University of Massachusetts – Amherst

Spring 2023

POLITICAL SCIENCE 277 MAKING A GLOBAL WORLD

Class meetings:  T, Th 1:00-2:15  Lederle Graduate Research Tower 123
Course Moodle Site at https://moodle.umass.edu/ (requires UMass login)

INSTRUCTOR CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Professor MJ Peterson</th>
<th>Thompson 316</th>
<th>T 1.30-5.30, W 9.15-11 or by appointment</th>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:mjp@polsci.umass.edu">mjp@polsci.umass.edu</a></td>
<td>navigate: select International Relations Certificate</td>
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<tr>
<th>Ms. Geraldine Santoso</th>
<th>Machmer W33-E</th>
<th>Th 10-12 or by appointment</th>
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<td><a href="mailto:gsantoso@umass.edu">gsantoso@umass.edu</a></td>
<td><a href="https://calendly.com/geraldinesantoso/30min">https://calendly.com/geraldinesantoso/30min</a></td>
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LOCATING THE READINGS

For sale at eCampus and other sellers; borrow short-term at DuBois Reserve

John Darwin, *After Tamerlane: The Rise and Fall of Global Empires 1400-2000*

Find other readings electronically
(Moodle) marks readings on the course Moodle site
(e-journals) marks readings in the library’s e-journals collection
(www.---) marks readings on a website and gives the website location

The learning environment will be enhanced if everyone turns off cell phones and refrains from using iPads, laptops, and similar devices for social networking, shopping, or other activity unrelated to the class.

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Think you can multitask during class? Think again after reading the article on the course homepage.

Key to Assignment Types

Information Exercises
Working with Primary Documents
Analytical Exercises
Writing
This is a General Education Course in Historical Studies (HS)

Like all General Education courses, this one will encourage you to broaden your knowledge of the world, examine your assumptions, sharpen your critical thinking, and engage in intellectual dialogue. The HS designation also means that it is designed to provide a long-term view of human activity and interaction and enhance your understanding of how different societies organize their own political, economic, and social norms and institutions.

This particular course focuses on tracing how the world of 1450, a set of very distinct regions having few or no interactions with others, was transformed into today’s highly connected world with pervasive cross-region interaction. By the end of the term, you will have been introduced to conceptual frameworks and substantive knowledge that will help you place current debates about the extent, impact, and desirability of “globalization” into perspective by understanding how and why the connections have grown and eroded in different eras. The assignments provide opportunities for developing analytical skills that you can apply to refining your knowledge of the world and enhancing your ability to be an informed and effective citizen.

LEARNING GOALS

**Increased Knowledge**
- improved understanding of when major changes occurred
- refined awareness of developments in different parts of the world
- greater understanding how physical, political, economic, social, and technological conditions all contribute to processes of global, regional, and national change

**Increased Intellectual Skill**
- using analytical tools to analyze events and trends
- producing effective written communications
- understanding and working with primary materials
- finding and evaluating journalistic and academic materials available on the internet
- understanding the perspectives of people in other parts of the world
ASSIGNMENTS
This course includes four sets of written assignments:

**Information Exercises:** These are a set of Moodle quizzes designed to help you assess and improve your skills in finding information online and in assessing the reliability of what you find.

**Work with Primary Documents:** These Moodle activities will help you appreciate and use primary documents – transcripts of speeches, news reports, official documents, maps, and other writings produced by people directly involved in or closely observing events when they occurred – to understand the motives, beliefs, and concerns that shaped what people did or thought at the time.

**Data Exercises:** These quizzes and short paragraph assignments on Moodle will provide opportunities to assess and enhance ability to understand data presented in various types of tables and graphs. Each assignment is accompanied by a video explaining the type of data presentation involved.

**Writing:** One short “writing practice” using a simple grading scheme (submitted = 100 and not submitted = 0) providing a “baseline” for instructor comments on your writing, plus three take-home essays. The essays will not require outside research, but will require you to draw together material from readings and more than one class session to answer an analytical question. Writing assignments will be submitted through Moodle. The grading guidelines for these essays are also posted on Moodle.

**Missed Deadlines:** Late submission will be accepted only when a) the delay arises from a last-minute situation or b) the reason needing an extension has been explained to Professor Peterson in advance and an alternate deadline arranged. Communicate as soon as you know that something is likely to make it hard for you to meet a deadline; waiting until just before (or even after) really erodes your credibility. Unless you are in a hospital unconscious, you need to communicate about last-minute situations within 1 day of the deadline. Failure to arrange extensions in advance or within the 1-day window for last minute situations will result in earning a grade of 0 (no effort) for that assignment. “Last-minute situations” do not include trouble uploading to Moodle unless the whole system goes down. If you have trouble with Moodle, e-mail me a copy of the assignment before the deadline and upload it to Moodle as soon as you can.

