

**UC Washington Center  
International Policy Seminar**

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Room: TBD

Office: 325

Class Meetings: Tuesdays, 10:00 am - 1:00 pm

Office Hours: Tuesdays, 1:30 pm – 2:30 pm

Twitter: @mike\_ph\_d

Course hashtag: #ucdcglobal

**COURSE INSTRUCTOR**

I have taught at UCDC since 2014 and am currently a Research Fellow at the American University Center for Latin American and Latino Studies (CLALS). Since receiving my Ph.D. in political science from American University, I have taught Latin American and international affairs at George Washington University and the NYU and Pepperdine University programs in Washington, DC. My book, [\*Emigrants Get Political: Mexican Migrants Engage Their Home Towns\*](#) has just been published by Oxford University Press and other writing has appeared in numerous peer reviewed and policy-oriented venues. I am a political scientist with training in comparative and international politics, and my research on migration, violence, and other transnational phenomena has implications for foreign and domestic policymaking in the US and abroad. I also hold an MA in International Policy Studies from the Middlebury Institute of International Studies at Monterey (MIIS) and Spanish and Philosophy degrees from Santa Clara University. I am a consultant on migration dynamics for USAID in Honduras, have provided expert testimony on security conditions in Mexico for in US immigration courts, and conduct policy research on human rights and US border enforcement policy.

**COURSE DESCRIPTION**

This seminar is designed to help you to engage critically and think systematically about crucial questions of international and global affairs. Through weekly news briefings, student research, and course readings, we will engage with a wide range of issues and problems that are international or global in scale, while identifying and trying to understand the behavior of major actors in the international political arena of the 21<sup>st</sup> century. This is a research seminar with an applied approach that focuses on understanding and resolving pressing problems of foreign policy and international affairs.

## **LEARNING GOALS AND OBJECTIVES**

*Goal #1: Students will be able to relate their internship experience with the skills and substance learned in the course.*

Objective #1: You will complete an exercise that relates the work of the organization/agency/office where you are interning to the public policy process in the US and/or internationally.

*Goal #2: Students will experience a cultural, historical, policy or other event in DC that relates to the course.*

Objective #2: During the term you will be required to attend a Congressional hearing and write a summary memo. You may also hear presentations from guest speakers working on different aspects of international affairs as scheduling permits.

*Goal #3: Students will be able to communicate persuasively in writing and orally.*

Objective #3: You will develop a series of analytical and argumentative writing assignments and give two short oral presentations in front of the whole class. You will also meet in small groups to discuss your research and writing.

*Goal #4: Students will be able to critically examine competing arguments, and use empirical evidence to research and apply theory to practice.*

Objective #4: You will write a memo, a literature review, and a research report and produce an infographic in which you draw upon evidence and theory to make a persuasive argument on a topic of your choice related to international affairs.

*Goal #5: To provide a framework for making sense of current problems and debates in international and global affairs.*

Objective #5: Readings, lectures, and class discussions will help familiarize you with current debates, problems, and relevant cases. We will consider these in historical and theoretical perspective where appropriate, but the focus will be policy and problem driven.

*Goal #6: To learn about how to find and use key sources for knowledge on areas of international affairs that are of particular interest, to improve research skills, learn how to identify high quality sources in writing, and integrate data and theory into cogent and persuasive arguments.*

Objective #6: Through readings, discussions, lectures, and in-class workshops, as well as through feedback from your professor, you will learn about different types of data, how to gather and systematize them, and how to use them as evidence to support (and refute!) competing arguments.

## **REQUIREMENTS AND EVALUATION**

Course assignments are designed to help students to integrate their internships, and DC experiences more broadly, with the research component of the UCDC program. This is not designed as a lecture course. We will discuss current news, course readings, selected aspects of your internships, and your research papers during our class meetings. This requires that you prepare by doing your readings PRIOR to class.

