

**Public Policy 585 Syllabus**

**The Political Environment of Policy Analysis  
Tuesdays & Thursdays, 2:30-4 pm  
Winter 2007**

Prof. Shobita Parthasarathy  
4202 Weill Hall Ph: 764-8075 E-mail: shobita@umich.edu  
Office Hours: Thursdays 4-6:30 pm or by appointment

GSI: Jeremy Hekhuis  
Ph: 202-215-0564 E-mail: jhekhu@umich.edu  
Office Hours: Fridays 11-2:30 or by appointment (Amer's, in the Union)

This course teaches students how to understand the domestic political environments within which policies are made, both at home and abroad. Students will learn how to be effective participants in public policymaking, as policy analysts, administrators, and advocates, by exploring what motivates and constrains the various actors in the political system. The course will also help students recognize, in comparative perspective, the unique challenges that arise as they engage in policymaking efforts in different domestic political systems. Students will be exposed to a variety of domestic policymaking environments in the United States, Europe, Asia, Africa, and Latin America through a number of case studies, focused on the politics of science and technology. Case studies will include debates about issues such as stem cell research, genetically modified organisms, HIV, dam-building, and oil drilling. In each of these cases, it examines several key sites of policymaking – agenda setting, legislation, interest group activity, and judicial review – focusing attention, at each step, on political actors, their understanding of their role and their motivations, and their incentives to use or ignore policy analysis. The course is designed for graduate students in the social or natural sciences, or any of the professional schools.

Overall, the course has the following goals:

- To train students to anticipate the issues and challenges that may arise when they are engaged in the policymaking process in different domestic political environments;
- To recognize the competing interests and strategic alternatives that surround any issue, particularly in different domestic policy environments, and why this recognition is a necessary complement to issue analysis;
- To introduce students to the policymaking environments of countries in Europe, Asia, Africa, and South America, in comparative perspective with the United States; and
- To improve students' written and oral communication skills.

In addition to being one of the required courses at the Ford School, this is one of the core courses for the graduate certificate in Science, Technology, and Public Policy (For more information, please see: <http://stpp.fordschool.umich.edu>).

Requirements for this course include careful reading of assignments **before** class sessions, exceptional attendance and participation at seminar discussions, multiple short writing assignments and two longer papers, an oral presentation and accompanying peer critique.

Grading and information about the assignments is provided in the assignment guide for the course. You will need to become familiar with the CTools site: <http://ctools.umich.edu>. All assignments will be submitted and returned via CTools, and many of the readings will be posted there as well.

One book (Gabriel Almond et al., *Comparative Politics Today*, Longman Publishing, 2005) is required for the course. It can be purchased at Shaman Drum Bookstore, 313 S. State St., (662-7407). It is also available on reserve in the library in the Towsley Reading Room on the 3<sup>rd</sup> floor of Weill Hall. Readings not from the required book below are posted on the CTools site.

## Class Schedule and Assignments

### **I. Introduction**

**Tues., Jan. 9: Introduction to the Political Environment in Comparative Perspective**

**Thurs., Jan. 11: Effective Arguments and Well-Written Memos**

Joni Eareckson Tada, Christian Council on Persons with Disabilities (2003), "Research Cloning from a Disability Perspective"

Bill Albert, Bioethics Committee—Disabled People International Europe (2004), "The New Genetics and Disability Rights."

Almond et al., Politics in the United States, *Comparative Politics Today* (Ch. 19)

"Grading Criteria for Short Papers"

Task: Read Tada and Albert's statements and comparatively assess the effectiveness of their arguments. Is one more effective than the other? What makes it more or less effective? Albert's is longer than Tada's—how might you shorten his statement while maintaining the argument? Grade them both according to the standards laid out in the handout, "Grading Criteria for Short Papers." No need to turn anything in, but we'll discuss your answers in class.

### **II. Agenda-Setting and Interest Groups**

**Tues., Jan. 16: Policy Knowledge and Political Action**

Council for Responsible Genetics (2001), "What You Mother Never Told You About Stem Cells."

Richard M. Doerflinger (2004), Testimony before Subcommittee on Science, Technology and Space, Senate Commerce, Science and Transportation Committee.

Richard Hayes (2006). "Stem Cell Caution."

