

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

Professor MJ Peterson	Thompson 316 mjp@polsci.umass.edu	T 1.30-5.30, W 9.15-11 or by appointment navigate: select International Relations Certificate
Ms. Geraldine Santoso	Machmer W33-E gsantoso@umass.edu	Th 10-12 or by appointment https://calendly.com/geraldinesantoso/30min

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

Key to Assignment Types

Information Exercises

Working with Primary Documents

Analytical Exercises

Writing

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.



Think you can multitask during class?

Think again after reading the article on the course homepage.

POLITICAL SCIENCE 277 MAKING A GLOBAL WORLD

SYLLABUS PART II: GOALS, ASSIGNMENT TYPES, AND POLICIES



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 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.

WARNING

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

Writing Practice	2%
Information Exercises	8% (2% each)
Work with Primary Sources	9% (3% each)
Data Exercises	16% (4%each)
Classroom participation	7%
Essay 1	14%
Essay 2	19%
Essay 3	25%
Total	100%

Converting Numbers to Letter Grades

F	D	D+	C-	C	C+	B-	B	B+	A-	A
0-59	60-66	67-69	70-72	73-76	77-79	80-82	83-86	87-89	90-92	93-100

University Policies governing the Course

(these details should not be ignored)

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

9 February. Geography, Technology, Economic Practices, and Political Institutions

“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)
Jared Diamond, Review of *Why Nations Fail* (2012) (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).

Acemoglu and Robinson, *Why Nations Fail* (2012), pp. 250-255 and 245-250 (Moodle)

John Iliffe, *Africans: The History of a Continent*, pp. 127-147 (Moodle)

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.

David B. Abernathy, *The Dynamics of Global Dominance* (2000), pp. 45-61 (Moodle)

Cameron and Neal, *Concise Economic History of the World* pp. 130-141 and 154-159 (Moodle)

Daron Acemoglu and James A. Robinson, *Why Nations Fail* (2012), pp. 13-19 (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

McNeil and McNeil, *The Human Web*, chapter VI, pp. 213-223 (Moodle)

Geoffrey Parker, “Artillery Forts” (Moodle)

Philip D. Curtain. 2000. *The World and the West*, pp. 19-27 (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)

John Darwin, *After Tamerlane*, pp. 222-237.

Thomas Sowell, *Conquests and Cultures*, pp. 87-95 (Moodle)

Acemoglu and Robinson, *Why Nations Fail* (2012), pp. 304-318 (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 Heckscher-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)

McNeil and Mc Neill, *The Human Web*, chapter VII, pp. 248-264 (Moodle)

Daniel R. Headrick, *The Tools of Empire* (1981), chapters 8 and 9 (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

Cameron and Neal, *A Concise Economic History of the World* (4th ed. 2004), pp. 307-316 (Moodle)

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

Rosemary D.F. Bromley and Ray Bromley, *South American Development: A Geographical Introduction*, pp. 28-37 (Moodle)

Eliana Cardoso and Ann Helwege, *Latin America's Economy: Diversity, Trends, and Conflicts* (2000), chapter 2 (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 Heckscher-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

Philip D. Curtain, *The World and the West* (2000), pp. 173-180 (Moodle)

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)

Niall Ferguson, *The Ascent of Money* (2008), pp. 297-304 (Moodle).

Michael Howard, *The Invention of Peace* (2000) pp. 51-67 (Moodle)

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

Cameron and Neal, *Concise History of the World* (4th ed) pp. 348-359 (stop at heading) (Moodle)

Bernstein, *A Splendid Exchange*, pp. 350-355 (Moodle)

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

[list of readings continues on next page]

Ferguson, *The Ascent of Money*, pp. 122-23 and 158-165 (Moodle).
Daniel Chirot, *Modern Tyrants* (1994), pp. 403-409 and 410-412 (Moodle)

Optional: Fritz Stern, *The Politics of Cultural Despair: A Study in the Rise of the Germanic Ideology* (Berkeley: University of California Press, 1961), excerpts from pages xv-xxx (Moodle).

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)
Cameron and Neal, *Concise Economic History of the World* (4th ed) pp. 362-371 and 377-382 (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)
McNeill and McNeill, *The Human Web*, chapter VIII, pp. 305-309.
Darwin, chapter 8, pp. 441-468 (stop at heading)

Essay 2 due. Write a 1000-1250 word (4-5 double spaced 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)
Eliana Cardoso and Ann Helwege, *Latin America's Economy* (1995) chapter 6 (Moodle)

27 April. Rise and Demise of the Leninist Alternative

Darwin, chapter 8, pp. 468-479 (stop at heading)
Cameron and Neal, *Concise Economic History of the World*, pp. 371-377 and 390-397
The Soviet Economy (Moodle)
McNeill and McNeill, *The Human Web*, chapter VIII, pp. 300-305.
Marshall I. Goldman, *Gorbachev's Challenge* (1987), pp. 15-41 and 100-116 (Moodle).

Optional: Mokyr, *The Lever of Riches*, pp. 261-269 (Moodle)

2 May. Post Cold-War Globalization

McNeill and McNeill, *Concise Economic History of the World*, chapter VIII, pp. 296-317
David Held, Anthony McGrew, David Goldblat and Jonathan Perraton, *Global Transformations* (1999), pp. 421-429 and Table I.1 (Moodle)

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)
John Williamson, "A Short History of the Washington Consensus," 2004 (Moodle) (originally on the Institute for International Economics website)
Moises Naim, "Washington Consensus or Washington Confusion?" *Foreign Policy* No 118 (Spring 2000) (e-journals).
Ravi Kanbur, "The Strange Case of the Washington Consensus," Notes for a presentation at the World Bank, July 1999. (Moodle) (downloaded from Professor Kanbur's website)

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

Leonard Seabrooke and Eleni Tsingou, "Responding to the global credit crisis: The politics of financial reform," *British Journal of International Relations* 12(2): 313-23 (April 2010) (Moodle)
"Time to rebalance," *Economist*, vol. 394, No. 8676, 3 April 2010 (e-journals)
Dani Rodrik, "The death of the globalization consensus," 25 July 2008. Available at <http://www.policyinnovations.org/ideas/commentary/data/000072>
Kishore Mahbubani, "New Asian perspectives on governance," *Governance* 23(2): 205-208 (2010) (e-journals)

Retrospective: 500 Years of Becoming Global

(11 - 16 May)

11 May Where Next?

Reread Ferguson *The Ascent of Money* (2007), pp. 122-23 (Moodle)
Bernstein, *A Splendid Exchange*, chapter 14.
Ethan Kapstein, *Governing the Global Economy* (1994) pp. 6-17 and 177-85 (Moodle)

Optional: Jeffrey Williamson, "Winners and losers over two centuries of globalization," National Bureau of Economic Research Working Paper 9161 (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)

Acemoglu and Robinson, *Why Nations Fail* (2012), pp. 428-446 (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.