

PS 389. POLITICAL STRATEGY AND DEBATE

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BASICS

- This course is about you.
- Its sole goal is to improve your skills at making and defending political arguments.

OUTLINE

1. Overview
2. Class Rules and Regulations

Break

3. Introduction to Politics
4. Introduction to Logic

POP QUIZ

- Name
- Academic Status
- Hometown
- Six additional questions

STORYLINE

- Societies have needs.
- Individuals have desires.
- Not everyone can have what they want.
- Decisions must be made.

BASICS

- Scarcity
- Trade-offs
- Arguments
- Leverage
- Tangible skills

MAIN QUESTION

- How individual desires translated into governmental actions?

THE ANSWER

- Is found in politics.
- Through acts of policymaking.
- You will experience parts of policymaking processes from **a first-person perspective**.

SYLLABUS

- Is available at the “coursetools” site.
- *Please read it ASAP.*
 - You must agree to all of its terms to continue in the class.

CLASS RULES & REGULATIONS

What am I going to do?

CLASS RULES

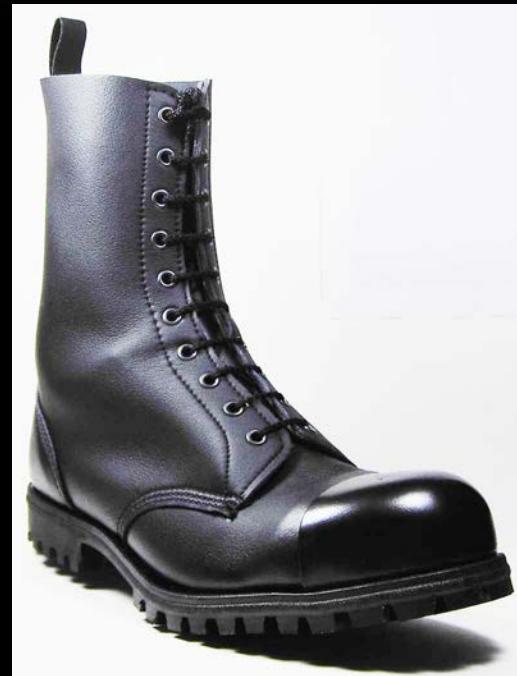
- Sequence of class activities
- Paper requirement
- Grading

CLASS ACTIVITY: THREE “ACTS”

- Act I. Boot Camp
- Act II. Practice Debates
- Act III. Live Debates

ACT I. BOOT CAMP

- 1. Logic of Argument (Waller)
- 2. Microeconomics (Lindemann) & Macroeconomics (Ip)
- 3. Strategic behavior (Williams)
- 4. Persuasion (Lupia/Luntz)
- 5. Collective Action & Implementation (Olson/Gerber)
- 10/30. Midterm (you)



TIMING WITHIN ACT I

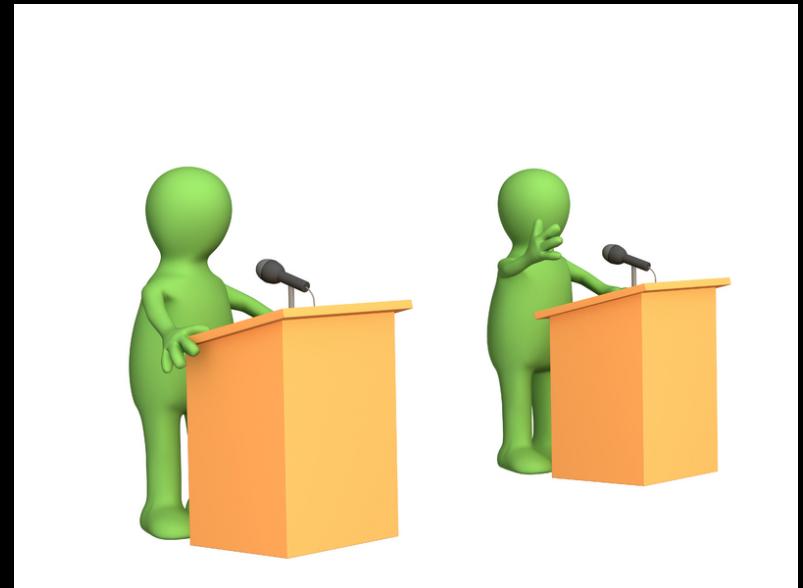
- To allow you to get ahead...I am going to run behind.
- This timing is built into the schedule.

