

Carleton University
Global and International Studies

Fall 2025
GINS 3010A – Global and International Theory

Prerequisite: 3rd Year Standing in BGInS
Lectures: Wednesdays 12:35 PM – 2:25 PM
Building: see Carleton Central

Instructor: Hassan Bashir, Ph.D.
Office: 2127 Dunton Tower
Office Hours: Monday 2:40 PM – 3:40 PM & Friday 1:30 – 2:30 PM & by appointment
Email: hassanbashir3@cunet.carleton.ca

Discussion Group

Sect	Day	Time	Room
A1	Mon	2:35 – 3:25	Nideyinàn (former UC) 378
A2	Tue	11:35 – 12:25	Nideyinàn (former UC) 279

Teaching Assistant: TBD

Catalogue Description

Advanced analysis of global and international theories from a variety of perspectives, including realism, liberalism, postmodernism, constructivism, post-structuralism, literary and critical approaches.

Course Overview

Welcome to class!

Global and international theory is a multidisciplinary field that draws on a wide range of intellectual traditions and approaches. It aims to explain and interpret the complexities of global interactions and power dynamics, making it an essential area of study for understanding today's interconnected world. In this course, we will engage in a focused, though not exhaustive, exploration of classical and emerging theoretical frameworks. The primary goal is to examine the key tenets of influential theories and explore how these ideas can be applied to address and analyze pressing global challenges. Divided into two parts, the course begins with a descriptive overview of the foundational principles and rationale behind these theories, helping students understand their origins, core assumptions, and intellectual underpinnings.

In the second part, the course takes an applied approach, exploring how theoretical frameworks help to explain and address pressing contemporary issues. The themes we will examine include State Status in IR, small states, democratic peace, just war, global terrorism, women and war, international humanitarian intervention, climate change, crimes against humanity, and restorative global justice. By combining theoretical insights with the analysis of real-world challenges, the course aims to equip students with the skills to critically engage in

both academic discussions and practical applications of global and international theory while developing a comprehensive understanding of the complexities of the global context.

Course Learning Objectives

By the end of the course, students will have the ability to:

1. Understand the foundational concepts and key tenets of classical and emerging global and international theories.
2. Critically analyze major intellectual traditions in global and international theory and evaluate their contributions to understanding global interactions and power dynamics in an interconnected world.
3. Assess the Eurocentric foundations of traditional international theories and explore alternative perspectives, such as those from the Global South and Asian traditions, in addressing contemporary global challenges like distributive justice, climate change, and conflict.
4. Apply theoretical frameworks to analyze pressing global issues, such as global terrorism, women and war, humanitarian intervention, crimes against humanity, and restorative global justice, to understand their implications for international governance and policy.
5. Develop the ability to synthesize theoretical insights with real-world applications, fostering critical engagement with scholarly debates and practical solutions to complex global problems.
6. Articulate complex theoretical concepts and their relevance to contemporary issues clearly and effectively in both written and oral forms.
7. Develop a comprehensive understanding of the interconnectedness of global power dynamics, interactions, and challenges through a multidisciplinary lens.

Course Format

One 2-hour lecture per week, plus one hour-long discussion group per week

This course blends lectures, class discussions, popular and academic readings, films, and documentaries. Each week's topic is substantial enough to serve as an independent course, making the curriculum selective rather than exhaustive. My teaching style is highly interactive, and students are expected to be familiar with the assigned readings and materials before each class. Lectures will build upon these materials to foster a critical perspective. Active class participation is required. Be prepared to engage in discussions, respond to questions, inquire about the readings, documentaries, and previous lectures, and connect course content to current global and international events.

Course Learning Materials

Required weekly readings are mentioned in the weekly course schedule. Students can access all readings via the MacOdrum Library database free of cost.

