Local to Global Democratic Engagement  
PLSC 2700 - 2  
Fall 2014

Instructor: Annie Miller  
Phone: 303-556-4433  
Email: Annie.Miller220@du.edu

Office Hours: T/R 5:50 – 6:50 PM  
Class times: Tuesday and Thursday: 4 – 5:50  
Class location: Sturm 154

Community Partner: Denver Council on Foreign Relations  
Email: member.services@gmail.com  
Office location: The Josef Korbel School of International Studies


Course Description:  
This comparative politics course offers students the opportunity to connect locally with organizations working internationally on public and social issues. The course will be discussion-based, interactive and will include a small service-learning commitment. Service-learning will be done jointly with the Denver Council on Foreign Relations (http://denvercfr.org/8001.html) and students will have the opportunity to create white papers that this organization will utilize.

The framework for comparing and analyzing global political issues follows the Global Engagement Initiative (formerly 7 Revolutions) by The Center for Strategic and International Studies (CSIS). The course will allow students to delve into each of the identified global revolutions: Population, Resource management, Technology, Information, Economic integration (inequality), Conflict and security, and most importantly for our consideration, Governance.

I also want to be clear that this course is as much about your skill development in community and group settings as it is about accruing knowledge in comparative politics. I expect that you will set goals around your personal development in seeking consensus, organizing and representing divergent viewpoints, and an ability to manage conflict. All of these skills will serve you well in any career you may pursue. In order to develop your skills, this course will require you to take ownership of what you want to learn, how you will best learn the material, and how you will meet the learning objectives. We will spend part of the first class developing a learning contract that details your goals for this course.

Student Learning Objectives:
• Global Political and Social Awareness:
  • Awareness of how global economic, social, environmental, and cultural systems interact
  • Development of a sense of responsibility for the future of current global problems
  • Ability to engage in critical analysis of social and political issues
  • Ability to synthesize and propose solutions to ways that recognize diverse perspectives
• Demonstrate critical thinking through reviewing multiple viewpoints on a particular issue, identifying strengths and weaknesses of each viewpoint, and synthesizing a new or innovative approach (the comparative method)
• Work with others to solve a given problem, during which students will demonstrate effective collaboration, consensus-building, and consultation:
  o Each student will facilitate a portion of the course content to build public speaking and teamwork skills as well as be required to complete a group project where they write a policy proposal for the Council on Foreign Relations.

• Develop community problem-solving skills:
  o Colby et al. (2007) identify 4 skills necessary for participation:
    ▪ *Skills of political influence and action:* such as knowing whom to contact to get something done about a social or political problem and persuading others to support one’s position
    ▪ *Skills of political analysis and judgment:* including the ability to write well about political topics and the ability to weigh the pros and cons of different positions
    ▪ *Skills of communication and leadership:* for example, assuming leadership of a group and making a statement at a public meeting
    ▪ *Skills of teamwork and collaboration:* such as helping a diverse group work together and dealing with conflict when it arises

**Assignments:**

**Learning Contract:** Experiential education is active learning. Students are empowered to develop and pursue their own learning goals and objectives. Developing a learning contract is a crucial component in the process of learning how to reflect on your experience with our community partner. For definitions of elements of a learning contract, see the appendix in the syllabus. Your learning contract is due Jan. 8th.

**Student-led Discussion (Skills of communication and leadership)** - Each individual in class will facilitate one session of the course. As the group facilitator, you will prepare several questions (min. of 3) that you believe most effectively capture the main points of the reading and the day’s discussion topic. You will email those questions out to the class 24 hours prior to class. Please be creative when you plan for the discussion! You could teach us a skill related to the topic, you may have a small reading or quotation we would read together and discuss with the topic, or you may think of something else that best suits your personal facilitation style. While you will receive a grade on this assignment, I am most interested in your preparation, organization, and ability to encourage the participation of others.

You will write a 2 – 4 page reflection paper on your group facilitation experience. Discuss times when you felt confident or successful at facilitation and highlight areas for improvement based on your experience. Specifically highlight skills you learned in this process and how you practiced those skills during your facilitation. How did this experience enhance your communication or leadership skills? Please provide examples and be as specific as possible. This paper is due the week following your in-class facilitation.
Community Outreach Informational Interview (Skills of political influence and action) - Each individual in class will contact a member of an organization in the Denver community (cannot be a professor) and conduct an informational interview. Your goal is to learn about how their agency/organization works toward solving community issues related to health care, pandemics, or infectious disease either in Colorado or outside the United States (you may want to start by checking out the Posner Center for International Development but you are free to select any local organization). Once you’ve conducted an interview you will need to write up a summary which includes the following information:

- What questions did you ask?
- How does this interview contribute to your group project?
  - Why did you select this individual to interview?
- What types of work does this person do here in the U.S. and what kind of work do they do abroad?
- What are the limitations the organization or individual faces?
- What did you learn from this interview?

