**International Politics and International Policy**

**Winter 2013**

**Professor Kathleen Bruhn**

**Office # 326: Office hours Thursday 4:30-6, or by appointment**

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**NOTE: THIS COURSE IS OPEN TO BOTH QUARTER & SEMESTER STUDENTS**

**Course objectives:**

This course is intended to provide academic background and guidance to students whose internships involve international policy. The primary goal is to gain an appreciation of the complex policy community—including governmental, non-governmental, and intergovernmental actors—that engages in forging international policy. We will do this through the lens of specific policy problems. In order to take advantage of our location in Washington, I will bring in practitioners from different policy communities to speak to us about their work. In addition, one of your briefing memos will summarize the substance of a House or Senate committee meeting on a relevant international issue of your choice.

**Requirements and Evaluation**

Course assignments are designed to provide flexibility for students to integrate their internship with the research component of the UCDC program. This is NOT a lecture course, although I will need to give background from time to time. Rather, class discussions will be the focus of each week’s meeting. I hope and expect that students will bring into the discussions aspects of their internships, but it will also be important for each of you to prepare by doing the readings prior to class; readings have been limited in order to make this possible. 20% of your final grade will reflect your participation in discussions.

**Semester students:**

Participation: 20%

One-page single-spaced briefing memos (four): 20%

Research paper: 60%

10% research proposal and preliminary bibliography, due January 31

50% final research paper (15-20 pages), due April 18

**Quarter students:**

Participation: 20%

One-page single-spaced briefing memos (three): 20%

Research paper: 60%

10% research proposal and preliminary bibliography, due January 31

50% final research paper (15-20 pages), due March 14

**Briefing memos:**

1. The first memo, due January 24, reflects your response to the prompt in the syllabus regarding the case study on NAFTA trade negotiations.
2. The second memo, due March 7, requires you to design a democracy promotion strategy for a country to be assigned to you.
3. The third memo, to be turned in at any time up to the last day of class, requires you to attend a committee or subcommittee hearing on an international issue. I urge you not to leave your subcommittee attendance to the last minute, as the schedule of subcommittee hearings is usually posted only a week in advance, and may conflict with your internship duties. This memo should summarize the most important and relevant aspects of the hearing and indicate whether any decision was made. You should turn in your notes of the meeting along with the memo.

* 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.

1. For semester students, a fourth memo must be submitted reflecting the additional unit, on human rights. This memo is due April 11.

**Availability of Readings**

For your convenience (and to avoid the cost of printing a reader), all readings are available online, either attached to the course description for this course, in PDF by purchase from [www.guisd.org](http://www.guisd.org), or through a link in this syllabus.

**Policy on Original Work and Use of Sources**

Responsibly attributing ideas is an important part of all research. While students are encouraged to discuss their ideas with classmates and others, all work submitted in this course must ultimately be your own. Please raise any questions about appropriate citation form with the instructor well in advance of due dates.

**Class Topics and Meeting Schedule**

**January 10-24: Trade Negotiations: The Case of NAFTA**

January 10: Historical context and goals of NAFTA

Cameron and Tomlin, “Getting to the Table,” from *The Making of NAFTA*.

January 17: Negotiations: the Mexican perspective

Grayson, “Lobbying by Mexico and Canada,” from *The Controversial Pivot*

January 24: Negotiations: the U.S. perspective

Lovely, “Thinking Globally, Acting Locally: Congressman Jim Walsh and the NAFTA vote”

GUISD Case Study #160, available online at <http://www.guisd.org>

BRIEFING MEMO DUE JANUARY 24

Write a one-page memo to Congressman Walsh, giving your recommendation for the NAFTA vote, and listing key advantages and costs to such a vote. Note: Think about this in terms of **WALSH’**s interests rather than just the general advantages/costs of trade

**January 31-February 14: International Development Assistance**

January 31: The International Aid Community

Downs, “Negotiating Development Assistance: USAID and the Choice between Private and

Public Implementation in Haiti.”

GUISD Case Study #207, available online at <http://www.guisd.org>

RESEARCH PROPOSAL DUE (all students): one page, and preliminary bibliography

February 7: Approaches to development assistance: World Bank versus Grameen Bank

Evaluate a Status of Projects in Execution (SOPE) report for 2010 for a country of your choice. What kind of projects did the World Bank fund in this country in 2010? What appear to be the main results? (available online through <http://go.worldbank.org/888TBTGHD0>) Please provide a written summary as well as preparing an oral presentation.

February 14: Assessing outcomes: How do you know if your program ‘worked’?