<b>Assignment</b>	<b>Points</b>
Attendance and Participation	15
News Briefing	5
(Sub)committee Hearing and Memo	10
Research problem/prelim. bibliography	10
Literature Review	20
Oral Presentation	10
Final Research Report	30
Total Points Possible	100

1. ***Attendance and Participation [15 points]***. You must attend all class sessions, complete the reading before class, and actively engage in all discussions and group work. You may also tweet questions and comments, links to interesting articles, etc. (@mike\_ph\_d #ucdcglobal). In addition, I have a conditional “no computers/phones/tablets” policy. Repeated violation of this policy will negatively affect your participation grade. We only meet 10 times, so I will deduct 1.5 points from your participation grade for every absence.
2. ***News Briefing [5 points]***. At the beginning of each class, students will brief the class on a piece of news or analysis published **during the previous week** that relates to international politics, foreign policy, or global affairs. I will ask students to come to the front to the class (individually, or possibly in groups) to give a short presentation to the class. These presentations can be short (2-3 minutes). They should be professional and provocative, but powerpoint/other visuals are not necessary. The principal goal is for you to provide enough context and detail on the issue at hand to spur class discussion. Students should also post a link to the article(s) they are discussing, and a brief (no more than one page, double spaced) synopsis in the “Discussions” section of our class Canvas page BEFORE class. The oral portion of the assignment is worth **3 points** and the written portion is worth **2 points**. Each

student will do this once, and I will circulate a Doodle poll during the first week of the term for you to sign up and select your preferred week. If you fail to sign up for a week and no presentation slots remain, you can still get 2 points for completing the written portion of the assignment but will forego the 3 points for the oral presentation.

3. ***Sub(committee) Hearing and Memo [10 points]***. At some point during the term you will be required to attend a Congressional Committee or Sub-Committee hearing connected to international issues. You should take notes and write a memo on the hearing you attend (I will provide you with details in a separate handout). Your memo must be submitted on Canvas within **one week** of the date of the hearing. I will accept memos until **June 5<sup>th</sup>** by 11:59 pm.

Although it is usually posted at least a week in advance, the schedule of hearings constantly changes according to agendas and priorities. **It would be a good idea to attend your hearing immediately after you start the term** in order to avoid conflictive scheduling with your classes and internship duties. Though it is not required, you may wish to choose a hearing focusing on the same issue that you address in other assignments. The principal committees that deal with foreign policy are the Senate Foreign Relations Committee and the House Foreign Affairs Committee; however, many other committees address issues that are international in scope, and thus qualify for this assignment.

- A detailed calendar of hearings is posted here <https://www.govtrack.us/congress/committees/calendar>
- To find committee schedules for the Senate, see [http://www.senate.gov/pagelayout/committees/d\\_three\\_sections\\_with\\_teasers/committees\\_home.htm](http://www.senate.gov/pagelayout/committees/d_three_sections_with_teasers/committees_home.htm) and click on the committee you want to hear.
- To find committee schedules for the House, see <http://www.house.gov/committees/> and click on the committee you want to hear.
- See the House and Senate calendars here: <https://www.congress.gov/resources/display/content/Calendars+and+Schedules>

4. ***Research Problem and Preliminary Bibliography [10 points]***. You should start thinking about the topic you want to research as early as possible. This assignment is meant to be the first step in your development of a research report, and other smaller assignments. A short (max 1 page double spaced) statement of the policy problem and your research question should be posted to Canvas by **7:00 pm on Monday, xxx**. We will dedicate a significant portion of class on Tuesday to discussing your topics. I will divide you into groups of 4 or 5 students and allow you time to discuss your proposals and give each other constructive feedback. These will undoubtedly evolve and sometimes change completely, but by this point I want to see evidence that you to have given some serious thought to finding a compelling topic and policy-oriented question you want to address.
5. ***Draft Introduction and Literature Review [20 points]***: Submission by class on **xxx** of a 2,000 - 3,000 word review of the literature relevant to your paper topic, which will constitute the first portion of your research paper. In this review, you should draw upon scholarly (and

policy oriented) literature relevant to the research question or policy problem you are addressing. The essay should track the existing academic literature relating to your question, identify how your thesis statement and question fit within this literature, and include citations and a reference list of **at least 10** sources (at least 5 of which must be from peer reviewed journal articles or books or chapters from academic presses). Additional guidelines will be circulated.

6. **Oral Presentation of Research Report [10 points]**. During the last three weeks of class, all students will give an in-class presentation of their research reports.
  
7. **Final Research Report [30 points]**. Submission by **June 5 at 11:59pm** of a 5,000 word research report on your chosen problem in international policy or politics. Papers should be submitted via turnitin.com (class id: **TBD**; password: **TBD**). In these papers I want you to collect and analyze qualitative or quantitative data (i.e., evidence!) to answer an interesting question that addresses an important problem in international/global affairs. To do this you will need to develop a well-focused research question and read *a lot* about your topic to identify different answers to this question and/or different policy positions on the issue.
  - There is also the opportunity for **five extra points** for those who turn in their final report and do their oral presentation on **May xxx**.