Argument Analysis (Skills of political analysis and judgment) - I want to ensure you feel confident dissecting, interpreting, and applying the arguments presented in the comparative literature and seeking out other arguments on a particular topic. In weeks 7, 8, 9, and 10 you will find a scholarly article and write an argument analysis paper. The article must connect to the topic listed for the week and you will present your analysis in class. You will need to post both the article and your analysis to blackboard for all of us to review by Noon on Monday prior to Tuesday’s class. Feel free to post even earlier so we have time to process what you will discuss in class. Your presentation cannot take longer than five minutes and should be a summary of why you selected the article, how it connects the topic of the week, and how the article might contribute to comparative politics and to our DCFR projects. The argument analysis paper you write will likely take you 2 - 3 double-spaced pages to fully complete each part of the six step process (please write a paragraph with examples from your article for each of the following six steps):

Six Step Method for the Analysis and Evaluation of Arguments (adapted from Dr. Pecorino, SUNY Suffolk)

1. Identify the argument:
   a. Clarify the meaning of the text
   b. Distinguish the argument from a disagreement, explanation, description or excuse
   c. Clearly indicate the main conclusion or principal thesis
2. Analyze the argument:
   a. Describe the evidence provided for the author’s claim
   b. Supply the missing premises / formulate the unstated assumptions
3. Criticize the premises:
   a. Logical Criticism
      i. X does not actually lead to Y
   b. Substantive Criticism
      i. Does the data match the argument?
      ii. Are the author’s claims consistent?
4. Criticize the inferences
   a. Validity - soundness or unsoundness
   b. Invalidity - degree of support
5. Introduction and consideration of other relevant arguments
6. Overall Evaluation, Grading, or Final Judgment
   a. Should we believe this argument?
**DCFR White Paper Proposal** *(Skills of teamwork and collaboration)* –

Each group will create a policy proposal for the Council on Foreign Relations. The product DCFR needs “focuses on the implications of Global Health Challenges, specifically for 2015 pandemics & infectious disease, for the state of Colorado. The end product of the program is a fiscally realistic, practically oriented Global Colorado: Global Health Report (white paper format) addressed and distributed to the Governor, Executive Agencies, and Legislature of Colorado to better prepare Colorado for infectious disease challenges from 2016 on.” The proposal must analyze the institutions and electoral system of the target country and clearly articulate a plan for the policy that connects the social need of citizens to the legislative process. Consider your role as a political consultant for the agency. A handout with details of each section of the paper will be provided by DCFR and posted on blackboard.

The first required assignment for your group is a conflict resolution plan. Group work tends to bring out the best and worst in each of us. Too often one or two individuals in a group carry the load or power struggles make the group less effective at completing tasks. Your group needs to write out a conflict resolution strategy to handle the myriad of issues associated with working together. Please brainstorm all the issues you expect may arise then determine how you will work them out among yourselves. Is one individual going to play a mediator role? Will all of you contribute equally to the writing? How will tasks be assigned? What will the group do to create a team environment? When will you meet? Please provide a detailed explanation of your “group process.” Due Jan. 20th.

A draft of the paper that includes the first three sections of the paper is due in class on Feb. 10th. A full rough draft of the paper is due in class on Feb. 24th. That draft will provide feedback for the final draft which will be presented by the group in class on March 13th. All students are expected to contribute to the project and to be a part of the presentation. You may opt to use PowerPoint but this is not a requirement. The presentation should take between 20 and 30 minutes then the group will open the floor for questions. Prepare for an hour of discussion on your white paper.

