

<b>PUBLIC POLICY 320</b> <b>Politics, Political Institutions, and Public Policy</b> <b>Fall 2015</b>	
<b>Lectures</b> Tuesday & Thursday 8:30-10 am (1110 Weill Hall)	
<b>Discussion Sections</b> Friday at 11 am or 12 pm (1230 Weill Hall)	
<b>Course Website</b> <a href="https://www-personal.umich.edu/~johncior/320-home.html">https://www-personal.umich.edu/~johncior/320-home.html</a>	
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This course introduces you to public policy and the analysis of political processes, within the United States and at the international level. Why do some ideas become policies while others fail? Whose preferences matter most in shaping policies? What laws and norms are most relevant in any given case? How do institutions bias the political process in favor of particular groups, and how can those biases be challenged or exploited?

We will begin by examining the basic institutions and procedures through which groups and individuals pursue their policy goals at home and abroad. We will then analyze some major theoretical approaches that can help us understand political processes. Once we have those frameworks in place, we will examine a number of case studies, focusing on policy issues relevant in both the domestic and international contexts.

I will assume that you have basic familiarity with domestic and international political systems, but prior coursework in those areas is not essential. Before our first lecture, I will ask you to read the first two chapters of our textbook, which is on sale at the major campus bookstores:

Michael Kraft and Scott Furlong, *Public Policy: Politics, Analysis, and Alternatives* (CQ Press: 5<sup>th</sup> edition, 2015)

Those two chapters provide a review and warm-up for the course. If you have not studied politics in depth and would like other suggestions for summer background reading, I am happy to offer suggestions and to lend you books from my office.

## COURSE REQUIREMENTS & POLICIES

### PARTICIPATION

The first course requirement is your active and enthusiastic participation. Public policies are made by engaging in dialogue and debate. To be effective, you need to develop comfort and confidence when asking questions and advancing your views. I encourage you to raise questions and comments during lectures. I will occasionally solicit your opinions, so please come to class prepared. I will also ask you to participate in a few role-play exercises. I will post lecture slides on our course website after each class to reduce your note-taking burden and allow you to focus on the substance of the discussion.

Matt will lead interactive discussion sections on Fridays. Sections will give you chances to ask questions and will feature group exercises and dialogues to develop your teamwork and oral communication skills. You will assist one another through peer reviews of written work and engage in role-play exercises to help you debate and understand policy issues from various angles. We will grant you one unexcused absence from section during the term; additional absences will be reflected in your participation grade. Any request for an excused absence must be accompanied by a note from a doctor, coach, or instructor to Matt within 72 hours of the completion of the missed section. If you miss a lecture or section, you are responsible for getting notes from a colleague.

### ASSIGNMENTS & GRADING

We will ask you to complete a number of assignments designed to expose you to forms of writing and verbal expression that you are likely to use in a real-world policy setting. For each writing assignment, I will give you two or three options for questions to answer (which I will post on our course website).

1. **Decision Memo (Pass/Fail)** - Your first assignment is to write a short decision memo of up to two pages. You will imagine that you are working in a policy setting and will write to your boss on a controversial policy issue. Your job is to identify the issue and its importance, provide concise relevant background, analyze the major options, and recommend a path. We will ask you to turn in a draft, followed by peer review, and then submit your final memo. We will then meet with you individually for feedback. This paper is Pass/Fail. If you fail – which will only happen if you do not complete the assignment or take it seriously – you will lose 10% on your final grade.
2. **Short Quizzes (Pass/Fail)** - You will have three short quizzes during the term, each 20 minutes in length. Quizzes are designed to give you an incentive to keep up with the reading and to provide an indication of your progress. We will also grade them on a P+/P/P-/F basis. Each quiz will carry one-third of the weight of the decision memo, meaning that a P+ or P- gives you a smaller bump upward or downward and that you lose 3.3% on your final grade if you fail.