### **GRADING POLICIES**

There are a total of 100 points possible in this course. Grades will be allocated according to the following criteria, on a 100-point scale:

- A: for superior work (93-100 on scale)
- A-: for excellent work (90 - 92 on scale)
- B+: for very good work (88 - 89 on scale)
- B: for good work (83 - 87 on scale)
- B-: for work between good and just satisfactory (80 - 82 on scale)
- C+: for high satisfactory (78 - 79 on scale)
- C: for satisfactory work (73 - 77 on scale)
- C-: for borderline satisfactory work (70 or 72 on scale)
- D: for work which is not satisfactory, not completed, or demonstrative of some other failure on the student's part (such as to participate in class)
- F: failure to meet minimum course goals

*If you have read this far, email me a picture of the person who was Secretary of Defense during the Cuban Missile Crisis.*

## **CLASS POLICIES**

By taking this class, you agree to adhere to the rules and obligations presented on this syllabus, but also acknowledge my right to alter them, as necessary, and accept that while I will notify all students of any changes via email and/or in class.

1. Do all required readings. You are strongly encouraged to bring questions, comments, and criticisms of the material to class.
2. Attend all class sessions, arrive on time, and stay until the end. You will lose points from your participation grade for missed classes and repeated tardiness. If you know in advance that you will arrive or leave early, you should notify me before the class period begins and minimize disruption.
3. Show respect to me and to your colleagues by paying attention and actively participating in class. I expect maturity and professionalism. When I (or anyone else) am speaking, I expect you to give their full attention with your eyes up. For example, I can tell if you are looking at your phone under the table, so don't do that.
4. I have a no laptop (or phone or tablet) policy. Taking notes by hand, and fully engaging with the people in the room, [improves learning](#). Moreover, I know from past student evaluations that social media used by others is a major distraction. If you violate this policy I may confront you in class, try to talk to you after, or email you about it; however, I also regularly make notes to myself and deduct points from your participation grade without notice.
5. You will lose **5 percentage points** for every day that written work is late. That means that a late piece of written work that would have a grade of 10/10 will receive 9.5/10. After 24 hours, the same assignment would receive a 9.
6. I trust that you all know how to use email, Canvas, and turnitin.com. As such, mistyping my email address, forgetting to include the attachment, or any other human or technological errors are not valid excuses for late work. It doesn't matter if you can show me that you completed the work before the due date (e.g., with a date stamp), if I don't receive it, it is late. The simple reason is that it is insignificant when you complete the work. What is significant is when I have it in my possession to begin *my work* of evaluating it and providing feedback.
7. If something comes up during the term that you think may affect your ability to successfully complete the requirements for the course, please notify me as quickly as possible and I will do my best to accommodate you. If you do not let me know about your emergency with documentation in a timely fashion (at least 48 hours in advance), and you miss classes, turn assignments in late, or fail to do your work, you will be docked points accordingly.

**STATEMENT ON WEATHER EMERGENCIES**

In the event of a weather emergency, UCDC follows the federal government's decisions about delays and closures. At my discretion, we may hold class even when the federal government is closed, since students live in the building.

**POLICY ON ACADEMIC MISCONDUCT**

UCDC has a zero-tolerance policy for cheating, plagiarism, and any other form of dishonesty. Students should refer to their home campus Student Code of Conduct for the regulations that apply to them. The burden is on each student to know what behaviors constitute cheating and plagiarism. Ignorance of these behaviors is not an adequate defense. I have and will report plagiarism and other academic misconduct, and will use my discretion to either give you a zero on the assignment, partial credit, a chance to make-up work, and so forth, depending on the nature and severity of the offense. Importantly, you cannot re-submit your work from other classes to get credit, even if it is your own work.

**STATEMENT ON SEXUAL HARASSMENT AND SEXUAL VIOLENCE**

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence.

Students who wish to speak confidentially about an incident of sexual misconduct should contact UCDC's Counseling Services at [UCDCCounseling@gmail.com](mailto:UCDCCounseling@gmail.com). To report sexual misconduct or ask questions about UCDC policies and procedures regarding sexual misconduct, please contact the UCDC Title IX administrator, Josh Brimmeier (202-974-6214 or [josh.brimmeier@ucdc.edu](mailto:josh.brimmeier@ucdc.edu)). Because the University of California is legally obligated to investigate reports of sexual misconduct, the confidentiality of reported misconduct cannot be guaranteed.

