

**UC Washington Center
International Policy Seminar
Winter Term: January 9 – March 13, 2018**

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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; Thursdays 5-6 pm and by appointment

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 research has appeared in numerous peer reviewed and policy-oriented venues. My research has been funded by Fulbright, National Science Foundation, and Gill Family Foundation awards. 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. As a practitioner, I have done research as a consultant, most recently for USAID in Honduras, provide expert testimony in US immigration courts on conditions in Mexico, and worked as a policy analyst for the Children's Defense Fund and the Center on Policy Initiatives.

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 21st century. This is a research seminar, but the approach applied, civic, and polemical, as opposed to academic and theoretical. Over the course of term, each student will complete a series of written, visual, and oral assignments on a contemporary political or policy problem of their choice.

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. You will also be expected to discuss as part of your class participation how the weekly substance or skills learned applied to the work of their internship.

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 blog post, and a 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.

<u>Assignment</u>	<u>Points</u>
Attendance and Participation	15
News Presentation	5
(Sub)committee Hearing and Memo	10
Statement of Problem	5
Blog post/Op-ed on Problem	15
Infographic on Problem	10
Ignite-Style Oral Presentation	10
Final 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 Presentation [5 points]***. At the beginning of each class, students will report on some piece of news or analysis published **during the previous week** that relates to international politics, foreign policy, or global affairs. These presentations can be short, but the purpose 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 synopsis in the “Discussions” section of our class Canvas page. 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.
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 brief memo on the hearing you attend (I will provide you with details in a separate handout). Please submit your memo within **one week** of the date of the hearing. These should be sent to me via email and the last day I will accept them is **March 16th** 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 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. **Statement of the Problem [5 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 you will research should be emailed to me by **7:00 pm on Monday, January 22**. 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. **Blog Post [15 points].** The policy problem you address and the topic you explore should be controversial enough that people might disagree on the answer (or the solution). In these pieces, you should take a position and develop an evidence-based and logical argument for a given position. These short written pieces (1200 – 1500 words) can be more analytical or more polemical, but should be evidence-based. We will discuss this assignment in greater detail before it is due **Monday, February 6 at 7:00 pm**.
6. **Infographic on Problem [10 points].** Graphics and other visual representations of data are increasingly important to making compelling arguments and presenting empirical evidence. To help you begin to hone some of these skills, you will be required to create an infographic that presents evidence in support of your argument. A polished draft of this assignment should be posted to Canvas by **February 13 at 10:00 am**. A portion of your grade for this assignment will be thoughtful participation in an anonymous peer review exercise in which you comment on and critique someone else's infographic.

7. **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.
8. **Final Research Report [30 points].** Submission by **March 13 at 11:59pm** of a 3,000 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 reports 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 policy problem and 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 **February 27th**.

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. If you need to miss a class, you must inform me in advance. I will take formal attendance periodically, but regularly make note of who is absent and dock points from your participation grade proportionately. If you know in advance that you will need to leave early, you should notify me before the class period begins and minimize disruption. Please notify me if you plan to be absent to observe a religious holiday at some point during the semester.
3. Show respect to me and to your colleagues by paying attention and actively participating in class. When I (or anyone else) am speaking, I expect all students 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 piece of written work that would receive a 10/10 would be reduced to a 9.5 out of ten if 24 hours late.
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 failures of technology 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. 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). 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 January 9

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*, 2nd 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 January 16

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: In class exercise relating internship organization to the public 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 January 23

Problem Discussion Working Groups

→ASSIGNMENT DUE 5pm January 22: Statement of Problem

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

Week 4 January 30

Problems in International Affairs I: Conflict and Security

- Miller, P. D. 2013. The Contemporary Presidency: Organizing the National Security Council: I Like Ike's. *Presidential Studies Quarterly*, 43(3), 592-606.

- Flournoy, Michèle A. 2016. “Nine Lessons for Navigating National Security.” In: Papers for the Next President. Washington, DC: Center for New American Security. Available at: <https://www.cnas.org/publications/reports/nine-lessons-for-navigating-national-security>.

Week 5 February 6

Problems in International Affairs II: Development and Trade

→**ASSIGNMENT DUE February 5 by 7pm: Blog Post**

- Handley, Kyle and Nuno Limão. 2017. “Trade under T.R.U.M.P. policies.” In: Chad P. Brown (ed.), *Economics and policy in the Age of Trump*, VoxEU eBook. Available at: <http://voxeu.org/content/economics-and-policy-age-trump>
- Sachs, J.D., 2012. “From millennium development goals to sustainable development goals.” *The Lancet*, 379 (9832), pp.2206-221

Activity: Students will present and discuss their op-ed/blog post in small groups and with the whole class.

Week 6 February 13

Problems in International Affairs III: Global Governance

- Avant, Deborah, et al. 2017. “Innovations in Global Governance: Peace Building, Human Rights, Internet Governance and Cybersecurity, and Climate Change.” New York, NY: Council on Foreign Relations. Download at: https://www.cfr.org/sites/default/files/report_pdf/Memo_Series_Kahler_et_al_Global_Governance_OR_1.pdf

This publication contains several separate pieces. You are required to read the introduction, “Innovations in Global Governance: How Resilient, How Influential?”, and at least two additional sections.

Week 7 February 20

→**ASSIGNMENT DUE by November 9: Infographic on Problem**

Activity this week: double-blind peer review of infographics

Week 8 February 27

Round 1 of Presentations

Week 9 March 6
Round 2: Oral Presentations

Week 10 March 13
Round 3: Oral Presentations

FINAL REPORTS DUE FOR ALL STUDENTS BY 11:59 PM