3. **Advocacy Memo (25%)** - Your second assignment is an advocacy memo of up to 2,000 words. You will imagine working for a policy institution representing a domestic interest group or think tank. You will attempt to convince the attentive public and policymakers to support a particular policy initiative. We will base your grades on papers both on your substantive arguments and your effectiveness in communicating them. Matt and I will consult before, during, and after grading each assignment to be sure we are applying similar standards to written work. We will do our utmost to assign grades fairly. However, if you believe you have received a grade in error, you may submit a one-page written justification of your request for a re-grade on one occasion during the term.
4. **Talking Points & Briefing (25%)** - Your third assignment is to write a mock policy brief. You are a mid-level staff member of a government agency preparing your boss for a pivotal public appearance or private meeting on a major policy issue. You are to provide one page of talking points and concise background (two pages maximum).
5. **Participation (20%)** - We will consider several factors in your participation grade, including attendance, attentiveness, active participation in our class discussions, and completion of required tasks, such as peer reviews and role-play exercises. Half of your participation grade will come from lectures, and half will come from your sections.
6. **Final Exam (30%)** - Our final exam will be on December 22 from 8 to 10 am. It will consist of a series of short essay questions and one longer essay covering various parts of the course. I will mark exams for substance, organization, and writing. I have posted a copy of last year's exam on our course website and will provide some illustrative questions near the end of term to help you prepare. I have also noted that you will be able to compose your response on your computer if you wish, allowing you to take the exam remotely.

### RESEARCH AND WRITING

Effective policy writing is a key to successful policy advocacy and analysis. It requires thinking about your audience, organizing your arguments clearly, and presenting them in a compelling manner. One of our course goals is to help you develop those skills. We will discuss the format for the memos, talking points, and background in lectures. We will also organize workshops in a few of our discussion sections to help you on your assignments and post materials to guide you on our course website. Matt and I will try to offer constructive comments on your papers and are happy to meet to discuss your work.

We are also fortunate to have excellent writing tutors at the Ford School. David Morse, Alex Ralph, and Beth Chimera will be available to meet with you by appointment to offer advice and to read drafts of your written assignments. You can learn more about the Ford School Writing Center or sign up for an appointment at <http://www.fordschool.umich.edu/writing-center/>.

For research, you can begin by consulting sources listed on this syllabus. In addition to providing relevant information, they cite other works on the subject that you may find helpful. You should also begin to familiarize yourself with research tools that will be helpful throughout your career. These include electronic resources like Google Scholar and Lexis-Nexis and the

websites of relevant agencies, institutes and non-governmental organizations. Matt will lead a session on research strategies in September to help get you started. Whenever you conduct research, look for analyses and advocacy pieces from different sources and ideological or normative perspectives. Consider how and why they differ, what evidence they use to support their claims, and which you find most persuasive.

You must turn in your papers on time. In the policy world, meetings happen and decisions are made—late memos, briefs, or op-eds are often worthless. In this course, late papers will receive an automatic deduction of one half-letter grade (5 points), compounded after each 24-hour period. Please plan ahead if you anticipate conflicts at particular times during the semester.

Last but not least, please cite your sources properly. Proper citation is both an obligation and a way to enhance the credibility of your arguments and analysis by telling readers where you got your information. Please use endnotes to refer to articles, books, speeches, and other materials. Any standard, consistent form of citation is fine. You should cite authority whenever you quote people, paraphrase their opinions, or mention non-obvious facts. You do not need to cite sources when reciting well-known and undisputed facts (e.g., “Democrats currently control a majority of the seats in the House of Representatives.”) Please review the university guidelines on plagiarism ([www.lib.umich.edu/handouts/plagiar.pdf](http://www.lib.umich.edu/handouts/plagiar.pdf)) if you have doubts about the standards that apply. I take rules on plagiarism and cheating very seriously, and so should you. Anyone found in violation of the rules will be subject to appropriate disciplinary action.

#### **STUDENTS WITH DISABILITIES**

If you believe you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities to help us determine appropriate accommodations. We will treat any information you provide as private and confidential.

