PPA 220A: APPLIED ECONOMIC ANALYSIS

MASTER'S PROGRAM IN PUBLIC POLICY AND ADMINISTRATION
MASTER'S PROGRAM IN URBAN LAND DEVELOPMENT

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

FALL 2010

Professor: Rob Wassmer, Ph.D.

E-Mail: rwassme@csus.edu

Home Page: http://www.csus.edu/indiv/w/wassmerr

Office: Room 3037, Tahoe Hall

Class Location: Wednesday, 6 - 8:50 p.m., 1011 Academic Resource Center (ARC)
The classroom presentation is also available as a re-broadcast on SacCT two days after live
meeting. Everyone needs to attend (in person) the first class meeting on September 1.

Office Phone: (916) 278-6304

Office Hours: Monday and Wednesday, 4:00 – 5:30 p.m.; and by appointment if necessary

Required Texts:

(denoted as “Policy”), available for purchase at Sac State Bookstore or on web at Amazon.Com;

(2) A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving,
Eugene Bardach, 3rd Edition (only), CQ Press, (denoted as “Practical”), available for purchase at
Sac State bookstore or on web at Amazon.Com.

(3) The Economics of Public Issues, 16th Edition (only), (denoted as “Public”), available for
purchase at Sac State bookstore or on web at Amazon.Com.

(4) The Economics Anti-Textbook, (denoted as “Economics”), available for purchase at Sac State
bookstore or on web at Amazon.Com.

On August 4, 2010, the total price for these books at Amazon.Com was $103 for new copies and
$78 for used copies.
Course Objectives:

The Department of Public Policy and Administration has established seven learning objectives for this course. These are part of a broader set of learning objectives for those who earn a MPPA or MSULD. These fall under five categories and are:

- Critical Thinking

  (1) **Problem definition**: Understand the appropriateness of beginning a policy analysis by first defining the policy problem in a statement that does not include solution option(s) to the “true” policy problem.

  (2) **Delineation and evaluation of options**: Understand the desirability of offering multiple solution options to a policy problem and evaluating these options in terms of criteria that include at least measures of efficiency and equity.

- Integrative Thinking

  (3) **Techniques of policy analysis**: Understand that wisdom to be drawn upon in making policy decisions comes from the market, experts, and politics; that this wisdom is usually conflicted from two of the sources, and mitigated by the third source (as illustrated by Munger’s triangle).

  (4) **Economic concepts and analysis**: Understand the important role that economic concepts (supply, demand, markets, perfect competition, monopoly, consumer and producer surplus, externalities, public goods, etc.) and thinking (rational prioritization, marginal analysis, equilibrium, “bang for the buck, etc.) play in policy analysis.

- Understanding Professional Role

  (5) **Role of public sector in democratic/market system**: Understand that even competitive market systems can “fail” under certain circumstances (related to market structure, externalities, public goods, and information asymmetry), that a market system offers no guarantee that an outcome is viewed as “equitable” by society, and that the choice of different political institutions in a democracy yield different political/policy outcomes. Thus, there may be a role for public sector involvement in all these areas.

  (6) **Role of policy analyst**: Understand that the role of the policy analyst is to offer advice to policymakers on the desirability of alternative solutions to a policy problem. Both ethical and value neutrality are desired in policy analysis. If personal values enter a policy analysis, they must be noted.

- Practical Applications
(7) Practical problem solving: Be able to conduct a basic policy analysis that involves the appropriate identification of the problem, the environment and sources of wisdom regarding the problem, solution alternatives, appropriate criteria to evaluate each alternative, and a recommendation on a course of action.

- Graduate Writing Intensive General Learning Goals

(8) GWI Goals: (a) understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline, (b) understand the major formats, genres, and styles of writing used in the discipline, (c) practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

A survey at the end of the semester will get your opinion on how well this course has satisfied these learning goals. I will often refer to these goals throughout the course.

Seeking GWI Course Approval

An application to qualify this course for graduate writing intensive credit is in process. If approved, anyone who receiving a B or better in this course automatically satisfies his or her graduate writing intensive requirement at Sacramento State.