Diane Beeson (2006), Testimony before House Government Reform Subcommittee on Criminal Justice, Drug Policy and Human Resources—Hearing on Stem Cell Research.”

Juvenile Diabetes Research Foundation, “Why Federal Stem Cell Policy Must Be Expanded.”

2006 Virginia Commonwealth University Life Sciences Survey, “Opinions Shifting on Stem Cell Research; Opposition to Cloning Continues.”

PARADE/Research!America Health Poll (2005). Powerpoint slides.

Task: What kinds of evidence does each group present? What kinds of evidence do they not present? How does each group’s position influence the kinds of evidence they choose to present, and how they present it?

Paper #1

You've been asked to consider whether your organization (who operates in the United States) should frame stem cell research in terms of its implications for people with disabilities. Respond in a 250-500 word memo (1 pg single-spaced, 2 pg double-spaced). Make your organization's position on stem cell research clear, and remember to specify the audience that it is hoping to reach. The memo must include a thesis (one organizing idea) and a counter-argument (one weakness, with the best answer to it that you can give). Please post the paper on CTools by the beginning of class.

Note: You may NOT consult Shobita, Jeremy, Elena, or David for help on this paper.

Thurs., Jan. 18:       **Framing in Comparative Perspective**

Herbert Gottweis (2002), “Stem cell policies in the United States and Germany: Between Bioethics and Regulation.” 30(4): 444-469.

Almond et al., Politics in Germany, *Comparative Politics Today* (Ch. 10)

Tues., Jan. 23:       **Policy Venues and Images (I)**

James M. Jasper (1991). “Three Nuclear Energy Controversies.” *Controversy: The Politics of Nuclear Decisions.*” Dorothy Nelkin, editor. Thousand Oaks, CA: Sage Publications.

Frank Baumgartner and Bryan D. Jones (1991), "Agenda Dynamics and Policy Subsystems," *Journal of Politics* 53:1044-74.

Almond et al., Politics in France, *Comparative Politics Today* (Ch. 9)

Thurs., Jan. 25:       **Policy Venues and Images (II)**

Christine Hauskeller (2004). "How Traditions of Ethical Reasoning and Institutional Processes Shape Stem Cell Research in Britain." *Journal of Medicine and Philosophy*. 29(5): 509-532.

Almond et al., Politics in England, *Comparative Politics Today* (Ch. 8)

Handout: "Policy Venues and Policy Images for the Roundtable"

Mon., Jan. 29: **Group Policy Proposal Due!**

**\*\* Group assignments for the policy roundtables \*\***

Each group should turn in (1) a paragraph summarizing the specific policy or policy proposal that your group will debate; (2) a list that names each member of your group and the specific organization/person s/he will represent; (3) a sentence or two about each organization/group's position on the issue. Please post the assignment on CTools by 4 pm.

Tues., Jan. 30: **Agenda-Setting – Analyzing Current Events**

Ruud Koopmans and Jan Willem Duyvendak (1995). "The Political Construction of the Nuclear Energy Issue and Its Impact on the Mobilization of Anti-Nuclear Movements in Western Europe." *Social Problems*. 42(2): 235-251.

Greenpeace (2004). "Plutonium Contamination at Accident-Prone Plant Prompts Call for De Palacio Intervention." *Press Release*.

Greenpeace (2003). "No More Dirty Nuclear for Europe. Go Wind!" *Press Release*.

Greenpeace. "Energy Revolution: A Sustainable Pathway to a Clean Energy Future for Europe." *Leaflet*.

Paper #2

Write a 250-500 word essay (1 pg single-spaced, 2 pg double-spaced) assessing (1) whether the French government is likely to reconsider its support for nuclear power and (2) whether mass public opinion is likely to have a role in its political fate. Despite the fact that this is a two-part question, make sure that you have a unified thesis and that you include a counter-argument in your paper. Please post on CTools by the beginning of class.

Thurs., Feb. 1: **Interest Group Identity**

P. Routledge (2003). "Voices of the damned: discursive resistance amidst erasure in the Narmada Valley, India." *Political Geography*. 22: 243-270.

Arundhati Roy (2000). "The People vs the God of Big Dams." *The Times of India*.

