

REVISED JANUARY 18, 2010

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Tuesday Thursday 9:30-10:45

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“The question we ask today is not whether our government is too big or too small, but whether it works And those of us who manage the public’s knowledge will be held to account, to spend wisely, reform bad habits, and do our business in the light of day, because only then can we restore the vital trust between a people and their government.”

President Barack Obama, Inaugural Address, January 20, 2009

Introduction to Public Policy Leadership

PPL 101 – Spring 2010

Course Description

I affectionately refer to this course as “*public policy boot camp*.” This course will introduce you to the study of public policy and leadership, as individuals and as a collective. It focuses on the substance of policymaking and policy issues in the U.S. domestic and international context, and places these within a larger political framework. It explores policy leadership from multiple perspectives, including leadership by policy analysts, elected and appointed officials, activists, and average citizens. Readings include theory, method, and case study material; writing requirements include short, analysis/reflection assignments and a semester-long research project. Class sessions emphasize discussion, debate, and problem-solving, with limited time for lecture.

Course Goals

After successfully completing this course you will be able to:

- describe the most important institutions, processes and problems of public policy;
- understand the strengths and limitations of different types of leadership intent on influencing public policy;
- recognize and analyze how values influence public policy and leadership, and better understand your own views and those of others;
- demonstrate your knowledge of specific policy areas, both those covered in the course and on which you do your own research;
- apply what you have learned to better understand and help address public policy problems; and
- learn how to think more strategically, analyze more rigorously, and communicate more effectively.

Readings

The following are available at the university bookstore. Please bring the day’s readings to class.

- Michael Kraft and Scott Furlong, *Public Policy: Politics, Analysis, and Alternatives*, Third ed. CQ Press, 2010.
- Deborah Stone, *Policy Paradox: The Art of Political Decision Making*, Revised ed. Norton, 2002.

Resources

In addition to these books, I will assign readings from time to time from two of the greatest newspapers in our country: The Washington Post (www.washingtonpost.com) and the New York Times (www.newyorktimes.com). These papers are generally considered to be liberal, although even liberals will often take issue with reporting on various issues. I will also occasionally assign pieces from the Cato Institute (<http://www.cato.org/>) (Libertarian) The Heritage Foundation (Conservative

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<http://www.heritage.org/>) and the Brookings Institution (“middle of the road”) (<http://www.brookings.edu>) All have thoughtful, careful policy research available. *You will be surprised who supports which positions!* My goal is to expose you to a variety of policy perspectives. These should all be available online, but I will also try to post them on blackboard.

Course Demeanor

Class attendance is a must. All absences must be accompanied by a signed doctor’s note or a written letter of explanation. **After three unexcused absences, the student’s grade will drop a letter grade.** Students who miss more than four classes will be asked to withdraw from the course. If it is too late in the semester to withdraw, students who miss more than four classes will receive a D in the course.

Be polite. I have absolutely no tolerance for rude, impolite or disrespectful behavior, whether towards me or your colleagues. Students must be polite and kind at all times. Please remove your hat when you come into class. Think of me as your boss, and your classmates as your co-workers. Learn how to disagree, without being disagreeable. Impolite behavior can result in being kicked out of the class, or even worse . . .

Be prepared. Read all assignments. Expect to be called on. Submit assignments on time. Show up to class on time.

No texting, face-booking, surfing or other disruptive electronic behavior: Computers and phones can help us communicate, but they can also be serious distractions. I am not a fan of laptops. I prefer if students use pen and ink to take notes. If I catch you texting or face-booking in class, you will be thrown out, and it will be an unexcused absence.

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Course Assignments

Writing Assignments – 15 pts

You will have three short written assignments due at the start of class worth five points each. These should be **no longer than one page, single spaced, 12 point font** and should be **based on the reading for that day**. I will collect these assignments and grade them on the basis of style, organization, grammar and content. Late assignments will *only* be accepted in cases of documented illness or emergency, although you may turn in any assignment early.

Policy paper – 15 pts

You will research and analyze one policy area over the course of the semester, writing **one five page paper, single spaced, 12 point font, Times New Roman**. This paper will utilize and applying the concepts in our course readings. This will give you an opportunity to apply what you are learning in class to a policy area of interest to you and to gain specific policy expertise. More detailed information will be provided.

Attendance— 10 points

Midterm-25 points: You will have one in-class midterm. The exam will be a combination of identification terms, short answer, and essay questions. You will receive a review handout in advance.

Quizzes – 25 points: quizzes on material covered in class.

Debate – 10 points: We will have three in-class debates on current issues of importance; you will participate in one. You and others on your team will research your side of the issue, prepare your presentation, and try to convince your classmates of the merits of your stand. More detailed information will be provided.

