

**UC Washington Center
International Policy Seminar
Winter Quarter: January 8 – March 12**

Michael Danielson, PhD
michael.danielson@ucdc.edu
Room: 317
Office: 336
Class Meetings: Tuesdays, 10:00 am - 1:00 pm
Office Hours: Tuesdays, 1:30 pm – 2:30 pm and by appointment

Twitter: @mike_ph_d Course hashtag: #ucdcglobal

COURSE INSTRUCTOR

I have taught at UCDC since 2014. Since receiving my Ph.D. from American University, I have also 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*](#) was published this year 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 before US immigration courts on security conditions in Mexico, and conduct policy research on forced migration and refugees, 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 discussion of current events, student-directed research projects, and course readings, we will engage with a wide range of issues and problems that are international or global in scale. In so doing we will seek to identify and understand the nature and behavior of major actors in the international political arena of the 21st 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 your internship organization to the public policy process in the US and, if relevant, internationally.

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

Objective #2: You will attend a Congressional hearing, a briefing, or a panel discussion on a pressing issue related to international affairs and write a memo on the topic. 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 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, among other possible topics.

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 policy memo, a literature review, and a research paper 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 on contemporary issues.

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.

Assignment	Points
Attendance and Participation	15
Hearing/ Briefing/Panel and Memo	10
Research problem/prelim. bibliography	10
Literature Review	20
Oral Presentation	10
Final Research Paper	35
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). We only meet 10 times, so I will deduct 1.5 points from your participation grade for every unexcused absence.
2. **Hearing and Memo [10 points].** At some point during the term you will be required to attend a Congressional Committee or Sub-Committee hearing or other event (e.g., a think tank panel discussion) **connected to international issues**. Based on your notes from the event, related materials (e.g., testimony, accompanying reports, publications, and other documents) you must produce a brief but professional policy memo (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 **March 12th** 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>
3. **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 paper. A short (max 1 page double spaced) statement of your research question should be posted to Canvas by **7:00 pm on Monday, January 28**. 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.
 4. **Draft Introduction and Literature Review [20 points]**: Submission by class on **February 12th** 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 you are addressing. The review 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.
 5. **Oral Presentation of Final Paper [10 points]**. During the last three weeks of class, all students will give an in-class presentation of their research papers.
 6. **Final Research Paper [35 points]**. Submission by **March 12th at 11:59pm** of a 5,000 word research paper. Papers should be submitted via turnitin.com (class id: **TBD**; password: **TBD**). In these papers I want you to collect and analyze 'primary' qualitative and/or quantitative data (i.e., evidence!) to answer an interesting question that addresses an important problem in international or 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 evaluate primary and secondary evidence to draw conclusions and answer your question.
 - There is also the opportunity for **five extra points** for those who turn in their papers and do their oral presentation on **February 26th**.

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 (and I round up):

- 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 *current* Secretary General of the United Nations.*

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 or early departure. If you know in advance that you will arrive late or leave early, you should notify me before the class period begins and minimize disruption.
3. Show respect to me and to your classmates in all ways. This includes respecting the opinions and openly listening to arguments of your peers, not interrupting, and in general by paying attention and actively participating in class. I expect maturity and professionalism, so no feet on tables, "footsie" with your neighbors or similar flirtations, etc. When someone is speaking, I expect you to give their full attention with your eyes up. For example, no whispering to your neighbor, looking at your phone under the table, etc.
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.

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 or are accessible through your home institution library databases. 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 8

Introduction

Recommended readings:

- DeLaet, Debra. 2012. "Interrogating 'They': A Pedagogy of Feminist Pluralism in the International Relations Classroom." *International Studies Perspectives* 13, 254–269.
- Peters, *American Public Policy: Promise and Performance* 1-44
- 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 15

Frameworks for Analysis of *International Politics*

- Shepherd, Laura. 2014. "Sex or Gender? Bodies in World Politics and Why Gender Matters." *In Gender Matters in Global Politics*, Second Edition.
- Snyder, Jack. "One World, Rival Theories" *Foreign Policy*, (November 1, 2004).
- Drezner, Daniel W. "Night of the Living Wonks: Towards an International Relations Theory of Zombies", *Foreign Policy*, (July/August 2010).
- Rose, Gideon. 2018. "Which World Are We Living In? A half dozen choices of grand narrative for an increasingly turbulent era. Take your pick." *Foreign Affairs Anthologies*, July/August 2018. Access at: <https://www.foreignaffairs.com/articles/2018-06-14/which-world-are-we-living>

Week 3 January 22

Identifying a Research Question

- Luker, Chapter 4, pp. 51-75.
- Baglione, Lisa A. 2016. *Writing a Research Paper in Political Science*, Chapter 2, "Getting Started: Finding a Research Question," pp. 15-39.
- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2: 131-150.

→ACTIVITY: YOUR INTERNSHIP AND THE POLICY PROCESS

Week 4 January 29

Research Question Working Groups; Literature Reviews and Research Steps

→ASSIGNMENT DUE 7pm **January 28** (Night before class meeting)

- Obenzinger, Hilton. 2005. "What can a literature review do for me? How to research, write, and survive a literature review."
- Knopf, Jeffrey. 2006 "Doing a Literature Review." *PSOnline*, 127-132.

Activity: Students will be divided into small working groups to present their research questions and discuss and strategize about next steps.

Week 5 February 5

Grand Strategy and the Changing Liberal International Order

- Brooks, Rosa. "Embrace the Chaos." *Foreign Policy*, November 14, 2014. Access here: <http://foreignpolicy.com/2014/11/14/embrace-the-chaos/#>
- Ikenberry, G. John. 2018. "Why the Liberal World Order Will Survive." *Ethics in International Affairs* 32, 1: pp. 17-29.
- Clunan, Anne. 2018. "Russia and the Liberal World Order." *Ethics in International Affairs* 32, 1: 45-59

Week 6 February 12

→ASSIGNMENT DUE: Literature review

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

Week 7 February 19

Multipolarity, Pluralism, and post-Western World Order(s)?

- Hurrell, Andrew. 2018. "Beyond the BRICS: Power, Pluralism, and the Future of Global Order." *Ethics in International Affairs* 32, 1: 89-101.
- Tang, Shiping. 2018. "China and the Future International Order(s)." *Ethics in International Affairs* 32, 1: 31-43.

Week 8 February 26

Round 1 of Presentations (Extra Credit with paper submission)

Week 9 March 5

Round 2: Oral Presentations

Week 10 March 12

Round 3: Oral Presentations

FINAL PAPERS DUE FOR ALL STUDENTS BY 11:59 PM