The classroom participation part of your grade is based on being in class and using your clicker to answer questions. Grading is based on answering, not on correct answers.

The Essay Guidelines are posted in the Essay Submission area of the Moodle site. Read them before writing your essays.

reliable access to the readings and a computer
a notebook or electronic place for notes
UMass login (for access to Moodle)
i-clicker
your brain engaged during class and study time

needed for success in this course
Determining Grades

Each individual assignment submitted by the deadline or extended deadline is graded on a 1 to 100 scale. 55 is the minimum for completed assignments; missing assignments get a 0.

Formula for Determining the Course Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Writing Practice</td>
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<tr>
<td>Information Exercises</td>
<td>8% (2% each)</td>
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<tr>
<td>Work with Primary Sources</td>
<td>9% (3% each)</td>
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<tr>
<td>Data Exercises</td>
<td>16% (4% each)</td>
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<td>Classroom participation</td>
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<td>Essay 1</td>
<td>14%</td>
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<td>Essay 2</td>
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<td>Essay 3</td>
<td>25%</td>
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<tr>
<td>Total</td>
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Converting Numbers to Letter Grades

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<td>D+</td>
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<td>A-</td>
<td>90-92</td>
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<td>A</td>
<td>93-100</td>
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University Policies governing the Course

E-mail: Communications to all students will be posted in the announcements forum of the Moodle course site. Really urgent messages (such as what happens if the campus is closed at class time) will also be sent via Moodle as individual e-mails. These go to your @umass email address, so if you usually use a different email address, set up automatic forwarding from @umass.edu to it. When e-mailing me with individual questions, start the subject line with PS 277 so I can find your queries. I am currently department chair and get a lot of email. You may send an e-mail whenever you wish; I will usually reply within 24 hours.

University Rules: Students enrolled in this course are assumed to be aware of The Academic Regulations and the Code of Student Conduct. They can be accessed at:

www.umass.edu/registrar/media/academicreg.pdf (Academic Regulations)
www.umass.edu/dean_students/code_conduct (Code of Student Conduct)

Academic Honesty: Honest work is essential to excellent study and research. The first victim of cheating is the cheater because relying on cheating means losing an opportunity to practice research, analysis, and writing skills. Thus all forms of academic dishonesty (which include cheating, fabrication of data, plagiarism, and facilitating dishonesty) are prohibited in all programs at the University. This includes using ChatGPT or similar apps to generate essays for you. See the Ombuds Office notes at http://www.umass.edu/ombuds/honesty.php

Disability Accommodations: Consistent with its commitment to providing an equal educational opportunity for all students, students having physical, psychological, or learning disabilities that they believe will interfere with their learning should consult with Disability Services (DS) regarding their situation. Those with disabilities documented by DS who need reasonable academic accommodations to help them succeed in this course should notify Professor Peterson privately within two weeks of receiving DS documentation so we can work out appropriate arrangements for you.
Explanations and Baselines (7 - 21 Feb.)

7 February. Introduction: Networks and the Worlds of Human Existence

The three spheres of human understanding (Moodle)
Bring i-clickers; we will use them


“Geography, Climate, Population, and Social Development” (Moodle)
Daron Acemoglu and James A. Robinson, Why Nations Fail (2012), pp. 70-83 (Moodle)
[Think about how their argument differs from Diamond’s argument]

14 February. Explanations of Unevenness

Skill-building: Watch the video on Arrow Diagrams (Moodle)
John Darwin, After Tamerlane, pp. 6-25 (Moodle)

16 February. The World before 1500

William R. Thompson, “The significance of long-distance trade” (Moodle)
The 15th century world (Moodle)
excerpts from J.R. McNeill and William H. McNeill, The Human Web, chapter V (Moodle)
Warren I. Cohen, East Asia at the Center, pp. 128-149 (Moodle)
[Focus on the size of the Mongol Empire and its contacts with other areas.]
Optional: Richard E. Nisbett, Mindware (2015), pp. 223-242 (Moodle)
[Discusses differences in European and Chinese modes of reasoning]

21 February. Changes within Europe and East Asia

Herman Schwartz. States versus Markets (1997), pp. 10-30 (Moodle)
[pay particular attention to how economic factors affected the contention among kings, nobles, and merchants for influence over political decisions]
Joseph Grieco and John Ikenberry, State Power and World Markets, pp. 92-110 (Moodle)
[focus on understanding the connections among states, markets, and societies]
Summary of key points in Philipp Wilhelm von Hornick Austria Over All, If She only Will (1684)
[a short outline of mercantilist policy advice for rulers] (Moodle)

Writing Practice due. Write a short paragraph discussing how and to what extent merchants were able to acquire influence with rulers in the Ottoman Empire, the various parts of what is now India, and China in the 15th and 16th centuries. Submit your completed paragraph through Moodle by 1.05pm today.
The First Wave of European Expansion  1490-1800  (23 Feb. – 2 Mar.)