Internet and SacCT Access:

I will post PowerPoints on material covered in class and other course related material on SacCT. Information on SacCT can be found at https://online.csus.edu/webct/entryPageIns dowebct. Please visit the site after you have secured a SacLink account number and password from Sacramento State. I will also correspond with you by e-mail through SacCT and ask you to read material from the Internet. Thus, access to the Internet and SacCT use is required for this class. If you do not have Internet access at work or home, the University's Library and its various computer labs offer access to students.

Student Name Placards:

One of my weaknesses is the ability to remember the names of people. I realize that this is a real hindrance to facilitating discussion in class. Thus, I ask that each of you create a first name placard (with material I will provide on first day of class), bring it to class each week, and place it in front of you for each class meeting. I know this will help me greatly in learning your names. I hope it will also assist you in a quicker learning of your classmates' names. The names of students I always remember are those that visit me regularly in office hours and actively participate in class activities.

I will also take a digital snapshot of everyone the first night of class and post this with names on SacCT to assist in you attaching a name to a face of your fellow classmates.

Overview:
The course continues your exposure to the basic concepts and tools of microeconomics (from your previous microeconomics course) as they apply to public policy (and urban land development) analysis. We will study how economists think about household decisions, business decisions, and government decisions. We spend much of our time understanding the role that government can play in altering these economic decisions for the betterment of society.

The prerequisite for this course is the receipt of a B grade or above in a previous introductory (undergraduate) course in microeconomics. **If your microeconomics is a bit rusty, review the “THE STANDARD TEXT” portion of each of the chapters in The Economics Ant-Textbook.**

Microeconomics offers many insights into understanding how business, government, and people interact. Some of the most serious challenges that individuals and society face are economic based. An understanding of economics is therefore an essential part of deriving solutions to these challenges. As future public policy (and urban land development) gurus, an understanding of the economic principles taught in this course is essential to your ability to offer good analysis and advice in your chosen professions.

A goal of mine has always been to try to improve the teaching of economics to university students. I would consider myself a success if I could get you to learn some economics, appreciate its value to the career choice you have made, and to have a part of your brain think like an economist. Note that I emphasize only a part of your brain. Good analysts have to consider relevant political and administrative issues, and the social/equity ramifications of proposed public and urban land development policies. The development of these other parts of your brain is largely accomplished through the other courses you take in your Master’s program, but at the same time not fully ignored here.

I encourage you to share with me, even before teaching evaluations are given, your opinion on any of my teaching methods and offer constructive suggestions on how to improve them. I truly appreciate such input and use it to try and continually improve the way I teach this course. To help in achieving this goal, I ask in week seven (October 20) of the course that you complete the teaching evaluation instrument that you will again fill out at the end of the course. Using the responses, I can consider adopting my teaching style to address your concerns in the remaining portion of the course.

PPA 220A consists of one 165 minute meeting a week. Each week you should also devote at least three hours of study outside of the classroom to this course. A 15-minute break occurs in the middle of each class. If I go past 7:30 p.m., without giving you the break, please remind me that it is due.

This course uses a “hybrid” distance education format. I am well aware that there are both plusses and minuses to using this format. A big plus is that all class sessions will recorded and allow you the option to watch them at a latter date. Since this is available, you need not attend all class sessions and can instead chose to view some of them through SacCT. To some, the downside of this is that there are cameras in the classroom and microphones were you sit. So
others listening outside the classroom can hear you, you will need to turn on these microphones before speaking. Please do this for the benefit of those watching the recorded session. They cannot hear your comments if your microphone is off.

The official requirement is that you attend a minimum of seven of the 14 scheduled classes in which homework assignments are due. To measure your attendance, and prepare you for participation in class discussions, I ask that you submit a typed, double-spaced, two-page maximum answer to the numbered discussion question (that corresponds to the first letter of your last name) that are listed below. You can only turn these in on the night of the meeting you attend. I will look them over and return them to you by the next class meeting with a grade based upon how well you satisfy the rubric (included below) I have established for these. Since you are only required to attend seven class meetings (plus the midterm exam class), your overall grade on these assignments will be based on the highest seven grades you receive. You may turn in one of these write ups at our first class meeting (September 1). Please feel free to turn in more than seven. I will only count your best seven grades.

