Lectures: Monday and Wednesday 12:20-1:10 pm  Thompson 106

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MJ Peterson</td>
<td><a href="mailto:mjp@polsci.umass.edu">mjp@polsci.umass.edu</a></td>
<td>Thomson 316</td>
<td>T 2-5 pm, W 3-5 pm, or by appt</td>
</tr>
<tr>
<td>Jaeye Baek</td>
<td><a href="mailto:jbaek@umass.edu">jbaek@umass.edu</a></td>
<td>Thompson 512</td>
<td></td>
</tr>
<tr>
<td>Muhammad Faraz</td>
<td><a href="mailto:mfaraz@umass.edu">mfaraz@umass.edu</a></td>
<td>Thompson 240</td>
<td></td>
</tr>
<tr>
<td>Mohsen Jalali</td>
<td><a href="mailto:mjalali@umass.edu">mjalali@umass.edu</a></td>
<td>Thompson 12</td>
<td></td>
</tr>
<tr>
<td>Tyler Lovell</td>
<td><a href="mailto:jtlovell@umass.edu">jtlovell@umass.edu</a></td>
<td>Thompson 240</td>
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</tr>
</tbody>
</table>

(Thom. lowrise = the part of Thompson Hall where the lecture halls are located.)

Discussion sections: Fridays, at times and locations given below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>AA</td>
<td>9:05</td>
<td>Morrill (I) 444</td>
<td>Tyler Lovell</td>
</tr>
<tr>
<td>AB</td>
<td>10:10</td>
<td>Morrill (I) 444</td>
<td>Tyler Lovell</td>
</tr>
<tr>
<td>AC</td>
<td>11:15</td>
<td>Morrill (I) 444</td>
<td>Jaeye Baek</td>
</tr>
<tr>
<td>AD</td>
<td>12:20</td>
<td>Morrill (I) 444</td>
<td>Mohsen Jalali</td>
</tr>
<tr>
<td>AE</td>
<td>1:25</td>
<td>Morrill (I) 444</td>
<td>Muhammad Faraz</td>
</tr>
<tr>
<td>AF</td>
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<td>Morrill (I) 444</td>
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<td>AG</td>
<td>9:05</td>
<td>Morrill (I) N354</td>
<td>Jaeye Baek</td>
</tr>
<tr>
<td>AJ</td>
<td>8:00</td>
<td>Morrill (I) 444</td>
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<tr>
<td>AK</td>
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<td>Lederle Tower 143</td>
<td>Tyler Lovell</td>
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<tr>
<td>BA</td>
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<td>BC</td>
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Course Description

World Politics occurs where the governments of centralized territorial states interact with one another and deal with a range of boundary-crossing actors and transactions in a context defined by the absence of an overarching world government. This absence gives government scope to pursue armed conflict, treat their own peoples decently or nastily, allow or abate economic inequality, and establish or fail to establish collaborative global governance arrangements on issues of mutual concern. At the same time, governments are composed of humans with the same emotions, habits, and reasoning skills seen among humans at other levels of politics.

The study of world politics involves trying to answer important questions like: Will the rise of newly wealthy states lead to conflict with established great powers? Does the lack of a world government mean that states and peoples are fated to experience perpetual warfare? Can the international community avoid ending human existence? Some of them may seem remote from your own daily life, but by the end of the course you will realize that world politics affects everything from the clothes you wear to the food you eat, as well as less pleasant things like the diseases you may catch or the war you may or may not survive.
No one has complete answers to these questions. If we did have complete answers, we would most likely be able to make the world more peaceful, prosperous, and humane. The fact that we don’t yet have them leaves us with a lot to investigate and discover.

We will investigate together by starting with a general puzzle – why do the actors engaged in world politics sometimes cooperate with each other and sometimes quarrel (or even fight) with each other? Figuring out why that is so will give us a good start on understanding why they do or do not get along and why things turn out the way they do.

