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 2012

Professor: Rob Wassmer, Ph.D.

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

Office: Room 3037, Tahoe Hall

Class Location: Monday, 6 - 8:50 p.m., 1011 Academic Resource Center (ARC)
The classroom presentation is also available as a re-broadcast on SacCT 9.1 two days after live meeting. **Everyone needs to attend (in person) the first class meeting on August 27.**

Office Phone: (916) 278-6304

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

Required Texts:


*On July 31, 2012, the total price for these books at Amazon.Com was $128 for new copies and $61 for used copies.*
Course Objectives:

The Department of Public Policy and Administration has established 10 learning objectives for this course. These are part of a broader set of learning objectives for those who earn a MPPA or MSULD.

- Using the methods of Bardach and CAM analysis, learn to effectively construct and use a clear definition of a policy problem.
- Using the methods of Bardach and CAM analysis, identify reasonable alternatives to address a clearly defined policy problem.
- Using the methods of Bardach and CAM analysis, identify and use appropriate criteria to evaluate these alternatives.
- Understand the important role of economic concepts (i.e., supply, demand, markets, perfect competition, monopoly, consumer and producer surplus, externalities, public goods) in public policy.
- Understand the important role of economic thinking (rational prioritization, marginal analysis, equilibrium, “bang for the buck, etc.) in public policy and administration.
- 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.
- 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.
- Understand the major formats, genres, and styles of writing used in economics.
- Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing (required language for Graduate Writing Intensive class that this is).
- Understand the major research and/or professional conventions, practices, and methods of inquiry of economics (required language for Graduate Writing Intensive class that this is).

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.

Graduate Writing Intensive Course
Anyone receiving a B or better in this course automatically satisfies his or her graduate writing intensive requirement at Sacramento State.

Internet and SacCT 9.1 (Blackboard) Access:

I will post PowerPoint slides on material covered in class, and other course related material on SacCT 9.1 a week before covered in class. Information on SacCT9.1 can be found at [http://www.csus.edu/sacct/student/sacct-ready.stm](http://www.csus.edu/sacct/student/sacct-ready.stm). 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 9.1 and ask you to read material from the Internet. Thus, access to the Internet and SacCT 9.1 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 (many) 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 9.1 to assist in you attaching a name to a face of your fellow classmates. These will also be posted at the PPA website with your undergrad institution and major to publicize where our students come from. (If you object to this, please let me know.)

Overview:

The course continues your exposure to the basic concepts and tools of microeconomics (from your previous introductory 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 curse 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 15) 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 for 14 weeks. (We lose the September 3 meeting to the holiday.) 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 are recorded. This offers you the option to watch and review them at a later date. Since this is available, you need not attend all class sessions and can instead choose to view some of them through SacCT 9.1. To some, the downside of this is that there are cameras in the classroom and microphones were you sit. So fellow classmates listening later on tape can hear you, you will need to turn on these microphones before speaking.

The official requirement is that you attend a minimum of seven of the 14 scheduled classes. 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 posted on SacCT 9.1 a week before they are due. 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 (necessarily including 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 (August 27). I strongly encourage you to attend more than seven class meetings in person and also turn in more than seven assignments. Though, I will only count your best seven grades.
If there are concepts or ideas covered in a Monday 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 office hours, tweeting a question I or anybody in class can answer, sending an e-mail question to me at rwassme@csus.edu (please do not send by SacCT 9.1 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 Monday 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 a passing 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 and listening 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 to constantly not participate.

The first 30-45 minutes of each class will be devoted entirely to student-to-student discussion. During this time, you will break into groups of about five people to discuss your answers to the three questions assigned for that meeting’s readings. (The camera and microphones will be focused on a different group each week so the views watching tape can follow the discussion.) Each week, a different person should take on the role of note taker and pull out a blank sheet of paper at the start of the discussion session. This person will be responsible for writing down (please print in highly legible manner) five to ten concepts, ideas, institutions, theories, terms, etc. that arise from the discussion and week’s reading that require more explanation from me in class. You will share the sheets of paper with me at the end of the discussion session. I will try to pay particular attention to these concerns in my classroom presentation for that week.

Homework Question Feedback, Revision, Reflection, and Self-Editing:

To qualify this course for Graduate Writing Intensive 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-” (3.7) 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 assignments 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 10.

**Twitter Comes to PPA**

I am trying a social media experiment this semester with Twitter. I have an account there with the name @rwassme. Everyone in class is also to get a Twitter account and subscribe to my Tweets and the Tweets of all in class. (Go to [https://twitter.com](https://twitter.com) to do this.) I will be Tweeting during the time between class meetings on things that I observe in current events that apply to what we are learning in class; usually with a link regarding how to get further info on it. You are to read my Tweets and respond to my or other Tweets in a manner that reflects knowledge gained in class. You may also post your own Tweet in the same manner. I will expect every student in the class to post at least five Tweets, and no more than 14, this semester. Ten percent of your grade will be based upon both the quantity and quality of your Tweets.