If there are concepts or ideas covered in a Wednesday night session that you did not understand, it is important to your overall success that you get these misunderstandings resolved before the next time we meet. You can do this by talking to your fellow classmates (I encourage you to form study groups or electronic study networks), visiting me in my Monday or Wednesday office hours, sending an e-mail question to me at rwassme@csus.edu (please do not send by SacCT because I check less often), or phoning me at 278-6304. My promise to you is that if I am not in my office, I will respond to your Monday through Friday e-mail or phone call within 24 hours.

Questions, comments, and discussion about material assigned for a Wednesday night class are always encouraged during that class. In office hours I am pleased to discuss a suggestion on pedagogy, economics in general, the MPPA or MSULD Programs, or your career plans. To insure an adequate participation grade, please stop by to visit at least once during office hours.

Students will need to come well prepared to class in the form of completing all reading assignments, looking over my PowerPoint notes, formulating answers to the discussion questions poised each week (you should think about all of the questions asked and not just the one assigned to you that week), and being prepared to actively participate in the class discussion. I will not hesitate to call on students who choose nonparticipation.

The last 45 minutes of each class is devoted entirely to discussion. For the first 15 minutes of this time, you will break into groups of about 6 to 8 people to discuss your answers to the three questions assigned from that meeting’s readings. Begin by appointing a spokesperson for each question (likely someone who answered that question) and have that person offer her answer to the question and get reactions from others in the group about this answer. Do this for all three questions. The remaining 30 minutes of our discussion period will revolve around a full class discussion of the three questions and other issues that arise in relation to them.

Homework Question Feedback, Revision, Reflection, and Self-Editing:
To qualify this course for GWI approval, there must be a component in it that involves you receiving comment on your written work from the instructor and a peer, you reflecting on these comments, and self-editing previously written material. This is accomplished here using your weekly homework questions.

If you receive less than an “A” grade from me on your weekly answer, you are required to rewrite it after reflecting upon the comments I have given you on it, and upon the comments you will solicit from an assigned writing partner among your peers. When you submit your revision back to me, please include with it the original marked up version and grading rubric that I completed, and the same from your assigned writing partner. When requested to view someone’s writing assignment as a peer reviewer, you will have a maximum of one week to get your comments back. If it takes longer, and the person you are reviewing complains to me, you will receive a failing grade in one of your seven required writing assignments.

You may revise a maximum of three assignments. However, if you have three or more assignments with less than an “A” grade from me, all three need revision. The process of revision must begin the week after you receive less than an “A” on any homework question. When you have feedback from me and your peer reader for your first revision, you must stop by my office hours or see me after class to discuss in person your planned revision. This only needs to be done once, but feel free to do it for all three of your revisions if needed.

On the first night of class, I will offer further instruction on writing your responses to the requested questions in a form that is appropriate to the applied professional discipline of public policy and administration. Further instruction will come as needed throughout the semester. All revised questions must be submitted to me within two weeks of receiving less than an “A” on any of them. I will accept no revisions after December 15.

**Examination Procedure:**

Material for the midterm and final exams are taken out of assigned reading, class time, and homework. I will provide a sample midterm exam early in the semester. If you have an illness or emergency, if at all possible, I expect to be notified before the midterm exam takes place. If you fail to show up for this exam without contacting me, or if you cannot provide written documentation of why you missed, you will receive a zero.

Midterm: The first 90 minutes of class on October 27 will be devoted to taking an in-class and closed-book midterm exam. More details and an example of a previous midterm will follow.

Final: Details on the final exam are below. We will discuss this assignment in further detail on December 1 in class. It is due at the same time (December 15) that a final would have been offered in class.