**Point Breakdown and Grades**

<table>
<thead>
<tr>
<th>Learning Contract</th>
<th>100 points</th>
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<tbody>
<tr>
<td>Contract due on Jan. 8th</td>
<td>50</td>
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<tr>
<td>Final write-up of goal completion and ongoing goals</td>
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| Community Outreach Interview | 200 points |

<table>
<thead>
<tr>
<th>Class Discussion Lead</th>
<th>200 points</th>
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<tr>
<td>Quality of discussion (preparation, materials, participation)</td>
<td>50</td>
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<tr>
<td>Self-Evaluation Paper</td>
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<table>
<thead>
<tr>
<th>Argument Analysis</th>
<th>400 points</th>
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<tr>
<td>Four Analyses (100 by 4)</td>
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<table>
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<tr>
<th>DCFR White Paper</th>
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<tbody>
<tr>
<td>Conflict Resolution Plan</td>
<td>50</td>
</tr>
<tr>
<td>Rough Draft (50 by 2)</td>
<td>100</td>
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<tr>
<td>Final Draft</td>
<td>250</td>
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<td>Presentation to the DCFR committee (final exam)</td>
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Total 1400 points

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<tr>
<td>A-</td>
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<td>1218 points</td>
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<tr>
<td>B</td>
<td>1162 points</td>
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<tr>
<td>B-</td>
<td>1120 points</td>
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<td>C+</td>
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<td>C-</td>
<td>980 points</td>
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<td>D</td>
<td>840 points</td>
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<tr>
<td>F</td>
<td>700 points</td>
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Other Very Important Details and Policies

- I do NOT accept late assignments. Hand it in the day of class or receive a zero.
- I do not accept assignments via email. Hand it in the day of class or receive a zero.
- Missing three class or more results in an automatic F in the course. No absences are excused or unexcused so don’t worry about notes or excuses. If you miss handing in an assignment on a day you are absent, you get a zero on the assignment so be prepared in case something happens on that day. If know in advance you will miss class, just hand in the assignment the class period before you are absent.

Etiquette

Although I will spend some of our class time lecturing, we will have many dialogues in class. In these discussions, you are encouraged to use your personal experiences and perspectives, as well as your understanding of the course material and current events. Direct personal attacks against others in the class are not permitted. Insulting anyone one inside or outside the class on the basis of race, ethnicity, gender, age, sexual orientation, religion, or national background is not permitted. Violations of these rules will be reflected in your grade and, if they continue, may result in disciplinary action by the University.

Contact

I am primarily available by email (if you cannot reach me by DU email, you may contact me at amill145@msudenver.edu). You can also reach me through blackboard or at 303 – 556 – 4433. I am not as great at returning phone calls so generally email is your best option.

Students who need additional academic support

Please contact me as soon as possible if you have a documented learning disability or other condition that requires accommodations, such as a separate testing room or extra time on exams.
**SCHEDULE**

<table>
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<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tr>
<td>4:00 - 4:50</td>
<td>Student-led Discussion</td>
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<td>4:50 - 5:00</td>
<td>Break</td>
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<tr>
<td>5:00 - 5:50</td>
<td>Lecture / Group Work</td>
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**Week 1 – Introduction: The Seven Revolutions Framework (Jan. 6th)**

**Readings:**
- Learning Contract Description (Syllabus Appendix, Example on BB)
- 7 Revolutions PDF (BB): Introduction and Chapter Two: *The Seven Revolutions*

**Due:**
- Learning Contract (Due on Jan. 8th)

**Week 2 – Population (Jan. 13th)**

**Readings:**
- Norris chapters 1, 2
- DCFR Global Health Program Overview
- WHO World Health Report (2007), Overview, Chapter 1, and Chapter 2

**Due:**
- Thursday: Hand in name of person you will interview for Community Outreach Interview and date of scheduled interview

**Week 3 – Governance (Jan. 20th)**

**Readings:**
- Norris chapters 3, 4
- Sorensen, “Metagovernance: The Changing Role of Politicians in Processes of Democratic Governance” (BB)
- Przeworski and Limongi, “Modernization: Theories and Facts”

**Due:**
- Thursday: Group Conflict Resolution proposal

**Week 4 – Resource Management (Jan. 27th)**

**Readings:**
- Norris chapters 5, 6
• Please listen to: http://www.radiolab.org/story/worth/

Due:
• N/A

**Week 5 – Technological Innovation and Diffusion (Feb. 3rd)**

Readings:
• Norris chapters 11,12

Due:
• N/A

**Theoretical Orientations for Local to Global Engagement**

**Week 6 – Institutions (Feb. 10th)**

Readings:

Due:
• Tuesday: Community Outreach Interview Due (with write-up)
• Thursday: White Paper First 3 Sections