Selections from Books

1. McGlinchey, Stephen, et al., editors. *International Relations Theory*. E-International Relations, 2017. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991023083973005153 [hereinafter IRT]

2. Martin Griffiths. *Fifty Key Thinkers in International Relations*. Taylor and Francis, 2013, <https://doi.org/10.4324/9780203005477>. [hereinafter KTIR]
3. Williams, Howard, editor. *The Palgrave Handbook of International Political Theory : Volume I*. First edition., Palgrave Macmillan, 2023. [hereinafter HIPT 1]
4. Williams, Howard, et al. *The Palgrave Handbook of International Political Theory : Volume II*. 1st ed. 2024., Springer Nature Switzerland, 2024, <https://doi.org/10.1007/978-3-031-52243-7>. [hereinafter HIPT 2]

Required Articles and Book Chapters [Available Online and on Ares course reserves]

1. Chiozza, G. and King, J. (2022) 'The state of human rights in a (post) COVID-19 world', *Journal of Human Rights*, 21(3), pp. 246–262. Available at: <https://doi.org/10.1080/14754835.2022.2051450>
2. Gray, John. "The Metamorphosis of War", in *Al Qaeda and What It Means to Be Modern*, London: The New Press, 2003, pp. 71-84.
3. Hoffman, Bruce. "The Internationalization of Terrorism," in *Inside Terrorism*, New York: Columbia University Press, 2006, pp. 63-80.
4. Laqueur, Walter. "Postmodern Terrorism: New Rules for an Old Game," *Foreign Affairs*, 75, 5, September/October 1996, pp. 24-36.
5. Lithman, Yngve Georg. "McJihad: Globalization and Terrorism of the Diaspora." *National Europe Centre Paper* No. 71 (2003):1-12.
6. Münkler, Herfried. "International Terrorism," in *The New Wars*, London: Polity, 2005, pp. 99-116.
7. Peterson, V. Spike, and Anne S. Runyon. (2010) "Introduction: The Gender of World Politics," and "Gender as a Lens on World Politics," in *Global Gender Issues in the New Millennium*, Third Edition, Westview, CT: Westview Press, pp. 1-44.
8. Richardson, Louise. "What is Terrorism?" in *What Terrorists Want*, New York: Random House, 2006, pp. 4-20.
9. Shepherd, Laura. (2010) "Sex or Gender? Bodies in World Politics and Why Gender Matters," in Laura Shepherd (ed.) *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, London: Routledge, pp. 3-15.
10. Tesón, Fernando R. (2006). Eight Principles for Humanitarian Intervention. *Journal of Military Ethics*, 5 (2): 93–113. <https://doi.org/10.1080/15027570600707698>.
11. Tilly, Charles. "Terror, Terrorism, Terrorists." *Sociological Theory*, v.22, no.1 (2004):5-13

Recommended Online Resources

1. The Stanford Encyclopedia of Philosophy <https://plato.stanford.edu/>
2. E-International Relations <https://www.e-ir.info/about/>

Recommended Films and Documentaries (other videos to be added during the semester):

1. What does Liberalism mean? <https://www.pbs.org/video/what-does-liberalism-mean-rvx8cq/>
2. Where did democracy come from, and does it still work? <https://www.pbs.org/video/where-did-democracy-come-from-and-does-it-still-work-6xhjcx/>
3. Realism means that "might makes right" <https://www.youtube.com/watch?v=KFACF-CJKdk>
4. John Mearsheimer explains Neorealism <https://www.youtube.com/watch?v=m8WJP7gD3cQ>
5. Securitization theory https://www.youtube.com/watch?v=wQ07tWOzE_c

6. Feminism and International Relations <https://www.youtube.com/watch?v=ajAWGztPUIU>
7. Structural Realism John Mearsheimer <https://www.youtube.com/watch?v=RXIIdh6rD18>
8. Liberal Theory <https://www.youtube.com/watch?v=7D5FNrqT5dM>
9. Networks https://www.youtube.com/watch?v=nzIAPI_vhk
10. Governmentality <https://www.youtube.com/watch?v=UBpl7PwizU>
11. PBS Documentary - Rise of the Drones <https://www.youtube.com/watch?v=HL4WjhSy5Kc>

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

%age	Letter Grade	12 Point Scale	%age	Letter Grade	12 Point Scale
90 - 100	A +	12	67 - 69	C+	6
85 - 89	A	11	63 - 66	C	5
80 - 84	A -	10	60 - 62	C-	4
77 - 79	B+	9	57 - 59	D+	3
73 - 76	B	8	53 - 56	D	2
70 - 72	B -	7	50 - 52	D-	1

Late Submission:

1. All assignments are due on the date and time specified in the assignment prompt.
2. Late assignments will be penalized at a rate of 10% per calendar day beginning with the due date.
3. If you realize that you will not be able to meet a deadline, it is your responsibility to consult with the instructor/ TA before the assignment is due.