ABOUT BOOT CAMP

- It offers a brief **introduction** to a set of knowledge bases.
- These bases have **proven effective** for people who seek to give persuasive arguments and obtain political leverage.

ACT II. PRACTICE DEBATES

- Objective: Form arguments and develop strategies.
- Sept 23, Oct 7 & 23, Nov 4-13
- Two topics per day.
- You earn a participation grade each day.



ACT III. LIVE DEBATES

- Each team has 8-9 members.
- You express preferences over topics. I choose your side.
- Teams prepare presentations and evidence.
- There are strict rules regarding evidentiary procedure and speaking.
- Team-based grades.



YOUR PAPER

- Write a paper that can inform a policy maker's decisions
- 1500-5000 words. All inclusive. No exceptions.
 - Describe a problem.
 - Propose a remedy.
 - Defend it against alternatives.
 - Provide sound arguments and valid evidence.

DATES AND GRADING

- Exam and Paper Grades
 - 9/23: 1-page prospectus.
 - 10/30.
 - Midterm (15%).
 - Debate preferences.
 - 11/6. 1st draft of paper (5%)
 - 12/13. Final paper due (15%)
- Debate Grades
 - Practice debates
 - 35% total
 - up to 5% per day
 - Live Debates
 - First debate (10%)
 - Second debate (15%)
 - Grades of other debates (5%)

GRADES

- Your grade is based on **performance**.
 - Do the reading *before class*.
 - Be **present and attentive** to the lectures.
 - Do not wait until the last minute to write papers and study for exams.

RULES

- No cell phones.
- Laptop computers & tablets; use for class purposes only.
- All e-mail contacts must occur via “umich” accounts.

ABSENCES

- We accept only **official UM requests** for alternate test dates and absences.
 - Requests for exam change must list dates out of town.
 - Requests for change must be submitted *three weeks before the exam date.*

OUR OFFICE HOURS

Arthur Lupia

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- Tuesdays 10-12
- Contact
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Dumitru Minzarari

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- 4 hours per week
 - Determined electronically
- Contact
 - minzarad@umich.edu

POLITICS AND POLICY

The good, the bad and the ugly

KEY QUESTIONS

- What is a government and why is it necessary?
- Why do political actors & governments do what they do?

WHAT IS A GOVERNMENT?

- *Government*
 - the formal institutions through which a land and its people are ruled.
- *Institutions*
 - rules and procedures that provide incentives for political behavior, thereby shaping politics.

WHAT GOVERNMENTS DO

- Inputs
 - Public support
 - A means of coercion
 - A means of collecting revenue
- Outputs
 - Public goods
 - Private goods. If I have it, you cannot.

WHAT IS A PUBLIC GOOD?

- A public good
 - may be enjoyed by anyone if it is provided and
 - may not be denied to anyone once it has been provided.
- The implication of “free riding”
 - Without incentives or coercion, public goods are underprovided.
 - To provide public goods, governments need public support, a means of coercion and a means of revenue.

GOVERNMENTS...

- Maintain order
- Protect property
- Promote economic growth
- Redistribute wealth
- Ensure safety of food, drugs, clothing, housing, etc.
- Educate children and citizens
- Protect basic civil and political rights
- Promote fairness
 - Each combines public and private goods.

THE PROBLEM

- Governments affect who gets what.
- A government is usually **unable** to do **everything** that everyone wants them to do.
 - Financial & logical constraints
- How do governments choose?
 - How are **individual desires** translated into governmental actions?

COLLECTIVE ACTION

- A key function of government is to determine how much different individuals will contribute to its own efforts to **provide public goods**.
- For this purpose, individuals and groups seek to influence government by developing means of **legitimate coercion**.

DEBATE

- The point of a political debate is to:
 - persuade an audience
 - that a policy with some coercive elements
 - is an effective and efficient means
 - of providing high-value public goods

- Stopped here 9/4/13

GOAL

- My sole goal is to help you **perform better** in political debates.
- Can you make your arguments more **accessible**, **relevant**, and **persuasive** to more people...
 - in the face of live **opposition**?

HOW SHOULD WE CHOOSE?

Which decision rule is best?

MAJORITY RULE

Group 1-Best	Group 2-Best	Group 3-Best
D	A	C
A	B	B
B	C	E
C	E	D
E	D	A
Group 1-Worst	Group 2- worst	Group 3- worst

OUTCOMES

- You voted.
 - I did not.
- I obtained my most preferred policy (E).
 - You did not.
- We used majority rule.
 - If we run the same election again, will votes change?

