

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016
Discipline: Public Policy
PPOL 3235-101: International Public Policy
Division: Lower / 1610-1735 (B days)
Faculty Name: Rick Mayes

Pre-requisites: none

COURSE DESCRIPTION

This course examines how public problems are defined, how different policy solutions are crafted, and the ways in which we judge their effectiveness in the U.S. and around the world. As the art of political decision-making, this course how public policy reflect the reality that: (1) penalties and incentives (“sticks and carrots”) are what primarily drive modern life; (2) information, who has how much of it and when, is key to structuring effective penalties and incentives; and that (3) thinking analytically and empirically, knowing what to measure and how to measure it, is as important as thinking normatively. This course uses the countries we visit to illustrate the different ways that countries craft public policies, why they do so, and what the tradeoffs and consequences are.

COURSE OBJECTIVES

- Identify and define public problems; identify and evaluate possible policy solutions
- Cull, interpret, and evaluate policy-relevant information
- Develop policy analysis tools to compare the merits and disadvantages of different policy approaches to a particular problem, and estimate what will be the likely consequences of proposed policies
- Improve one’s ability to bring clarity to complex policy issues both orally and in writing

Morality, in so many words, represents the ideal way that people want (usually *others*) to behave. Public policy—influenced by economics, psychology, philosophy, politics, culture, tradition, and religion—reflects essentially the same aspiration, but is based on the way people *actually* behave. Also, personal opinions are helpful, but operate better as starting points for creating testable theories and arguments about what the best policies are for, say: improving education, strengthening national security, lowering unemployment, increasing health, expanding employment, decreasing poverty, protecting the environment, preventing crime, and consuming limited resources. In its purest form, the goal of any public policy is to make life better for as many people as possible. What makes public policy so challenging and interesting, though, is that people disagree over what constitutes things such as equality, fairness, effectiveness, and causation.

REQUIRED TEXTBOOKS

Policy Paradox: The Art of Political Decision-Making (3rd edition, 2011) by Deborah Stone
ISBN-10 0393912728 / ISBN-13 978-0393912722 (W.W. Norton)

A Practical Guide for Policy Analysis (4th edition, 2011) by Eugene Bardach
ISBN-10 1608718425 / ISBN-13 978-1608718429 (C.Q. Press)

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 5:

B1 – January 8: Introduction to Public Policy

D. Stone, *Policy Paradox*, Chapter 1

E. Bardach, *A Practical Guide for Policy Analysis*, pp. 1-15

B2 – January 10: The Goals of Public Policy

D. Stone, *Policy Paradox*, Chapter 2

E. Bardach, *A Practical Guide for Policy Analysis*, pp. 16-46

Honolulu: January 12

B3 – January 13: The Problems of Public Policy

D. Stone, *Policy Paradox*, Chapter 7

E. Bardach, *A Practical Guide for Policy Analysis*, pp. 47-78

* 1 page, single-spaced biography due to Prof. Mayes (to include, among other things: where you're from, your home institution, personal hobbies/interests, academic major, reasons for participating in SAS, possible future ambitions, etc.)

B4 – January 15: The Solutions of Public Policy

D. Stone, *Policy Paradox*, Chapter 12

E. Bardach, *A Practical Guide for Policy Analysis*, pp. 79-108

B5 – January 18: “Best Practices” Research

D. Stone, *Policy Paradox*, Chapter 14

E. Bardach, *A Practical Guide for Policy Analysis*, pp. 109-124

Debate 1: Should the U.S. maintain enforcement of the 1977 Foreign Corrupt Practices Act?

B6 – January 21: Health Policy

PBS Frontline, “Sick Around the World” (documentary – watch together the night before class)

B7 – January 23: QUIZ 1

Yokohama: January 24-25

In-Transit: January 26

Kobe: January 27-28

B8 – January 30: Aging, Demographics & Social Security Policy

Joseph Chamie, “Easing One-Child Policy May Be Too Late,” *YaleGlobal Online* (2014)

<http://yaleglobal.yale.edu/print/9055>

Special Report, “China: Building the Dream,” *The Economist* (2014)

http://www.economist.com/sites/default/files/20140419_china.pdf

Economist Intelligence Unit, China - <http://country.eiu.com/china> (just skim)

