

90864 Section W3

Spring 2021: Mini 3 (January 29, 2021 Version)

Democracy Now and Next: Conversations with Experts on US Approaches to Advancing Democracy and Countering Authoritarianism At Home and Around the World

(All Sessions by Zoom) Tuesdays 12:00 pm – 1:00 pm and on occasion on Thursdays 12:00-1:00 from February 2, 2020-March 11, 2020 (with final paper due March 14, 2020)

Host/Convener/Professor: Sarah Mendelson

Office Hours by Zoom: Available upon appointment (Please contact Robin Cole rpscole@andrew.cmu.edu to schedule.)

Today, perhaps the most critical threats to the advancement of democracy worldwide are homegrown ones, easily exploited and amplified by adversaries. Democracies everywhere have been having trouble delivering to their populations, especially since the financial crisis of 2008, enabling the rise of populists. Economic and social ills have become entwined with political outcomes. The scale of the 2020 crises—health, economic, racial, environmental, and political—have now decisively affected the US ability to promote democracy and counter the rising tide of authoritarianism. The information ecosystem has contributed enormously to disinformation and polarization. The Trump administration’s delayed acceptance of the outcome of the 2020 US election along with active attempts to overturn the results including through mob violence and bureaucratic maneuvers—plays straight out of a dictator’s handbook that the US government routinely calls as serious fouls—are symptomatic of democracy in distress.

This moment, though, can enable once in a generation reform of how the US engages with democracy at home and around the world. New approaches, themes, and methods—paradigm shifts—can help revitalize US strategy and policy. President Biden has already made the argument about how the health of democracy at home affects our ability to work overseas. This series of conversations with experts enmeshed in thinking through these issues will provide the Carnegie Mellon community with a front row seat to time sensitive policy conversations occurring with representatives of the new administration and with members of Congress. Specifically, we will engage members of a nonpartisan Task Force organized by Freedom House, CSIS, and the McCain Institute <https://freedomhouse.org/task-force-us-strategy-support-democracy-and-counter-authoritarianism> on issues to keep an eye on for democracy in 2021.

Goals/takeaways of the course by the end of the class:

- Students will be able to critically assess the current state of advancing democracy and combating authoritarianism as public policy issues;
- Students will be able to develop critical thinking concerning specific strategies for advancing democracy and combating authoritarianism;
- Students should be able to present and write a crisply articulated policy memo for the Biden administration on how to refresh and reframe US approaches to advancing democracy at home and around the world.

February 2 Session 1 Setting the Stage: Crisis and Opportunity

With Mike Abramowitz, President of Freedom House, Alex Their, Co-Director of the Task Force, and Anne Witkowski, Co-Director of the Task Force

>>February 4 Discussion in Small Group

Required Readings:

Please come to class having (ideally) printed out and (for sure) read through this syllabus.

The Universal Declaration of Human Rights, available at: <http://www.un.org/en/universal-declaration-human-rights/>.

Freedom House, *Freedom in the World (March) 2020*, available at: <https://freedomhouse.org/report/freedom-world/2020/leaderless-struggle-democracy>

Michael Abramowitz and Alexander Thier, “Four Steps to Restore Global Democracy: How the Biden administration can avert its total collapse,” *The Bulwark*, December 9, 2020, available at: <https://thebulwark.com/four-steps-to-restore-global-democracy/>

February 9 Session 2 Institutions Critical to Democracy: What is Needed Now?

With David J. Kramer, Senior Fellow in the Václav Havel Program for Human Rights & Diplomacy and Director for European & Eurasian Studies at Florida International University's Steven J. Green School of International and Public Affairs and Nicole Bibbins Sedaca, Deputy Director and Professor, Master of Science in Foreign Service Program, Georgetown University and Kelly and David Pfeil Fellow at the George W. Bush Institute

February 16 Session 3 Refreshing US Architecture and Alliances: The Summit for Democracy

With Amb. Sarah Mendelson Distinguished Service Professor of Public Policy, Head of Heinz College in Washington, DC, Carnegie Mellon University and Ashely Quarcoo Senior Fellow, Democracy, Conflict and Governance Program, Carnegie Endowment for International Peace

>>February 18 Discussion in Small Group

Required Readings:

Nicole Bibbins Sedaca, “Democracy and Human Rights: America’s Leadership Matters,” the George W. Bush Presidential Center, January 14, 2021, available at: <https://www.bushcenter.org/publications/articles/2021/policy-recs/americas-leadership-matters.html>

Arch Puddington and David J. Kramer, “How Democracy Makes America Great,” *American Purpose*, January 4, 2021, available at: <https://www.americanpurpose.com/articles/how-democracy-makes-america-great/>

Sarah E. Mendelson, “Inequality, the SDGs, and the Human Rights Movement in the US and Around the World,” *Brookings Blog “Future Development,”* June 12, 2020, available at:

<https://www.brookings.edu/blog/future-development/2020/06/12/inequality-the-sdgs-and-the-human-rights-movement-in-the-us-and-around-the-world/>

Sarah E. Mendelson, On the Summit for Democracy (forthcoming)

Ashley Quarcoo, "Global Democracy Supporters Must Confront Systemic Racism," Carnegie Endowment, July 15, 2020, available at: <https://carnegieendowment.org/2020/07/15/global-democracy-supporters-must-confront-systemic-racism-pub-82298>

February 25* Session 4 The Role of Technology and Disinformation: What is to be done?

