteen 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 ~100 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 argument 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 in Table 4 below for a description of expectations and assessment.

Short Essay #2 – due on **Thu., Mar. 23** at **23:59 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 paper will be based on a movie. Students will choose **one** movie from the list below addressing one of the following global issues: (1) climate change, (2) forced migration and development OR (3) human rights. All three movies are available to watch for free through the University of Guelph’s online library catalogue.

Table 3. List of Possible Topics and Movies

Topics	Movies
Climate Change	<i>Before the Flood</i> (2016)
Forced Migration and Development	<i>Human Flow</i> (2017)
Human Rights and Gender Equality	<i>Crip Camp</i> (2020)

The essay must address the following questions:

- Why have international efforts to deal with [the issue you selected] succeeded or floundered? How can the problems encountered be better governed and addressed through international/regional cooperation and/or transnational advocacy?

*The goal of the essay is to connect the movie to relevant concepts and materials discussed in **Parts II and III of the course**. It is **NOT** to review the movie (in terms of how good you think it is) or to provide a written synopsis of it. For example, you might discuss the role of IOs or NGOs and/or other structures, actors and processes we explored in class, such as racism, international law, regionalism, etc. Synergies between the movie and course materials should animate your descriptive account of the issue, your argument and analysis, and 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 **900** words and not more than **1000 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. The same deductions will be applied as previously to papers that do not follow these format guidelines.
- 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 **3-5 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. This section should be supported by information, evidence and examples – **do NOT summarize the movie here!!**
- 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, including from the movie.
- The next ~100 words should present your proposals to improve existing policies and practice. 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 in Table 4 below for a description of expectations and assessment.

Final Exam (sit down) (40%)

Two-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 during the exam period (**April 24 at 11:30 EST**).

Table 4. Essay Grading Criteria

Letter Grade	Percentage	Definition
A to A+	85–100	Outstanding—the below + considerable critical analysis/originality; faultless grammar.
A-	80–84	Excellent—the below + clear argument; logical structure; some critical analysis/originality; extensive use of core sources; near faultless grammar.
B to B+	73–79	Very good—clear argument; well-structured; independent analysis based on deep understanding of relevant concepts; strong use of core sources; sound logical reasoning; some vocabulary errors.
B-	70–72	Good—the below + unclear argument or structure; some analytical sophistication based on strong knowledge of relevant concepts; strong use of core sources; ability to combine factual knowledge with logical argumentation; some factual errors; some grammatical and vocabulary errors.
C- to C+	60–69	Acceptable—undeveloped argument; structure is not adequate; mostly descriptive and limited analysis; rudimentary knowledge of the literature; limited use of core sources and mostly draws on course readings; argument does not follow clear logic; many factual errors; grammatical and vocabulary errors, and problems with organization at sentence and paragraph levels.
D- to D+	50–59	Minimally acceptable—incomplete answer; basic material presented but structure is inadequate, and the argument is missing; based on poorly understood, anecdotal and/or unstructured material; inadequate use of core sources and concepts are disordered or flawed; failure to express arguments clearly; many unsubstantiated claims and/or errors of fact; grammatical and vocabulary errors, and problems with organization at sentence and paragraph levels.
F	0–49	Fail—the above + does not meet the minimum requirements for this assignment.

ASSESSMENT POLICIES AND ADDITIONAL INFORMATION

POLICY ON LATE SUBMISSIONS

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 23:59 EST on **February 9**. An additional 10% deduction will be applied to essays received after that time (20% total). *Late essays will not be accepted after 23:59 EST on February 16.*
- *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 23:59 EST on **March 30**. An additional 10% deduction will be applied to essays received after that time (20% total). *Late essays will not be accepted after 23:59 EST on April 6.*

Final Exam

The exam *must be completed in person on the date scheduled by the University*. For further information about policies in place, please read the University's [Undergraduate Degree Regulations and Procedures on Examinations](#).

POLICY ON GRADE APPEALS

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

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.

RESEARCH ETHICS AND ACADEMIC DISHONESTY

Academic integrity is fundamental to the University of Guelph's educational mission. Trust in the integrity of scholarly work is the foundation of academic life and the value of our university's degrees. Students are responsible for knowing the meaning of and penalties for cheating, plagiarism and other academic offences outlined in the University's Code of Ethics. *The onus is on students to read and comply with the University's [Statement on Academic Integrity](#).*

The ethical student does not:

- Claim credit for the work of another
- Falsify documents
- Obstruct another person's ability to perform academic tasks in order to gain an unfair advantage
- Disobey the rules of ethical research, or improperly obtain access to privileged information or disseminate that information
- Submit the same assignment in more than one course without obtaining the written consent of the professors concerned

Work submitted for this course may be checked with text matching/plagiarism software.

LANGUAGE QUALITY

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 **January 10**
Introduction to the Course

January 12
Lecture #1: World Politics in a Global Era

- CFR Education, [“What is Globalization?”](#), YouTube video, 18 June 2019.
- Baylis, Smith & Owens (BSO), Chapter 1.

I. Historical Context

Week 2 **The 19th and 20th Centuries**

January 17
Lecture #2: The Rise of Modern International Order

- CFR Education, [“How the 30 Years’ War Led to Modern Countries.”](#) YouTube video, 23 February 2021.
- BSO, Chapter 2.

January 19
Lecture #3: International History of the Twentieth Century

- BSO, Chapter 3.
- CFR Education, [“Why Did the Cold War Stay Cold?”](#), YouTube video, 2 June 2021.

