This course is designed to introduce you to public policy and the analysis of political processes, both within the United States and at the international level. Why do some ideas become policies while other fail? To what extent do institutions and procedures drive policy outcomes? How important are the preferences and efforts of particular actors? To what degree 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 individual or corporate actors seek to achieve domestic, regional, or global policy goals. Second, we will analyze some major theoretical approaches that can help us understand political processes. Third, we will examine a number of case studies, focusing on policy issues that are relevant in both the domestic and international contexts.

I will assume that you have basic familiarity with the architecture of domestic and international political systems, but prior coursework in those areas is not essential. If you have not studied those subjects and would like to do some background reading or refresh your prior knowledge, I recommend reading from these two books (or prior editions of them):


I have a few copies of both books in my office (3316 Weill Hall), which you may sign out and borrow if you wish. They are also available for purchase on Amazon and at bookstores if you wish. They are not required.
PARTICIPATION

The first course requirement is your active and enthusiastic participation. Public policies are made by engaging in dialogue and debate. To be effective in that setting, 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 it is important for you to come to class prepared. I will also ask you to participate in a few role-play exercises. I will post lecture slides on CTools after each class to reduce your note-taking burden and allow you to focus on the substance of the discussion.

Emad will lead Thursday sections, which will be highly interactive. Each section will include a question & answer session that enables you to follow up on material from lectures. Sections will also feature group exercises and presentations to develop your teamwork and oral communication skills. You will engage in peer review and critique one another’s work, and you will have opportunities to engage in role-playing exercises designed to help you see policy issues from the angles of various participants in the policy process. You are permitted 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 (or coach/instructor, if appropriate) to Emad within 72 hours of the completion of the missed section. You are required to attend all lectures and sections. If you have an unavoidable conflict, you are responsible for getting notes from a colleague.

ASSIGNMENTS & GRADES

The course will also require you to complete a number of assignments. Our papers might differ from those you have written in other courses. Our goal is to expose you to forms of writing and verbal expression that you are likely to use in a real-world policy setting.

• Short Decision Memo (Pass/Fail) – Your first assignment will be to write a short policy memorandum of no more than two pages. We will ask you to consider a pending policy issue, provide brief background on the policy matter in question, briefly outline the alternative options, analyze them, and issue a succinct recommendation on what your boss should do. We will grade your op-eds on a simple P+/P/P-/F basis (high pass/pass/low pass/fail). We expect that “pass” will be the most common mark. If you get a P+, you will get a small bump upward on your final grade (about 1%); if you get a P-, you will get a small bump downward. If you fail—which is only likely if you do not complete the assignment or do not take it seriously—you will lose 10% on your final grade. We will not provide detailed written comments but will arrange times for each of you to meet with one of us to discuss your op-ed in person.

• 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 op-ed, 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.
• **Advocacy memo (25%)** - Your second writing assignment will be a memorandum of up to 2,000 words in which you represent a particular interest group and attempt to convince a legislator to support a policy approach or initiative. We will base your grades on papers both on your substantive arguments and your effectiveness in communicating them. Emad 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.

• **Talking points & briefing (25%)** - Your third assignment will be a policy brief of roughly 1,500 words. You will be a mid-level staffer in a U.S. cabinet agency preparing your Secretary for a pivotal meeting on a major policy issue.

• **Participation (20%)** – We will consider a number of factors in your participation grade, including your attendance, attentiveness, oral participation, and completion of required tasks, such as completing your op-eds, providing peer reviews on time, and performing role-play exercises. Half of your participation grade will come from lectures, and half will come from your work in Thursday sections.

• **Final Exam (30%)** – Your final course requirement is an in-class exam on Thursday, December 16 from 4:00 to 6:00pm. The exam will consist of a series of short essay questions and one longer essay covering various parts of the course. I will mark them for substance, organization, and writing. I will post a copy of last year’s early in the term and give you some illustrative questions near the end of term to help you prepare.

Assignments are described at the end of this syllabus, and we will provide further guidance on CTools. We will also use CTools to collect your drafts for each assignment. 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 letter grade, compounded after each 24-hour period. We will only grant exceptions in cases of certified medical emergencies. Please plan ahead if you anticipate a heavy workload at particular times during the semester.

