

# POLSCI 121-A: "WORLD POLITICS"

University of Massachusetts-Amherst Department of Political Science

<b>Instructor:</b> Dr. Charli Carpenter <b>Office:</b> Thompson 432 <b>Office Hours:</b> Tues 9:00-12:00 <b>Phone:</b> 413-545-6245 <b>Email:</b> <a href="mailto:charli.carpenter@gmail.com">charli.carpenter@gmail.com</a>	<b>Course #:</b> Polsci 121-A <b>Term:</b> Spring 2009 <b>Day:</b> Mon/Wed <b>Time:</b> 12:20PM - 1:10PM <b>Location:</b> Thompson 106
<b>Teaching Assistants:</b> Jason Wilson: <a href="mailto:jasonmwilson@gmail.com">jasonmwilson@gmail.com</a> Sirin Duygulu: <a href="mailto:sirinduygulu@gmail.com">sirinduygulu@gmail.com</a> Rachel Ostrowski: <a href="mailto:rostrows@polsci.umass.edu">rostrows@polsci.umass.edu</a>	

## COURSE DESCRIPTION

This course provides an introduction to the study of international politics. Why does war occur? Will the spread of democracy, free trade and international organizations promote peace? How can the international community best respond to international terrorism? What is 'globalization' and why are so many people upset about it? Is the sovereign state system still viable in an age of global migration, disease, communications, crime and social movements? We will review the major schools of thought on the causes of war and peace, and take a broad view of the evolution of international politics over time. How can the lessons of the Peloponnesian war of the 5<sup>th</sup> century BC help us to understand international conflict in the 21<sup>st</sup> century? How can the failures to prevent the First and Second World Wars help us to understand the promises and limitations of collective security in the post-Cold War era? How can the eradication of piracy in the 19<sup>th</sup> century help us to understand the global war on terrorism? Are we on the threshold of a new, more peaceful era in international politics in which hunger, poverty, environmental degradation and atrocity will be a thing of the past? Or are we inevitably caught in the same dangerous patterns of conflict that have always characterized international relations in the past?

## **REQUIRED READINGS:**

(Textbook): Joshua Goldstein and Jon Pevehouse. *International Relations*, 8<sup>th</sup>. Ed. New York: Longman Publishers. 2008

(AJ): Art, Robert J. and Robert Jervis, eds. *International Politics: Enduring Concepts and Contemporary Issues*. 9<sup>th</sup> ed. New York: Pearson Education, Inc., 2008.

Additional readings will occasionally be handed out.

## PRS CLICKERS

Besides the required readings, students are required to purchase a PRS Clicker system to assist with participation in-class. These can be purchased at the Textbook Annex, and must be brought to each class. I have chosen to use this system to promote student engagement and discussion during lecture, and to help me gauge students' comprehension of the material. An in-class orientation/registration of clickers will occur on February 11, after the Drop/Add period ends. After that day, my goal is to use clickers every session in class, and you will be graded on the extent to which you attend and participate using this system. Cheating on the clicker system will result in a automatic F for in-class participation.

## GRADING AND ASSIGNMENTS

Grading: Your final letter grade is based on a 100 pt. scale. 93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 82-86.9 = B; 80-81.9 = B-; 77- 79.9=C+; 72-76.9=C; 70-72.9 = C-; 60-69 = D; less than 60 = F.

### Attendance and Participation (40 pts):

The class and discussion sections will be highly interactive. Class meetings will consist of short interactive lectures, and discussion (and pop-quizzes) over the readings. Attendance and engaged participation is essential both to your ability to absorb the information and to the effective functioning of the classroom environment.

*In Class Participation (20 points):* Engaged participation will be graded through the use of PRS Clickers in the classroom. Each class day on which you are present and answer questions using your clicker you will score one participation point; you need at least 20 points for your full participation grade. It is your responsibility to purchase, register, carry and maintain your clicker. In addition to this objective measure of participation, I will use my subjective appraisal of the quality of your in-class participation as a basis for choosing whether or not to bump a marginal grade.

*Discussion Sections (20 points):* The remaining 20 points will be based on your teaching assistant's appraisal of your attendance and participation in discussion sections. This is a significant portion of your grade. It is important to attend all sections, in addition to lecture, and to communicate in advance with the TA should you require an excused absence. Events such as deaths in the family, documented illness of oneself or one's child, or emergencies of similar gravity qualify for excused absences.