Shanghai: January 31-February 1

In-Transit: February 2-3

Hong Kong: 4-5

B9 – February 7: Economic Development Policy I

Hong Anh Tuan, “Doi Moi and the Remaking of Vietnam,” *GlobalAsia* (2009)

<http://www.globalasia.org/article/doi-moi-and-the-remaking-of-vietnam/>

Robert Kaplan, “The Vietnam Solution,” *Atlantic Monthly* (2012)

<http://www.theatlantic.com/magazine/print/2012/06/the-vietnam-solution/308969/>

Economist Intelligence Unit, Vietnam - <http://country.eiu.com/vietnam> (just skim)

Ho Chi Minh: February 8-12

B10 – February 14: Public Administration Policy

Patrick R. Keefe, “Corruption and Revolt,” *New Yorker* (January 2015)

<http://www.newyorker.com/magazine/2015/01/19/corruption-revolt>

Special Report, “Singapore,” *The Economist* (July 18, 2015)

(in press)

Economist Intelligence Unit, Singapore - <http://country.eiu.com/singapore> (just skim)

no class: February 15

B11 – February 17: Human Rights Policy

Bertil Lintner, “A Wolf in Sheep’s Clothing: Making Sense of Myanmar’s Political Reforms,” *GlobalAsia*

<http://www.globalasia.org/article/a-wolf-in-sheeps-clothing-making-sense-of-myanmars-political-reforms/>

Special Report, “Myanmar: A Burmese Spring,” *The Economist* (2013)

http://www.economist.com/sites/default/files/20130525_myanmar.pdf

Economist Intelligence Unit, Myanmar - <http://country.eiu.com/myanmar> (just skim)

Rangoon: February 18-22

B12 – February 24: Deregulation and Industrial Policy

PBS NOW, “India Rising and Globalization,” (documentary video)

<http://vimeo.com/9324995>

Special Report, “India: Aim Higher,” *The Economist* (September 2012)

http://www.economist.com/sites/default/files/20120929_sr_mailout.pdf

B13 – February 26: Globalization and Trade Policy

Special Report, “The World Economy,” *The Economist* (October 4, 2014)

http://www.economist.com/sites/default/files/20141004_world_economy.pdf

Special Report, “India Under Modi,” *The Economist* (May 23, 2015)

(in press)

Economist Intelligence Unit, India - <http://country.eiu.com/india> (just skim)

Debate 2: Should developing countries agree to environmental regulations in international trade policies?

Cochin: February 27-March 3

B14 – March 5: Agriculture & Environmental Policy

Kathleen Morrison, “Food Security in India: Historical Perspectives and Contemporary Concerns,”

The University of Chicago Center for International Studies, July 2012 (1 hour video)

https://www.youtube.com/watch?v=EbRmx_ZuPfM

no class: March 6

B15 – March 8: QUIZ 2

Mauritius: March 9

B16 – March 11: Foreign Aid Policy I

Howard French, “The Next Empire,” *Atlantic Monthly* (2010)

<http://www.theatlantic.com/magazine/print/2010/05/the-next-empire/308018/>

Special Report, “Emerging Africa: A Hopeful Continent,” *The Economist* (March 2, 2013)

http://www.economist.com/sites/default/files/20130203_emerging_africa.pdf

[* *in class* *] watch and discuss “What Are We Doing Here?” documentary: Part I [* *in class* *]

no class: March 12

B17 – March 14: Foreign Aid Policy II

Sebastian Edwards, “Economic Development and the Effectiveness of Foreign Aid,” *VOX* (2014)

<http://www.voxeu.org/article/development-and-foreign-aid-historical-perspective>

Economist Intelligence Unit, South Africa - <http://country.eiu.com/South%20Africa> (just skim)

[* *in class* *] watch and discuss “What Are We Doing Here?” documentary: Part II [* *in class* *]

Cape Town: March 15-20

B18 – March 22: Reconciliation/Restorative Justice Policy

Olivia Lin, “Demythologizing Restorative Justice: South Africa’s Truth and Reconciliation

Commission and Rwanda’s Gacaca Courts in Context,” *ILSA J. Int’l & Comp Law* (2005)

Long Night’s Journey Into Day (documentary video) * watch together night before

B19 – March 24: Economic Development Policy II

World Cup Soccer in Africa: Who Really Wins (documentary video – 75 minutes) * watch together night before

<http://www.hulu.com/watch/156415>

Economist Intelligence Unit, Ghana - <http://country.eiu.com/ghana> (just skim)

Debate 3: Are restorative justice policies effective (and are they fair)?

