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DRAFT 4/15/18

PPA597SG STRATEGIES FOR GOVERNING

SUMMER 2018 SESSION TWO

July 9 to August 17, 2018

COURSE DESCRIPTION

This course provides a broad view of the challenges that confront leaders as they attempt to govern their countries. Specifically, it examines the strategies that are invented by leaders to achieve critical objectives such as national security, internal order, prosperity and justice. We consider why strategy-making is difficult and examine the processes by which leaders design, implement and revise their strategies for governing. We begin with a comparative view of the subject, and end with a focus on challenges in modern-day American governance.

EDUCATIONAL OBJECTIVES

This course contributes to the following NASPAA-recommended competencies:

- *Lead and manage in public governance*
 - Students will learn about the factors and forces that shape strategies for governing, and the challenges that confront leaders as they design strategies that are robust, effective and normatively defensible.

- *Participate in and contribute to the public policy process*
 - Students will improve their ability to explain why strategies emerge, assess whether existing strategies are appropriate, and recommend improvements to existing strategies.
- *Analyze, synthesize, think critically, solve problems and make decisions*
 - In short exercises, students will describe and assess the strategies currently used by national leaders in the US and abroad.
- *Articulate and apply a public service perspective*
 - Students will examine the tradeoffs that arise in strategy-making, and judge whether strategies are achieving critical public objectives, such as the advancement of human rights.
- *Communicate and interact productively with a diverse and changing workforce and citizenry*
 - Students will contribute constructively to discussion boards and videoconferences and produce concise and clear written analyses.

HOW THE COURSE IS STRUCTURED

The course is six weeks long. Each week will have its own theme:

- Week 1 (July 9-14): Introduction to concepts
- Week 2 (July 15-21): Governing fragile states
- Week 3 (July 22-28): Russia and Putinism
- Week 4 (July 29-August 4): China and 'Xi Jinping Thought'
- Week 5 (August 5-11): India and Modi-ism
- Week 6 (August 12-17): The US and Trumpism

Each week will have a similar structure:

- Sunday-Monday: Background reading and videos.
- Tuesday-Wednesday: Contribute to Blackboard discussion board.
- Wednesday or Thursday: Participate in one-hour videoconference.

- Friday-Saturday: Write a memorandum.

Details about readings, videos, questions for discussion, and memo requirements are available on the Blackboard site.

BASIS OF EVALUATION

The final grade will be determined in the following way:

- Contributions to discussion boards and videoconferences: 20%
- Six memoranda: 60%
- Final online test: 20%

REQUIRED TEXTS

Students should purchase the following books. Additional reading and videos will be provided on the Blackboard site.

Roberts, Alasdair (2018). Can Government Do Anything Right? Cambridge, UK, Polity Books. \$12.95.

Monaghan, Andrew (2017). Power in Modern Russia: Strategy and Mobilisation. Manchester, UK, Manchester University Press. \$11.95.

Ayres, Alyssa (2017). Our Time Has Come: How India Is Making Its Place in the World. New York, Oxford University Press. \$27.95

Shambaugh, David L. (2016). China's Future. New York, Polity. \$19.95.

Nelson, Michael (2017). Trump's First Year. Charlottesville, VA, University of Virginia Press. \$19.95.

PROFESSIONAL STANDARDS

Students should follow these professional standards. Non-compliance may result in a failing grade for the course.

- *Participation.* We should participate actively in discussions.

- *Civility in discourse.* Colleagues should be allowed to express their opinions. Disagreements should be articulated but conveyed with respect. Sometimes we should take time to reflect before we respond. Ad hominem arguments should be avoided.
- *Open-mindedness.* We should be open to the likelihood that we are wrong about facts and the proper interpretation of facts.
- *Academic integrity.* Our work must be the result of our own intellectual effort. We should not use the words or ideas of other people without acknowledgement. For further information about the university's academic honesty policies and procedures, see <https://www.umass.edu/honesty/>.

ADVICE ON WRITING

While writing your weekly memos, follow these guidelines:

- *Formatting (5 points)*
 - Your paper should be double-spaced. Provide page numbers at the bottom center of each page. Put your name and student number at the top left corner of the first page.
 - Full academic citation is not necessary if you are referring to assigned readings. A brief reference to the author and page number (Roberts, p. 33) will do.
- *Writing Quality (15 points)*
 - Avoid run-on paragraphs. If your paragraph is more than five or six lines long, you probably have more than one idea contained within it. Break that paragraph up.
 - Avoid run-on sentences. If your sentence is more than 15 words long, you should probably break it up.
 - In general, cut all adjectives and adverbs.
 - Proof-read for spelling, grammatical and typographical errors.

- *Summary (15 points)*
 - Provide a summary at the start of your memo. This should be one paragraph long. Put the header SUMMARY in front of it. The summary should explain what question you are considering, and briefly summarize the key parts of your answer. This paragraph should be direct and concise -- not more than five lines long.

- *Argument (65 points)*
 - The body of your argument should describe and justify your response to the question.
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 - The argument should be the product of extensive reflection, demonstrate familiarity with the assigned materials, and acknowledge alternative points of view where appropriate.
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 - The argument should be well organized. The flow of ideas from one paragraph to the next should be clear. The main idea of each paragraph should be conveyed in the topic sentence of that paragraph. Headers may be used sparingly to organize the argument, but they are not necessary. Sub-headers should be avoided.

A good (and short) writing guide is [The Writer's Diet](#) by Helen Sword. See also [her website](#).

STUDENTS WITH DISABILITIES

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.