THE VIRTUE OF PREPARATION

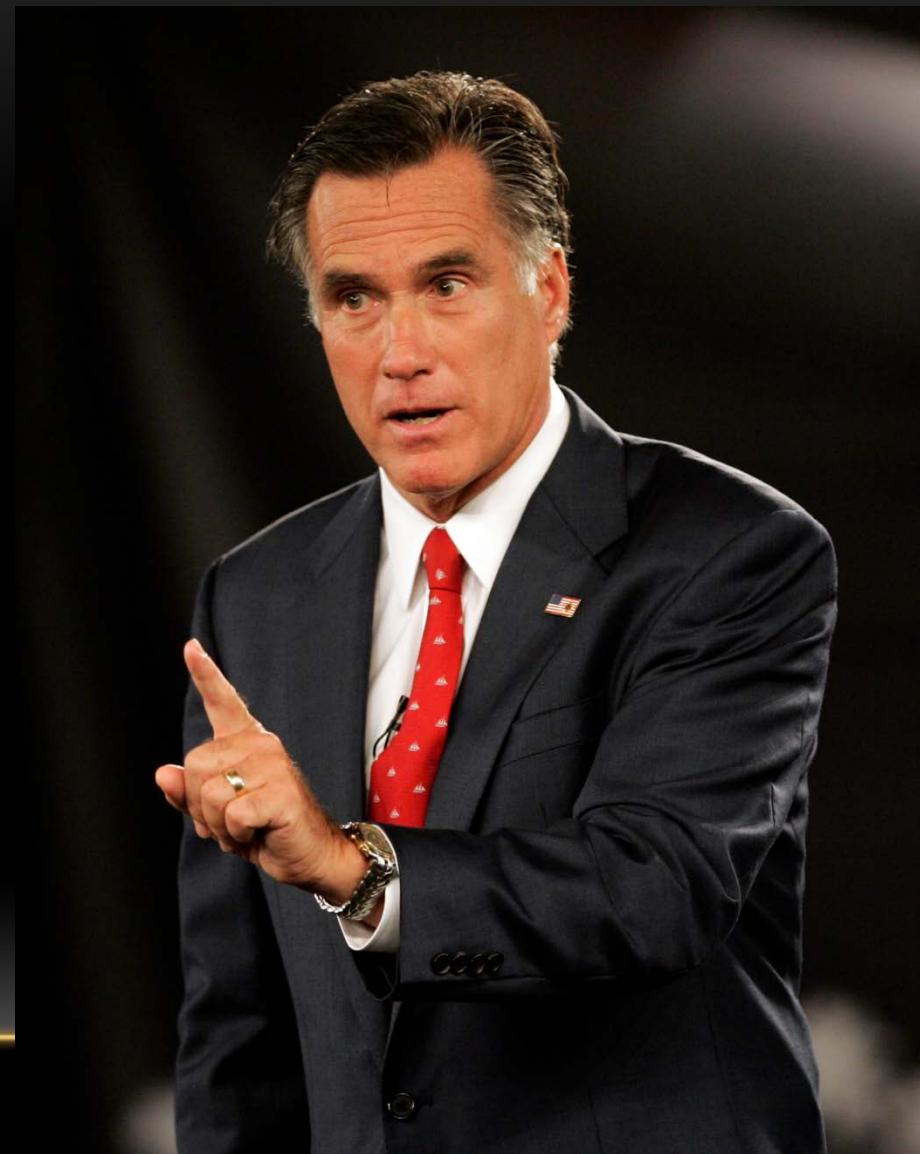
The Role of Social Science

WHAT IS THE **VALUE** OF SOCIAL SCIENCE RESEARCH?

Government decisions often rely on

evaluations

of past actions.







LEAN FORWARD



WHICH EVALUATIONS SHOULD WE BELIEVE?