With Amb. Eileen Donahoe, Executive Director of the Global Digital Policy Incubator at Stanford University, FSI/Cyber Policy Center and Vera Zakem, Senior Technology and Policy Advisor at the Institute for Security and Technology and Founder of Zakem Global Strategies

March 2 Session 5 The Role of Corruption and Kleptocracy: Reforms Adopted and Those Needed

With Stuart Levey, Former Undersecretary of Treasury for Terrorism and Financial Intelligence

>>March 4 Discussion in Small Group

Eileen Donahoe, "Top Technology Policy Priorities for the New Administration," Stanford University, Spogli Institute Commentary, January 19, 2021, available at: <https://fsi.stanford.edu/news/top-technology-policy-priorities-new-administration>

Vera Zakem and Moira Whelan, "America Needs a New Way to Combat Disinformation Now," *Foreign Policy*, January 22, 2021, available at: <https://foreignpolicy.com/2021/01/22/united-states-capitol-siege-disinformation-commission/>

"Landmark Bill Ending Anonymous U.S. Companies is Enacted," Fact Coalition, Press Release, January 1, 2021, available at: <https://thefactcoalition.org/landmark-bill-ending-anonymous-u-s-companies-is-enacted/>

Freedom House, "Combating Corruption and Kleptocracy 2020," available at <https://freedomhouse.org/policy-recommendations/combating-corruption-and-kleptocracy>

March 9 Session 6 How Democracy Interacts with Trade and Development: Options and Challenges

With Mike Green, Senior Vice President for Asia and Japan Chair, Center for Strategic and International Studies, Professor and Director of Asian Studies, Georgetown University School of Foreign Service

>>March 11 Students Present Memos: Discussion in Small Group

This series is open to the entire Carnegie Mellon community and will occur as one hour zoom meetings during lunch at the dates noted in bold above. **The series is also open to Heinz students to take as a 3 credit course. In addition to the sessions, students will be expected to join a number of one hour small group discussions to go deeper into the ideas covered in the sessions. Students will also present and write a five page memo to the Biden administration with specific recommendations on how to refresh and reframe US approaches to advancing democracy at home and around the world and will present briefly these ideas to the group.**

In short, this memo focuses on strategies for US democracy promotion and combating authoritarianism.

Proposed Small Group Sessions with Amb. Mendelson are open to those Heinz students who have registered for Mini 3 as a 3 credit course and will take place February 4, February 18, March 4 and March 11. The five page memo is due March 14.

Course Requirements

Attending the public lecture series is required as well as short reflections written and sent by email at the close of business on the day of the session. Active engagement during the small group meetings is equally fundamental to this course. Students are expected to have read assignments and be prepared to discuss the work in small group. A brief presentation and a five page memo are also requirements.

At a Glance:

Grading Scale:

A, A- 100-90% (excellent)
 B+, B, B- 89-80% (good)
 C+, C, C- 79-70% (satisfactory)
 D 69-60% (passing)
 R 59% and below (not passing)

Attending Public Lecture (20%/Throughout)

In Class Presentation (20%/March 11)

Five page memo (30%/March 14)

Additional Class Participation (30%/Throughout including short, written reflections submitted after the public lectures and engagement in small group. Written reflections will be due by close of business on the day in which the public session occurred and sent by email. Credit is given upon completion of assignment.)

TOTAL: 100%

Students should carefully cite sources. The policy memo (as well as the email reflections) are assignments to be written by you and you alone. Collaboration—writing or editing someone else's paper—is considered a violation of academic integrity.

Students will receive a rubric for the five page writing assignment. There is no rubric for the reflections. These can be as short as five sentences or as long as half a page. Think of them as sending a brief note to your boss on a timely policy discussion.

Guidance for Final Policy Memo:

PLEASE SEND AS A DOC THROUGH EMAIL TO ME AND TO ROBIN COLE.

Policy Memo: Students will write a five page memo to the Biden administration with specific recommendations on how to refresh and reframe US approaches to advancing democracy at home and around the world and will present briefly these ideas to the group. In short, this memo focuses on strategies for US democracy promotion and combating authoritarianism.

Policy Memo Format: Students are encouraged to use the following format in drafting their memo: 1) Bottom Line Up Front; 2) Brief description of the issue(s) addressed; 3) What has been done to date that should remain the same; 4) What needs to change and why; 5) Specific, actionable, time bound, resourced recommendations, and how these recommendations respond to actual needs or will be effective.

Use of Internet Sources: Please use common sense and look for reliable sources.

Citation guidance: If you are quoting someone, you must indicate that you are indeed quoting someone. Footnotes should be placed at the end of a sentence after the period.¹ For an article: First name last name, "Title of Article," *Journal*, volume, (Date), available at: add link here. For a book: First name last name, *Title of Book* (Place: Publisher, year), pages x-y. **Make sure to use Chicago citation style.** If you have any doubts about this citation style, please consult https://owl.english.purdue.edu/media/pdf/1300991022_717.pdf

Papers that do not properly quote or leave out citations will be penalized.