Extensions and Exceptions:

It is the responsibility of the students to know the due dates and to plan accordingly. Leaving an assignment until the day or two prior is risky and makes you more vulnerable than you already are to factors and events in the universe beyond your control!

Grade Appeals

If you wish to appeal your grade in an assignment, please do so in a timely fashion. Please route your appeal through the TA within a week of receiving your assignment grade. When requesting your appeal, please send a note via email asking for an appointment and briefly describing why you feel your grade should be reconsidered.

Approval of final grades:

The instructor determines your grade in the course, which is subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Communication

All course-related communication to students from BGInS will be via official Carleton University e-mail accounts. General information will be announced via the course page on

Brightspace. It is the students' responsibility to regularly monitor their Carleton accounts and the course page on Brightspace.

Attendance Integrity: Falsifying attendance in class or tutorials constitutes academic dishonesty. This includes signing in for another student, having someone sign in on your behalf, or otherwise misrepresenting your presence. Such actions may result in a failing grade (F) for the course or a reduction of your final letter grade.

Academic Honesty

Plagiarism: The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own. "This includes reproducing

OR

paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else,
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgment;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work, and/or failing to use quotation marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Using Generative AI Tools: Generative AI tools (e.g., ChatGPT Plus, DALL-E free, Claude AI, Gemini, Co-Pilot, Perplexity AI, Deep Seek, etc.) may be used in this course only when they align with assignment learning outcomes and are explicitly permitted. All use must be transparent, documented, and cited. Misrepresenting AI-generated content as solely your own violates university academic integrity policies.

When AI Use Is Allowed

If an assignment permits AI use, you must:

- Include an appendix with:
 - The complete AI exchange, highlighting relevant sections.
 - The exact tool and version used (e.g., ChatGPT Plus, DALL·E free, Claude AI, Gemini, Co-Pilot, Perplexity AI, Deep Seek, etc.).
 - A description of how the tool was used (e.g., idea generation, phrasing suggestions, outlining, visualizations).
 - An explanation of why it was used (e.g., to overcome writer's block, clarify prose, explore concepts).
- Ensure that all AI-assisted work is cited and documented.
- Take full responsibility for the accuracy, originality, and legality of submitted work, including compliance with intellectual property laws and confidentiality requirements.
- Use AI thoughtfully and reflectively to deepen understanding of the subject matter.

When AI Use Is Not Allowed

Students may **NOT**:

- Use AI tools during in-class examinations.
- Use AI tools on assignments unless explicitly permitted.
- Submit AI-generated content without proper acknowledgment and documentation.
- Rely on AI to produce entire assignments without significant personal contribution.
- Use AI in ways that violate academic honesty standards, intellectual property laws, or research confidentiality agreements.

Cautionary Note: AI-generated results can be biased, incomplete, or inaccurate. You are responsible for verifying the accuracy and reliability of any AI-derived information you include in your work. Additionally, exercise caution with your data: many AI tools store and reuse user inputs, so avoid sharing copyrighted materials, unpublished original work, confidential research, or personal information. *If you are unsure whether AI use is appropriate for a given task, you must consult the instructor before submission.*

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), autism spectrum disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website at <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally scheduled exam (if applicable).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance(www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Intellectual Property: All materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without the prior written consent of the author(s).