**DEVELOPING YOUR WRITING SKILLS**

One key to effective policy advocacy is the ability to write concisely and convincingly. This means thinking about your audience, organizing your arguments clearly, and presenting them in a compelling manner. One of our goals in the course is to help you develop those skills. Emad and I will try to offer constructive comments on your papers. In some cases, we may ask you to resubmit one or more of your papers during the term.

We are also fortunate to have excellent writing tutors at the Ford School. David Morse, Alex Ralph, and Beth Chimera will be available to work with you throughout the term. They will be available to meet with you by appointment to offer advice and to read drafts of your written assignments. You may learn more about the Ford School Writing Center at http://www.fordschool.umich.edu/writing-center/. If you do not perform to your satisfaction after the first one or two assignments, please do not hesitate to consult Emad or me.

You should properly cite the authorities you use in your papers by including endnotes. (Please see the guidelines at the end of the “Assignments” section.) Any standard
system of citation is fine, provided that you use it consistently. I encourage you to use a wide range of online sources to begin learning about a subject, but you shouldn’t cite Wikipedia or other sources that lack recognized indicia of reliability.

**REQUIRED TEXT & READINGS**

Our textbook is Michael Kraft and Scott Furlong, *Public Policy: Politics, Analysis, and Alternatives* (CQ Press: 4th edition, 2013). It will be available at Ulrich’s and Michigan Book & Supply by late August. I will post all required reading materials that are not contained in the Kraft and Furlong textbook on our course CTools site.

As you prepare for policy-relevant careers, you should also get in the habit of following current U.S. and world politics by reading major newspapers and magazines regularly. We will draw from current events occasionally during the course. In addition to the major U.S. dailies, try to read a foreign publication at least once a week and consider why political processes are depicted so differently by major media outlets.

**LAPTOPS AND WIRELESS DEVICES**

I prefer that you take notes by hand, which is more conducive to class discussion and helps you get more out of the lectures. You may use a laptop only if you turn off your wireless device and restrict yourself to taking notes. If it appears that members of the class are using their laptops for other purposes, I will require a select number of students to take computerized notes for the class during each lecture and ask everyone else to take notes by hand. Please turn off and put away all other electronic devices you bring into the lecture hall or sections.

**PLAGIARISM OR CHEATING**

I take these rules seriously, and so should you. If I suspect anyone of plagiarizing or cheating, I will take appropriate measures. Anyone found guilty will fail the course and may be subject to other disciplinary action. If you have questions about what constitutes plagiarism, please see www.lib.umich.edu/handouts/plagiar.pdf.

**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.

**CONTACTING US**

Emad and I want to get to know you and encourage you to come to our office hours. I will bring sign-up sheets for mine to each lecture, and you can also schedule with Emad before or after lectures. Both of us prefer personal visits to impersonal emails. 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 about the course material or assignments, we will encourage you to set up a meeting with us to discuss those questions during office hours.
### LECTURE OUTLINE & READINGS

*Note: with the exception of readings from your Kraft & Furlong textbook, all required readings are available on CTools under “Schedule.”*

## PART I

**POLITICS, INSTITUTIONS, AND THE U.S. POLICY PROCESS**

### Sept. 3

**LECTURE 1 - Introduction**

- What is “public policy”? Why study the subject?
- What skills make a policymaker or advocate effective?
- Key themes in the course:
  - Conflicting pressures, principles, and priorities
  - Interplay of domestic and international politics and institutions
  - Relationship between policy process and outcomes
- Introductory case: undocumented migrants at the U.S. border

**Required reading:**


### Sept. 8

**LECTURE 2 - The U.S. Policymaking Environment**

- What are some of the defining norms and institutions?
- How do these tend to affect policymaking?
- Case example: the challenges of immigration reform
- *Policy writing: presentation by Ford School writing instructor Beth Chimera*

**Required reading:**

- **Kraft and Furlong, *Public Policy*, chapter 2**
- **Athena Jones, “Immigration question: how far can the President go on executive actions?” *CNN*, Aug. 7, 2014**
Syllabus as of Nov. 22, 2014

Optional further reading:

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

<table>
<thead>
<tr>
<th>Sept. 10</th>
<th>LECTURE 3 – Drivers of the Policy Process</th>
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<tbody>
<tr>
<td></td>
<td>- What are some key factors explaining policy outcomes?</td>
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<td>- What roles do elite preferences, interest groups, public opinion, and institutional rules play in the policy process?</td>
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<td>- Case examples: gun rights and same-sex marriage</td>
</tr>
</tbody>
</table>