B20 – March 26: Obesity and Food Policy

The Economist, “Government Intervention: The Nanny State’s Biggest Test,” (2012)

<http://www.economist.com/news/special-report/21568074-should-governments-make-their-citizens-exercise-more-and-eat-less-nanny-states>

ABC Australia, “Globesity: Fat’s New Frontier,” (documentary video – 1 hour)

<https://www.youtube.com/watch?v=mGL3iT5MMdQ>

Takoradi: March 27-28

Tema: March 29-31

B21 – April 2: Global Health Policy

P. Farmer, “Chronic Infectious Disease and the Future of Health Care Delivery,” *NEJM* (2013)

<http://www.nejm.org/doi/pdf/10.1056/NEJMsa1310472>

Christopher J.L. Murray, et al., “Measuring the Global Burden of Disease,” *NEJM* (2013)

<http://www.nejm.org/doi/pdf/10.1056/NEJMra1201534>

B22 – April 4: Mental Health Policy I

The Lancet, “Global Impact of Mental and Substance Disorders,” (video)

http://www.globalhealthtv.com/index.php?video_id=286

Special Report, “Mental Health,” *The Economist* (July 4, 2015)

(in press)

B23 – April 6: Mental Health Policy II

T. Marie Luhmann, “Beyond the Brain” *The Wilson Quarterly* (2012)
http://archive.wilsonquarterly.com/sites/default/files/articles/Luhmann_Schizophrenia.pdf

Rachel Jenkins, et al., “International and National Policy Challenges in Mental Health,”
Mental Health in Family Medicine (2011)
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3178192/pdf/MHFM-08-101.pdf>

Debate 4: Overall, does the Global Mental Health (GMH) agenda do more harm than good?

Casablanca: April 7-11

Study Day: April 12

B24 – April 14: Final Exam

April 16: Disembark in Southampton, England

METHODS OF EVALUATION

- Attendance & Participation = 10% of final grade*
 - 2 Quizzes (10% each) = 20% of final grade
 - 1 Debate = 10% of final grade (*debate teams will consist of 2-4 students each*)
 - 1 Field Lab Paper = 25% of final grade
 - 1 Final Exam = 35% of final grade
- * any class absence will result in a 5%-point penalty from one’s final grade

Debate Grade Form

Tom, Sue & Lee – Yes, the U.S. should maintain enforcement of the 1977 Foreign Corrupt Practices Act.

We will assign a score from 0 (low) to 100 (high) for the Team in each category below.

Category	Score (0 to 100)	Comments
Quality of the Analysis How was the material presented? Other thoughts about the content of the debate...		
Quality of the Presentation What was the overall quality of the presentation? How polished and practiced was it? How easy-to-follow and well organized was the presentation? Other thoughts about the quality of the presentation...		
Preparation and Teamwork How well prepared were the presenters? How well did they work together and participate equally? If there were any questions, how did they handle them? Other thoughts about their preparation and teamwork...		

Kay, Tim & Ann – No, the U.S. should not maintain enforcement of the 1977 Foreign Corrupt Practices Act.

We will assign a score from 0 (low) to 100 (high) for the Team in each category below.

Category	Score (0 to 100)	Comments
Quality of the Analysis How was the material presented? Other thoughts about the content of the debate...		
Quality of the Presentation What was the overall quality of the presentation? How polished and practiced was it? How easy-to-follow and well organized was the presentation? Other thoughts about the quality of the presentation...		
Preparation and Teamwork How well prepared were the presenters? How well did they work together and participate equally? If there were any questions, how did they handle them? Other thoughts about their preparation and teamwork...		

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

Field Lab (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Medical Tourism in India

This field lab takes us to health care providers in Cochin, India to see “medical tourism” in person.

Academic Objectives:

1. To understand the issues related to balancing the health needs of Indians versus the financial benefits of tourists coming to India for medical care.
2. To explore the health care services available to medical tourists.
3. To identify the strategies that health care providers in India use to attract medical tourists.
4. To learn about who comes to India as medical tourists, why and what they want.