Baker, “Concepts and Techniques for Impact Evaluation,” from *Evaluating the Impact of Development Projects on Poverty: A Handbook for Practitioners*

Lab component: read a 3-4 page evaluation of a program—selected as examples of best-

practices in program evaluation—to report to the class on the challenges of program evaluation in the specific case, and how evaluators responded to these challenges. (cases available online in the class electronic folder)

**February 21-March 7: Democracy Promotion: Challenges to U.S. policy**

February 21: Democratization theory: what makes democracy possible? What makes it hard?

Diamond, Lipset and Linz, “Building and Sustaining Democratic Government in Developing Countries,” *World Affairs*, 1987.

February 28: U.S. democracy promotion efforts—major actors and tools

Carothers, “Taking Stock of U.S. Democracy Assistance,” from *American Democracy Promotion*.

Scott and Steele, “Sponsoring Democracy,” *International Studies Quarterly*, March 2011

March 7: Democracy promotion in Afghanistan and Iraq; Bush v. Obama

The “Future of Iraq” project (released by the National Security Archive)

Bouchet, “Barack Obama’s democracy promotion at midterm”, *The International Journal of Human Rights*, published online April 2011, in hardcopy May 2011

News articles and editorials regarding the Obama administration’s response to the Arab Spring (each student should bring in one article/editorial and be prepared to summarize it for the class)

BRIEFING MEMO 2, DUE MARCH 7

You will be randomly assigned a country with fragile or limited democracy. For your supervisor at USAID, devise a democracy promotion strategy for this country.

DRAFT RESEARCH PAPER DUE BY MARCH 11 (quarter students only): Optional, but I will review and comment on drafts or annotated outlines, for your revision prior to the final due date. This component is not graded.

**March 14: To Sanction or Not to Sanction: Sanctions and their impact**

March 14: Sanctions

Escriba-Folch and Wright,“Playing to the Home Crowd? Symbolic Use of Sanctions in the United

States” *International Studies Quarterly*, 2011.

Whang, “Dealing with Tyranny: Sanctions and the Survival of Authoritarian Rulers,” *International*

*Studies Quarterly*, 2010.

FINAL RESEARCH PAPER DUE MARCH 14 (quarter students)

**(Semester students only): International Human Rights**

March 21: What are Human Rights? When can (or should) foreign states intervene?

Farer, “Human Rights and Foreign Policy: What the Kurds Learned”

GUISD Case Study #515, available online at <http://www.guisd.org>

Intervention in Libya (selected short articles)

Obama: On the U.S. Military Action in Libya

“Syria, Libya Test Obama Policy” Los Angeles Times, April 1, 2011

“LIBYA AND THE RESPONSIBILITY TO PROTECT,” esp. pp. 6-19; available at <http://www.brookings.edu/~/media/Files/events/2011/0616_libya_responsibility/20110616_libya_responsibility.pdf>

MARCH 25-29: Spring break

April 4: Non-governmental organizations and the promotion of human rights

MEET AT THE OFFICES OF AMNESTY INTERNATIONAL, 600 PENNSYLVANIA AVE. SE, near the Eastern Market Metro station.

Ibhawoh, “Human Rights INGOs and the North-South Gap,” from *Ethics in Action*.

April 11: Peacekeeping operations and the treatment of refugees

Smith and Smith, “Human Trafficking: The Unintended Effects of United Nations Intervention”

*International Political Science Review*, March 2011.

Coy, “Nonpartisanship, interventionism and legality in accompaniment: comparative analyses of Peace Brigades International, Christian Peacemaker Teams, and the International Solidarity Movement” *The International Journal of Human Rights*, October 2012.

BRIEFING MEMO DUE APRIL 11

You have been asked by a prospective donor to recommend an international human rights organization for support. Evaluate the work of any non-governmental human rights organization. What are this organization’s principal activities? Where does its financing come from? What information does the organization provide to assess the impact of its efforts?

Note: I don’t expect you to compare different organizations and pick the best one. Just choose any organization, review its annual reports and mission statement (it will no doubt have an internet site) and make a recommendation for or against funding this organization.

DRAFT RESEARCH PAPER DUE BY APRIL 15 (semester students only): Optional, but I will review and comment on drafts or annotated outlines, for your revision prior to the final due date. This component is not graded.

April 18: Terrorism and torture: What works, what’s right?

Slater, “Tragic Choices in the War on Terror: Should we try to Regulate and Control Torture?” *Political Science Quarterly*, Summer 2006.

FINAL RESEARCH PAPER DUE APRIL 18 (semester students)