**Required reading:**

- **[Kraft and Furlong, *Public Policy*, chapter 3](#)**
- **[Jonathan Cohn, “Demographics Alone Don’t Explain Why the Gay-Rights Movement is on Such a Roll,” *New Republic*, Feb. 18, 2014](#)**

**Optional further reading:**


<table>
<thead>
<tr>
<th>Sept. 11</th>
<th>Sections (exercise on how to conduct research and assess research materials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 15</td>
<td>LECTURE 4 – Stages in the Policy Cycle</td>
</tr>
<tr>
<td></td>
<td>- How does problem definition affect policy outcomes?</td>
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<td>- How are policy options formulated, and under what constraints?</td>
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<td>- What roles do legitimation and implementation play in policy success?</td>
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<td>- What criteria can be used to select a policy option and evaluate it?</td>
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<td>- Case example: reform in secondary schools</td>
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</tbody>
</table>

**Required reading:**

- **[Kraft and Furlong, *Public Policy*, chapters 4 and 6](#)**

**Optional further reading:**

- **[Kraft and Furlong, *Public Policy*, chapters 5 and 10](#)**

**Assignment Due**: Draft decision memo (at 5pm on CTools)
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Topics</th>
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</table>
| Sept. 17 | **LECTURE 5 - The Policy Cycle in Practice** | • 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 |
|        | Required reading: |  
** Summary of *Grutter v. Bollinger*, the 2003 Supreme Court decision about the University of Michigan Law School  
|        | Optional further reading: |  
| Sept. 18 | **Sections (peer review of op-eds)** | - |
| Sept. 22 | **LECTURE 6 - Barriers to Policy Reform** | • 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 |
|        | Required reading: |  

*QUIZ #1 (in class)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Topics</th>
<th>Required Reading</th>
<th>Optional Further Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Sept. 24 | LECTURE 7 – Bringing about Policy Reform                                | • 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”) | ** Jonathan Oberlander, “Long Time Coming: Why Health Reform Finally Passed,” Health Affairs (2010)                      | Kraft and Furlong, Public Policy, chapter 8                                                                                     | ** Final decision memo (in class) |
| Sept. 25 | Sections (group presentations #1)                                       |                                                                                                                                  |                                                                                                              |                                                                                                                |                |
| Sept. 29 | LECTURE 8 – The Foreign Policy Process                                  | • 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 clips from the film “Thirteen Days” | ** Joshua S. Goldstein and Jon Pevehouse, “Foreign Policy,” in International Relations (9th edition, 2013)                    |                                                                                                                |                |
| Oct. 1  | LECTURE 9 – Explaining Foreign Policy Choices                           | • To what extent do leaders’ rational calculations determine foreign policy choices?  
• How do organizational processes and bureaucratic politics constrain or bias leaders’ choices?  
• Case example: the Cuban missile crisis (continued)  
Optional further reading:

Oct. 2  Sections (group presentations #2)

Oct. 6  LECTURE 10 – International Norms, Institutions & Actors

- 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

Required reading:
** Joseph S. Nye, Jr. and David Welch, *Understanding Global Conflict and Cooperation* (9th edition, 2012), chapter 2

Optional further reading:

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**PART III**

**POLICY IN PRACTICE: ISSUES AND CASE STUDIES**

Oct. 8  LECTURE 11 – Human Rights & Counter-Terrorism (I)

- What are some of the principal challenges in confronting terrorism?
- What U.S. and international agencies have the greatest roles to play, and what tools are at their disposal?
- What laws and norms apply?

Required reading:
** Kraft and Furlong, *Public Policy*, chapter 12

Optional further reading:

**QUIZ #2 (in class)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct. 9</td>
<td>Sections (group presentations #3)</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Assignment Due: Draft advocacy memo (at 5pm on CTools)</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Fall study break — no class</td>
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<tr>
<td>Oct. 15</td>
<td><strong>LECTURE 12 - Human Rights &amp; Counter-Terrorism (II)</strong></td>
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<tr>
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<td>- Why did the U.S. government decide after 9/11 to detain terror suspects at Guantanamo and “black sites” and adopt controversial interrogation measures?</td>
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<td>- How was the policy amended over time?</td>
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<td>- How does this example help us understand the roles of individuals, institutions, the policy process, and unofficial actors?</td>
</tr>
</tbody>
</table>
|        | Required reading:
|        | Optional further reading:
|        | Donald Rumsfeld, Memorandum to the Joint Chiefs of Staff (Jan. 19, 2002) |
| Oct. 16| Sections (peer review of draft memos) |
| Oct. 20| **LECTURE 13 - Human Rights & Counter-Terrorism (III)** |
|        | - Why has President Obama been unsuccessful in closing Guantanamo? |
|        | - What are the other policy options, and what are their merits and drawbacks? |
Required reading:
** Peter Finn and Anne Kornblut, “Guantanamo Bay: How the White House lost the fight to close it,” Washington Post, Apr. 23, 2011
** Ken Gude, “What Has to Happen to Close Guantanamo Bay This Year,” Center for American Progress (Jan. 2014)

Optional further reading:
- Department of Justice, Report on implications of transferring Guantanamo detainees to U.S. soil (May 2014)

Oct. 22  ** LECTURE 14 - Human Rights & Counter-Terrorism (IV)

- 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

Required reading:
** Department of Justice and Department of Defense, July 2009 memorandum on venue selection (on CTools)
** Additional newspaper readings (on CTools)

Assignment Due: Final advocacy memo (in class)

Oct. 23  ** Sections (policy discussion exercise)

Oct. 27  ** LECTURE 15 - Economic Development & Inequality (I)

- 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?
- Is it a problem that needs fixing? If so, what are some major options, and what are the obstacles to making them effective?
Required reading:
** 📖 Kraft and Furlong, *Public Policy*, chapter 7

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<tr>
<th>Date</th>
<th>Lecture Title</th>
<th>Topics</th>
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</table>
| Oct. 29 | LECTURE 16 – Economic Development & Inequality (II) | - 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?  
- *Special guest visit: Amber Elliot, Detroit Revitalization Fellow*  
  Required reading:  
  ** 📖 Selected newspaper articles on the New International Trade Crossing project |
| Oct. 30 | Sections (group presentations #4) |  |
| Nov. 3 | LECTURE 17 – Economic Development & Inequality (III) | - 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?  
  Required reading:  
  Optional further reading:  
Nov. 5  LECTURE 18 – Economic Development & Inequality (IV)

• 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

Required reading:

Optional further reading:
International Finance Corporation, “Fact Sheet on Chad-Cameroon Pipeline” (ca. 2007)
Exxon, “Fact Sheet on Chad/Cameroon Oil Development Project” (Aug. 2007)
Paul Brown, “Chad oil pipeline condemned for harming the poor,” The Guardian, Sept. 27, 2002

Nov. 6  Sections (group presentations #5)

Nov. 10 LECTURE 19 – Economic Development & Inequality (V)

• 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

Required reading:
** Packet of background materials and articles for the simulation (on CTools)
** 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)

Assignment due: Draft talking points & briefing (by 5pm on CTools)
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Nov. 1</td>
<td>LECTURE 20 - Energy &amp; Environment (I)</td>
<td>• What are some of the major problems and perceived trade-offs?</td>
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<td>• What official agencies, private actors, and norms are most relevant to</td>
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<td>shaping policies in these areas?</td>
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<td></td>
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<td>• What kinds of policy tools does the U.S. government have?</td>
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<td></td>
<td>Required reading:</td>
<td>** <a href="#">Kraft and Furlong, Public Policy, chapter 11</a></td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Sections (peer review of draft talking points)</td>
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<tr>
<td>Nov. 17</td>
<td>LECTURE 21 - Energy &amp; Environment (II)</td>
<td>• What types of policy advocacy strategies and tactics are effective?</td>
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<td></td>
<td>• What are the mechanisms by which they affect public policies?</td>
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<td>• Watch and discuss clips from the film “An Inconvenient Truth”</td>
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<td>Required reading:</td>
<td>** Articles on climate change advocacy strategies and impacts (on CTools)</td>
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<tr>
<td>Nov. 19</td>
<td>LECTURE 22 - Energy &amp; Environment (III)</td>
<td>• Why has it been so challenging to regulate carbon emissions at the</td>
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<td>Federal level in the United States?</td>
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<td></td>
<td>• How has the executive branch exercised its discretion during the</td>
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<td>Obama administration?</td>
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<td></td>
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<td>• How have state and local authorities exercised leadership on climate</td>
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<td>change policies?</td>
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<tr>
<td></td>
<td>Required reading:</td>
<td>** Jennifer Weeks, “Climate Change,” CQ Researcher (June 2013)</td>
</tr>
<tr>
<td></td>
<td>Optional further reading:</td>
<td>** Barry G. Rabe, Statehouse and Greenhouse: The Emerging Politics of</td>
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<tr>
<td></td>
<td></td>
<td>American Climate Change Policy (Brookings Institution Press, 2004),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>chapter 5</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>Sections (policy discussion exercise )</td>
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</tr>
</tbody>
</table>