Course Evaluation

I - Engagement (30%)

- | | |
|------------------------------------|-------|
| 1. Attendance | = 10% |
| 2. Participation (Self-Assessment) | = 10% |
| 3. Discussion Questions | = 10% |

II - Writing: Take-Home Assignments (50%)

- | | |
|--|-------|
| 1. Moderating cross-tradition perspectives | = 25% |
| 2. Theoretical perspectives on global issues: Annotated Bibliography | = 25% |

III – Knowledge Assessment: Exam (20%)

- | | |
|-------------------|-------|
| 1. Take-Home Exam | = 20% |
|-------------------|-------|

**There is no final exam for this course. Each assignment will be discussed in detail in the first class and at the time it is assigned.*

I - Engagement (Total 30%):

1. Attendance 10% - Weekly attendance is mandatory and contributes 10% to the overall course grade. Random attendance checks will also be conducted during lecture sessions, and these will be combined with discussion session attendance to calculate the final attendance grade. Exceptions are allowed only for approved university-excused reasons. If you are unable to attend a class due to unforeseen circumstances, please inform the instructor and the TA as early as possible, ideally before the class session. **Also see the attendance integrity policy in the syllabus.**

2. Participation Self-Assessment (10%) - After each class, **students must complete** a self-assessment of their participation by filling out an online quiz. These self-assessments will be cross-verified with attendance records and the instructor's evaluation of participation. *Be sure to mark due dates on your calendar, as no make-up opportunities will be provided for this activity.*

3. Discussion questions (10%): Each student is required to submit a total of 10 discussion questions on weekly topics via Brightspace, following the weekly schedule. These discussion points should be concise, thoughtful, and modelled after X-Posts (formerly Tweets). Each discussion point must:

1. Demonstrate critical engagement by *posing a thought-provoking question*. (Posts that do not take the form of a question or merely state the obvious will receive a grade of zero.)
2. Reference at least one assigned course material for the week.
3. Be concise: ideally 30 words, with a maximum of 50 words. **Word limits are firm.**
4. Be submitted on Brightspace.
5. Be uploaded at least 24 hours before each class session. (Starting week of 15 January)

Note: *You are responsible for your grade in the engagement component of the course. This requires attending class, submitting the weekly participation self-assessment, and posting ten discussion questions during the semester, at least 24 hours before each lecture. No accommodations will be provided if you miss or forget these requirements.*

II - Writing (Total 50%)

A - Moderating cross-tradition perspectives (25%): Each student will:

- i. Choose two thinkers
 - from Griffith's *Fifty Key Thinkers in International Relations*.
 - Ensure they come from different theoretical traditions.
 - Your task is to design an imaginary moderated dialogue between them.
- ii. Formulate Questions
 - Prepare five questions in total.
 - The first question should address a major debate or theme in international theory included in this course.
 - Each subsequent question must originate from the response to your previous question, simulating the flow of a real conversation.
- iii. Engage Critically
 - Represent each thinker's responses in ways that accurately reflect their intellectual traditions and theoretical perspectives on the selected issue or theme.
- iv. Contrast Perspectives
 - Identify areas of agreement, disagreement, or tension between the two thinkers.
- v. Synthesize Insights
 - After the five questions and responses, write a short paragraph showing how dialogue across traditions deepens understanding of international and global issues.

- Length: 750–1000 words.
- A detailed assignment prompt with the grading rubric will be posted on Brightspace and explained at the time this work is assigned.

B. Annotated Bibliography: Theoretical Perspectives on Global Issues: (30%) - An annotated bibliography is a compilation of citations to peer-reviewed books or articles, accompanied by a brief description and evaluation of each source. The purpose of an annotated bibliography is to summarize the content, assess its relevance, and provide insight into how it contributes to understanding a particular topic.

For this assignment, each student will select one global issue from the topics/ themes included in this course. Students must identify, read, and analyze a minimum of five influential peer-reviewed books or articles related to their chosen topic.

Each entry in the annotated bibliography should:

1. Cite the source in a proper academic format.
2. Provide a concise summary of the key arguments or findings of the source.
3. Reflect on the source's contribution to the evolution of theoretical perspectives on the topic, starting with early foundational arguments and culminating in the current state of knowledge.

The annotated bibliography should demonstrate a critical understanding of the evolution of theoretical perspectives on the chosen topic and highlight how these perspectives have shaped scholarly discourse over time. Ensure that you have thoroughly read and understood each source to provide an informed and thoughtful annotation. Students should start early on this assignment and plan their work to complete it within the allotted 8 weeks.

III – Knowledge Assessment: Exam (20%)

Exam: Schools of Thought in Global and International Theory: This take-home/ remote exam will assess students' understanding of various schools of thought in global and international theory. The exam will consist only of multiple-choice questions, which will test knowledge of foundational principles. Students will have a 48-hour window to complete the exam.