Along the way we will be learning how to use theories for understanding world politics. Theories are mental constrictions that simplify the complex particulars of messy reality to create generalizations we can apply to the problem of anticipating what might happen next. We will find out very quickly that because all theories simplify the world, none of them tells us everything we need to know.

Since no one theory tell us everything, we will also need to pay attention to what makes any theory more or less plausible and satisfying than its rivals, and develop a sense of when adding some complexity to our initial model of how things work is useful. This means spending a lot of time reading, thinking, and occasionally writing about theories. Some of you may feel a bit hesitant when asked to think in abstract and causal terms. Don’t worry about that: young human brains can do many things spontaneously, but engaging in chains of abstract reasoning is not one of them. Abstract reasoning (aka “thinking theoretically”) is a learned skill, and this course will help you develop that skill.

We will also have opportunities to develop and practice related skills that are very useful in many areas of life: how to argue using logic and evidence rather than name-calling. Name-calling is easy, but intellectually lazy because it allows for ignoring the claim. Using logic and evidence requires focusing on the claims, not the person, breaking claims into their component parts, subjecting the parts and the whole to serious tests, evaluating whether they stand up, and at the end of that process being able to explain why the claim just examined is more or less persuasive to you than are competing claims. It is only after going through this process that you have an opinion of your own, and not just a bunch of babble you coped from someone else.

Course Objectives

By the end of the course, attentive students will be able to:

- **Understand** better how they, their daily lives and activities, their society, and their futures are affected by and affect world politics.
- **Identify** the values that are used or ignored when actors make choices in world politics.
- **Develop** skills in evaluating arguments and evidence and analyzing new situations to develop their own views of what is happening (remember, the goal is not coming up with something completely original; it coming to conclusions through your own thinking rather than parroting someone else’s thinking.)

The intellectual skills students will practice include:
- **Using** the specialist terminology and concepts developed by international relations scholars appropriately and correctly
- **Summarizing and understanding** different theories on their own terms
- **Providing** reasoned arguments for preferring one theory over another
- **Describing** events and potential outcomes using concepts and theories
- **Identifying the similarities and differences** among descriptions and notions of likely outcomes derived from different theories.
- **Explaining the causes** of phenomena in international relations by applying theories
- **Identifying** more and less likely outcomes by applying theories to real events

### Elements of the Course Grade

**Numerical Total to Letter Grade conversion (lower bound)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Total</th>
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<tr>
<td>A</td>
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<tr>
<td>B</td>
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<td>C</td>
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<tr>
<td>C+</td>
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<tr>
<td>D+</td>
<td>67.0</td>
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<tr>
<td>F</td>
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</table>

Note that the grades on individual assignments are expressed numerically from 1 to 100. The percentage weightings for each component of the grade will produce numbers with fractions. The letter grade for the course is determined by adding up all the weighted numbers.

**Participation in Section Discussions (16% of course grade)**

Students’ participation grades will be based on the content and quality of their participation in section as determined by their TA. Absence from section, unless covered by one of the permissible reasons defined later, means a zero for participation that day. Participation grades for sections covered by any of the permissible reasons will not enter into the calculation of the course grade.

**Written Work (84% of course grade)**

1. **Unit Papers: Current events analyses (5% each, so 30%)**: Students will write one short paper (approximately 450-500 words or one to two pages long) for each unit. These papers will engage with material covered in lectures, readings, and discussion sessions to make an argument supported by evidence and clear reasoning about how to understand any one of the three current events listed using theories, concepts, and background material presented in the course.
2. **Do-at-Home Learning Checks (12% each, so 24%)**: Twice during term, on the specified day, students will complete moodle quizzes using questions of various types asking for definitions of concepts and other specialized terms, summarizing key points of theories, and identifying important events.

3. **End of Term Essays (30%)**: During the final exam period students will complete essays on two topics selected randomly from a set of six distributed on December 8th. The exact logistics for this will be detailed later.

