
**School of Public Policy, University of Maryland
Maryland Leadership Institute, Summer 2006**

Advanced International Economics

Instructor: Soumya Chattopadhyay

TA: Daifeng Han

This is an intermediate level economics course on international economics with special emphasis on issues of development and trade. It provides students with the tools and concepts for an integrated analysis of the functioning of open economies, their policies and practices, behavior of currency markets, and international trade.

The course builds on the concepts of introductory micro and macroeconomics. The first part deals with international economic transactions, the impact of goods and financial trade, the mechanisms of currency transactions, the role of institutions (currency markets, central banks, and multilateral agencies), the impact of upheavals and the policy interventions to mitigate their influences. The course also evaluates the strengths and weaknesses of global economic interdependence – such as the occurrences of financial crises, global recessions and currency devaluations. The final part of the curriculum is an introduction to a few stylized models of economic growth and the evaluation of empirical results from policies and practices pursued.

The course is intensive, challenging and rewarding. There will be regular assignments and exams. Students will also be required to undertake research on economies based on current events reported in the media and online sources of data, and use the tools and techniques taught in the program to prepare a short paper. Familiarity with fundamental economic principles will be expected. We will however briefly review the basic principles of microeconomics and mathematics at the start of the course.

Proposed new website for MLI 2006:

<http://www.wam.umd.edu/~soumya/Courses/MLI2006.html>

Course website from MLI 2005:

<http://www.wam.umd.edu/~soumya/Courses/MLI2005.html>

Syllabus from MLI 2005:

<http://www.wam.umd.edu/~soumya/Courses/Docs/MLI2005-Syllabus.pdf>

Course outline from MLI 2005:

<http://www.wam.umd.edu/~soumya/Courses/Docs/MLI2005-Lecture Outlines.pdf>

Advanced Statistics

Instructor: Chris Herbst

TA: Carmen Zapata

This course introduces the student to an intermediate level of quantitative and econometric analysis. It focuses on the application of empirical methods, and aims to help students become not only savvy consumers of econometric research but also seeks to develop the skills necessary to implement empirical analyses of public policy issues. accordingly, this course stresses critical thinking and creativity.

The course focuses primarily on methods for analyzing cross-sectional survey data. It begins with a review of descriptive and inferential statistics, and then introduces the least squares regression model for continuous dependent variables. Univariate and multivariate models are discussed, after which the assumptions for unbiased and consistent estimators are described. The course ends with a thorough treatment of empirical techniques for analyzing categorical dependent variables.

Intermediate Microeconomics

Instructor: Michael Busse

TA: Carmen Zapata

This course introduces students to microeconomic analysis with a special emphasis on trade and development applications. The course assumes that students have had either some exposure to microeconomics or a strong analytic background. It is designed to give students a broad understanding of the functioning of the market economy and how the market is influenced by public policies. An important course goal is to expose students to the economic and mathematical tools necessary for the study of microeconomics at the graduate public policy level.

The course begins with an overview of the purpose of microeconomics. Using a supply and demand framework, it shows how microeconomics endeavors to model how scarce resources are allocated based on the behavior of individual agents, (consumers, firms, and governments). In the second stage of the course, students study and model consumer behavior and then firm behavior, each in isolation. In the third course stage, they put the consumers and firms back together in the discussion of product markets and market power. The final course topic analyzes what happens when the market fails and how the government can help prevent or remedy some of these failures.

Intermediate Statistics

Instructor: Michael Busse

TA: Dwayne Wright

This course introduces students to an applied, intermediate level of quantitative and econometric analysis. It is designed to be a very hands-on, experience-oriented class, helping the student to develop the skills necessary to carry out empirical analyses of policy issues that especially lend themselves to quantitative specification.

The course primarily focuses on the analysis of survey data in cross-sectional form. The course starts with a review of simple data description, moves to the simple and multiple regression models for continuous response data, and proceeds to regression models for binary data and instrumental variables estimation. The course also addresses problems unique to public policy, such as program evaluation.