Almond et al., Politics in India, *Comparative Politics Today* (Ch. 17)

Tues., Feb. 6:           **Interest Group Coalitions: Structure and Organization**

Sanjeev Khagram (2004). *Dams and Development: Transnational Struggles for Water and Power*. Ithaca, NY: Cornell University Press. Chapter 3.

Pablo S. Bose (2004). "Critics and Expts, Activists and Academics: Intellectuals in the Fight for Social and Ecological Justice in the Narmada Valley, India." *International Review of Social History*. 49 Supplement: 133-137.

Thurs., Feb. 8:           **Interest Group Coalitions: Why Bother?**

Roopali Phadke (2002). "Assessing Water Scarcity and Watershed Development in Maharashtra, India: A Case Study of the Baliraja Memorial Dam." *Science, Technology, and Human Values*. 27(2): 236-261.

Maria Carmen Lemos and Johanna W. Looye (2003). "Looking for Sustainability: Environmental Coalitions across the State-Society Divide." *Bulletin of Latin American Research*. 22(3): 350-370.

Tues., Feb. 13:           **Activism Beyond Borders**

Maitreyi Das (1992). "The Internationalization of the Narmada Dam: Do Western Environmental Groups Have a Role in Third World Ecology Movements?"

Ajay Gandhi (2002). "The Indian Diaspora in Global Advocacy." *Global Networks*. 2(2): 357-362.

Task: Check out the website of Friends of River Narmada ([www.narmada.org](http://www.narmada.org)). What does it do? Who are its coalition partners? Also check out some of Narmada Bachao Andolan's press releases (<http://www.narmada.org/nba-press-releases/>). What is the relationship between Friends of River Narmada and Narmada Bachao Andolan?

Thurs., Feb. 15:           **Activism and the Courts**

Balakrishnan Rajagopal (2004). "Limits of law in Counter-Hegemonic Globalization: The Indian Supreme Court and the Narmada Valley Struggle." Working Paper Series: Centre for the Law and Governance, Jawaharlal Nehru University.

Paper #3

You work for an Indian organization concerned about the government's plans to build a dam in a poor, rural area on the Kali river. You've been asked whether and how your organization should take advantage of the court system, or use another policy venue to make its voice heard. Articulate your proposed strategy in a 250-500 word memo (1 pg single-spaced, 2 pg double-spaced). Be sure to make your organization's position on the dam-building clear, and remember

to include (and respond to) a counter-argument in your paper. Please post on CTools by the beginning of class.

### III: Different States, Different Political Opportunities

#### Tues., Feb. 20: **National Styles of Regulation**

Sheila Jasanoff (1995). "Product, Process, or Programme: Three Cultures and the Regulation of Biotechnology," in M. Bauer, ed., *Resistance to New Technology* (New York: Cambridge University Press), pp. 311-331.

David Vogel (2003). "The Hare and the Tortoise Revisited: The New Politics of Consumer and Environmental Regulation in Europe." *British Journal of Political Science*. 33: 557-580.

Commentaries on Vogel's "flip-flop" theory in *Risk Analysis* (2001).

#### Thurs., Feb. 22: **Understanding the Role of the Corporation**

Rachel Shurman (2004). "Fighting 'Frankenfoods': Industry Opportunity Structures and the Efficacy of the Anti-Biotech Movement in Western Europe." *Social Problems*. 51.2: 243-268.

Robert Doubleday (2004). "Institutionalising non-governmental organization dialogue at Unilever: framing the public as 'consumer citizens.'" *Science and Public Policy*. pp. 117-126.

Task: Investigate the following industry websites—Council for Biotechnology Information ([www.whybiotech.com](http://www.whybiotech.com)), EuropaBIO ([www.europabio.org](http://www.europabio.org)), and BIO ([www.bio.org](http://www.bio.org))—and compare them to activist websites, including—Say No to GMOs ([www.saynotogmos.org](http://www.saynotogmos.org)) and Greenpeace ([www.greenpeace.org](http://www.greenpeace.org).) What are the differences in the strategies? How are they responding to one another? How do American and European industry and advocacy websites compare to one another?