Format: 1 inch margins, 12 pt. font, line spacing=1½ (one and a half). Please include page numbers. **Please submit your document in word format in an email to me with subject line containing relevant information (first one pager, final paper, etc).**

Keep in mind that policy recommendations should be implementable. Consider limiting the number of recommendations to no more than five. Less can be more. Be clear what specific action you are suggesting to fix or what specific problem you are trying to solve. Please, make sure to research your recommendations and cite the information.

Please follow the guidelines below and keep in mind that your grade derives from the content, the presentation, and the organization of the memo.

Begin with a crisp topic sentence and avoid long paragraphs. (Policy makers are busy with little bandwidth; memos should be crisp, clear, precise, and concise.) Use adjectives sparingly. Grammatical and spelling errors will affect your grade. Your arguments should be supported by evidence where possible.

Attending public sessions is mandatory. Students are also expected to send me by email brief reflections (a few sentences will suffice) on general impressions and any specific questions that arose. These reflections, along with the readings assigned, will shape our discussion in small group. Active student participation (as in both talking as well as using the chat

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function) in the small group sessions is essential. (If for any reason, you anticipate missing a class, you must contact me ahead of time.) Students are expected to have read the assigned readings and **be prepared to discuss them including summarizing the main takeaways in brief bullet points as well as presenting an argument on occasion.** Class participation will affect the final grade (30%). Please note that some of the topics covered in this course may emerge as **breaking news** in the *New York Times*, the *Washington Post*, and other news outlets. Students are encouraged to keep up with such developments. **Use of Internet Sources:** Please use common sense and look for reliable sources such as the *New York Times*, or the *Washington Post*, policy or academic journals such as *Foreign Affairs*.

Citation guidance: Please read carefully. All citations, in keeping with the **majority of use in Washington DC policy circles inside and outside of government**, should follow the **Chicago Manual of Style**.

- If you are quoting someone, you must indicate that you are indeed quoting someone by using quotation marks. "Footnotes should be placed at the end of a sentence after the period and the quotation mark."²
- Please do not use roman numerals for footnotes. Please use footnotes and not endnotes.
- For citing an article: First name last name, "title of article," *Journal*, volume, (Date), available at: add link here.
- For citing a book: First name last name, *Title of Book* (Place: Publisher, year), pages x-y. **Make sure to use Chicago citation style.** If you have any doubts about the citation style, please consult https://www.chicagomanualofstyle.org/tools_citationguide.html
- Papers that do not properly quote using this style guide or leave out citations altogether will be penalized.
- **Print out and proof read your work if at all possible after conducting a spell check and before sending your document to me and to Robin Cole. If you do not own a printer, please let me know.**

Format: 1 inch margins, 12 pt. font, line spacing=1½ (one and a half). Please include page numbers in the upper right side and please do not use roman numerals. **Please submit your document in word format in an email to me and Robin Cole.**

Please follow the guidance above and keep in mind that your grade derives from the content, the presentation, and the organization of the memo.

Begin with a crisp topic sentence and avoid long paragraphs. (Policymakers are busy with little bandwidth; memos should be crisp, clear, precise, and concise.) Use adjectives sparingly. Grammatical and spelling errors will negatively affect your grade. Your arguments should be supported by evidence.

² Like this!

Attendance/Lateness Policy: Attendance in class is mandatory. Absence from class and late papers will be penalized. If you anticipate missing a class you must contact me ahead of time. If your paper is late by 24 hours, you are eligible for 90% of the grade (meaning 10% will automatically be deducted). If your paper is late by 48 hours, you are eligible for 80% of the grade (meaning 20% will automatically be deducted). Obviously, if you are sick or you have a family emergency, please contact me.

Zoom code of conduct: Please note that all sessions will be recorded. Please do not share the recordings because FERPA rules apply. Please put cell phones on airplane mode before coming to class and refrain from either checking or sending text messages while in class, just as you would if we were meeting in person. Please feel free to use the chat function or the raised blue hand on Zoom, however, to indicate you want to speak. Please, if at all possible, keep your video open during class but keep your mute button on unless you are speaking. (If you have tech issues, please let Robin Cole know.) If you are planning to share your screen with the class, please have the document open before coming to class so it is easily found.

Policy on Cheating and Plagiarism: To repeat, all writing assignments are to be done alone. Collaboration—writing or editing someone else’s paper—is considered a violation of academic integrity. Students who plagiarize will receive zero points for the assignment and consequently will fail the class. The instructor will make use of all available University policies. All cases of plagiarism will be reported to the Dean and Program Chair.

Accommodations for Students with Disabilities: If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Cell phone use and texting: Please put cell phones on airplane mode before coming to class and refrain from either checking or sending text messages while in class.

Take care of yourself.

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available and an important part of the graduate school experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is there to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty or family member you trust for aid in getting connected to the support that can help.

Rubric for the Policy Memo Forthcoming!