Leadership and Public Policy

The two leadership modules provide students an opportunity to examine their personal leadership styles and strengths through the use of various personal assessment exercises and leadership assessment instruments. This process creates an environment where students become well acquainted with each other and the variation in leadership styles and approaches within the group. The overall purpose of incorporating leadership into the Institute is to encourage students to carefully analyze their leadership style, understand how to lead in a networked society, and explore the ethical dimensions of leadership.

Leadership in Practice

Instructor: Dr. Judy Brown

The purpose of this course is to encourage and enable students to examine their leadership philosophies, responsibilities, and commitments in the context of leadership for purposeful change. Thus, the students explore the notions of leadership which they already hold, determine the sources of those notions in order to integrate them with the course's theories, practices and experiences and thus strengthen their practice of leadership. The emphasis of this course is twofold: 1) to understand leadership theories and concepts, and 2) to apply them to practice.

In a series of three half-day sessions, with assignments and readings coordinated with Professor Wilson's course in *Leadership in a Networked Society*, the students develop a familiarity with several contemporary leadership theorists/practitioners who bring important perspectives to leadership--perspectives marked by high connectivity, high engagement, maximum diversity in multiple dimensions, and networked and shared collaborative leadership.

Among the theorist-practitioners whom the course will reference include Ron Heifetz, Carol Pearson, Peter Senge, Meg Wheatley, David Cooperrider, Marcial Losada, and Daniel Goleman. Student assignments are applied and experiential and include interviews to create a personal leadership autobiography; a half-day leadership "shadowing" experience followed by a reflective e-mail to the entire class describing that experience and what they noticed about the person's leadership; and various experiential and skills-based practices that get at critical leadership skills. Students also write a concluding one-page summary of key personal guidance to themselves about their own leadership as they move ahead.

Leadership in a Networked Society

Instructor: Dr. Ernest Wilson

This three-unit module provides a set of conceptual approaches along with analytic and practical tools for those seeking senior leadership positions in the international affairs community. It is based on the observation that both the global and the domestic environments are undergoing radical changes, which include the rapid growth of social and technological networks that link not only governments, but also but non-governmental organizations, private companies and centers of knowledge production like think tanks and universities. To be effective in the modern world foreign affairs practitioners must be able to understand and engage such networks even while navigating traditional organizational forms like bureaucracies.

The new networks include not only U.S. NGOs like Human Rights Watch, but also terrorist cells like Al Qaeda, private sector business networks and new groups of environmental actors. Domestically, power and authority has spread through new networks beyond the once-central Departments like State and Defense to a wide panoply of mobilized actors that shape U.S. national policies even while conducting their own brands of international affairs.

These changes are taking place against a background of institutional reforms and cultural shifts as the information revolution, globalization and growing diversity have washed over the foreign policy landscape. In keeping with a major theme of the Maryland Leadership Institute – *cultural competency* – this module emphasizes the role of leadership skills as a key component of cultural competency.

Students will read and discuss background material on the national and international changes prompting the rise of networks, and then conduct an evaluation of the professional networks of current foreign affairs leaders like Condoleza Rice and others. Students will be taught how to prepare their own self-assessment of their current social networks, their strengths and weaknesses, and techniques for expanding their ‘social capital’

Session One.

This first session introduces students to the concept of ‘the networked society’, and the competencies needed to be effective network leaders. We begin by describing key underlying drivers of change that are producing more powerful and extensive networks -- the information revolution, globalization, democratization, greater demographic diversity and the shift toward more knowledge-intensive societies. We then review the implications of these changes for the older style of leadership – more top down, inflexible, regimented, and defined by one’s position in a hierarchy – and whether the old style is giving way to more distributed, flexible, group-oriented leadership where authority is more diffused. We provide a general model of ‘leadership in a digital, networked society’, and point to four competencies you need to be an effective networked leader – new skills, attitudes, knowledge and experiences.

E. Wilson, “Leadership in the Digital Age” (Encyclopedia of Leadership)

Session Two

Students begin this session discussing in greater detail the concept of the four-sided, networked “Quad” leadership model. Why do leadership networks emerge across different communities of stakeholders -- private, public, university and non-profit? How are these communities different or similar, with what strengths and weaknesses? Is there much movement across the four communities? After discussing the general model, students will make presentations to the class on their homework assignment – apply the Quad leadership model to actual foreign affairs leaders in government, the private sector, think tanks and non-profits.