#### **OFFICE HOURS**

Matt and I want to get to know you and encourage you to come to our office hours. We will post sign-up slots on our Wiki each week. One of the most important skills you can develop as a budding policymaker is to get comfortable discussing issues and questions face-to-face. If you email us questions, we will usually encourage you to set up a meeting with us to discuss those questions during office hours.

## LECTURE OUTLINE & READINGS

*With the exception of readings from your Kraft & Furlong textbook, all readings are available on our course website.*

### PART I – CONCEPTUAL FOUNDATIONS

#### Sept. 8      Lecture 1 – Introduction to the U.S. Policy Environment

Topics:

- What is “public policy”? Why study the subject?
- What skills make a policymaker or advocate effective?
- What norms and institutions define the U.S. policy environment?
- Has the Supreme Court become the main locus for change on key U.S. policy issues? Is that a problem?

Reading:

\*\* Michael Kraft and Scott Furlong, *Public Policy: Politics, Analysis, and Alternatives* (5<sup>th</sup> edition, 2015), chapter 2

\*\* “The Supreme Court: Change Is Gonna Come,” *The Economist*, July 4, 2015

Optional further reading:

Kraft & Furlong, *Public Policy*, chapter 1

Alexander Hamilton, James Madison, and John Jay, *The Federalist Papers* #1, 10 and 51

#### Sept. 10      Lecture 2 – Drivers of the Policy Process

Topics:

- What are some key factors explaining policy outcomes?
- What roles do elite preferences, interest groups, public opinion, and institutional rules play in the policy process?
- Case examples: How can we explain the relative lack of policy change on gun laws after a series of tragedies like Columbine and Newtown? How can we understand the sweeping changes in laws on same-sex marriage?

Reading:

\*\* Kraft and Furlong, *Public Policy*, chapter 3

\*\* Amber Phillips, “Gun control? Americans increasingly see more guns as the solution, not the problem,” *Washington Post*, July 27, 2015

\*\* Ben Leubsdorf and Colleen McCain Nelson, "Public's Shift on Same-Sex Marriage Was Swift, Broad," *Wall Street Journal*, June 26, 2015

Optional further reading:

Amy Showalter, "Five Reasons Why the NRA Won the Recent Gun Control Debate That Have Nothing to do With Politics," *Forbes*, May 16, 2013

Optional documentary:

"Gunned Down: The Power of the NRA," *PBS Frontline*, Jan. 6, 2015

**Sept. 11**      **Sections** (exercise on conducting policy research)

**Sept. 15**      **Lecture 3 – Stages in the Policy Cycle**

Topics:

- How does problem definition affect policy outcomes?
- How are policy options formulated, and under what constraints?
- What roles do legitimation and implementation play in policy success?
- What criteria can be used to select a policy option and evaluate it?
- Case example: educational reform in secondary schools

Reading:

\*\* Kraft and Furlong, *Public Policy*, chapters 4 and 10

Optional further reading:

Kraft and Furlong, *Public Policy*, chapters 5 and 6

**Sept. 17**      **Lecture 4 – The Policy Cycle in Practice**

*Draft decision memos due by 5pm on Ctools*

Topics:

- How has the issue of affirmative action been framed by different actors?
- What relevant agendas have been set?
- What policy options have been considered, implemented, and assessed?
- What does the evidence suggest about policy efficacy and equity?
- Case example: affirmative action in U.S. universities

Reading:

\*\* Deborah Stone, *Policy Paradox: The Art of Political Decision Making* (2001), pages 384-414

\*\* Scott Jaschik, "Did the Court Punt? Or Not?" *Inside Higher Ed*, June 25, 2013

\*\* Adam Liptak, "Supreme Court to Weigh Race in College Admissions," *New York Times*, June 29, 2015

Optional further reading:

Summary of *Grutter v. Bollinger*, the 2003 Supreme Court decision about the University of Michigan Law School

