

DRAFT, January 5, 2021

**World Politics
POLIS/ SIS 426
Winter 2021**

Instructor: Aseem Prakash
Class Time: Tuesday and Thursday, 12:30-2:20 p.m.
Zoom: Please log on to zoom via Canvas
E-mail: aseem@uw.edu
Office hours: On request

Teaching Assistant: Hanjie Wang (hjwang@uw.edu)
Office hours: Wednesday 2-4 pm; zoom link:
<https://washington.zoom.us/j/9832354791>

Objectives

Harold Lasswell, one of the most famous political scientists, described politics as who gets what, when, and how. World Politics is no different. We see conflict and cooperation in virtually every sphere. We signal our politics in elections and in conversations. The choices we make as consumers are also political choices. Thus, we need to think of a more expansive notion of politics. Therefore, you will read and explore topics such as power transitions, democratization, gender issues, trade politics, public health and development, NGOs, foreign aid, and energy politics.

As with my in-person classes, I will adopt a non-traditional teaching style that includes (along with the traditional lectures) and class discussions. We all will need to learn how to manage these tasks over zoom (for example, mute the sound when you are not speaking).

By the end of the course, I hope all of you will develop a more nuanced understanding of world politics and feel empowered to contribute to policy debates. Remember, participation by informed citizens in policy deliberation is essential for sustaining our democracy. Further, I hope this course and the broader UW experience will motivate you to think of politics and public service as your career.

Online Format

Welcome to the study of world politics in somewhat unusual times and in an unconventional format. Although this is the third quarter of zoom-based instruction, I feel I am still in the learning mode. Feel free to email your suggestions on how to make the class more effective. I will do my best to ensure that the quality of your learning experience is comparable to that of an in-person class.

Although we will have close to 100 students, I anticipate the course to be very interactive. I want students to participate in class discussions actively.

This course is scheduled to run synchronously at our scheduled class time via Zoom. These Zoom class sessions will be recorded. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared in the public, and will be deleted after the course ends.

UW-IT and Zoom have a Business Associates Agreement (BAA) to protect the security and privacy of UW Zoom accounts and is FERPA (Links to an external site.) compliant. Students who do not wish to give consent to being recorded should:

1. Choose a Zoom username that does not include any personal identifying information like their name or UW Net ID
2. Never share their computer audio or video during their Zoom sessions

By enrolling in this class, all students agree to never upload the recordings to other platforms.

This sounds complex and can be a bit overwhelming. But with patience, we will work this out. All of us are in this together.

Readings

No textbooks; I will use articles only. I will either provide their URL in the syllabus or upload them on Canvas.

Grades

You will be graded on the following:

(Reflection) Paper #1

(1 page of text; references on page 2, single-spaced; Due Date: January 21, 10:00 am PST)

As informed individuals, we must develop skills to convey our ideas to multiple audiences. This skill is sometimes lacking even (or particularly) among the educated. There are several platforms for excellent public scholarship, including the *Washington Post's Monkey Cage* and *The Conversation*. Please subscribe to any daily "blog" as a part of your course work. Please pick any blog published on this platform since November 1, 2020. This blog should pertain to an issue with implications for world politics. For example, you can read a blog on Brexit and comment its implication for global politics. If you focus on a US-centric issue, the onus is on you to demonstrate that it has implications for world politics. Your reflection piece (paper) should have three sections:

- Section 1: What is the core argument/thesis?
Section 2: Did you find the evidence/argument persuasive? Why or why not?
Section 3: What are the implications for the study of world politics?

Most blogs typically have embedded links to other articles. In writing your reflection piece, please read **any two** embedded articles (news stories are also ok) and link them to the blog you are reflecting on. Thus, you will read the blog and two articles (or news stories) that this blog has referenced.

Please upload your reflection paper on Canvas by January 21.

Grading Criteria for Paper 1:

A (3.9-4.0)

This paper clearly identifies and succinctly describes the core argument. The author asserts a position either in support or against the evidence described in the article and supports their position with reason. The paper includes links to two additional articles. This paper exemplifies strong and able writing, with appropriate language, clarity, organization, grammar, and flow. This paper is easy to read yet challenges the reader to think.