W. Baker, Networking Smart. Chapter 2

IIPP and Eisenhower Institute, “Cultural Competence as a National Security Imperative”

Session Three

In this final session students will make class presentations based on their own experiences developing professional and personal webs and networks with your colleagues and friends across the main sectors of society. Each student will literally draw a web map of your current networks. The purpose of this exercise is to become familiar with self-evaluation techniques, to describe your own your current ‘social capital’; to identify the parts of the quad network you need to strengthen; and to provide strategies to do so.

Policy Workshop I: Ethics, Development, and Foreign Aid

Instructor: Professor David Crocker

This course examines the empirical, conceptual, and ethical dimensions of local, national, and international development policies. It will focused on the demands for distributive justice and democracy -- how relevant these ideals are for developing countries, how they might be effectively implemented, and what leadership styles are most appropriate in different contexts. Specifically, students analyze the present character of development in poor countries/regions and determine how development should be conceived, what development strategies are best and what should be the ends and means of U.S. and global foreign aid and development assistance. These general issues were addressed in relation to economic and political challenges confronting Ecuador, especially its native peoples such as the Huorani. Among Ecuador's problems, arguably, are national indebtedness, poor balance of payments, environmental destruction (often caused by international oil companies), poverty and ill health, violence (ethnic conflict and drug-trafficking), a shallow democracy, problematic leadership, and the loss cultural traditions. The course employs Joe Kane's *Savages* as a case study and supplemented the book with more recent web materials on Ecuador, the Ecuadorean Amazon, and the Huaorani tribe. The class will include site visits to the Inter-American Development Bank (IADB) to hear presentations on various development strategies in relation to Ecuador and its indigenous peoples. The climax of the course is a simulation of an "asamblea" in the Huaorani territory. Students will play roles of representatives of major stakeholders (the Huaorani, other tribes, national and international NGOs, the Ecuadorian government, multinational oil companies, USAID, and IADB) and together deliberate on what are the best development policies for Ecuadorean Amazon. Each student subsequently writes

(and later revises after criticism) a policy memo (in her own voice) analyzing and evaluating the options for the region and recommending the option that was on balance best. Text for the course is Amartya Sen, *Development as Freedom* (Harvard University Press, 1999) and web site materials on Ecuador and the Huaorani:
www.wam.umd.edu/~dcrocker/MLI2004PS1.html

National Security Policy Seminar

Instructor: Mark Adamshick

TA: Carlos Rodriquez

The national security environment of the United States has changed radically since the terrorist attacks of September 11. These changes have been in policy, strategy, personnel and institutions. All of the leading institutions in the foreign affairs and national security communities have experienced some changes – especially in intelligence and the military, with more limited reforms in diplomacy.

No changes have been more important and contentious than how to approach the newly revealed national security threats from terrorism. To what extent should terrorism be combated on U.S. soil, to what extent prevented ‘over there’ at its roots before it reaches the U.S.?

Central to these debates and perhaps the largest single institutional innovation since 9/11 has been the creation of the Department of Homeland Security. In this policy seminar, we will explore the origins, rationales, creation and performance of the Department of Homeland Security (DHS) in the context of the debates described above.

This seminar intends to get students to open the lens through which they view national security policy formulation and grasp how the threat of terrorism cuts across most dimensions of domestic and international policy decision-making. Each session will attempt to blend theory with practice discussing broad topics such as national security institutions and then analyzing policy options and implications using a current issue such as U.S. immigration policy to broaden the student’s perspective. Ultimately, the goal of the seminar is to get each student to challenge their presumptions and biases, to analyze security problems objectively, and to develop policy options that are implementable, just and durable.

During the last seminar session, students will participate in a simulation of an interagency meeting within the U.S. government about the direction and priorities of U.S. counter-terrorism policy. Students will be asked to represent a specific agency or department and will be tasked to present and defend their agency’s policy position. In advance of the simulation, each student will submit a memo, addressed to the Assistant to the President for National Security Affairs, outlining their policy proposal.