Task: Compare and contrast at least 3 different anti-GMO advocacy groups from different countries, via their websites. What are the important and interesting similarities and differences? You can find a pretty good list of organizations here: <http://www.greenpeace.org/international/campaigns/genetic-engineering/food/labelling-the-right-to-know/what-is-happening-in-your-coun>

### Feb. 25-Mar. 4: SPRING BREAK!!!

#### Tues., Mar. 6: **National Styles of Regulation in Non-Democratic States**

Carlos Wing Hung Lo et al. (2000) "The Regulatory Style of Environmental Governance in China: The Case of EIA Regulation in Shanghai." *Public Administration and Development* 20: 305-318.

Almond et al., *Politics in China*, *Comparative Politics Today* (Ch. 13)

Paper #4

You work for an international organization that is now focused on increasing the Chinese government's attention to environmental issues. Write a short strategy memo (250-500 words, as usual) detailing the best strategy for your organization, given China's regulatory style. Would political strategies used in the US and Europe be neatly transferable to the Chinese context? Why or why not? Remember to include a counter-argument. Please post on CTools by the beginning of class.

Thurs., Mar. 8:           **Politics in Unstable States**

Ebenezer Obadare (2005) "A Crisis of Trust: History, Politics, Religion and the Polio Controversy in Northern Nigeria." *Patterns of Prejudice* 39(3): 265-284.

Edmund Sanders (2006). "Nigeria Steps Up Vaccination Campaign After Lapse." *Los Angeles Times*. October 6.

Almond et al., Politics in Nigeria, *Comparative Politics Today* (Ch. 18)

Sun., Mar. 11:           **Roundtable Research Memo Due!**

**\*\* Roundtable Research Memo due on CTools Sunday, March 11, at 5 pm \*\***

Tues., Mar. 13:           **Politics in Unstable States (2)**

Eghosa E. Osaghae (1995). "The Ogoni Uprising: Oil Politics, Minority Agitation and the Future of the Nigerian State." *African Affairs*. 94.376: 325-344.

Jedrzej George Frynas (1998). "Political instability and business: focus on Shell in Nigeria." *Third World Quarterly*. 19.3: 457-478.

Thurs., Mar. 15:           **Similar Questions, Different Solutions**

Varun Gauri and Evan S. Lieberman (2004). "AIDS and the State: The Politics of Government Responses to the Epidemic in Brazil and South Africa."

RECOMMENDED: Almond et al., Politics in Brazil, *Comparative Politics Today* (Ch. 15)

Tues., Mar.20:           **Similar Question, Different Solutions**

João Biehl (2004). 80(22): The Activist State: Global Pharmaceuticals, AIDS, and Citizenship in Brazil. *Social Text*. 105-132.

Mandisa Mbali (2004). "TAC in the history of rights-based, patient-driven HIV/AIDS activism in South Africa."

David Barnard (2002). "In the High Court of South Africa, Case No. 4138/98: The Global Politics of Access to Low-Cost AIDS Drugs in Poor Countries." *Kennedy Institute of Ethics Journal*. 12.2: 159-74.

Thurs., Mar. 22:       **Similar Question, Different Solutions**

U.S. Department of Health and Human Services (2007). "ADAP Fact Sheet."

Robert J. Buchanan (1998). "State Implementation of the AIDS Drug Assistance Programs." *Health Care Financing Review*.

Michael J. Green, Steven Fong, David T. Mauger, and Peter A. Ubel (2001). "Rationing HIV Medications: What Do Patients and the Public Think about Allocation Policies?" *Journal of Acquired Immune Deficiency Syndromes*. 26: 56-62.

Paper #5

You work for an organization devoted to increasing access to HIV drugs in South Africa. Your boss has asked you to write a short paper (250-500 words, as usual) detailing whether and what South Africa can learn anything from the Brazilian and American experiences. Are there any elements of Brazil's or America's approach that can be transported to South Africa? Which ones? Are some easier to reproduce in South Africa than others? Why? Remember to include a counter-argument. Please post on CTools by the beginning of class.

Tues., Mar. 27:       **Comparative Technology Policy: Shaping Technological Design**

Shobita Parthasarathy (2007). *Building Genetic Medicine: Breast Cancer, Technology, and the Comparative Politics of Health Care*. Chapter 2.