A-(3.8-3.5)

This paper is similar to an 'A' paper, but it is missing at least one of the elements found in an 'A' paper. The author asserts a position either in support or against the evidence described in the article and supports their position with reason. This paper, however, is weakened by either mechanics and/or clarity.

B+ (3.4-3.2)

This paper includes all required elements and asserts a position in response to the article, but the reasoning in support of the position is at times unclear. For example, ideas are slightly muddled, but in general, there is a satisfactory level of understanding. This paper is strong in writing.

B (3.1-2.9)

This paper is similar to a B+ paper. It illustrates a similar comprehension of the article and takes a position in response to the article. This paper, however, differs from a B+ paper because the reasoning is weaker or because it is missing another required element. This paper also needs some improvement in writing.

B- (2.8-2.5)

This paper lacks a clear position in response to the article. While it attempts to identify the core argument of the article, it is overly simplistic in its explanation. This paper demands attention to writing mechanics.

C (2.4-1.9)

This paper is vague. This paper is not able to identify the core argument or take a position in response to the article. Writing mechanics are poor.

Below

This paper does not respond to the prompt. It does not identify the core argument or take a position in response to the article. The paper is also missing additional required elements. Writing mechanics are poor.

Paper #2

(5 pages of text; single-spaced; references on the 6th page; **Due Date: February 11, 10:00 am, PST**)

The Biden administration will probably seek to re-negotiate a nuclear deal with Iran. The global community continues to debate on how to respond to Iran's alleged interest in developing and potentially acquiring nuclear weapons. Many, especially in Israel and Saudi Arabia, believe a "strong" response is required to prevent this development, and lifting of the sanctions by the Obama Administration was a big mistake (and welcomed when the Trump administration reimposed the sanctions). Others, especially in Europe and in Russia, are less favorable towards the idea of a strong response to dissuade Iran from pursuing its nuclear ambitions. Complicating the issue is the ongoing conflicts in Syria, Yemen, and Iraq that have turned the Iran sanctions into a wider subject of Middle Eastern politics.

Why do actors advocate different policy choices (i.e., support or oppose reimposing of sanctions) on how to respond to Iran's nuclear program? Identify the specific policy options advocated by **Israel, the Biden Administration, and Russia**. What objectives do these actors wish to achieve? How might these actors think of the benefits and costs of their preferred option as well as the options offered by the other two actors? Make sure that you relate how domestic, regional, or international considerations influence the perceptions of benefits and costs of various options.

Your paper should be directed towards an academic audience. You are expected to undertake research on this subject (**say, carefully read and reference 7-10 additional articles**; >scholar.google.com> can help you to identify published work on this subject). Newspaper articles and encyclopedia references do not constitute such sources. Wikipedia is also not an appropriate source for this either.

Please upload the paper on Canvas by February 11.

Grading Criteria for Paper 2:

A (3.9-4.0)

This paper asserts a very clear thesis and supports the central argument with evidence. The paper illustrates a thorough understanding of this policy issue. It is able to identify the specific policy options advocated by the three actors and the objectives these actors wish to achieve. This paper offers an insightful analysis of the benefits and costs of each policy option from the perspectives of the three actors. All points are relevant and

sufficiently developed. This paper exemplifies strong and able writing, with appropriate language, clarity, organization, grammar, and flow. This paper is easy to read yet challenges the reader to think.

A-(3.8-3.5)

On the whole, this paper presents a clear argument and is able to support it with evidence. This paper is similar to an 'A' paper, but it is missing at least one of the elements found in an 'A' paper. In content, this paper illustrates policy options from the perspectives of three actors and offers a good analysis of these actors' positions on these policies. This paper, however, is weakened by either mechanics and/or clarity.

B+ (3.4-3.2)

This paper has a central argument that is presented and engages class material, but at times it is weak in argumentation and/or using supporting evidence. This paper does engage sufficiently with the policy options proposed by these actors. It is sometimes unclear or vague on the position of the three actors' on different policy options. Ideas are slightly muddled, but in general, there is a satisfactory level of understanding. This paper is strong in writing.