**Grading Procedure:**

Grades are based on the following table:
A number grade will be assigned to everything you do. Your course grade is calculated on these number grades. Anything above a B- (2.7) in the course is a passing grade for credit towards your MPPA or MSULD (but be aware you need to earn an overall GPA of 3.0 (B). Your midterm exam grade accounts for 30 percent of your course grade. Your final paper grade accounts for 30 percent of your course grade. The average grade earned on the seven weekly-required answers to discussion questions is worth 30 percent. All discussion questions are graded based upon the rubric at the end of this syllabus. Classroom and office hour participation makes up the remaining 10 percent of your final grade.

**University policy for dropping this course followed. You must complete both the midterm and final paper to receive a passing grade.**

The following schedule lists the topics covered and the assigned reading that accompanies them. I reserve the right to make minor changes and additions to the schedule. Underlined material is hyperlinked and obtained by clicking on it from your web browser. The format of the schedule is that column 1 contains the topic, column 2 contains the source, and column 3 contains the specific location within the source. The discussion questions are in italics below each topic.

**Only submit an answer to the question that corresponds to the first letter of your last name, but think about answers to all questions as you are doing the reading related to it.**

You need to also print out and review the PowerPoint slides I have prepared for each week. They are on SacCT and will be available (at the latest) by the Monday afternoon before the following Wednesday’s meeting.

**Schedule:**

**Week 1 (September 1)**
“Overview of Course” Syllabus

Crafting Appropriate Responses to Weekly Questions Syllabus

“Deciding How to Decide” Policy Chapter 2

(1) Last Name A-C: Does every Californian feel that the right of “Whom should I marry?” is always an “individual” and “private” decision as Munger characterizes in Figure 2.4?

“Introduction: Goals, Audience, and Principal Themes” Economics Intro

(2) Last Name D-M: Describe the world-view of mainstream economics textbooks. What does Hill and Myatt find wrong with this view? Do you agree?

“Death by Bureaucrat” Public Chapter 1

(3) Last Name N-Z: What would be the advantages and disadvantages of a regulatory system in which, rather than having the FDA permit or prohibit new drugs, the FDA merely publishes its opinions about the safety and efficacy of drugs and then allowed physicians to make their own decisions about whether or not to prescribe the drugs for their patients?

Week 2 (September 8)

“A Benchmark for Performance: The Market” Policy Chapter 3 (pp. 54 – 69)

(1) Last Name N-Z: Consider that the world’s population is reduced to 5,000 people living in Sacramento. All means of production and exchange have been wiped out. Would you expect households in this new society to be entirely self sufficient, or to develop markets and trade? Offer the reasoning behind your choice.

“What is Economics: Where You Start Influences…” Economics Chapter 1

(2) Last Name A-C: [a] Are “animal spirits” ever found in private markets? What are the policy implications if such animal spirits are widely present in a market? [b] Why would you not want to pay someone to be a blood donor?

“Kidneys for Sale” Public Chapter 6

(3) Last Name D-M: The U.S. currently has an “opt-in” system for organ donation from the deceased: People must explicitly choose postmortem donation ahead of time. Many other nations have “opt-out” systems. How, if at all, would a shift in the U.S. to an opt-out system change the supply of post-mortem donations?

Week 3 (September 22)
(1) Last Name D-M: Suppose that society has two people (Amy and Bill) and consumes only two goods (food and shelter). Amy is a carpenter with the appropriate tools and many trees on the land she owns. Bill is a farmer with the appropriate tools who lives on treeless fertile land. Draw an Edgeworth Box for this society with the most likely initial allocation of food and shelter between Amy and Bill with no trade between them. Draw the indifference curves for both that goes through this initial allocation and construct a contract curve. Explain why trade would occur between Amy and Bill and why the final allocation of food and shelter would fall on the contract curve.

(2) Last Name N-Z: Explain in traditional microeconomic terms why a minimum wage set above the market wage is expected to cause unemployment. Is this always the case in its real world application?

(3) Last Name A-C: Are teenagers better off when a higher minimum wage enables some to earn higher wages but others to lose their jobs? Why do you think organized labor groups, such as unions, are supporters of a higher minimum wage, even though their members all earn much more than the minimum wage?

Week 4 (September 29)

(1) Last Name A-C: How would an economist technically explain the feeling that we all get when we go to the mall expecting to pay $60 for a pair of Levi 501 Jeans and we find that they are on sale for $40. Use a diagram in your explanation. Also, describe the relevance of this concept to public policy analysis.