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### Class Topics and Assigned Readings


#### UNIT ONE: ELEMENTS OF OUR THINKING-KIT

1 Sept. Using Knowledge of Past Events as Starting Points for thinking

   FLS, chapter 1

3 Sept. Discussion Groups

   Study Note: The Melian Dialog

8 Sept. Anticipating Future Events

   FLS, introduction (pp. xxix-xxxvii) and chapter 14

10 Sept. Discussion Groups

13 Sept. Facts and Theories

   Jorge Luis Borges, “Funes El Memorioso”
15 Sept. Basic Game Theory

Study Note: Assumptions and Notations of Game Theory (moodle)
FLS, pp. 82-87 (Primer on Game Theory)

17 Sept Discussion Sections: Examples

20 Sept. Collective Action

x

22 Sept. Actors  Unit Paper 1 due at 5pm

FLS, chapter 2

24 Sept. Discussion Sections: Climate Change

Study Note: Reading Harris
Paul G. Harris, “Collective Action on Climate Change: The Logic of Regime Failure,”
Natural Resources Journal (2007)

UNIT TWO: WAR

27 Sept. Why Wars Occur

Study Note: The Bargaining Theory of Decisions to Go to War
FLS chapter 3
of Relevant Costs for Decision Making. Issues in Accounting Education,

29 Sept. Additional Elements

Robert Jervis, excerpts from “Cooperation under the Security Dilemma,: World Politics
1978
Keren Yarhi-Milo, “After Credibility,” Foreign Affairs December 12, 2017

1 Oct. Discussion Groups: More Examples

From The Shaping of America Volume 2.
Timothy Henderson, A Glorious Defeat: Mexico and Its War with the United States
(selections from Preface and Chapters 6 and 7)
4 Oct. Domestic Politics & War

Study Note: Assumptions about Domestic Politics and Decisions about War
FLS, chapter 4
Summary of Robert D. Putnam, “Two-Level Games” *International Organization*

6 Oct. The UN Charter Order  First Learning Check-In

FLS chapter 5
Study Note: the legal language of UN Charter rules on Use of Armed Force
UN Charter, Article 2, par 3 and 4, Articles 23-25, Chapter VI (Articles 33-38) and
Chapter VII (Articles 39-51)

8 Oct. Discussion Groups  Do Leaders make a Difference?
Excerpt from Giacomo Chiozza and H.E. Goemans, *Leaders and International Conflict* (moodle)

11 Oct. Holiday (no class)

13 Oct. Nonstate Armed Actors

Study Note; Defining Nonstate Armed Actors
FLS ch 6
*

15 Oct. Discussion Groups


18 Oct. Peacekeeping, Peace-Making

Séverine Autesserre, “The Crisis of Peacekeeping: Why the UN Can’t End Wars,” *Foreign Affairs* January/February 2019

20 Oct. Is War the Human Future?  Unit 2 Paper due at 5 pm

Study Note: The concept of “Human Nature”
*an optimist
Tanisha Fazal and Paul Poast, “War is Not Over: What the Optimists get wrong about Conflict,” *Foreign Affairs* 2019

22 Oct. Discussion Groups
UNIT THREE: WEALTH


Study Note: Assumptions of Rational Choice Theory used in Economics
FLS chapter 7, pp. 294-318 and 340-45

27. International Trade Politics

FLS chapter 7 318-337
Christopher Changwe Nshimbi, “Pan-African Aspirations Drive a New Free Trade Pact,”
Current History 2019

29 Oct. Discussion Groups: More Politics focused on Trade

Study Note: Traditional and Contemporary International Trade
supply chains

1 Nov. Economic Development Second Learning Check-In

Study Note: Defining “Economic Development”
FLS, chapter 10

3 Nov. Globalization

FLS, chapter 8
Dani Rodrik, “Globalization’s Wrong Turn,” Foreign Affairs July/August 2019