Note: Detailed prompts, assignment requirements, and the grading rubric for each task will be discussed in class and made available on the course Brightspace page.

Some Advice for effective learning

1. Burke, Timothy. 2017. "Staying Afloat: Some Scattered Suggestions on Reading in College." <http://www.swarthmore.edu/SocSci/tburke1/reading.html>
2. Dynarski, Susan. 2017. "Laptops Are Great. But Not During a Lecture or a Meeting." The New York Times, November 22 https://www.butler.edu/arts-sciences/wp-content/uploads/sites/12/2022/01/laptops_are_great_but_not_during_a_lecture_or_meeting.pdf

Weekly Schedule (3 September – 5 December 2025)

Based on experience, I know that adjustments to the syllabus are often needed as the course unfolds. Changes may arise from your interests, class discussions, or unexpected circumstances. Any updates will always be explained in class and posted on Brightspace to keep everyone on track.

Week	Date	Topic	Readings and Assignment
1	8 Sep	Introduction to the course	No reading
2.	15 Sep	What is Global and International Theory?	<p>Readings:</p> <p>1. Article: De Carvalho, B., Leira, H., & Hobson, J. M. (2011). The big bangs of IR: The myths that your teachers still tell you about 1648 and 1919. <i>Millennium</i>, 39(3), 735-758.</p> <p>2. McGlinchey IRT CH20: The 'isms' are evil. All Hail the 'isms' pp. 145-152</p> <p>Assignments:</p> <p>1. Discussion question 1 due 24 hour before class.</p> <p>2. Submit participation self-assessment form</p> <p>3. Moderating cross-tradition perspectives: Assigned</p>
3	22 Sep	Central and Middle Ground theories: Realism, Liberalism, the English School, Constructivism	<p>Readings:</p> <p>McGlinchey IRT</p> <p>1. Ch 1 Realism pp.15-21</p> <p>2. Ch 2 Liberalism pp.22-27</p> <p>3. Ch 3 The English School pp.28-35</p> <p>4. Ch 4 Constructivism pp.36-41</p> <p>Assignment</p> <p>1. Discussion question 2 due 24 hour before class.</p> <p>2. Submit participation self-assessment form</p>
4	29 Sep	Critical theories: Marxism, Critical Theory, Postcolonialism, Poststructuralism, Global IR	<p>Readings:</p> <p>McGlinchey IRT</p> <p>1. Ch 5 Marxism pp.42-48</p> <p>2. Ch 6 Critical Theory pp. 49- 55</p> <p>3. Ch 7 Poststructuralism pp. 56-61</p> <p>4. Ch 9 Postcolonialism pp. 69-75</p> <p>5. Ch 10: Towards a Global IR pp.76- 83</p> <p>Assignments:</p> <p>1. Discussion question 3 due 24 hour before class.</p> <p>2. Submit participation self-assessment form</p> <p>3. Theoretical perspectives on global issues: Annotated Bibliography - Assigned</p>
5	6 Oct	Emerging Approaches: Green Theory, Global Justice, Securitization Theory, Critical Geography, Asian Perspectives, Global South Perspectives, Small States and Status Politics	<p>Readings:</p> <p>McGlinchey IRT</p> <p>Ch11: Green Theory pp.84-90</p> <p>Ch12: Global Justice pp.91-96</p> <p>Ch14: Securitization Theory pp.104-109</p> <p>Ch16: Asian Perspectives pp.117-124</p> <p>Ch17: Global South Perspectives pp.125-130</p> <p>Ch18: Indigenous Perspectives pp. 131-137</p> <p>Assignments:</p> <p>1. Discussion question 4 due 24 hour before class.</p> <p>2. Submit participation self-assessment form</p>
6	13 Oct	Theorizing good: Democratic peace and just war	<p>Readings:</p> <p>Williams, HIPT1 Ch 18: Just war theory pp.339-354</p> <p>Williams, HIPT2 Ch Ch15: Just war theory and drone warfare pp.289-307</p> <p>Williams, HIPT2 Ch.16: Democratic Peace</p>