Shobita Parthasarathy (2005). "Architectures of Genetic Medicine: Comparing Genetic Testing for Breast Cancer in the USA and the UK." *Social Studies of Science*. 5-40.

Thurs., Mar. 29:       **Comparative Technology Policy: Considering Policy Design**

Frédéric Varone, Christine Rothmayr, and Éric Montpetit (2006). "Regulating Biomedicine in Europe and North America: A Qualitative Comparative Analysis." *European Journal of Political Research*. 45: 317-343.

Éric Montpetit, Christine Rothmayr, and Frédéric Varone (2005). "Institutional Vulnerability to Social Constructions: Federalism, Target Populations, and Policy Designs for Assisted Reproductive Technology in Six Democracies." *Comparative Political Studies*. 38:119-142.

**\*\* Roundtable Press Release due on CTools , Friday, March 30, by 5PM \*\***

Tuesday, Apr. 3:       **Comparative Technology Policy: Considering Policy Design**

Open Networks, Closed Regimes: The Impact of the Internet on Authoritarian Rule.  
Shanthi Kalathil and TC Boas. Ch. 5.

Almond et al., Politics in Egypt, *Comparative Politics Today* (Ch. 16)

Paper #6

You work for an AIDS organization in the Middle East, and you have been asked to develop a public relations strategy for your organization to make its “safe sex” position heard in Egypt. What types of media should your organization use? Why? Respond in a 250-500 word memo. Be sure to respond (with a counter-argument) to the potential problems and risks with your proposed approach. Please post on CTools by the beginning of class.

Thursday, Apr. 5:       **Roundtable #1**

Tuesday, Apr. 10:       **Roundtable #2**

Thursday, Apr. 12:       **Roundtable #3**

Tuesday, Apr. 17:       **Roundtable #4**

**\*\* Roundtable Self/Group Critique due Friday, 4/20, at 5 pm on CTools\*\***

**\*\* Strategy Memo due Monday, 4/23, at 11:59 pm on CTools \*\***

## Assignments

### SPP 585

#### The Political Environment of Policy Analysis

Prof. Shobita Parthasarathy  
GSI: Jeremy Hekhuis

#### Winter 2007

The assignments in this class are meant to give you experience in presenting your ideas in a variety of formats: memos, essays, briefing papers, speeches, and handouts. You will be evaluated on your command of substantive information, on argumentation, and on presentation skills.

#### **I: Short Papers**

One of the most important writing skills you can learn is how to make a good argument in a limited amount of space. The short papers described on the syllabus give you the opportunity to do so. See the handout, "Grading Criteria for Short Papers," for details. These papers are due on CTools (<http://CTools.umich.edu>) by the beginning of the class session on the due date (i.e. 2:40 pm on the due date). They are meant to be written before class discussion, so papers coming in after class will receive a deduction for lateness.

#### **II: Policy Roundtable**

The policy roundtable is a chance for you to balance substantive research on a policy area with strategic thinking about the policy's political significance. The class will be divided into groups, each of which will create a public forum on a science, technology, environment, or health policy issue in a specific country. (Within certain boundaries, each group can choose the particular forum they are addressing.) Each member of the group will roleplay a particular viewpoint, and the forum as a whole should include the relevant actors in the policy debate (this will likely include government officials, concerned interest groups, and corporate representatives, among others). They will also likely be a mixture of local, national, and perhaps even international actors. For instance, a roundtable on a Swiss referendum to ban the farming of genetically modified crops and animals in the country could include representatives from local counties (cantons), biotechnology company Syngenta, local farmers groups, Greenpeace international representatives, the Swiss Ethics Committee on Non-Human Gene Technology, and the Federal Office of Public Health.

Based on interest cards which you will fill out at the first session, you will be assigned to a group working on a general topic -- for instance, energy policy, biotechnology policy, intellectual property policy, climate change policy. Your group must then meet and choose a specific pending bill, regulation, or court case to focus on. Once you have a topic, you will choose a specific assignment for each member of the group, with attention to the balance of viewpoints and roles. As you choose your respective roles, please try to make sure that as many perspectives are represented as possible.