EVALUATION CRITERIA

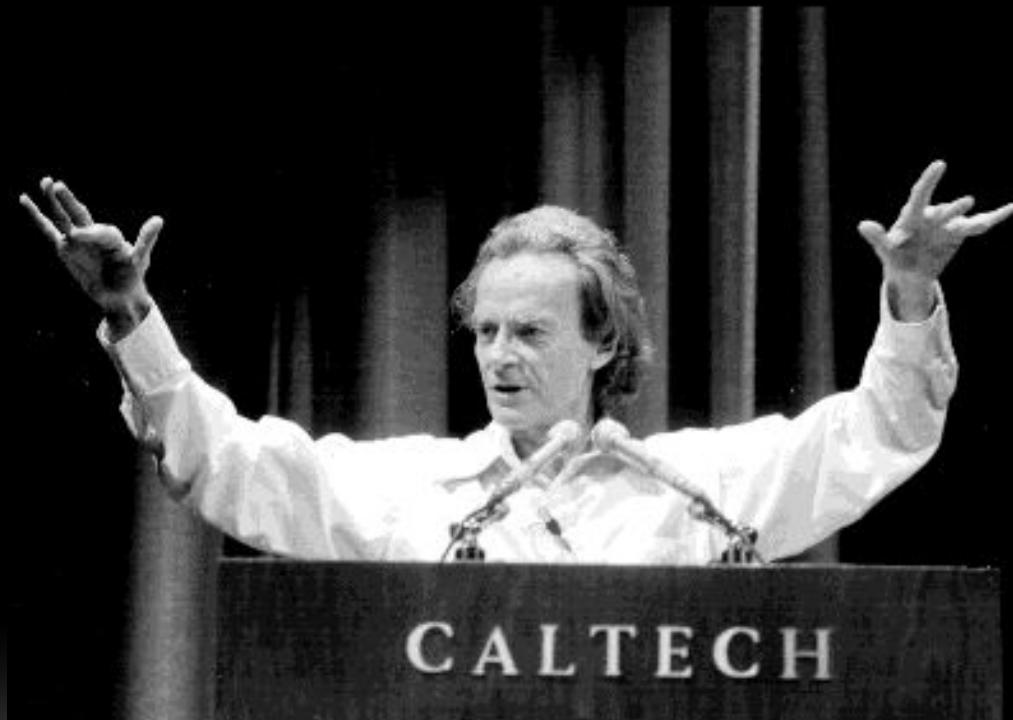
- CREDIBLE
 - the quality of being believable or trustworthy
- LEGITIMATE
 - in accordance with recognized or accepted standards or principles

WHAT IS THE VALUE OF SOCIAL SCIENCE RESEARCH?

It is a source for **credible and legitimate evaluations**.

- Richard Feynman (1974 - Caltech Commencement Address)

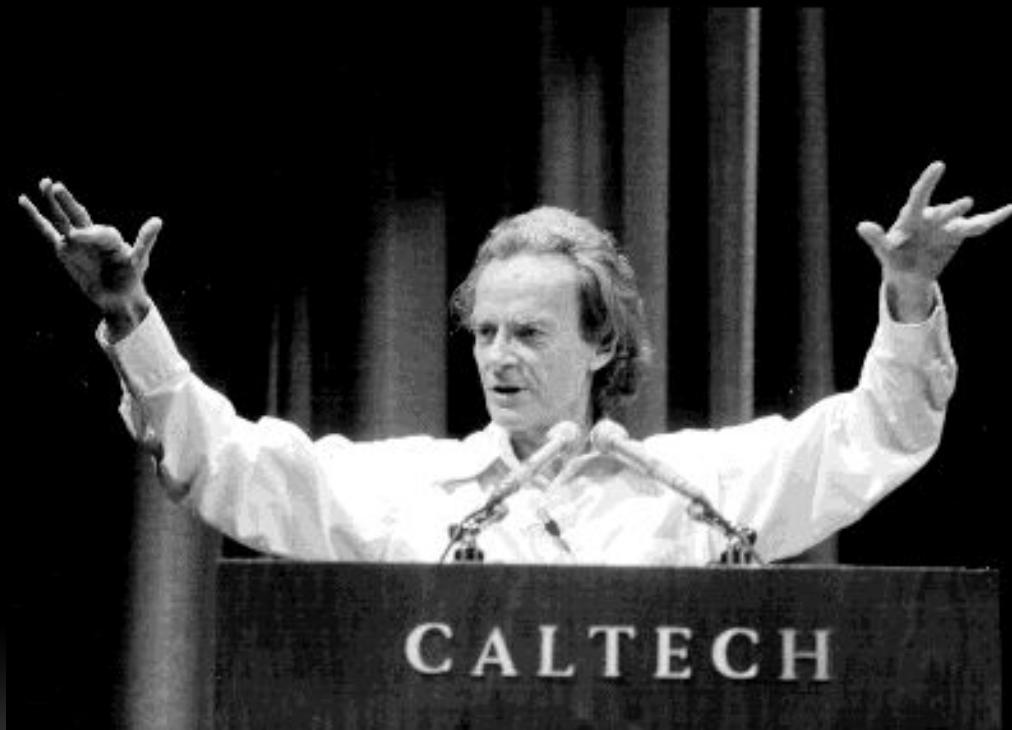
“[Scientific integrity] corresponds to a kind of **utter honesty**—a kind of leaning over backwards....



