**International Politics and International Policy**

**Spring 2013**

**Professor Kathleen Bruhn**

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

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

**Course objectives:**

This course analyzes four topics in international policy in order to gain an appreciation of the complex policy community—including governmental, non-governmental, and intergovernmental actors—that engages in forging international policy. 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 expect each of you to prepare by doing the readings prior to class. Readings have been limited in order to make this possible and extra credit pop quizzes will be given to test your reading comprehension. In addition, 20% of your final grade will reflect your participation in discussions.

Participation: 20%

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

 Research paper: 60%

 10% research proposal and preliminary bibliography, due April 17

 50% final research paper (15-20 pages), due May 29

**Briefing memos:**

1. The first memo, due May 1, reflects your response to the prompt in the syllabus regarding the case study on NAFTA trade negotiations.
2. The second memo, due May 22, 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.

**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 the 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**

**March 27-April 10**

**International Development Assistance**

March 27: 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>

April 3: 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.

Office visit: Bring in your research question (in written form)

April 10 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)

Office visit: Prepare two alternative hypotheses (Hint: it will help to have done a bibliography search and scanned abstracts of some articles to determine what people think is the answer to your question).

**April 17-April 24: Trade Negotiations: The Case of NAFTA**

April 17: Historical context and goals of NAFTA

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

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

April 24: Negotiations: the Mexican perspective

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

May 1: 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 MAY 1

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. Follow the format given in the handout.

**May 8-22: Democracy Promotion: Challenges to U.S. policy**

May 8: 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.

May 15: 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

May 22: 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 MAY 22

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 MAY 24. 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.

**MAY 29: To Sanction or Not to Sanction: Sanctions and their impact**

 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 MAY 29 (quarter students)