William G. Bowen and Derek C. Bok, *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions* (1998), preface and chapter 3

Michael Sandel, *Justice* (2010), chapter 7

"How Minorities Have Fared in States With Affirmative Action Bans," *New York Times*, June 30, 2015

"Affirmative Action: Critical Mess," *The Economist*, July 30, 2014

"Harvard Under Fire," *The Economist*, Nov. 25, 2014

**Sept. 18            Sections (exercise on policy writing)**

**Sept. 22            Lecture 5 - Barriers to Policy Reform**

Topics:

- What are some ways in which U.S. institutional rules and features impede efforts at major policy reform?
- What roles do entrenched private interests play?
- Case example: the 1994 Clinton health care proposal

Reading:

\*\* Michael T. Hayes, *The Limits of Policy Change: Incrementalism, Worldview, and the Rule of Law* (Washington, DC: Georgetown University Press, 2001), chapter 6

\*\* Colin Gordon, *Dead on Arrival: The Politics of Health Care in Twentieth Century America* (Princeton: Princeton University Press, 2003), introduction - chapter 1 is optional

Optional further reading:

Ezra Klein, "The Lessons of '94," *The American Prospect*, Jan. 20, 2008

**Sept. 24            Lecture 6 - Bringing about Policy Reform**

Topics:

- How can the barriers to major policy reform be overcome?
- What level of compromise is necessary and acceptable?
- Case example: passage of the Affordable Care Act (“Obamacare”)

Reading:

\*\* Jonathan Oberlander, “Long Time Coming: Why Health Reform Finally Passed,” *Health Affairs* (2010)

Optional further reading:

Kraft and Furlong, *Public Policy*, chapter 8

Sarah Kliff, “Study: Expanding Medicaid doesn’t reduce ER trips. It increases them.” *Washington Post*, Jan. 2, 2014

**Sept. 25            Sections (peer review of decision memos)**

**Sept. 29            Lecture 7 – The International Policy Environment**

*Final decision memos due in class*

Topics:

- Who are the main actors in the foreign policy environment, and what are the key institutions?
- What normative traditions and legal and ethical constraints shape or constrain foreign policy choices?
- Case example: Henry Kissinger and his critics

Reading:

\*\* Joseph S. Nye, Jr. and David Welch, *Understanding Global Conflict and Cooperation* (9<sup>th</sup> edition, 2012), chapter 2

\*\* Peter Tatchell, “Why Milosevic, but Not Kissinger?” *The Guardian*, Apr. 25, 2002

\*\* Alastair Horne, “The Case for Henry Kissinger,” *The Independent*, Aug. 18, 2009

Optional further reading:

Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1994), chapters 1-2

Christopher Hitchens, “The Case Against Henry Kissinger,” *Harper’s Magazine* (two parts, 2001)

**Oct. 1                Lecture 8 – The U.S. Foreign Policy Process**

Topics:



- To what extent do leaders' rational calculations determine foreign policy choices?
- How do organizational processes and bureaucratic politics constrain or bias the choices leaders make?
- What psychological and ideational factors shape their decision-making?

Reading:

\*\* Joshua S. Goldstein and Jon Pevehouse, "Foreign Policy," in *International Relations* (9<sup>th</sup> edition, 2013)

\*\* Walter Russell Mead, "The Carter Syndrome," *Foreign Policy* (Jan./Feb. 2010)

**Oct. 2                      Sections** (watch part of the film *Thirteen Days*)

**Oct. 6                      Lecture 9 – Explaining Foreign Policy Choices**

Topics:

- What are some of the main factors bearing on foreign policy decisions?
- How does a crisis change the environment for policymaking?
- Case example: the Cuban Missile Crisis
- *Watch part of the film "Thirteen Days"*

Reading:

\*\* Graham Allison, "The Cuban Missile Crisis," in Steve Smith et al, eds., *Foreign Policy: Theories, Actors, Cases* (2<sup>nd</sup> edition, 2012)

Optional further reading:

Graham Allison, "The Cuban Missile Crisis at 50," *Foreign Affairs* (2012)

Graham Allison, "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review* (1969)

## PART II - POLICY IN PRACTICE

### MODULE 1 - HUMAN RIGHTS & COUNTER-TERRORISM

#### Oct. 8            Lecture 10 - Interrogating Terror Suspects

Topics:

- What are some of the principal tensions between human rights and counter-terrorism policy?
- Why did the U.S. government decide after 9/11 to detain terror suspects at Guantanamo and “black sites” and adopt controversial interrogation measures?
- How was the policy amended over time?
- How does this example help us understand the roles of individuals, institutions, the policy process, and unofficial actors?

Reading:

\*\* Philip Zelikow, “Codes of Conduct for a Twilight War,” *Houston Law Review* (2012)

Optional further reading:

Philip Heymann, ed., *Living the Policy Process* (Oxford, Oxford University Press, 2008), chapters 14 and 15

Donald Rumsfeld, Memorandum to the Joint Chiefs of Staff (Jan. 19, 2002)

Optional documentary:

“Secrets, Politics, and Torture,” *PBS Frontline*, May 19, 2015

#### Oct. 9            Sections (workshop on writing advocacy memos)

#### Oct. 13           Lecture 11 - Closing Guantanamo

Topics:

- Why has President Obama been unsuccessful in closing Guantanamo?
- What are the other policy options, and what are their merits and drawbacks?

Reading:

\*\* Peter Finn and Anne Kornblut, “Guantanamo Bay: How the White House lost the fight to close it,” *Washington Post*, Apr. 23, 2011

\*\* David Lerman, "Bergdahl Swap Makes Obama's Guantanamo Vow Tougher To Do," *Bloomberg*, June 11, 2014

\*\* "Obama Tries Another Push to Close Guantanamo Bay Prison," *Associated Press*, July 22, 2015

Optional further reading:

Department of Justice, Report on implications of transferring Guantanamo detainees to U.S. soil (May 2014)

Ken Gude, "What Has to Happen to Close Guantanamo Bay This Year," *Center for American Progress* (Jan. 2014)

**Oct. 15            Lecture 12 – Prosecuting Terrorism Cases**

Topics:

- What are the U.S. options for trying terrorist suspects captured overseas?
- Why did the Obama administration favor civilian trials, and why have most suspects been tried instead in military commissions?
- What are the merits and shortcomings of these alternatives?
- *Watch short video clips of U.S. officials*

Reading:

Kenneth Jost, "Prosecuting Terrorists," *CQ Researcher* (Mar. 2010)

Department of Justice and Department of Defense, July 2009 memorandum on venue selection

Additional newspaper readings

**Oct. 16            Sections (Quiz #1 and exercise TBD)**

**Oct. 20            *Fall study break – no class***

**Oct. 22            Lecture 13 – Conducting Surveillance**

*Advocacy memos due in class*

Topics:

- What are some of the civil liberties issues raised by U.S. domestic counter-terror policies and practices?
- How was the NSA able to develop such an extensive domestic surveillance program?

Reading:

Kraft and Furlong, *Public Policy*, chapter 12 (pages 427-29 and 451-58)

Optional documentary:

“United States of Secrets,” *PBS Frontline*, May 13-20, 2014

Oct. 23            Sections (TBD)

## MODULE 2 – ECONOMIC DEVELOPMENT & INEQUALITY

Oct. 27            **Lecture 14 – Addressing Inequality in the U.S.**

Topics:

- What policy tools does the U.S. government have for promoting inclusive domestic economic development?
- How can we explain the rising economic inequality in the United States?
- Have the welfare reforms of the 1990s succeeded in reducing poverty and inequality?
- How should Social Security be reformed to remain viable?

Reading:

\*\* Kraft and Furlong, *Public Policy*, chapter 7 (pages 216-31) and chapter 9

Oct. 29            **Lecture 15 – Redeveloping Detroit**

Topics:

- What are some of the principal policy challenges facing redevelopment of Detroit?
- What types of policies are available to promote more robust and inclusive growth and development?