- Richard Feynman (1974 - Caltech Commencement Address)

“...the idea is **to give all of the information** to help others judge the value of your contribution;

not just the information that leads to judgment in one particular direction...”



WHAT IS THE **VALUE** OF SOCIAL SCIENCE RESEARCH?

It is a source for **credible and legitimate evaluations**.

WHAT IS THE VALUE OF SOCIAL SCIENCE RESEARCH?

Science allows a greater degree of **honesty** in evaluation

BAGHDAD

Did the surge work?



NB WEIDMANN, I SALEHYAN. 2013.
INTL STUD Q 57: 52-64.

- Baghdad, 2003-2008
 - A spike in conflict
 - A surge
 - Violence declines

WHY LESS VIOLENCE?

- Hypothesis 1:
 - The surge detects and defeats insurgents
- Hypothesis 2:
 - Ethnic unmixing reduced contact

DATA

- **Ethnic** composition of neighborhoods
- **Changes** in settlement patterns over time
- **Location** of violence
- **Date** of violence

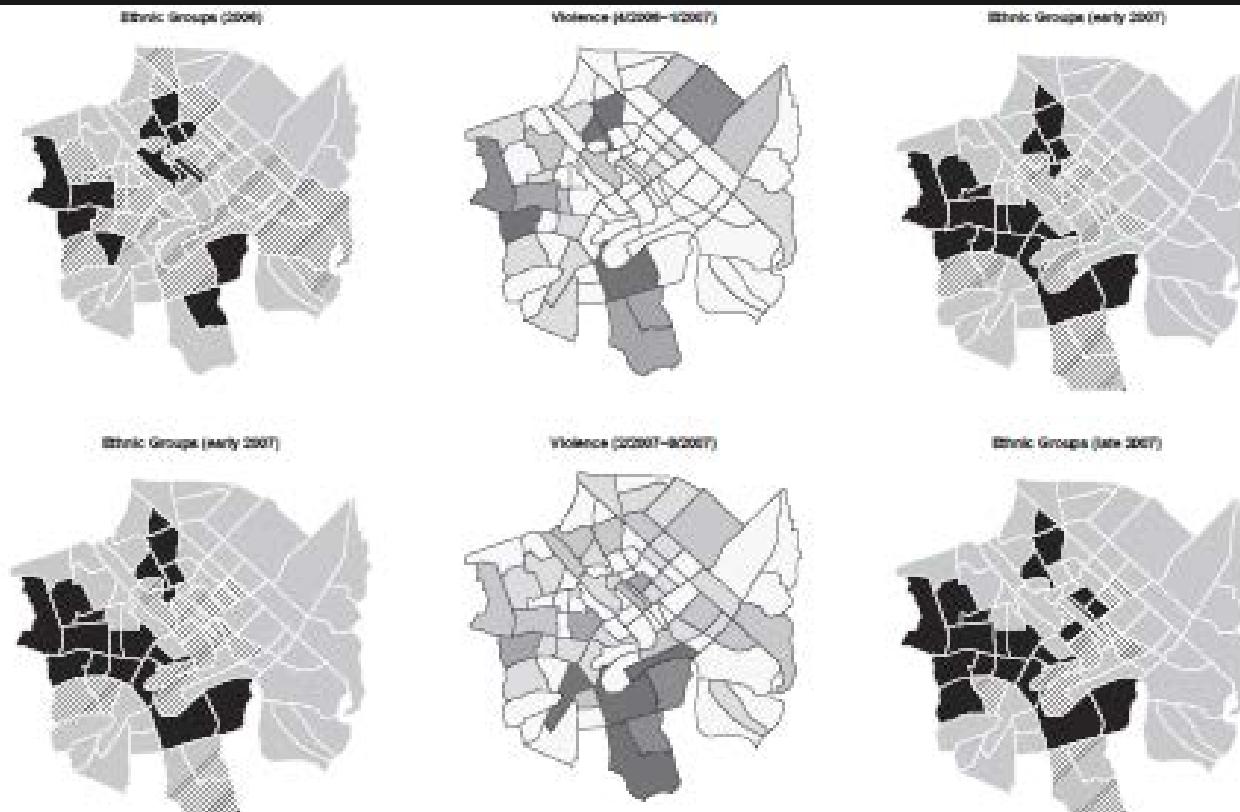


FIG 1. Empirical data used for seeding and validation of the model. Ethnic maps show Shia (grey), Sunni (black) and mixed neighborhoods (striped). The level of violence by neighborhood is displayed in different grey shades (center map)