**STATEMENT ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

In compliance with the Federal Rehabilitation Act of 1973, as amended (Public Law 93--- 112) and the Americans with Disabilities Act of 1990 (Public Law 101---336), University of California policy prohibits unlawful discrimination on the basis of disability in its programs, services, and activities. If you require accommodation for class, please let me know at our first meeting (if not earlier) so the necessary arrangements can be made.

**UCDC WRITING COACH**

If you want help to improve your writing, you may visit the UCDC writing coach, **Dr. Michael McCarthy**. See detailed schedule and make an appointment for a 30-minute session at <http://ucdcprogram.schedulista.com/>.

**READINGS**

There is no text book for this course. Some readings will be available online, but most will be posted to our course Canvas page. Readings are meant to provide a common foundation for our class discussions and to help you to think analytically about international and global affairs. You will be required to do a considerable amount of additional reading of scholarly works, government and think tank reports, and press articles related to your research topics.

## **SCHEDULE**

### **Week 1**

#### ***Introductions, the Policy Process, and the U.S. Political System***

##### *Recommended Readings:*

- Peters, *American Public Policy: Promise and Performance* 1-44
- Kingdon, *Agendas, Alternatives, and Public Policies*, 2<sup>nd</sup> edition (2003), chapter 6
- Howell and Pevehouse. 2007. *While Dangers Gather: Congressional Checks on Presidential War Powers*, Chapter 1, "Congressional Checks on War Power", pp. 3-32

### **Week 2**

#### ***Identifying the Problem***

- Stone, Deborah, 1989 "Causal Stories and the Formation of Policy Agendas." *Political Science Quarterly*, 104, 2.
- Luker, Chapter 4, pp. 51-75.

#### **→ACTIVITY: YOUR INTERNSHIP AND THE POLICY PROCESS**

##### *Recommended Readings:*

- Baglione, Lisa A. 2016. *Writing a Research Paper in Political Science*, Chapter 2, "Getting Started: Finding a Research Question," pp. 15-39.
- Booth et al., *The Craft of Research*, Part II, Prologue and chapters 3 and 4, p. 29-66
- Achenbach, Joel. 2015. "The Age of Disbelief." *National Geographic*, March: 34---47.  
<http://ngm.nationalgeographic.com/2015/03/science-doubters/achenbach-text>

### **Week 3**

#### ***Research Problem Working Groups***

#### **→ASSIGNMENT DUE 7pm April 9**

**Activity:** Students should be prepared to complete in class the basic explanation of the problem they plan to research during the term.

**Week 4****Frameworks for Analysis: *Comparative and International Politics***

- Snyder, Jack. "One World, Rival Theories" *Foreign Policy*, (November 1, 2004).
- Tilly, Charles. 1985. "State Making and War Making as Organized Crime." In Evans, Rueschemeyer and Skocpol (eds.), *Bringing the State Back In*. London: Cambridge University Press, pp. 168 – 191.
- Drezner, Daniel W. "Night of the Living Wombs: Towards an International Relations Theory of Zombies", *Foreign Policy*, (July/August 2010).

**Week 5****The Foreign Policy Process**

- Miller, P. D. 2013. The Contemporary Presidency: Organizing the National Security Council: I Like Ike's. *Presidential Studies Quarterly*, 43(3), 592-606.
- Allison, Graham. 1969. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review* 63, 3: 689-718.

**Week 6**

→ASSIGNMENT DUE: Literature review

**Activity:** Students will be divided into small groups to discuss the progress of their literature reviews and next steps in the research process.

**Week 7****Constructivism, Feminism, and Human Rights**

- Alexander Wendt. 1995. "Constructing International Politics," *International Security*, vol. 20, Summer.
- Cohn, Carol. 1987. "Sex and Death in the Rational World of Defense Intellectuals." *Signs* 12, 4. Within and Without: Women, Gender, and Theory. (Summer, 1987), pp. 687-718.
- Faulk, Richard. 2009. "The Power of Rights and the Rights of Power: What Future for Human Rights?" In *Achieving Human Rights*. Pp. 25-38 BB

Recommended Reading:

- Enloe, Cynthia. *Bananas, beaches and bases: Making feminist sense of international politics*. University of California Press, 2014, Chapter 1, p. 1-36

**Week 8**

**Round 1 of Presentations for extra credit**

DRAFT

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DRAFT

**Week 9**

***Round 2: Oral Presentations***

**Week 10**

***Round 3: Oral Presentations***

**FINAL PAPERS DUE FOR ALL STUDENTS BY 11:59 PM**