There are three required writing assignments (one is a short group assignment) and one optional assignment attached to the roundtable. These are similar to memos you may write as a professional, in that you will be asked to make your points succinctly and with reference to a specific organization or institutional role (Doctors Without Borders, a member of the British parliament, etc). They are different in that you will be asked to make the steps of your analysis explicit: instead of assuming background information or referring to shared goals, you will have to spell things out. The object is to model the thought process that should go into an analysis of political strategy. It will not look like the end product that a specific organization might demand.

**Research Memo: Due Sunday, 3/11, at 5pm on CTools.**

The research memo is a briefing paper, written by a staff member (you) to the person whom you will be representing, that summarizes the research findings for and against your boss's position, and explains how to build those research findings into your argument. For instance, if your boss is the head of Syngenta and plans to advocate strongly for the farming of genetically engineered crops and animals in Switzerland because it will benefit the Swiss economy, your memo should provide an evaluation of the fiscal costs and benefits of the new technology. It would also help, for example, to discuss how the biotechnology industry has been beneficial in other national economies. You will also want to address potentially opposing points of view—e.g., the fiscal implications of consumer boycotts of companies that make or sell genetically modified foods. (Be careful, however, to consider the sources of your evidence. You want to try to make your arguments as robust as possible, so relying solely on biotechnology industry sources—which obviously have a biased position—would not be wise.)

You do not need to cite the class readings directly, but making use of the ideas in this section of the course will improve your paper. If you do this memo correctly, you will have a great rough draft for the presentation that you need to give at the roundtable itself.

The page limit is 5 pages, double-spaced, normal fonts, not including references. Ingenuity in stretching the page limit will not be rewarded.

**Strategy Memo: Due Monday, 4/23 on CTools**

The strategy memo is a briefing paper, written by a staff member (you) to the person whom you represent, analyzing the politics of the position that this person should take. Its purpose is to think strategically for your boss. The choice your boss makes will depend on your assessment of the likely success of each option, but it will also depend on what goals your boss is trying to achieve from his position on the issue. Greenpeace, for example, wants to spotlight attention to environmental issues, while also maintaining or increasing its high profile internationally. While it is broadly against genetically modified foods, each decision about Greenpeace's specific policy position and political strategy has implications for its potential supporters or coalition partners. The memo also has to take into consideration the kinds of opposition that may emerge, for example from the biotechnology industry. Should you try to adopt a position that may be more amenable to the biotech industry but may violate your core values? Is there a way to maintain your core values while still developing a strategy that will stand up to the strength, power, and money of pro-GMO groups?

Your paper should include a statement of goals, a description of how the position you're advocating will contribute to them, and an analysis of the political environment. The latter should include the political reasoning for adopting the strategy(ies) you've chosen, the allies and the opposition that you anticipate, and a strategy for achieving the stated goals.

This memo should help you to think through the elements of a good political analysis: to define problems specifically, identify relevant actors and their various goals, specify an audience, and propose a strategy to accomplish your own goals. It should also help you to evaluate the advantages and disadvantages of particular strategies: to assess alternatives, to meet likely attacks, and to anticipate the repercussions of your actions.

The page limit is 7 pages, double-spaced, normal fonts, not including references. Ingenuity in stretching the page limit will not be rewarded.

### **Optional Rough Draft of the Strategy Memo: Substitute for one of Papers #3-#6**

In place of one of the short papers (#3 through #6 ONLY), you may write a rough draft of the strategy memo. You should turn it on CTools under the link for the paper of the day, and send a separate email message to Jeremy and me letting us know of the substitution. This means that the last date on which you can turn in a rough draft is **March 29<sup>th</sup>**. The rough draft should follow all the rules of the strategy memo itself. It will earn the same number of points as a regular short paper.

### **Roundtable presentation**

Each of you will each give an 8-minute opening presentation as the person you represent. Handouts or Powerpoint are encouraged. The floor will then be open to questions from the audience. You should meet as a group to plan the forum itself – the type of forum you will use, whether you will use a joint handout or individual handouts, the order of presentation, etc. You must then write a one-page group **Press Release, due March 27<sup>th</sup>**, stating the type of forum at which you will be presenting, the names of the

people who will be presenting (including the organizations that they are representing), and summarizing the policy you will be discussing.

Groups have found in the past that practicing their speeches in front of each other, and even working with each other on the research and preparation, can be very helpful. Your grade on the presentation will include a group as well as an individual component.