### Writing Assignments (60 pts)

Students must turn in a total of 3 writing assignments for the term: a personal essay on citizenship in a globalizing world, one of two essay exams, and one of two short policy memos. The "Citizenship in a Globalizing World" essay is due on February 23; policy memo questions and essay exams will be handed out in class and are due the following week. *All writing assignments must be brought to class in hard copy at the start of class on the day they are due.* I will not accept, nor require TAs to accept, late or electronic

assignments unless a student has an excused absence negotiated well in advance. All writing projects should be turned in spell-checked, proofread and with accurate citations.

*Critical Essay: "Citizenship in a Globalizing World" (20 points):* Early in the semester, students will turn in a short, 3-5 page single-spaced critical essay analyzing their own position in global society through the lens of citizenship. Think of this as a personal essay where you place yourself in global context and think about what citizenship means in this context. Ways of organizing this could be as a reflective autobiography describing your political identity through a global lens, a statement of your views as a citizen on foreign policy and why you hold these views, or as a reflection essay structured around particular topics. The goal is to situate yourself as an individual globally and identify the global forces (economic, social, political and cultural) that have influenced your life, political consciousness, resources, opportunities, career choices, political perspective and social identity; as well as ways in which you as an individual play a role in global political life (as a citizen, a consumer, a producer, traveler or just through your interpersonal networks) and how if at all this impacts your understanding of your role as a citizen. There is no one right way to write this essay: you will be graded on your thoughtfulness, writing skill and capacity to engage with the concept of citizenship through a global perspective rather than one focused primarily on the local/national.

*Exam (20 points):* Students are required to pass one essay exam for the term. The first exam will be handed out at mid-term. Students are strongly encouraged to take the midterm; students unhappy with their mid-term exam score are encouraged to take the final in the hopes of scoring better. Students who skip the midterm and do poorly on the final will have no second chance. Only the highest of the two exam scores will be retained. Mid-term exam questions will be handed out one week in advance and due in class the following week. Finals will be handed out one week prior to the final day discussion and are due in class finals day.

*Policy Memos (20 points):* Students must write a short policy memo for 20 points on an assigned topic during the course of the term. There will be two opportunities to fulfill this requirement; students who want an A are encouraged to write both memos and drop their lowest score. Policy memos are designed to communicate a recommended course of action to a specific audience. They must include a concise problem statement, a set of policy options, an analytical discussion of the merits of each option, and a policy recommendation. They can be no more than 2 single-spaced pages (minimum 11 font w/ 1-inch margins) including footnotes (minimum 10-pt font).

**NOTE: PLAGIARISM WILL NOT BE TOLERATED ON ANY WRITTEN ASSIGNMENT.<sup>1</sup> PLAGIARIZED WORK OF ANY KIND OR ANY OTHER FORM OF ACADEMIC DISHONESTY WILL RESULT IN AN AUTOMATIC F FOR THE ASSIGNMENT.**

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<sup>1</sup>Plagiarism means attempting to pass off someone else's research or writing as your own. It is very easy to catch plagiarists, and I love to do it, so don't risk your grade or your academic reputation. University of Massachusetts-Amherst's plagiarism policy can be found at: <http://www.umass.edu/writingprogram/resources/plagiarism.html>.

### Extra Credit Options.

On random days, students who arrive at class exactly on time and do not leave before the end of the hour will have the opportunity to earn .5 pts of extra credit by answering a bonus quiz question. Be sure to get to class before the start of the session, and avoid leaving early, to maximize your chances.

Extra credit may also be earned by publishing letters to the editor on class-related topics. A letter published in a local paper after the start of classes earns 1 point of extra credit; a letter published in a national venue such as the New York Times or Washington Post will receive 2 points. Students should submit an electronic copy of the printed letter to the professor in order to receive the points.

Additional extra credit opportunities may be available to the class as a whole at my discretion. However, I do not concoct ad hoc extra credit for students who perform poorly on assignments, so don't ask.

Students with Disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact me as well as Disability Resources and Services (231 Whitmore Administration Building, 413-545-0892) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for the course.

### TENTATIVE OUTLINE

#### **MODULE ONE: INTRODUCTION - THINKING GLOBALLY**

##### **Monday, January 26: Introduction**

No Readings.