(2) Last Name D-M: Offer a summary of the arguments offered for why consumer preferences may not be given, the prevalence of incomplete and asymmetric information, and why relative position may matter more than absolute. What are the public policy implications of this?

(3) Last Name N-Z: The markets for prostitution in Nevada and New Jersey have two important differences; (1) New Jersey prostitutes face higher costs because of government efforts to
prosecute them, and (2) customers in New Jersey face higher risks of contacting diseases. In which state would you expect the price of prostitution services to be higher? Which state would have the higher amount of services consumed (adjusted for population differences)?

Week 5 (October 6)

“The Welfare Economics Paradigm” Policy Chapter 7 (pp. 217 – 231)

“How Markets Work” Economics Chapter 3 (1.8 - 1.9)

(1) Last Name N-Z: Choose either a per-unit tax or subsidy on a specific good and describe in economic terms, using a graph and description, the “good” and the “bad” that arises.

“The Firm” Economics Chapter 5 (1 The Standard Text)

(2) Last Name A-C: Describe the traditional economic explanation for why a firm’s short-run average cost curves are “U” shaped, and why a firm’s long-run average cost curves are “U” shaped?

“Why are Women Paid Less” Public Chapter 11

(3) Last Name D-M: Women who own their own business earn net profits that are only half as large as the net profits earned by men who own their own business. First, consider why women would be willing to accept lower profits. Then think about why women earn lower profits. Is this evidence of discrimination? If so, by whom? If not, what else might account for the lower profits?

Week 6 (October 13)

“Market Structure and Efficiency” Economics Chapter 6 (1 The Standard Text)

(1) Last Name D-M: Based upon traditional economic theory, describe what happens to price, quantity, number of firms, and economic profit in a perfectly competitive market when consumer demand for a product increases. Do the same for a monopoly market. Why are the results different?

(2) Last N-Z: Describe the “deadweight loss” that is associated with monopoly production in traditional economic theory. Then offer some of the arguments offered for why monopolies may actually benefit society.

“Market Structure and Efficiency” Economics Chapter 6 (2 The Anti- Text)
(2) Last A-C: Why would a firm ever make “investments” to change public policy? Describe a recent high-profile example of such in California. Should anything be done to stop this?

Week 7 (October 20)

Preliminary teaching evaluation done at end of class

“Evaluation and Market Failure” Policy Chapter 4

(1) Last Name A-C: Would it be practical to insist that all public policies pass the “Pareto Criterion”? Do you have any concerns with only using the “Kaldor-Hicks Compensation Principle” to evaluate the desirability of a public policy?

(2) Last Name D-M: Use a diagram and a description to describe how a Pigouvian tax can be used to correct a negative externality. As an alternative to a Pigouvian tax to correct a negative externality, describe the strength and weaknesses of Coase’s Conjecture. Offer an example of this conjecture in real-world use today.

“Externalities and the Ubiquity of Market Failure” Economics Chapter 7

(3) Last Name N-Z: What is a consumption externality? Should public policy try to address these?

Week 8 (October 27)

“Experts and Advocacy” Policy Chapter 5

(1) Last Name N-Z: Discuss the plusses and minuses of using a technical command economy to solve the “problems” of the market economy? Is there another alternative besides just pure market capitalism or pure command socialism?

“Smog Merchants” Public Chapter 28

(2) Last Name A-C: Some environmental groups have opposed tradeable pollution rights on the grounds that this puts a price on the environment when in fact the environment is a priceless resource. Does this reasoning imply that we should be willing to give up anything to protect the environment? Does environmental quality have an infinite value? If not, how should we place a value on it?

“Greenhouse Economics” Public Chapter 29

(3) Last D-M: The policy approach to greenhouse gases will almost certainly involve limits on emissions rather than taxes on emissions. Can you suggest why limits rather than taxes are likely to be used?
Week 9 (October 28)

Midterm Given First 90 Minutes of Class

“Government Decisions and Government Failure” Policy Chapter 6

No questions assigned tonight due to midterm exam.