Field lab dress code is **Business Casual**

What to wear: (women – skirt or slacks and a blouse or collared shirt)
(men – dress pants, a button down or polo)

Personal appearance should be groomed and neat; comfortable closed-toe shoes

Do NOT Wear: t-shirts, flip-flops, sneakers, jeans, shorts, short skirts, sweatpants, leggings, tank-tops, and/or wrinkled, revealing, stained or dirty clothing.

FIELD ASSIGNMENT

Field Component

* Students will participate in the field lab related to the class. Students will be expected to write a research paper on one of the issues presented during the field lab based on observations during the field lab as well as in another culture we will experience during the voyage. The students' analyses must be appropriate and culturally sensitive, and should be related to the material presented in lecture or reading/video assignments. Students will be expected to reference the course text, lectures, and at least 5 other scholarly and/or reputable sources using APA guidelines.

How to Write an “A” Field Lab Paper

Students naturally want to know a professor's expectations and grading standards, and what better way to begin than by asking, “How does one write an “A” paper?” An “A” paper will earn high scores on six key dimensions of writing identified in the rubric below. Before scouring the details of this document, though, remember three essential points: (1) we write for an audience; (2) we write to convince or persuade that audience; and (3) writing is a **process**, not an event. According to New York Times columnist David Brooks, “I tell college students that by the time they sit down at the keyboard to write their essays, **they should be at least 80 percent done**. That's because ‘writing’ is mostly gathering and structuring ideas. For what it's worth, I structure geographically. I organize my notes into different piles on the rug in my living room. Each pile represents a different paragraph in my column. The piles can stretch on for 10 feet to 16 feet, even for a mere 806-word newspaper piece. When ‘writing,’ I just pick up a pile, synthesize the notes into a paragraph, set them aside and move on to the next pile. If the piece isn't working, I don't try to repair; I start from scratch with the same topic but an entirely new structure.”

Rubric for Evaluating Field Lab Papers

	High (A)	Medium (B)	Low (C-F)
Thesis 10%	Very clear and precise	Need to specify key terms of the thesis	Thesis is unclear or imprecise
Organization 25%	Clear topic sentences; coherent paragraphs; subsection titles/breaks	Topic sentences need improvement; or a few “random” points	Non sequiturs within paragraphs
Evidence 25%	Claims are well supported and extensively sourced	Occasional, but inconsistent support for claims	Claims not well supported
Sentence structure 15%	Sentences have a clear subject and active verbs	Occasional passive voice and unnecessary prepositional phrases	General problem with sentence structure
Grammar 10%	Proper use of grammar throughout	Some problems with grammar	General misuse of grammar
Sources 15%	Sources properly and consistently cited; sources are numerous and scholarly	Some citations are not properly or consistently cited; modest to minimum scholarly sources used	Fails to cite sources

A well-organized paper progresses coherently and logically from paragraph to paragraph, sentence to sentence, and word to word. Begin with an introductory paragraph that clearly and precisely states the purpose, or thesis, and identifies the points to be developed in the paper. **(I cannot stress enough the importance of the introduction.)** Each subsequent

paragraph should begin with a topic sentence (or controlling theme) that defines the main point, and each sentence within the paragraph should follow logically from its predecessor. Each sentence should be direct and concise: begin with the subject and, whenever possible, follow with active verb. Clear and precise language enables the reader (the audience) to understand the meaning of the writer's thoughts. A writer should state what he/she means and specify obscure terms. Select words carefully, read over sentences, place question marks near unclear points, and clarify points before submitting the final draft of a paper. (By the way, "Etc" (etcetera) is a very imprecise word.)

Support claims with evidence. An "A" paper substantiates the central thesis and the major points underlying the thesis with proof or logical reasoning. Papers should contain facts, quotations, examples, statistics, references to authorities, or sound reasoning to support the argument. Convince the reader by supporting the claims.

Grammar requires attention to detail. No one is perfect, but effort counts.

Finally, properly cite all sources of information. You may use either notes/bibliography or a reference list with parenthetical in-text citations with guidelines from the *Chicago Manual of Style*.

**Note: two points will be deducted for every day the paper is late.*

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed or, in the case of an electronic file, signed "[signed]".