5 Nov. Discussion Groups Unit Paper 3 due at 5pm

UNIT FOUR: NORMS AND RULES

8 Nov. Norms and IL

Study Note: Principles, Norms, Rules, and Practices
FLS, chapter 11

10 Nov. Human Rights

FLS, chapter 12

12 Nov. Discussion Groups Unit 4 Paper due at 4 pm
UNIT FIVE: SOME CONTEMPORARY PROBLEMS

15 Nov. International Environmental Politics

FLS, chapter 13

17 Nov. Global Public Health


19 Nov. Discussion Groups The Varying Significance of Borders

22 Nov. Science, Technology, and International Affairs


UNIT SIX WORLD POLITICS IN THE 21ST CENTURY

29 Nov. Peoples and States

FLS, chapter 8, pp. 377-82 and reread chapter 14, p. 630

1 Dec. Status Competition


Steve Ward, “Race, Status, and Japanese Revisionism in the 1930s” *Security Studies* 2013

John Beck, “Mars Mission is Next Step in Intensifying Middle East Space Race”, *Bloomberg Businessweek*, June 24, 2020

Paul Musgrave and Daniel Nexon, “Zheng He’s Voyages and the Symbolism Behind Xi Jinping’s Belt and Road Initiative”, *The Diplomat* December 22, 2017

3 Dec. Discussion Sections

6 Dec. Great Power Competitions Today

FLS, chapter 14 (re-read quickly to refresh your memory)

8 Dec. Bringing The Lessons Together

No new reading assignment; start your review of the term’s work.

**Course Policies**

**Office hours and email**

Weekly office hours are opportunities for students to discuss course material, logistics, or concerns with me or their TA on an individual basis. While I enjoy hanging out for a bit and discussing substantive questions with students after class, I may not always be able to do much of that.

Course-related e-mail notifications to students will be distributed via Moodle to their netID@umass address.

You should email me to request make up exams, seek extensions on paper deadlines, or ask logistical questions. When communicating with me, **start the subject line with PS 121**. This is important because I am currently chair of the Political Science Department and get lots of email even after my spam filters get rid of all the useless random stuff that flies around. You can send me an e-mail whenever the question comes to mind. I will typically reply during times that resemble M-W 9-5 business hours unless an urgent matter requires faster response.

TAs will also hold their own office hours each week for students in their sections.

When e-mailing your TA, **start the subject line with PS 121 and the letters of your section** (AA through AK or BA-BC). Each of them is leading 3 sections, so also need subject line help sorting through their emails. They will explain their own email response policies to you.

**Covid-19 backup plans**

The campus has a high enough vaccination rate among students, staff, and faculty that based on current conditions without any further deterioration we should be able to get through the semester without any shifts to all-remote learning for everyone. However, individual students may face the need to quarantine because of close contact with someone having or testing positive for Covid, or catching it themselves. To address this possibility I have done something I do not normally do, and activated the Echo 360 system to record the lectures. If you have to miss class
because of quarantining or actual illness, you will be able to access the videos soon after the end of lecture. Just be advised that they will not be TV-quality in terms of having a photogenic presenter with a smooth voice. There will have speech recognition-generated transcripts that are decent but short of meeting full ADA standards for accessibility. If you have a question about something you could not understand from the transcript, email me.

If a TA or I need to quarantine or actually catch Covid, the affected instructor will shift to remote teaching for the duration of the quarantine or bout with Covid, and will provide information on how to access the remote instruction.

**Absence from Friday Section Discussions**

Students are expected to attend section unless they are quarantined or ill, have a reason owing to family or other circumstances that has been notified to their TA at least one week ahead of time, or have a situation covered in the University policy on excused absences (https://www.umass.edu/registrar/students/policies-and-practices/class-absence-policy).

**Late submission of written work**

Late papers, **except the final essays** will be accepted under the following conditions. No paper will be accepted more than three days after the due date unless an extension was granted before the initial deadline. Papers turned in after class on the assigned due date are subject to a 5% penalty. Late papers are subject to a further 5% penalty for every additional day (including holidays and weekends) the assignment is late.