B (3.1-2.9)

This paper is similar to a B+ paper. It illustrates a similar level of accuracy and understanding of the literature. This paper, however, differs from a B+ paper because it illustrates a weaker display of effective argumentation. Ideas are at times muddled, and argumentation may not always be effective and/or well supported, and the central argument is either unclear or argued inconsistently. This paper also needs some improvement in writing.

B- (2.8-2.5)

This paper lacks a clear central argument. While it attempts to identify policy options and the actors' positions on them, it is overly simplistic in its explanation. This paper demands attention to writing mechanics.

C (2.4-1.9)

This paper has a strikingly vague argument. This paper is not able to identify policy options or the actors' positions on them. The paper minimally engages with the relevant literature. Writing mechanics are poor.

Below

This paper does not respond to the question. It lacks a central argument. Ideas are strikingly muddled and vague. It does not engage with the literature. Writing mechanics are poor.

Paper #3

(4 pages of text, single-spaced; References on the 5th page; **Due Date: March 2** 10:00 am PST)

Many commentators have employed the Vietnam analogy to describe America's predicament in Afghanistan. Did Afghanistan turn out to be America's Vietnam?

Examine the validity of the Vietnam analogy to Afghanistan in terms of three dimensions: entry, commitment, and exit. Given the above assessments, what insights from the Vietnam War can be applied to the Afghanistan situation? How have America's domestic politics and international commitments influenced America's policy choices in both wars? Your paper should be directed towards an academic audience.

You are expected to conduct research on this subject (**carefully read and reference five articles each on both wars**; again, <scholar.google.com> will help you identify the published work). Newspaper articles and encyclopedia references do not constitute such sources. Wikipedia is also not an appropriate source for this either.

Grading Criteria for Paper 3:

A (3.9-4.0)

This paper answers the question by asserting a very clear thesis and supports the central argument with evidence. This paper considers how others might respond to this assessment. All points are relevant and sufficiently developed. This paper exemplifies strong and able writing, with appropriate language, clarity, organization, grammar and flow. This paper is easy to read yet challenges the reader to think.

A- (3.8-3.5)

On the whole, this paper presents a clear argument and is able to support it with evidence. This paper is similar to an A paper, but it is missing at least one of the elements found in an A paper. This paper, however, is weakened by either mechanics and/or clarity.

B+ (3.4-3.2)

This paper has a central argument that is presented and presents the evidence, but at times it is weak in argumentation and/or using supporting evidence. Ideas are slightly muddled, but in general, there is a satisfactory level of understanding. This paper is strong in writing mechanics.

B (3.1-2.9)

This paper is similar to a B+ paper. It illustrates a similar level of accuracy and the use of evidence. This paper, however, differs from a B+ because it illustrates a weaker display of effective argumentation and/or use of supporting evidence. Ideas are at times muddled, and evidence may not always be effective and/or well supported, and the central argument either lacks clarity or is argued inconsistently. This paper also needs some improvement in writing mechanics.

B- (2.8-2.5)

This paper lacks a clear central argument and argumentation. It demands attention to writing mechanics.

C (2.4-1.9)

This paper has a strikingly vague argument. The paper only minimally provides supporting evidence. Writing mechanics are poor.

Below

This paper does not respond to the question. It lacks a central argument. Ideas are strikingly muddled and vague. It does not provide evidence to support the argument. Writing mechanics are poor.

Group project

(A single, jointly authored, 5-page report; single-spaced; references on the 6th page

Date: March 9, 10:00 am PST)

You will participate in a group project (2-3 students per group) that will examine issues such as the Coronavirus, Global infectious diseases, and Climate change at country or industry levels. **Hanjie will assign you to specific groups. If there are issues such as different time zones, please get in touch with her.**

Please examine questions such as: how did the problem emerge, and how has the country/industry affected by it? What specific steps has it take to respond to it? Has the response perceived as being successful? From the industry perspective, ask similar questions: how is this problem affecting the industry in the short run, and how might it affect in the long run.