23 February.  Maritime Europeans, Sub-Saharan Africa and Asia

Darwin, chapter 2, pp. 50-mid 56 (stop at the break) and mid 65 - mid 93 (stop at break).
Brief selections from *The Book of Mencius* (Moodle)
Selections from François de Quesney, *Le despotisme de la Chine*, 1767 (Moodle)

28 February.  Maritime Europeans and the Americas

Darwin, chapter 2, pp. mid 56 (start at break) - 65 (stop at break) and mid 93 - 99.
Cameron and Neal, *Concise Economic History of the World* pp. 130-141 and 154-159 (Moodle)

Information Exercise 1:  Keyword Searches on the Web  
On Moodle; closes at 1:05 pm today.

2 March.  Expansions and Their Limits

John Darwin, *After Tamerlane*, chapters 3 and 4
Geoffrey Parker, “Artillery Forts” (Moodle)
  [focus on the pre-industrial sources of European military advantage]

New Ideas, New Material Possibilities 1700-1880  (7 - 28 Mar.)

7 March.  New ideas in 18th century Europe: politics

Manuel, chapter 3 (pp. 35-48 (Moodle)
Thomas Sowell, *Conquests and Cultures*, pp. 87-95 (Moodle)
Continental Congress (USA), Declaration of Independence (1776) (Moodle)
Assemblée Nationale (France), Declaration of the Rights of Man (1789) (Moodle)

Essay 1 due  Write a 750-1000 word essay (3 – 4 double-spaced pages in 12-point font) identifying the advantages in political coherence, military capability, and availability of tax revenue that helped the Russian, Ottoman, Safavid, and Mughul Empires extend their domains by conquering nearby areas.  Submit your essay through Moodle before 1.05 pm today.
9 March. New ideas of 18th and early 19th century Europe: economics

Grieco and Ikenberry, *State Power and World Markets*, pp. 19-43 (Moodle)
[focus on understanding the basic idea of comparative advantage (which is always in relation to particular other countries) and the different elements emphasized by Ricardian, neoclassical, and Hecksher-Ohlin versions]
Selections from Adam Smith, *The Wealth of Nations* (1776) (Moodle)

**Primary Documents: Reading 18th century English.**
*On Moodle; closes at 1:05pm today.*

12-20 March: Spring Break have fun; come back alive

21 March. The Industrial Revolution and Its Impact on Societies

Olivier Bernier, *The World in 1800*, pp. 1-5, 9-17, and 61-71 (Moodle)
Darwin, pp. 237 (start at heading) – 256 (stop at heading)
Mokyr, *The Lever of Riches*, pp. 239-246 (Moodle)
Excerpt from Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848) (Moodle)

**Data Exercise 1: Population Densities**
*On Moodle; submit by 1.05 today*

23 March. Economic Change in the Americas

Bernstein, *A Splendid Exchange*, pp. 293-300 (Moodle)

28 March. 19th century trade arguments

Grieco and Ikenberry, 43-49 (Moodle).
[Review Grieco and Ikenberry, *State Power and World Markets*, pp. 19-43 as needed to remind yourself about the Ricardian, neoclassical, and Hecksher-Ohlin theories about trade]
Cameron and Neal, *A Concise Economic History of the World*, chapter 12 (Moodle)
Bernstein, *A Splendid Exchange*, pp. 300 (start at “Having surveyed Britain’s”) -315 (Moodle)

**Data Exercise 2** Tariffs and Economic Growth.
*Look at the data provided on Moodle and write a short paragraph specifying whether there was a correlation between higher tariffs and greater economic growth between 1875 and 1913. Submit through Moodle by 1.05 pm today.*
The Second Wave of European Expansion 1880-1914  (30 Mar. - 4 April)

30 March. The 19th century competitions in Africa and Asia

- Darwin, chapter 6 (pp. 298-364)
  - Odd Arne Westad, Restless Empire (2012), pp. 70-83 (China) and 94-104 (Japan) (Moodle)
  - Acemoglu and Robinson, Why Nations Fail (2012), pp. 294-298 (Moodle)