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., Feb. 2** at **23:59 EST**.

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

January 24
Lecture #4: The Post-Cold War Period and the Unipolar Moment

- BSO, Chapter 4.

January 26 – *Quiz 1 (via CourseLink, closes at 15:59 EST)*
Lecture #5: Rising Powers and an Emerging Post-Liberal World Order?

- 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**

January 31
Lecture #6: International Law

- BSO, Chapter 19 (read only pp. 303–313).

February 2

Lecture #7: Race

- BSO, Chapter 18.
- BBC Ideas, [“The Myth of Race,”](#) YouTube video, 25 February 2021.

Further reading/learning:

- Kelebogile Zvobgo & Meredith Loken, “Why Race Matters in [IR],” *Foreign Policy*, 19 June 2020. §
- NowThis News, [“What Critical Race Theory Actually Is – and Isn’t,”](#) YouTube video, 4 January 2022.

Note/reminder: **Essay #1 is due today** (via CourseLink, by **23:59 EST**).

Week 5

Actors

February 7

Lecture #8: International Organizations

- BSO, Chapter 20 (read only pp. 319-325 and pp. 331-333).

Further reading/learning:

- Jon C. W. Pevehouse & Inken von Borzyskowski, “International Organizations in World Politics,” in *The Oxford Handbook of International Organizations*, eds. Jacob Katz Cogan, Ian Hurd & Ian Johnstone (Oxford University Press, 2016), 3–32. §

February 9 – *Quiz 2 (via CourseLink, closes at 15:59 EST)*

Lecture #9: United Nations

- BSO, Chapter 21.
- United Nations, “The UN System Chart,” United Nations Department of Global Communications, July 2021. § (skim only)
- CFR Education, [“What is the UN Security Council?”](#), YouTube video, Sept 2022.

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>.

Week 6

Processes

February 14

Lecture #10: Transnational Advocacy

- BSO, Chapter 22.
- NowThis News, [“The Life-Saving Legacy of HIV/AIDS Activist Peter Staley,”](#) YouTube video, 29 June 2018.
- NowThis Earth, [“How Greta Thunberg ignited climate strikes around the world,”](#) YouTube video, 29 June 2019.

February 16

Lecture #11: Regionalism

- BSO, Chapter 23.
- CFR Education, [“Europe Explained,”](#) YouTube video, 23 April 2020.

Further reading/learning:

- CPAC, [“What is ASEAN?”](#), YouTube video, 14 November 2018.
- 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 7

Reading Week (no class)

III. Contemporary Issues and Challenges in World Politics

Week 8 Human Rights and Gender Equality

February 28

Lecture #12: Human Rights

- BSO, Chapter 31.
- UN Human Rights, "[Universal Declaration of Human Rights](#)," YouTube video, 15 May 2017.

March 2 – Quiz 3 (via CourseLink, closes at 15:59 EST)

Lecture #13: 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.
- UN Women, "[The Story of Resolution 1325 | Women, Peace and Security](#)," YouTube video, 8 October 2015.

Week 9 Forced Migration and Development

March 7

Lecture #14: Refugees and Forced Migration

- CFR Education, "[What's the Difference Between a Migrant and a Refugee?](#)", YouTube video, 18 June 2019.
- BSO, Chapter 25.

Further reading/learning:

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

March 9

Lecture #15: Development

- BSO, Chapter 26.
- 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 10 Climate Change

March 14

Lecture #16: Climate Change

- BSO, Chapter 24.
- CFR Education, "[What Are the Effects Of Climate Change?](#)", YouTube video, 18 June 2019.

March 16 – Quiz 4 (via CourseLink, closes at 15:59 EST)

Lecture #17: International Environmental Cooperation

- United Nations, "[What is the 'Paris Agreement', and how does it work?](#)", YouTube video, 21 January 2021.
- 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. §
- CBC Radio, "[What's changed and what hasn't coming out of COP27](#)," *The Current*, 21 November 2022 (podcast).

Week 11 Atrocity Crimes and Prevention

March 21

Lecture #18: International Criminal Justice

- Coalition for the ICC, [“The ICC in 3 minutes,”](#) YouTube video, 6 May 2016.
- David Kaye, “Who’s Afraid of the International Criminal Court?”, *Foreign Affairs* 90 (3) (2011): 118–130. §

March 23

Lecture #19: Humanitarian Intervention

- BSO, Chapter 32.
- United Nations, [“Jennifer Welsh, Special Adviser on the Responsibility to Protect – 20th Anniversary Rwanda Genocide,”](#) YouTube video, 14 April 2014.

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

Week 12 Terrorism and Weapons of Mass Destruction

March 28

Lecture #20: Terrorism

- CFR Education, [“Can Terrorism Be Defined?”](#), YouTube video, 18 June 2019.
- BSO, Chapter 28.

Further reading/learning:

- Daniel Byman, “The Good Enough Doctrine: Learning to Live with Terrorism,” *Foreign Affairs* 100 (5) (2021): 32–43. §

March 30 – **Quiz 5 (via CourseLink, closes at 15:59 EST)**

Lecture #21: Proliferation of Weapons of Mass Destruction

- BSO, Chapter 29.
- CFR Education, [“Nuclear Proliferation \(and Nonproliferation\) Explained,”](#) YouTube video, 18 June 2019.

Further reading/learning:

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

Week 13 April 4

Lecture #22: 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. §

April 6

Course Review and Preparation for the Final Exam