##### **Wednesday January 28: How the World is Organized or, "If People Were Dolphins, the Planet Would Be Called 'Ocean'"**

Textbook, Chapter 1, pp. 3-12

##### **Monday, February 2: States and Sovereignty**

Textbook, Chapter 1, pp. 12-19

##### **Wednesday, February 4: NO CLASS - Professor on Research Trip to Geneva**

##### **Monday, February 9: Nations and Nationalism**

Textbook, Chapter 5, pp. 155-174

James Payne, "Deconstructing Nation Building"

##### **Wednesday, February 11: The Globalization of Politics? [+PRS Training]**

Textbook, Chapter 5, pp. 164-174

Textbook, Chapter 5, pp. 186 - "Let's Debate the Issue"

##### **Monday, February 16: NO CLASS - President's Day**

**Wednesday, February 18: Thinking Globally: Current Topics**  
*Professor at International Studies Association*  
Guest Lecture: Jason Wilson

**MODULE TWO: WORLD POLITICS - THEORY AND HISTORY**

**Monday, February 23: The Security Dilemma**  
*"Citizenship in a Globalizing World" Essay Due in Class*  
Textbook, Chapter 2 "Power Politics"  
Thucydides, "The Melian Dialogue"

**Wednesday, February 25: Realism or "Anarchy Made Me Do It"**  
Hans Morgenthau, "Six Principles of Political Realism"  
Stephen Walt, "Alliances: Balancing and Band-wagoning"

**Monday, March 2: World War I**  
Textbook, Chapter 1, pp. 26-37

**Wednesday, March 4: Liberalism, or "Give Peace a Chance"**  
Textbook, Chapter 3, pp. 84-93  
Michael Doyle, "Kant, Liberal Legacies, and Foreign Affairs," AJ p. 83

**Monday, March 10: Democracy and Interdependence**  
*First Policy Memo Assignment Handed Out in Class*  
Textbook, Chapter 8, pp. 309-311  
Kenneth Waltz, "Globalization and Governance," AJ, p 54

**Wednesday, March 12: International Organizations and Regimes**  
Textbook, Chapter 7, pp. 231-234  
Keohane: International Institutions: Can Interdependence Work?

**March 16-20: SPRING RECESS**

**March 23: Constructivism, or "Anarchy is What States Make of It"**  
*First Policy Memo Assignment Due in Class.*  
Textbook, Chapter Two, pp. 93-95  
Alexander Wendt, "Anarchy Is What States Make of It," AJ, p. 61

**March 25: Feminism, or "Gender is a Foreign Policy Issue"**  
*Midterm Handed Out in Class*  
Textbook, Chapter Two, pp. 105-116  
Ann Tickner, "A Feminist Critique of Morgenthau's Principles of Realism" AJ, p. 15

**Mid-Term Film Screenings Thursday Night (Choose One): *Independence Day, Lord of the Rings, Star Wars III: Revenge of the Sith.***

**MODULE THREE: THEMES AND ISSUES IN WORLD POLITICS 1945-PRESENT**

**March 30: Collective Security and World War II**

Adam Roberts, "The UN and International Security"  
Textbook, Chapter 7, pp. 234-251

**April 1: The United Nations**

*Midterm Exams Due in Class*

**April 6: The Nuclear Revolution**

Textbook, Chapter 6, pp. 201-207

**April 8: Nuclear Proliferation**

Kenneth Waltz, "Nuclear Stability in Southeast Asia"

Scott Sagan, "Nuclear Instability in Southeast Asia"

**April 13: Human Rights**

Textbook, Chapter 7, pp. 263-271

Rhoda Howard and Jack Donnelly, "Human Rights in World Politics" AJ, p. 504

**April 15: Humanitarian Intervention**

Kofi Annan, "Reflections on Intervention" AJ p. 517

**April 20: NO CLASS**

**April 21: Globalization**

Textbook, Chapter 8

**April 22: ...And Its Discontents**

*Second Policy Memo Handed Out in Class*

Guest Lecturers: Sirin Duygulu and Rachel Ostrowski

Textbook, Chapter 12

**April 27: Transnational Networks**

Margaret Keck and Kathryn Sikkink, "Transnational Activist Networks" AJ p. 477

Anne Marie Slaughter, "Government Networks and Global Governance" AJ p. 577

**April 29: The Dark Side of Transnationalism**

*Second Policy Memo Due in Class*

Phil Williams, "Transnational Organized Crime and the State" AJ p. 491

Robert Rotberg, "Failed States, Collapsed States, Weak States" AJ p. 427

**May 4: The Global War on Terror**

*Final Exam Handed Out.*

Philip Gordon, "Can the War on Terror Be Won?" AJ, p. 419

**May 6: Redefining Global Security: *An Inconvenient Truth***

Textbook, Chapter 11

**May 11: Open Discussion on Global Ethics**

*Final Exams Due in Class.* No Readings.