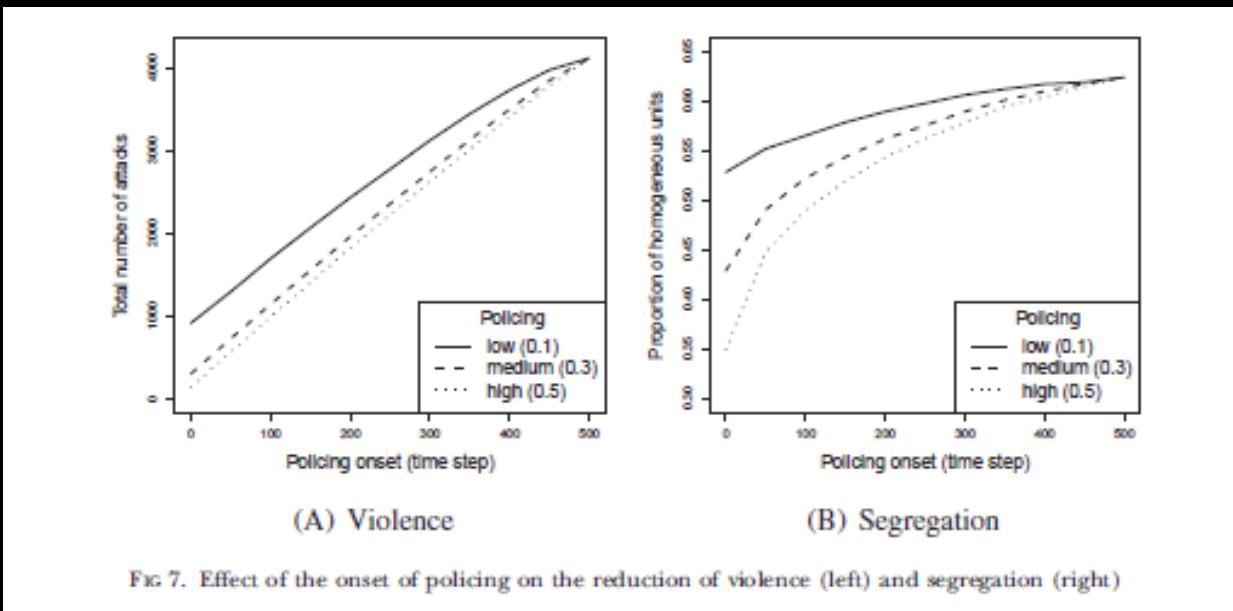
WEIDMANN-SALEHYAN METHOD

- All data geocoded
- Ethnic-geo-temporal patterns identified
- Patterns provide estimates of how different policing policies would work

FINDINGS

- Most attacks against nearby ethnic rivals
 - Attackers need “local” support.
- Civilians search for safety
 - Ethnic enclaves emerge & prepare
- Ethnic segregation limits violence

EARLY SURGE MORE EFFECTIVE



FINDING

- Early “surge” most effective

HEALTH CARE

Will people pay more for protection?



TESS
TIME-SHARING EXPERIMENTS
FOR THE SOCIAL SCIENCES

www.tessexperiments.org

DAVIS AND FANT 2005, “PAYING MORE FOR PREVENTION?”

- Experimentally investigated what preventative care benefits were most important to consumers
- Respondents:
 - 500 with a minor present in their home
 - 500 without a minor present in their home



DAVIS AND FANT (2005)

- At the time, enrollees in employer plans paid **out-of-pocket** for non-covered vaccines.
- Q. Would enrollees pay **higher premiums** for ***comprehensive*** coverage?