### **Peer Questions and Critiques**

At every roundtable in which you are not presenting, you must prepare to ask at least one question (from the perspective as a potentially interested stakeholder in the debate). At the beginning of class before each roundtable, you must turn in a copy of the question (and include the name of the organization that you are representing), and then be prepared to ask it (or another question that arises) during the roundtable's Q&A period. (You can volunteer to ask a question, or I will call on you.) You can represent the perspective of any organization (or even an individual citizen), from any country.

In addition, for every roundtable in which you will not be presenting, you will be assigned a person to critique. Templates for the critiques are available on CTools. Fill it out **WITHOUT YOUR NAME** and submit it to CTools by the next class session (Thursday for a Tuesday session, Tuesday for a Thursday session). Your own roundtable will be videotaped, and your group must select a time to watch it together. Using the peer review template, you will then evaluate the roundtable and yourself, and respond to the peer critiques you have received.

### **Mechanics and Revision**

Memos will be graded on both content and form. In addition to the more specific discussion of content in the last sections, remember to write a realistic assessment of the problem, the audience, the organization's goals and the proposed strategy. Apply ideas from the readings when you can. Be sure to cite any sources you use, especially for the roundtable memos. **Do not use wikipedia or other online encyclopedias as sources. (They may be unavoidable for initial research, but if you want to use information you found on one of these sites, you must find and cite this information from another, legitimate source.) Also, simply copying or cutting and pasting from web sites or published sources is never acceptable.** Some judicious invention of details may be necessary, but check all such inventions with Jeremy or me first. (For instance, you may not know if Gordon Brown wants to run for Prime Minister of Britain; check with us if you want to write a memo assuming this is true.) Working with friends to think through a memo is fine, but if you do it, avoid the appearance of plagiarism: for instance, write about different organizations coping with the same strategic situation. If you are ever concerned, check with Jeremy or me.

The basic rule for the research and strategy memos is summarize, summarize, summarize. Your memo should be designed around a consistent message: a call to action, a catchy phrase, a resonant theme, a warning of possible trouble. This message helps to reinforce your analysis for a busy boss. You should also use writing techniques that help the reader skim. These include a one-paragraph executive summary, in which you highlight the memo's most important points and list your specific recommendations;

a conclusion, in which you reiterate the problem, the recommendations, and any important themes; and subheadings and sections, to organize your analysis. Don't forget the basics, like topic sentences.

Grammar, spelling, punctuation, active voice, parallel sentence construction, clear referents, and other boring details MATTER. Do not depend on grammar- or spell-check to catch your mistakes. The best proofreading help you can give yourself is time; the second is a friend's eyes. Feel free to use Jeremy, Elena, David, or me for help.

### III: Grading

Short papers: (5% each)	25%
Research memo:	15%
Strategy memo:	25%
Roundtable press release, presentation, and self-critique:	15%
Peer questions and critiques: (one per roundtable, except yours!)	10%
Class participation:	10%

#### Note on the grading of short papers:

There are six short papers on the syllabus. Each is worth 5%. You may skip any short paper EXCEPT for Paper #1, or you may write all six. If you do the latter, we will count only the five highest grades.

#### Late papers:

Don't do it. You lose one full grade if it's not in by 10 minutes after I start class on the day a paper is due. You lose another full grade every 24 hours afterwards. CTools tells me exactly when a paper has been turned in. **Remember to click the SUBMIT or POST button when you turn a paper in.**

Having said that, if some major disaster occurs in your life that could affect your ability to do the coursework, call or email me ASAP. Also, please come and talk to me early in the term if English is not your native language, or if you have a learning disability that could affect your written work.

### IV: Help with Writing

As you know, one of the goals of this course is to hone your writing skills, particularly for a policy audience. If you feel that you need additional help with your writing skills beyond what Jeremy (and I) can give, please visit one of the writing resources on campus. Ford School students have access to Elena and David, the Ford School's

fantastic writing tutors. Non-Ford School students have access to the equally fantastic Sweetland Writing Center (<http://www.lsa.umich.edu/swc/>). Take advantage of these resources. Even if you think you are a phenomenal writer, you will be surprised with how much these folks can help you and make your writing even better!