Grading Scale

A: 90-100 pts D: 60-69 pts
B: 80-89 pts F: Below 60 pts
C: 70-79 pts

Academic Honesty and Plagiarism

Plagiarism is unacceptable in this and every other class. The consequences of plagiarism are severe, so if you aren't familiar with university policies regarding what constitutes plagiarism and the steps that follow when faculty members suspect academic dishonesty, you should review the *University M Book*. If you are at all in doubt about your use of sources and citations or your collaborative work with other students, please consult with me *before* you submit your work.

Accommodations

If you are a student with a disability and need reasonable academic accommodations and/or auxiliary aids, please contact the Office of Student Disability Services to obtain an Instructor Notification of Classroom Accommodations form as soon as possible. Complete information on student disability services is available at: <http://www.olemiss.edu/depts/sds/> or by calling SDS at 662-915-7128.

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Schedule of Classes- Spring 2010

◆ Subject to change

Leadership

Class 1-Tuesday, January 19: Introduction to the Course

Reading:	<ul style="list-style-type: none">Coming of Age In Mississippi (handout) =chapters 22 through 25 (pages 284-350)
Writing Assignment #1 (due next Tuesday)	<ul style="list-style-type: none">Lecture on Leadership by MacGregor Burns and Invisible Black Women Southern LeadersThis year is the 50th anniversary of the Civil Rights Movement in Mississippi. Reflect on Anne Moody as a student leader.

Class 2-Thursday, January 21: Public Policy, Leadership, and the President

Reading:	<ul style="list-style-type: none">Gastil, "A Definition and Illustration of Democratic Leadership" Available at http://www.com.washington.edu/program/instructors/gastil/gastil_definition.pdfParment, JFK, The Presidency of JFK. Chapter 11. "Signing on For Civil Rights." (pp 249-276)
Writing Assignment #2 (due next Thursday)	<ul style="list-style-type: none">Using Gastil's definition, how did JFK show leadership in the civil rights movement, or fail to do so?Lecture on Leadership, Social Movements and Policy Implementation

Class 3-Tuesday, January 26

Reading:	<ul style="list-style-type: none">The Price of Defiance: James Meredith and the Integration of Ole Miss. (pp. 297-396)
Writing Assignment #3 (due next Tuesday)	<ul style="list-style-type: none">Who showed leadership and who did not in the integration of Ole Miss? Justify your answer.Discussion of Integration

Class 4- Thursday, January 28:

Reading:	<ul style="list-style-type: none">Introduction and Ch. 1 in Stone's <i>Policy Paradox</i>
Come prepared to discuss:	<ul style="list-style-type: none">What are some examples of "commons" or "collective action" problems that are facing the country currently?

Nuts and Bolts

Class 5-Tuesday, Feb 2: Government Institutions and Policy Actors

Reading:	<ul style="list-style-type: none">Chapter 1 and Chapter 2, Kraft and Furlong, <i>Public Policy and Politics, Government Institutions and Actors</i>
	<ul style="list-style-type: none">Do you believe that interest groups, such as the NAACP or the NRA, have too much influence over policymaking, about the right amount, or too little? Use a specific policy and a specific interest group, such as the AARP and social security. How about people your age? If you think anyone doesn't have the right amount, what do you think we should do about it?

Class 6- Thursday, Feb. 4: Policy analysis

Reading:	<ul style="list-style-type: none">Chapter 3, Kraft and Furlong, <i>Understanding Public Policy Making</i> and Ch. 6 <i>Assessing Policy Alternatives</i>
Come prepared to discuss:	<ul style="list-style-type: none">Gas prices have increased significantly last year. How might a trucker define the problem? An environmentalist? An oil company executive? You?

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Class 7-Tuesday, Feb 9: Policy Goals: Equity

Reading:	<ul style="list-style-type: none"> Ch. 2 in Stone's <i>Policy Paradox</i>, <i>Equity</i>
Come prepared to discuss:	<ul style="list-style-type: none"> What are the main differences between Nozick's and Rawls's ideas? With whom do you most agree? Why? Stone writes that "the idea that [equality and efficiency] are incompatible is a politically useful myth for the rich and powerful." How does she support this argument? Do you agree? Why or why not?

Class 8-Thursday, Feb 11: Thinking about equity and efficiency

Reading:	<ul style="list-style-type: none"> Chapter 3 in Stone's <i>Policy Paradox</i> <i>Efficiency</i>
Come prepared to discuss:	<ul style="list-style-type: none"> What are the tradeoffs between equity and efficiency in the current stimulus bill ? Start thinking about your policy memo!

Class 9—Thursday, Feb 16: Measuring policy problems

Reading:	<ul style="list-style-type: none"> Stone, Ch. 6. <i>Symbols</i>
Come prepared to discuss:	<ul style="list-style-type: none"> What is Ole Miss a symbol of? What is Colonel Reb a Symbol of? What is the Confederate Flag a symbol of? Be polite and respectful as you listen to your classmates speak.