Each team will present their perspective in the class and also turn in a written report. We expect each team to survey the relevant literature (including newspaper articles) on the subject. **Your group will present to the class for 10 minutes, possibly followed by a brief Q&A.** You can use PowerPoint on zoom. Here are some ideas:

- Be specific on how the problem in question affected your country/industry.
- What are the short-term consequences for say public health and the economy?
- What might be the long term consequences?
- Ensure that you have a **maximum of 5 slides, and not more than 5 bullet points per slide.**

Logistics

Make sure that you are checking your uw email; typically, students use @uw email address to coordinate activities with their group members. In previous classes, some group members have also shared phone numbers to facilitating texting – but given the privacy issue, this is something you need to decide for yourself.

If you are having “issues” with your group members, please contact Hanjie at least a week prior to your presentation date.

Evaluation

Paper 1 (January 21)	20 points
Paper 2 (February 11)	25 points
Paper 3 (March 2)	25 points
Group project (March 9)	10 points

Session 4

Thursday, January 14

Climate Change

- [Palm Oil Was Supposed to Help Save the Planet. Instead It Unleashed a Catastrophe.](#) *The New York Times*, November 20, 2018.
- [Americans say they're worried about climate change -- so why don't they vote that way?.](#) *The Conversation*, February 4, 2019.
- [We Feel Your Pain: Environmentalists, Coal Miners, and "Embedded Environmentalism."](#) *Solutions*, 7(January-February, 2016): 32-37.
- [How Russia Wins the Climate Crisis,](#) *The New York Times*, December 20, 2020

Session 5

Tuesday, January 19

Trade Politics

- *Fashion Victims*, <http://topdocumentaryfilms.com/fashion-victims/>
- Locke. 2013. *Boston Review symposium: Can Global Brands Create Just Supply Chains?* <https://bostonreview.net/forum/can-global-brands-create-just-supply-chains-richard-locke>
- Lim and Prakash. 2016. Do Economic Problems at Home Undermine Worker Safety Abroad?:A Panel Study, 1980-2009, *World Development*

Session 6 Paper 1 is turned in

Thursday, January 21

Refugees and Statelessness

- *Escape to Europe*, Season 4, Episode, 38, VICE on HBO
<https://www.hbo.com/vice/season-04/2-escape-to-europe-and-circle-of-terror>
- Emily Schulthesis and Kirshandev Calamur, 2018. [A Nonbinding Migration Pact Is Roiling Politics in Europe.](#) *The Atlantic*.
- Chris McKenna and Brennan Hoban. 2017. [Problems and solutions to the international migrant crisis.](#) *Brookings Now*.
- Tim McDonnell. 2019. [Climate change creates a new migration crisis for Bangladesh.](#) *National Geographic*.
- Neli Esipova, Anita Pugliese and Julie Ray. 2018. [More Than 750 Million Worldwide Would Migrate If They Could.](#) *Gallup*.

Session 7

Tuesday, January 26

Populism

- Weyland, Kurt. “[Latin America’s authoritarian drift: the threat from the populist left.](#)” *Journal of Democracy* 24, no. 3 (2013): 18-32.
- [What Is a Populist? And is Donald Trump one?](#), Uri Friedman, February 27, 2017
- [Populism Is Meaningless. By reducing the term to a political pejorative, we risk rendering it worthless.](#) Yasmeen Serhan, March 14, 2020.
- [Can the climate movement survive populism? Lessons from ‘yellow vest’ protests.](#) *The Hill*, December 6, 2018.

Session 8

Thursday, January 28

Russia under Putin

- Interview with Gary Kasparov: <https://www.msnbc.com/morning-joe/watch/author--no-future-in-russia-under-putin-551911491737?playlist=associated>
- Henry Hale, Russian Patronal Politics Beyond Putin, *Dædalus*, Spring 2017
- *Russia’s Great Power Strategy under Putin and Medvedev*
<https://www.ui.se/globalassets/ui.se-eng/publications/ui-publications/russias-great-power-strategy-under-putin-and-medvedev-min.pdf>
- 15 years of Vladimir Putin: 15 ways he has changed Russia and the world
<https://www.theguardian.com/world/2015/may/06/vladimir-putin-15-ways-he-changed-russia-world>
- Why Many Young Russians See a Hero in Putin,
<https://www.nationalgeographic.com/magazine/2016/12/putin-generation-russia-soviet-union/>
- Russia Resurgent.
http://www.slate.com/articles/news_and_politics/cover_story/2017/01/how_vladimir_putin_engineered_russia_s_return_to_global_power.html