CHOICE

- Respondents choose
 - basic health insurance plan or
 - plan with comprehensive vaccine coverage
 - **\$3/mo** additional premium for individual
 - **\$6/mo** additional premium for family

FINDING

- Over **77% of respondents** in each subsample willing to pay \$3-6/mo for comprehensive vaccine coverage
- Far fewer willing to pay for same vaccines out of pocket....
- This logic used to justify inclusion of same benefit in the ACA

CONCLUSION

- A social scientific approach can give you an increased capacity for honesty in evaluations
- Such explanations can give you credibility and leverage.
- Leverage is necessary to induce coalitions to support particular policies.

LOGIC AND ARGUMENT

Also see <http://www.fallacyfiles.org>

ARGUMENTS

- The currency of scientific communication.
- The components of an argument are:
 - The Conclusion
 - The Premises
- Value comes from explaining as much as possible with as little as possible.

INTRODUCTION TO LOGIC

- Conclusion
 - The conclusion is what the argument is trying to prove.
- Premise
 - The premises are given as reasons for the conclusion.
 - Initial premises are offered without proof.

LOGICAL VALIDITY

- Deductive
- *If all of the premises are true, then the conclusion must be true.*
- An argument in which the logical connection between premises and conclusion is one of necessity.

EXAMPLES

- Mitt Romney is a man.
- Mitt Romney is over 5' 11" tall.
- All men who are over 5' 11" tall are the president.
- Therefore, Mitt Romney is the president.

LOGICAL VALIDITY

- Inductive
- *If all of the premises are true, then the conclusion may be true.*
- An argument in which the logical connection between premises and conclusion is one of possibility.

EXAMPLES

- Mitt Romney is a man.
- Mitt Romney is over 5' 11" tall.
- *Some* men who are over 5' 11" tall are the president.
- Therefore, Mitt Romney is the president.

LOGICAL VALIDITY

- Invalid
- *If all of the premises are true, then the conclusion must be false.*
- An argument in which the logical connection between premises and conclusion is one of impossibility.

EXAMPLES

- Mitt Romney is a man.
- Mitt Romney is over 5' 11" tall.
- All men who are over 5' 11" tall are not the president.
- Therefore, Mitt Romney is the president.

THE VALUE OF LOGIC IN DEBATE

- How to cast doubt on a conclusion when an argument is:
- Invalid:
 - If the premises are believed to be true, reveal the logical relationship.
- Inductively valid:
 - “”Maybe not” or
 - Demonstrate that one or more of the premises is untrue.
- Deductively valid:
 - Demonstrate that one or more of the premises is untrue.

EXAMPLES

- Most arguments are valid as induction.
Consider the following:
- Almost any random premise 1
- Almost any random premise 2
- Therefore, Glenn Beck is the president.

STANDARDS FOR ANOTHER TIME

- Soundness
 - Waller (p 20), The argument “must be [deductively] valid and all of its premises must actually be true.”
- Reliability
 - Waller (p 21). “[A]n inductive argument with all true premises, and whose premises strongly support its conclusion ,will be a reliable inductive argument.”
- We will attempt to establish a premise’s truth through evidentiary procedures.

LOGICAL FALLACY: DENYING THE ANTECEDENT

- If it's raining, then the streets are wet.
- It isn't raining.
- Therefore, the streets aren't wet.

LOGICAL FALLACY: AFFIRMING THE CONSEQUENT

- If it's raining then the streets are wet.
- The streets are wet.
- Therefore, it's raining.

LOGICAL FALLACY: COMMUTATION OF CONDITIONALS

- If James was a bachelor, then he was unmarried.
- Therefore, if James was unmarried, then he was a bachelor.

THE TWO FACES OF “OR”

- Most logic texts claim that "or" has two meanings:
 - Inclusive (or "weak") disjunction: One or both of the disjuncts is true, which is what is meant by the "and/or" of legalese.
 - Exclusive (or "strong") disjunction: Exactly one of the disjuncts is true.
- Example
 - Today is Saturday or Sunday.
Today is Saturday.
Therefore, today is not Sunday
 - Suppressed premise: Saturday is not Sunday.

LOGICAL FALLACY: DENYING A CONJUNCT

- It isn't both sunny and overcast.
 - It isn't sunny.
 - Therefore, it's overcast.
-
- Not both p and q.
 - Not p.
 - Therefore, not q.

OCKHAM'S RAZOR (14TH C.)

- Arguments are most helpful to an audience the extent that they actually bring clarity to the phenomena you're studying.
 - *lex parsimoniae* ≈ entities should not be multiplied beyond necessity
 - In many cases, less is more.