Economy

Class 10-Tuesday, Feb 18: Economic and Budgetary Policy

Reading:	<ul style="list-style-type: none"> Ch. 7 in Kraft and Furlong <i>Economic and Budgetary Policy</i> Economy Made Few Gains in Bush Years Available at http://www.washingtonpost.com/wp-dyn/content/linkset/2005/04/12/LI2005041200630.html House Democrats Present \$825 Billion Stimulus Package http://www.washingtonpost.com/wp-dyn/content/article/2009/01/15/AR2009011502054.html?hpid=topnews
	<ul style="list-style-type: none"> Why has it been so difficult for the U.S. to eliminate its budget deficits? What do you think should be done about them? What has caused budget deficits to spiral out of control recently?

Class 11— Thursday, Feb 25th Quiz

Reading:	<ul style="list-style-type: none"> No new reading. Continued discussion of readings from prior class.
In class:	<ul style="list-style-type: none"> Quiz #1: quiz on civil rights movement and leadership
Come prepared to discuss:	<ul style="list-style-type: none"> General discussion, review quiz

Foreign Policy

Class 12- Tuesday, March 2, Public Problems and Policy Alternatives

Reading:	<ul style="list-style-type: none"> Ch. 12 in Kraft and Furlong "<i>Foreign Policy and Homeland Security</i>"
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Class 13- Thursday, March 4, Understanding Public Problems, In Depth

Review	<ul style="list-style-type: none"> Iraq Five Years On: The Coalition Is Winning the War Against Al-Qaeda, Nile Gardiner, Ph.D. (Heritage) Available at http://www.heritage.org/Research/Iraq/upload/wm_1860.pdf Learning the Right Lessons from Iraq, Friedman, Sapolsky and Preble (Cato) Available at http://www.cato.org/pubs/pas/pa-610.pdf How to Leave a Stable Iraq Stephen Biddle (Brookings) Available at http://www.brookings.edu/articles/2008/09_iraq_ohanlon.aspx
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Class 14-Tuesday March 9, 2010 (Slack/ Catch Up Day)

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Class 15- Thursday, March 11, review for midterm

Reading:	<ul style="list-style-type: none">• Focus on Stone and Furlong
Come prepared to discuss:	<ul style="list-style-type: none">• questions

March 15-19th-Spring Break

Class 16-Tuesday, March 23

In Class Midterm	
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Social Security and Health Care

Class 18- Thursday, March 25, social security

Reading:	<ul style="list-style-type: none">• Ch. 9 in Kraft and Furlong “Welfare and Social Security Policy”• Saving Social Security Peter A. Diamond and Peter R. Orszag (Brookings) Available at http://www.brookings.edu/~media/Files/rc/articles/2005/spring_saving_diamond/200506diamondorszag.pdf <ul style="list-style-type: none">• Medicare and Social Security: The Challenge of Giant Entitlement Costs, David C. John and Robert E. Moffit, Ph.D. (Heritage). Available at http://www.heritage.org/Research/Budget/upload/wm_1867.pdf
Discussion	When was social security developed and why?

Class 19-Tuesday, March 30: Health Care

Reading:	<ul style="list-style-type: none">• Ch. 8 in Kraft and Furlong “Health Care Policy”
Discuss	<ul style="list-style-type: none">• Health Care Reform 2009/2010

Class 20-Thursday, April 1, Health Care Quiz/Environment

Quiz	<ul style="list-style-type: none">• Quiz on Health Care Reform and Social Security• Lecture on Environment• Ch. 11 in Kraft and Furlong “Environmental and Energy Policy” U.N. Report Describes Risks of Inaction on Climate Change Available at http://www.nytimes.com/2007/11/17/science/earth/17climate.html Arctic Melt Unnerves the Experts Available at http://www.nytimes.com/2007/10/02/science/earth/02arct.html Disappointments on Climate http://www.nytimes.com/2007/12/17/opinion/17mon1.html
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Environment

Class 21-Tuesday, April 6, More on Environment (Guest Lecturer)

Reading:	<ul style="list-style-type: none">• Ch. 11 in Kraft and Furlong “Environmental and Energy Policy” U.N. Report Describes Risks of Inaction on Climate Change Available at http://www.nytimes.com/2007/11/17/science/earth/17climate.html Arctic Melt Unnerves the Experts Available at http://www.nytimes.com/2007/10/02/science/earth/02arct.html Disappointments on Climate http://www.nytimes.com/2007/12/17/opinion/17mon1.html
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Debates

Class 22-Thursday, April 8: *Guest Lecturer*

Debate	• Debate #1 Debate on whether the US should withdraw from Iraq and why
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Class 23 – Tuesday, April 13: *Guest Lecturer*

Debate	• Debate #2, Debate on Reforming Social Security Policy
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Class 23-Thursday, April 15: *Guest Lecturer*

Debate	• Debate #3: Debate on whether to Sign the Kyoto Protocol, and How to improve
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Policy Memo Due May 7, 2010