Week 10 (November 3)

“Government, Taxation, and the Redistribution of Income” Economics Chapter 9

(1) Last Name D-M: Is it best to define poverty in absolute or relative terms? If a policy increases the income of the rich without decreasing the income of others, is this a desirable policy?

“Immigration, Superstars, and Poverty” Public Chapter 13

(3) Last N-Z: Consider three alternative ways of helping poor people get better housing: (1) government subsidized housing that costs $6,000 per year toward rent; (2) a housing voucher worth $6,000 per year in cash, or (3) $6,000 per year in cash. Which would you prefer if poor? On what grounds did you make your decision?

“The Graying of America” Public Chapter 25

(3) Last A-C: How would a change in the immigration laws that favored more highly educated and skilled individuals affect the future tax burden of today’s American college students? Would the admission of better-educated immigrants tend to raise or lower the wages of American college graduates? On balance, would an overhaul of the immigration system benefit or harm today’s college graduates?

Week 11 (November 10)

“Choice of Regulatory Form” Public Chapter 8

Last Name A-C: Comment on the statement “unless the institutional environment is properly constructed, the organizations that give markets their dynamic power may do more harm than good”.

“Are We Running Out of Water?” Public Chapter 8

(2) Last Name D-M: During the droughts that periodically plague California, farmers in the state are able to purchase subsidized water to irrigate their crops, at the same time that many California homeowners have to pay large fines if they water their lawns. Can you suggest an explanation for this difference in the treatment of two different groups of citizens in the state of California?
(3) Last N-Z: In the effect, the CRA and the actions of Fannie Mae and Freddie Mac acted to subsidize home purchases by people who otherwise would not have purchased homes. All subsidies must be financed by taxes, implicit or explicit on someone. Who is paying the taxes in this case?

**Week 12 (November 17)**

“Policy Analysis as a Profession”  
Policy  
Chapter 1

(1) Last Name A-C: Why is policy analysis like “unloosening a Gordian Knot”?

“Introduction”  
Practical  
Pp. xv - xx

“Part I, Step 1 - 3”  
Practical  
Pp. 1 – 25

“Things Government Do”  
Practical  
Appendix B

(2) Last Name D-M: Consider two possible problem statements: (a) Too many of California’s recent public high school graduates are unprepared for the rigors of college academic work, and (b) California’s public high schools have too high a student to teacher ratio. Discuss the advantages and disadvantages of beginning a policy analysis with (a), and then do the same for (b).

“Preface”  
CIWMB Tire Study  
Pp. 1 - 2

“Executive Summary”  
CIWMB Tire Study  
Pp. 3 – 6

(4) Last Name N-Z: Evaluate the formal problem statement used in the CIWMB Tire Study based upon Munger’s and Bardach’s suggestions. Where does it match their suggestions? Does it fall short in any areas?

**Week 13 (November 24)**

This session will be entirely held on the chat session of SacCT (details forthcoming).

“Get Your Priorities Right”  
WSJ Opinion Page

“Bjorn Lomborg Sets Global Priorities”  
TED Video

“Bjorn Lomborg Says Cool It”  
Reason Video

(1) Last Name N-Z: Describe the economic approach of “rational prioritization” to solving the World’s public policy challenges? Do you support it? (The two-page limit is lifted for tonight. You may use up to four pages to answer.)

Climate Change Scoping Plan  
ARB  
Read Executive Summary
(2) Last Name A-C: Write a memo that first summarizes California’s landmark AB32 legislation to deal with them. Finally, offer a critical assessment of the Scoping Plan crafted by the CA Air Resources Board to implement AB32. By critical I mean that I want you to both praise and criticize the elements of the plan that you feel are desirable and not so desirable. Be sure to draw upon tools and concepts learned earlier in this class when making this appraisal. *(The two-page limit is lifted for tonight. You may use up to four pages to answer.)*

What’s a Carbon Tax?  
[Carbon Tax Center](#)  
[Carbon Tax Center](#)

[Fox News Video](#)

Cap and Trade: How it Works  
[Audubon](#)  
[Audubon](#)