Reading:

World Economic Forum, Global Agenda Council on Competitiveness, *The Competitiveness of Cities* (2014), case study on Detroit

Selected newspaper articles on the New International Trade Crossing project

Oct. 30            Sections (Quiz #2 and exercise TBD)

**Nov. 3                      Lecture 16 – Reforming Development Institutions**

Topics:

- What are some of the key institutions for addressing inequality and development at the international level?
- What are some of the principal critiques of those institutions?
- What types of challenges do they face in making aid effective?

Reading:

John Ravenhill, “The Study of Global Political Economy,” in John Ravenhill, ed., *Global Political Economy* (4<sup>th</sup> edition, 2014)

Raj M. Desai and James Vreeland, “What the New Bank of BRICS Is All About,” *Washington Post*, July 17, 2014

Optional further reading:

Joseph E. Stiglitz, *Globalization and Its Discontents* (New York: W.W. Norton, 2003), chapters 1 and 9

Oxfam, “Working for the Few: Political Capture and Economic Inequality,” *Oxfam Briefing Paper* (January 2014)

**Nov. 5                      Lecture 17 – Managing Development Projects**

Topics:

- What are some of the principal challenges to effective international development projects in practice?
- What means do development institutions have to mitigate the risks and maximize the benefits?
- Case example: the Chad-Cameroon pipeline project

Reading:

\*\* Scott Pegg, “Chronicle of a Death Foretold: The Collapse of the Chad-Cameroon Pipeline Project,” *African Affairs* (2009)

\*\* Scott Pegg, “Can Policy Intervention Beat the Resource Curse?” *African Affairs* (2006)

Optional further reading:

International Finance Corporation, Fact Sheet on Chad-Cameroon Pipeline (2007)

Exxon, Fact Sheet on Chad/Cameroon Oil Development Project (Aug. 2007)

**Nov. 6                      Sections (workshop on writing talking points and background)**

**MODULE 3 - ENERGY & THE ENVIRONMENT**

**Nov. 10      Lecture 18 - Optimizing Energy & the Environment**

Topics:

- What are some of the major problems and perceived trade-offs?
- What official agencies, private actors, and norms are most relevant to shaping policies in these areas?
- What kinds of policy tools does the U.S. government have?

Reading:

\*\* Kraft and Furlong, *Public Policy*, chapter 11

**Nov. 12      Lecture 19 - Advocating for Policy Change**

Topics:

- What types of policy advocacy strategies and tactics are effective?
- What are the mechanisms by which they affect public policies?
- *Watch and discuss clips from the film "An Inconvenient Truth"*

Reading:

Articles on climate change advocacy strategies and impacts

**Nov. 13      Sections (TBD)**

**Nov. 17      Lecture 20 - Tackling Climate Change in the U.S.**

*Talking points and background due in class*

Topics:

- Why has it been so challenging to regulate carbon emissions at the Federal level in the United States?
- How has the executive branch exercised its discretion during the Obama administration?
- How have state and local authorities exercised leadership on climate change policies?

Reading:

Jennifer Weeks, "Climate Change," *CQ Researcher* (June 2013)

Optional further reading:

Barry Rabe, "Contested Federalism and American Climate Policy," *Publius* 41:3 (2011)

**Nov. 19            Lecture 21 – Pursuing a Global Deal**

Topics:

- Why has it been so difficult to secure an international agreement on climate change?
- How can we understand the results of the 2009 Copenhagen talks? Was the resulting accord a failure or an incremental success?
- In what ways is the 2014 bilateral accord between China and the United States important? What are its limitations?