			Assignments: 1. Discussion question 5 due 24 hour before class. 2. Submit participation self-assessment form
7	20 Oct	No Class	FALL BREAK
8	27 Oct	Theorizing Evil: Global terrorism	Readings: 1. Williams, HIPT2 Ch12 Political violence misliked: The meaning of terrorism ? Pp. 231- 248 2. Charles Tilly. "Terror, Terrorism, Terrorists." Sociological Theory, v.22, no.1 (2004):5- 13. 3. Yngve Georg Lithman. " McJihad: Globalization and Terrorism of the Diaspora." National Europe Centre Paper No. 71 (2003):1-12 4. Bruce Hoffman, "The Internationalization of Terrorism," in Inside Terrorism, New York: Columbia University Press, 2006, pp. 63-80 5. Herfried Münkler, "International Terrorism," in The New Wars, London: Polity, 2005, pp. 99-116. 6. Walter Laqueur, "Postmodern Terrorism: New Rules for an Old Game," Foreign Affairs, 75, 5, September/October 1996, pp. 24-36. 7. John Gray, "The Metamorphosis of War", in Al Qaeda and What It Means to Be Modern, London: The New Press, 2003, pp. 71-84 8. Louise Richardson, "What is Terrorism?" in What Terrorists Want, New York: Random House, 2006, pp. 4-20. Assignments: 1. Discussion question 6 due 24 hour before class. 2. Submit participation self-assessment form 3. Moderating cross-tradition perspectives: Due 26 February 11:59PM
9	3 Nov	Feminist Interventions: Rethinking global and international theory	Readings: 1. V. Spike Peterson and Anne S. Runyon (2010) "Introduction: The Gender of World Politics," and "Gender as a Lens on World Politics," pp. 1-44 2. Williams, HIPT1 Ch26: Women and war pp.501-518 3. Laura Shepherd (2010) "Sex or Gender? Bodies in World Politics and Why Gender Matters," pp. 3-15. 4. HIPT2 Ch 19: Gender Politics: Toward a Feminist Rethinking of Disaster Response. 373–88 5. McGlinchey IRT - Ch 8 Feminism pp. 62-68 Assignments: 1. Discussion question 7 due 24 hour before class. 2. Submit participation self-assessment form 3. Take-Home Exam Assigned on 5 March.
10	10 Nov	Theorizing International Humanitarian Intervention	Readings: 1. Williams HIPT1 Ch16: Practicing humanity pp.303-320 2. Williams, HIPT2 CH14: Humanitarian interventions pp.269-288 3. Article: Tesón, Fernando R. 2006. Eight principles for humanitarian intervention. Journal of Military Ethics 5 (2): 93–113. https://doi.org/10.1080/15027570600707698 4. Chiozza, G. and King, J. (2022) 'The state of human rights in a (post) COVID-19 world', <i>Journal of Human Rights</i> , 21(3), pp. 246–262. Available at: https://doi.org/10.1080/14754835.2022.2051450 . Assignments: 1. Discussion question 8 due 24 hours before class 2. Submit participation self-assessment form 3. Take-Home Exam Due on 13 March 11:59 PM.

11	17 Nov	Global governance in the age of climate change	<p>Readings: Williams ,HIPT2 Ch4 Global climate change pp. 71-94 Ch5 Environmental responsibility pp.95- 112 Ch6 Reparations for Loss and Damage pp. 113-131</p> <p>Assignments: 1. Discussion question 9 due 24 hour before class. 2. Submit participation self-assessment form</p>
12	24 Nov	Theoretical approaches to Restorative Global Justice	<p>Readings: Williams HIPT2 Ch 8: Global distributive justice. Pp. 153-172 Ch 9: Global Inequalities, pluralism and tolerance pp.173-190 Ch10: Crimes against humanity pp. 191-208</p> <p>Assignments: 1. Discussion question 10 due 24 hour before class 2. Submit participation self-assessment form 3. Theoretical perspectives on global issues: Annotated Bibliography – Due</p>
13	1 Dec	Course Wrap Up	<p>Readings: Williams, HIPT2 - CH22. The Crisis of Decency in World Politics</p> <p>Assignments: 1. This is the last date to submit all writing assignments for the course. No Exceptions</p>