[You Tube Video](#)

Putting a Price on Carbon: An Emissions Cap or a Tax?  
[Environment360](#)  
[Environment360](#)

[You Tube Video](#)

(3) Last Name D-M: Assume that you work for State Senator and pro Tem Darrell Steinberg. He has requested that you prepare a briefing paper that describes in language that his constituents can understand: (1) what is the public policy issue that AB32 is trying to deal with, (2) what is a carbon tax and how can it deal with this issue, (3) what is cap and trade and how can it deal with this issue, (4) what are the plusses and minuses of both, and (5) what would you recommend that he support. Be sure to draw specifically upon the concepts learned earlier in this course when preparing this memo. *(The two-page limit is lifted for tonight. You may use up to four pages to answer.)*

**Week 14 (December 1)**

**Final Paper Assignment Discussed**

“Part I, Step 4 - 8”  
Practical  
Pp. 26 – 57

“Specimen of a Real-World Policy Analysis”  
Practical  
Appendix A

“Waste Tires in CA”  
[CIWMB Tire Study](#)  
Chapter 1

“The Environment Surrounding…”  
[CIWMB Tire Study](#)  
Chapter 2

“Waste Tire Management Alternatives”  
[CIWMB Tire Study](#)  
Chapter 3

(1) Last Name D-M: Is there any evidence in your reading of the background chapters for the CIWMB Study that “concentrations of economic power can be translated into (illegitimate) concentrations of political power.”
(2) Last Name N-Z: Using Bardach’s suggestions regarding “Step Three: Construct the Alternatives,” evaluate how well the CIWMB Tire Study has put forth its alternatives for its given policy problem statement.

“Raising Less Corn and More Hell” Public Chapter 23

(3) Last Name A-C: If it so obvious that farm subsidies hurt consumers, why do such subsidies continue to be voted in by Congress?

Week 15 (December 8)

“Criteria for Evaluating Alternatives…” CIWMB Tire Study Chapter 4
“Analysis of Policy Alternatives” CIWMB Tire Study Chapter 5
“Recommendations” CIWMB Tire Study Chapter 6
“Addendum” CIWMB Tire Study Chapter 7

(1) Last A-C: Using Bardach’s suggestions regarding “Step Four: Select the Criteria,” evaluate how well the CIWMB Tire Study has put forth its criteria for its given policy problem statement.

(2) Last Name D-M: Based upon the information in the Addendum to the CIWMB Tire Study, and using what you learned from Munger and his triangle, comment on the reaction from stakeholders to the report.

“The Political Economy of Collapsing Bridges” Public Chapter 21

(3) Last Name N-Z: What political forces help prevent the more widespread implementation of user fees?

Week 16 (December 15)

Final Paper Due at 6 p.m.
Grading Rubric for Weekly Discussion Questions

PPA 220A

Fall 20010

Excellent = 10, Good = 9, Acceptable = 8, Needs Improvement = 7, Poor = 6, Absent = 0

<table>
<thead>
<tr>
<th>Required Content</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and discussion question at top of document that is no more than two typed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages long, with one inch margins and 11 font</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begins with an appropriate introductory paragraph that describes topic and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>layout of write-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finishes with an appropriate concluding paragraph that summarizes answer to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discussion question asked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraphs and transitions between them flow smoothly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate writing style and language use for a college educated reader not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>familiar with the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No grammar or spelling errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer appropriately draws upon outside material relevant to the discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>question and cites this material using APA style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer appropriately addresses discussion question by drawing upon assigned</td>
<td>30</td>
<td>27</td>
<td>24</td>
<td>21</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>reading related to it (Three times other value)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total score (100 possible)
Overview

You are to write no more than an eight-page, typed, and double-spaced document (11 Times New Roman Font) that represents a proposal on how you would conduct a Criteria-Alternatives-Matrix (CAM) analysis for a hypothetical client on a public policy or urban land development concern of your choosing. I suggest you review Chapter 1 of Munger’s text, the sections we covered in Bardach’s book, the CIWMB Tire Study, and the appropriate PowerPoint notes from class before beginning this assignment. I will base your grade on how well you satisfy the suggestions offered by these authors for completing such an analysis.