Reading:

\*\* Michael Levi, "Copenhagen's Inconvenient Truth," *Foreign Affairs* (2009)

\*\* David G. Victor, "Why the UN Can Never Stop Climate Change," *The Guardian*, Apr. 4, 2011

\*\* Alan Neuhauser, "Obama's Latest Climate Goal: What It Will Take to Rein in Emissions," *U.S. News & World Report*, Nov. 12, 2014

Optional further reading:

The White House, *Fact Sheet: President Obama Announces New Actions To Strengthen Global Resilience To Climate Change And Launches Partnerships To Cut Carbon Pollution* (Sept. 23, 2014)

The White House, *Fact Sheet: U.S.-China Joint Announcement on Climate Change and Clean Energy Cooperation* (Nov. 11, 2014)

Daniel Bodansky, "The International Climate Change Regime: The Road from Copenhagen," *Harvard Project on International Climate Agreements* (Oct. 2010)

**Nov. 20            Sections (TBD)**

**Nov. 24            Lecture 22 – Simulation Exercise**

Topics:

- How should the World Bank manage possible trade-offs between economic development and the livelihoods of local populations?
- What roles can country representatives and civil society actors play in devising effective and inclusive development projects and strategies?
- Case example: the World Bank's 2014 loan for the Congolese Inga III dam
- *In-class policy simulation exercise*

Reading:

Packet of background materials and articles for the simulation

CORAP, Open Letter to the World Bank Executive Board (2014)

International Rivers, *Factsheet: Congo's Energy Divide* (2013)

Optional further reading:

Augustin Nguh, *Corruption and Infrastructure Projects in the DR Congo?* (International Rivers, 2013)

**Nov. 26-27** No class or sections – Thanksgiving break

**MODULE 4 – THE WAR ON DRUGS**

**Dec. 1** Lecture 23 – Curbing Drug Supply at the Source

Topics:

- In what ways is the problem of illicit drugs one about supply? About demand?
- What public policy options and tools are available?
- What are the particular challenges of tackling illicit narcotics at the source?
- Which strategies has the U.S. government tried in Afghanistan, and why have they met with such limited success?

Reading:

Liana Rosen and Kenneth Katzman, “Afghanistan: Drug Trafficking and the 2014 Transition,” *CRS Report for Congress* (May 2014)

Optional further reading:

William Brownfield, Assistant Secretary of State, “Future U.S. Counternarcotics Efforts in Afghanistan,” Senate testimony (Jan. 2014)

Matthieu Aikins, “Afghanistan: The Making of a Narco State,” *Rolling Stone*, Dec. 4, 2014

John Sopko, Special Inspector General for Afghanistan Reconstruction, “Future U.S. Counternarcotics Efforts in Afghanistan,” Senate testimony (Jan. 2014)

**Dec. 3** Lecture 24 – Stopping Drugs at the Border

Topics:

- Border issues: nexus to the immigration debate

Reading:

Jeffrey Miron, “The Realities behind the Immigration Debate,” *Daily Caller*, May 18, 2010.

“Arizona Governor: Most Illegal Immigrants Smuggling Drugs,” *Associated Press*, June 25, 2010.



Short newspaper articles

**Dec. 4**            **Sections (TBD)**

**Dec. 8**            **Lecture 25 – Policing Drugs & Gangs at Home**

Topics:

- The war at home: drug-related gangs and prison sentences

Reading:

Sarah Glazer, “Sentencing Reform,” *CQ Researcher* (Jan. 2014)

Alex Kingsbury, “Gangs in the U.S.,” *CQ Researcher*, July 2010

**Dec. 10**           **Lecture 26 – Dealing with Demand**

Topics:

- Alternatives to penal sanctions: demand-side approaches and the debate over legalization

Reading:

Peter Katel, “Legalizing Marijuana,” *CQ Researcher* (July 2010)

U.S. Office of National Drug Control Policy, “Marijuana Legalization: A Bad Idea” (Oct. 2010)

Amanda Paulson, “Legal marijuana experiment in two states: has it worked?” *CS Monitor*, Feb. 21, 2015

**Dec. 11**           **Sections (review for final exam)**

**Dec. 22**           **Final Exam (8:00-10:00 am)**