*QUIZ #3 (in class)*
**Nov. 24**  
**LECTURE 23 - Energy & Environment (IV)**

- 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?

**Required reading:**

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


**Assignment due: Final talking points & briefings (in class)**

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**Nov. 26**  
**LECTURE 24 – Energy & Environment (V)**

- Role-play simulation exercise

**Required reading:**

**Simulation materials and background readings (on CTools)**

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**Nov. 27**  
**No sections (Happy Thanksgiving!)**

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**Dec. 1**  
**LECTURE 25 - The War on Drugs (I)**

- 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?

**Required reading:**


**Optional further reading:**


<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 3</td>
<td>LECTURE 26 - The War on Drugs (II)</td>
<td>Border issues: nexus to the immigration debate</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>Sections (review of course material and Q&amp;A)</td>
<td></td>
</tr>
<tr>
<td>Dec. 8</td>
<td>LECTURE 27 - The War on Drugs (III)</td>
<td>The war at home: drug-related gangs and prison sentences</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>LECTURE 28 - The War on Drugs (IV)</td>
<td>Alternatives to penal sanctions: demand-side approaches and the debate over legalization</td>
</tr>
</tbody>
</table>
Assignments

You have three writing assignments during the term. For each assignment, you will be able to choose among various issue areas that we will cover in the course—domestic economic policy, international development, the environment and global warming, or human rights and the war on terror. The purpose of giving you a limited set of options is to provide choice while ensuring that others in the class will be writing on similar topics and can meaningfully critique your work. Most of the situations below are hypothetical, though I have tried to make them realistic and relevant to current debates.

Op-ed

Your first assignment is to write a punchy, convincing op-ed designed for a major U.S. newspaper and containing no more than 1,000 words. Your job is to shape public opinion (and especially elite public opinion) on a controversial policy issue. Your rough draft is due on Sept. 15, and your final draft is due on Sept. 24. We will have a peer-review exercise in section on Sept. 18. You will have three to four options for questions to answer (which I will announce via CTools).

Advocacy Memo

Your second assignment is a mock memorandum of up to 2,000 words in which you represent a domestic interest group or think tank and attempt to convince policymakers to support a particular policy initiative. Your rough draft is due on Oct. 8, and your final draft is due on Oct. 22. We will have a peer-review exercise in section on Oct. 16. You will have three to four options for questions to answer (which I will announce via CTools).

Talking Points & Briefing

Your third assignment is to write a mock policy brief of approximately 1,500 words. 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 (less than 500 words) and some brief background (around 1,000 words). Your rough draft is due on Nov. 10, and your final draft is due on Nov. 24. We will have a peer-review exercise in section on Nov. 13. You will have three to four options for questions to answer (which I will announce via CTools).

**Style & Format**

We will spend some time in lecture and sections discussing the format for the writing assignments. You probably already have ideas about how to organize an effective op-ed. We will discuss the format for the briefing and advocacy memo during the term. Materials to guide you are on CTools under “Resources.”

**Research**

You can begin by consulting your textbook and the other 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 Lexis-Nexis and the websites of major agencies, institutes and non-governmental organizations relevant to your project. Emad will lead a discussion session on basic research strategies in September to help get you started.

**Citation**

You should cite your sources properly. Legally, it is your obligation. Proper citation also enhances the credibility of your arguments and analysis by telling readers where you got your information. For your op-ed, you do not need to use endnotes, but you should provide an indication of your sources in the text. For example, you could write (hypothetically) that “According to a July 2014 Gallup poll, over 61% of Americans support new legislation to reduce carbon emissions from automobiles.”

For your brief and advocacy memo, you should 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.”) In the real world, policy practitioners do not always cite sources as well as they should. You should get in the habit.