Make-ups for the learning checks or final essays will be permitted only for reasons of physical inability to take the exam at the specified time or personal or family emergency requiring your presence elsewhere at exam time. Unless physical inability to wrote the learning check or final essays arises too close to the scheduled start time to even e-mail me (e.g., getting hit by a car half an hour beforehand and being taken to or actually in the Cooley Dickinson Emergency Room), students needing a make-up opportunity must to notify me before the learning check or final essays are distributed, provide appropriate documentation of the circumstances, and indicate a date and time within a week when they can do the make-up.

Faced with the joys of Covid-19 delta variant (or other uglies that may emerge), I realize the need to be flexible about things. If a change in your medical condition or personal life during the semester significantly reduces your ability to complete the coursework, inform me as soon as possible so that we can attempt to work out an arrangement that will give you space to cope without having to quit the course.

If towards the end of term you think you will need to take an Incomplete, communicate with me and I will be receptive to reasonable requests. Be aware that the Registrar’s GPA calculator treats an Incomplete grade as an “F” until it is resolved. An F = 0 GPA points, so puts a dent into your GPA. If an Incomplete is not resolved by the end of the following semester (for this course, Spring 2022) it automatically becomes an F. Also note that the [University Policy on](https://www.umass.edu/registrar/students/policies-and-practices/class-absence-policy)
Incompletes (does not permit registering for the same course in a later semester to resolve an incomplete.

Appeals of Grades on Individual Assignments

In evaluating each particular assignment, the TAs and I aim to give every student a fair grade that reflects their understanding of, and engagement with, the course material. If you believe that there is an error in the grading of an assignment, follow these steps:

1. Carefully read comments and any relevant rubric
2. Re-read the comments to be sure you understand them after 24 hours.
3. If you still believe there is a grading error after that second reading of comments, write a memo detailing why you believe there is a grading error and submit it to your TA within one week of receiving your graded assignment. At that time, your TA will review the grade on the assignment; and may re-grade it. Note that your grade may increase or decrease.
4. In the unlikely event that you and your TA are unable to resolve the grading question, I will review the assignment and may re-grade your exam. Note that your grade may increase or decrease.

Note that the Family Educational Rights and Privacy Act (FERPA) prohibits instructors from discussing grades via email or telephone (with some allowance for telephone if there is a public health emergency at the time). This means that grade disputes must be handled during office hours.

Technology

Please turn off cell phones during class time. If you anticipate receiving an emergency (e.g., a relative is in hospital and their condition might take a turn for the worse), sit close to the door and put the phone on vibrate so you can duck out to take the call. Using laptops or tablets for social media, iMessaging, online shopping, or random internet searching seriously degrades your own ability to pay attention in class and can also be distracting to others. If too many students complain about distraction, use of laptops and tablets will be banned, so don’t ruin it for everyone.

Recordings and Notes

Students may not produce audio or video recordings of lectures or section discussions without explicit instructor permission. Students with whose disability accommodations include making audio or video recordings must make that known to me and their TA before the second time they attend section.

Note that sharing or selling recordings or any type of notes taken in this course to others, whether online or face-to-face, are forms of copyright infringement and are illegal.
Academic Honesty

Academic dishonesty is not tolerated anywhere on campus, including this class. Incidents of academic dishonesty -- such as cheating, fabrication, plagiarism, or facilitating others’ dishonesty -- will incur penalties as indicated in the campus policy on academic honesty (https://www.umass.edu/dean_students/academic_policy). If you have any questions about what constitutes academic dishonesty, see me or your TA.

The main victims of academic dishonesty are those who commit it because resorting to dishonest means deprives them of the opportunity to show their current skills and receive good feedback on the current state of their development.

Accommodations

The University of Massachusetts Amherst is committed to making reasonable, effective and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you have a documented disability on file with Disability Services (www.umass.edu/disability), you may be eligible for reasonable accommodations in this course. If your disability requires an accommodation, please notify your instructors as early as possible, preferably before the end of the second week of classes, so that arrangement can be made in a timely manner. Sometimes individual circumstances mean that a student registers with DS after the semester has started. Note that the longer a student waits to make learning needs known, the less instructors can do to help meet them during the term.