Session 9

Tuesday, February 2

Coronavirus

- G1: China
- G2: S. Korea
- G3: Iran
- G4: Saudi Arabia
- G5: Singapore
- G6: Nigeria

Session 10

Thursday, February 4

Coronavirus

- G7: Russia
- G8: Sweden
- G9: Germany
- G10: France
- G11: Italy
- G12: UK

Session 11

Tuesday, February 9

Gender Politics

- *Saving Face*, a Documentary
<https://www.hbo.com/documentaries/saving-face>
- Abdulmumini A. Oba. 2008. Female Circumcision as Female Genital Mutilation: Human Rights or Cultural Imperialism? *Global Jurist*, 8(3).
- Aseem Prakash and Joshua Eastin. [Why is India 'missing' 63 million women — even though development is roaring?](#) *Washington Post/Monkey Cage*, February 8, 2018.
- Lori Beaman, Esther Duflo, Rohini Pande, Petia Topalova 2012. Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India. *Science*. Volume 335.

Session 12

Thursday, February 11 **Paper 2 is due**

Global Diseases

- G13: Spanish Flu
- G14: SARS
- G15: AIDS
- G16: Malaria
- G17: Tuberculosis
- G18: Ebola

Session 13

Tuesday, February 16

The Rise of China

- G19: Australia
- G20: Vietnam
- G21: Russia
- G22: Kazakhstan
- G23: Kenya
- G24: Ecuador

Session 14

Thursday, February 18

Food Politics

- Meathooked & End of Water, Season 4, Episode 5, VICE
<https://www.hbo.com/vice/season-04/5-meathooked-and-end-of-water>
- Zerbe (2004). Feeding the famine? American food aid and the GMO debate in Southern Africa. *Food Policy*, 29(6), 593-608.
- Fuchs & Kalfagianni (2010). The causes and consequences of private food governance. *Business and Politics*, 12(3).
- [How Much Food Do We Waste? Probably More Than You Think](#), *The New York Times*, December 12, 2017

Session 15

Tuesday, February 23

NGO Politics

- Salamon, 1994. The Rise of the Non-Profit Sector. *Foreign Affairs*, 73(4).
- Clifford, 2002. [Merchants of Morality](#). *Foreign Policy*, March/April: 36-45.
- Kendra Dupuy, James Ron and Aseem Prakash. [Across the globe, governments are cracking down on civic organizations. This is why](#). *Washington Post/Monkey Cage* July 5, 2017

Session 16

Thursday, February 25

Climate Change

G25: Malaysia

G26: Australia

G27: Bangladesh

G28: India

G29: Egypt

G30: Vietnam

Session 17Tuesday, March 2 (**Paper 3 is due**)Foreign Aid

- Afghan Money Pit. Season 2, Episode 11, VICE
- <https://www.hbo.com/vice/season-02/1-afghan-money-pit>
- Easterly and Pfutze. 2008. Where Does the Money Go? Best and Worst Practices in Foreign Aid. *Journal of Economic Perspectives*, 22(2).
- Kuziemko, Ilyana, and Eric Werker. 2006. How much is a seat on the Security Council worth? Foreign aid and bribery at the United Nations." *Journal of Political Economy* 114(5): 905-930.

Session 18

Thursday, March 4

Future of World Politics

Francis Fukuyama. 1989. End of History and the Last Man. *The National Interest*.

Walter Russell Mead. 2021. The End of the Wilsonian Era: Why Liberal Internationalism Failed. *Foreign Affairs*.

Francis Fukuyama, Barak Richman, and Ashish Goel. 2021. How to Save Democracy From Technology: Ending Big Tech's Information Monopoly. *Foreign Affairs*.

Session 19 (Group Report is due)

Tuesday, March 9

Climate Change

G31: Kenya

G32: Brazil

G33: Poland

G34: Russia

G35: South Africa

G36: Mexico