**Week 7 – Population Revisited & Representation (Feb. 17th)**

Readings:
• A chapter from Dr. Johnson’s *Challenges in Health and Development*

Due:
• Argument Analysis

**Week 8 – Resource Management Revisited & Social Construction (Feb. 24th)**

Readings:
• Strategic Resources in Colorado for treating, supporting, and preventing global outbreaks

Due:
• Argument Analysis
• White Paper Full Rough Draft

**Week 9 – Technological Innovation Revisited & Policy Diffusion/Innovation (March 3rd)**

**Readings:**
• Emerging technologies in Colorado to impact global health outcomes**

**Due:**
• Argument Analysis

**Week 10 – Governance Revisited (March 10th)**

**Readings:**
• International and National Organizations with the capacity to affect change in global health care*

**Due:**
• Argument Analysis

**FINAL EXAM – White Paper Presentation (Friday, March 13th, Sturm 154, 4 – 5:50)**

**Readings:**
• No readings this week

**Due:**
• Full White Paper
• Final copy of learning contract
  o Include a paragraph discussing the completion of each of your goals. Tell me about how this process worked for you as a learner. What did you learn in the course? What did you learn from your peers? How will you utilize this process in the future to maximize your college career?

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* Asterisks indicate readings that will be determined by week four based on the development of the partnership with DCFR, their strategic needs, and the best fit for supporting the group project.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday Readings</th>
<th>Student</th>
<th>Thursday Readings</th>
<th>Student</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Norris: 1, 2</td>
<td>Kelley</td>
<td>DCFR, WHO, Singh</td>
<td>Harry</td>
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<tr>
<td>Week 3</td>
<td>Norris: 3, 4</td>
<td>Max</td>
<td>Przeworski &amp; Limongi, Sorensen, Rothstein Arriana</td>
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<tr>
<td>Week 4</td>
<td>Norris: 5, 6</td>
<td>Hans</td>
<td>Agrawal &amp; Chhatre, Ostrom, Radiolab Paige</td>
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<tr>
<td>Week 5</td>
<td>Norris: 11,12</td>
<td>Erik</td>
<td>Katz</td>
<td>Shane</td>
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<td>Week 6</td>
<td>Thelen, March &amp; Olsen Trevor</td>
<td>Stoker, Ansell David</td>
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<td>Week 7</td>
<td>Powell, Kennedy</td>
<td>Nicole</td>
<td>Johnson</td>
<td>Taylor</td>
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<td>Week 8</td>
<td>Schneider &amp; Ingram, Fox &amp; Lawless Matt</td>
<td>Strategic Resources Shigeki</td>
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Appendix:

Developing a Learning Contract:
The learning contract provides a helpful way to more effectively understand what you want to learn and how you will take steps toward those goals. The contract is also a great tool for re-focusing yourself when the semester gets busy or overwhelming. The process of developing your own learning goals offers you an opportunity to understand yourself as a learner.

Process
Start by setting aside some time to think about what you want to learn. On the first day of class we will review how to draft a learning contract. You will set your own goals then detail activities which will lead you toward that goal. You will also write an assessment which requires you to determine how and when you will know you’ve met your goal.

Remember, your learning contract is a living document. If something happens that impacts your contract during the quarter, that is not a problem. Life is often renegotiated! Just be sure to hand in an updated copy to me if the contract changes.

Format
The learning contract should be typed. An outline format works well for this particular assignment. Develop at least one goal in the knowledge area and one goal in the skill area and at least one goal in personal growth. Link one or more learning activities to each goal. Define a plan to assess your progress on each goal. I will provide an example on blackboard.

There are three possible categories for your goals:

Knowledge goals describe new information you want to learn, such as:

- Understand three theories of comparative politics that describe the relationship between democracy and development.
- Know how population issues affects natural resource preservation.

Skill goals describe things you want to learn to do. Here are some examples:

- Develop group facilitation skills especially asking open-ended questions which prompt participation.
- Enhance my professional writing skills by improving email communications with individuals I do not know well.

Personal growth and development goals involve the ways in which you hope to grow and change as a person. Here are some examples:

- Understand why I have trouble being patient sometimes.
- Learn to be more assertive.
- Become more open-minded and less judgmental about people in other countries.

Learning activities are the types of experiences and tasks you will perform to reach your goals and objectives. Examples of learning activities include: shadowing another professional in the agency; writing a case report; co-facilitating a group.

Assessment is a chance to see where your strengths are and where you need to improve. You should think about how you want your progress to be assessed. Examples of assessment activities include: being videotaped; surveying clients or co-workers; being observed and given feedback; writing a case study for review.