I will use the rubric contained on the next page to score your assignment and assign it a grade. Pay careful attention to what this rubric is asking for and the further instructions offered below.

Instructions

You should structure your answer as an essay with an appropriate cover page, introductory section that describes what is in the essay, section headings that cover the requested material, and a concluding section. You will need a reference list at the end and citations must be in APA style (http://library.osu.edu/sites_guides/apagd.php). Tables and figures should be included in an appendix to the essay and they do not count toward your eight-page limit. I will not read beyond eight pages. (Your cover page and reference list is not part of this eight-page limit.) Other than these constraints, including the mandatory components described below, the remaining form of the write up is up to you.

Specifics That Need to Be Included

1. Specifically identify who your client is. Describe the process of CAM analysis in both its qualitative and quantitative forms. What is it and exactly what is it trying to accomplish? Mention that this document represents a proposal to conduct such an analysis for them and describe at the close of your introduction how your structure your write up into specific sections. Use section headings throughout paper.

2. Place in bold in your introduction a one-sentence problem statement in the form suggested by Bardach and Munger. Also, include additional paragraphs that describe the magnitude of the policy problem you have chosen, the magnitude of change required for
a solution, and why the problem warrants public intervention (see Munger, Chapter 2 for help on this).

3. The section after the introduction should be at least two pages long and describe in appropriate detail your chosen policy or urban land development problem within the context of the economics and policy framework learned in this class. Carefully look over your notes and describe economic and policy concepts learned that will help your client better understand both the problem and the CAM you are proposing. Consider this a section that you could not have possibly written before taking this class; so demonstrate to me what you have learned.

4. Offer information on how you plan to go about gathering evidence to conduct the cell-by-cell analysis that is required for a CAM. This should include at least five sources in a literature review section that contain information, case studies, statistical analysis, best practices, etc. relevant to the production of your CAM. Citations are required for this and they should be in APA form.

5. Consider alternative zero to be let present trends continue and choose three other alternatives that could solve the policy problem. Describe each of these alternatives in more detail in a paragraph or more. Appendix B in Bardach can help in your constructing of these alternatives.

6. Use three different criteria that fall into the categories of cost effectiveness (biggest bang for the buck), equity, and another of your choosing. Describe each criterion in a paragraph or two. Do you plan to weight criteria differently?

7. Briefly describe the methods you anticipate using to project outcomes and confront tradeoffs that are inherent to a CAM analysis.

8. How do you plan to integrate political and administrative acceptability into your analysis?

9. Include somewhere in your write up a table that offers an example of what the quantitative CAM looks like. Fill it in to the best of your available judgment to derive a preliminary recommendation for client.

10. Conduct a sensitivity analysis of your findings.

11. Turn on the grammar check in Microsoft Word and be sure to correct all issues. Pay particular attention to eliminating the presence of passive voice.

12. Be sure to make a preliminary recommendation, but remind the client a final recommendation is only possible after a complete study.
Grading Rubric for Final Exam, PPA 220A, Fall 2009

Excellent = 10, Good = 9, Acceptable = 8, Needs Improvement = 7, Poor = 6, Absent = 0

<table>
<thead>
<tr>
<th>Required Content</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development and organization:</strong> appropriate introduction and conclusion, organization of paper clearly described in introduction and done as stated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing mechanics:</strong> grammar, word choice, and sentence structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation:</strong> appropriate and attractive format</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citations:</strong> accurate citations and listing of references using APA style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Public policy / ULD problem statement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Layperson’s description of what CAM analysis is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Justification for public intervention into this problem</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economic background:</strong> From class on your problem statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Policy background:</strong> From class on your problem statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Choice and write up of alternatives to solve policy problem</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Choice and write up of criteria to evaluate alternatives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How evidence will be gathered</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Description of methods used to project outcomes and confront tradeoffs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How is political and administrative acceptability built into your analysis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qualitative CAM table</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative CAM table</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sensitivity analysis completed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preliminary policy recommendation given</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score (180 Possible)