**Primary Documents: examining 19th century maps**
*On Moodle; submit by 1.05 pm today.*

4 April March. Waning of the Ottoman Empire

- Efraim Karsh, Islamic Imperialism, chapter 5 (Moodle)
- Albert Hourani, *A History of the Arab Peoples*, chapter 13 (pp. 214-225 only), chapter 15 (pp. 249-262), and chapter 18 (pp. 299-314 (Moodle)

**Skill-building: Watch the video on Relative and Absolute before class (Moodle, Skill-Building section)**

Information Exercise 2: Research Databases
*On Moodle; submit by 1.05 pm today*

World Wars, Depression, and Less Connection 1914-1945 (6 – 11 Apr.)

6 April. Economic and political ramifications of World War I

- Darwin, chapter 7, pp. 368-408 (stop at gap)
  - Woodrow Wilson, The Fourteen Points (1917) (Moodle)
  - Bolshevik proclamation (Moodle)

**Data Exercise 3: Comparing with Index Numbers**
*On Moodle; submit by 1.05 pm today.*

Skill Building: Watch the video on Reading Tables (Moodle, Skill-Building section)

11 April. The Great Depression

- Darwin, chapter 7, pp. 408-423
- Barry Eichengreen, *Globalizing Capital: A History of the International Monetary System*, pp. 72-88 (Moodle)

*[list of readings continues on next page]*


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**Interconnections Expanded 1945 - today (13 Apr. - 9 May)**

13 April. World War II and Postwar Plans

Darwin, chapter 8, pp. 428-441 (stop at heading)
Grieco and Ikenberry, pp. 110-121, 124-127, and 135-140 (Moodle)
Bernstein, *A Splendid Exchange*, pp. 356-359 and Figure 13.3 on p. 360 (Moodle)
The Atlantic Charter (1941) (Moodle)

*Information Exercise 3: using good sources of economic data*
*On Moodle; submit by 1.05 pm today.*

18 April. University Holiday – No Class

20 April. Decolonization

Abernathy, *The Dynamics of Global Dominance*, pp. 30-42 (Moodle)
Darwin, chapter 8, pp. 441-468 (stop at heading)

**Essay 2 due.** *Write a 1000-1250 word (4-5 doublespaced pages) essay explaining why it was harder to reconnect financial, trade, and investment flows after 1918 than after 1945. Submit completed essays through Moodle by 1.05 pm today.*

25 April. Development

Cameron and Neal, *Concise Economic History of the World*, chapter 11 (Moodle)
[The examples are about the 19th century, but the general discussions of how agriculture, banking, and the state affect economic development are equally relevant to the 20th and 21st centuries.]
Cameron and Neal, *Concise Economic History of the World*, chapter 15, pp. 377-382 (Moodle)

27 April. Rise and Demise of the Leninist Alternative

Darwin, chapter 8, pp. 468-479 (stop at heading)
The Soviet Economy (Moodle)

**Optional:** Mokyr, *The Lever of Riches*, pp. 261-269 (Moodle)
2 May. Post Cold-War Globalization

**Information Exercise 4:** Finding related material with Citation Searches.
On Moodle; submit by 1.05 pm today.

4 May. Varieties of Market Economy
Varieties of Market Political Economy (Moodle)

**Data Exercise 4. Two Dimensional Comparisons.**
On Moodle. Submit by 1.05 pm today.

9 May. Immediate and Later Effects of the 2008 Global Financial Crisis
“Time to rebalance,” *Economist*, vol. 394, No. 8676, 3 April 2010 (e-journals)

**Retrospective: 500 Years of Becoming Global**

11 May  Where Next?

Reread Ferguson *The Ascent of Money* (2007), pp. 122-23 (Moodle)
Ethan Kapstein, *Governing the Global Economy* (1994) pp. 6-17 and 177-85 (Moodle)

[For those who like detailed economic analysis]

**Primary Documents: Understanding the Background**
Identifying the assumptions for an Op-Ed piece.
On Moodle: submit by 1.05 pm today
Related Skill Building: Watch the video on Projecting into the Future (Moodle, Skill-Building section)
16 May.  Explanations revisited; looking back across some 500 years

?-Diamond, epilogue
Darwin, chapter 9 (pp. 490-506)
McNeill and McNeill, *The Human Web*, chapter IX (Moodle)

23 May.

**Essay 3 due by 5 pm.** Write a 1250-1500 word essay (5-6 doublespaced pages) on a topic to be distributed on May 11th. Submit through Moodle.