**Academic Honesty**

When you do any writing for this class, or any class at Sacramento State, it is important that you are aware of what plagiarism is, and how its practice can become grounds for dismissal from the university. Details are available at the University Policy Manual found at [http://www.csus.edu/umanual/student/UMA00150.htm](http://www.csus.edu/umanual/student/UMA00150.htm). The following is directly from this manual:

**Plagiarism: Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:**

1. *The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-
word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and

2. Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

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 November 5 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 November 26 in class. It is due at the same time (December 10) that a final would have been given in class.

Grading Procedure:

Grades are based on the following table:

<table>
<thead>
<tr>
<th>Percent Correct</th>
<th>Letter Grade</th>
<th>Number Grade</th>
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<tbody>
<tr>
<td>100-97</td>
<td>A+</td>
<td>4.3</td>
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<tr>
<td>96-93</td>
<td>A</td>
<td>4.0</td>
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<td>92-89</td>
<td>A-</td>
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<td>88-85</td>
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<td>84-81</td>
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<td>80-77</td>
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<td>76-73</td>
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<td>72-69</td>
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<td>1.0</td>
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<td>&lt;61</td>
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</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) to remain in good standing. 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 will be provided on SacCT 9.1 a week before they are due. You are to 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 9.1 and will be available (at the latest) by the Friday afternoon before the following Monday’s meeting.

Schedule:

**Week 1 (August 27): Role for Government in Capitalist Economy**

1. “Overview of Course” Syllabus
2. “Another Fine Mess: A useful debate has begun about America’s biggest domestic challenge, but it is comically shallow” [Economist Magazine](#)
3. “What Governments Do” Mintrom Chapter 3
4. “Things Governments Do” Bardach Appendix B
5. “Deciding How to Decide” Munger Chapter 2

**Week 2 (September 3)**

No class due to holiday, let’s do some Tweeting based upon two topics below

1. “Cowen on Your Inner Economist” [EconTalk](#) (right click on
(2) “Do More Expensive Wines Taste Better?”  
Freakonomics

**Week 3 (September 10): What Policy Analysts Do**

(1) “What Policy Analyst Do”  
Mintrom  Chapter 2
(2) “Policy Analysis as a Profession and a Process”  
Munger  Chapter 1
(3) “The Eightfold Path: Steps 1 – 4”  
Bardach  Part 1 (pp. 1-37)
(4) “Career Profile - Caroline Fan: Policy Analyst”  
YouTube

**Week 4 (September 17): Objectives and Ethics of Policy Analysis**

(1) “The Eightfold Path: Steps 5 – 8”  
Bardach  Part 1 (38-64)
(2) “Objectives of Government Policy Actions”  
Mintrom  Chapter 4
(3) “Doing Ethical Policy Analysis”  
Mintrom  Chapter 7
(4) “Marglin on Markets and Community”  
EconTalk

**Week 5 (September 24): Market Supply and Demand**

(1) “How Markets Work (in an imaginary world)”  
H&M  Chapter 3
(2) “People as Consumers”  
H&M  Chapter 4
(3) “Analysis of Markets”  
Mintrom  Chapter 9
(4) “Truth about Real Estate Agents”  
Freakonomics
(5) “The Paradox of Choice”  
Ted Talks

**Week 6 (October 1): Perfect Competition to Monopoly**

(1) “The Firm”  
H&M  Chapter 5
(2) “Market Structure and Efficiency”  
H&M  Chapter 6
(3) Munger on Love, Money, Profits, and Non-profits  
EconTalk

**Week 7 (October 8): The Market as a Benchmark**
Week 8 (October 15): Information Asymmetry and Externalities

(1) “Analysis of Market Failure” Mintrom Chapter 8 (149-166)
(2) “Externalities and the Ubiquity of Market Failure” H&M Chapter 7
(3) “The Truth is Out There, Isn’t It?” Freakonomics
(4) “Munger on Subsidies and Externalities” EconTalk

Preliminary teaching evaluation done at end of class

Week 9 (October 22): Public Goods and Natural Monopolies

(1) “Analysis of Market Failure” Mintrom Chapter 8 (167-188)
(2) “Regulating Monopolies: A History…” YouTube
(3) “Public Sector: Public Goods” YouTube
(4) “Funding Public Goods: Six Solutions” YouTube

Week 10 (October 29): Welfare Economics

In Class Public Good Experiment

(1) “The Welfare Economics Paradigm” Munger Chapter 7
(2) “How the Market Can Keep Streams Flowing” Ted Talk

Week 11 (November 5): Government Failure

MIDTERM

(1) “Democratic Decisions and Government Failure” Munger Chapter 6
(2) “Winston on Market Failure and Government Failure” EconTalk

Week 12 (November 12): Analysis of Government Failure
(1) “Analysis of Government Failure” Mintrom Chapter 11
(2) “Incentives and Politicians” Freakonomics
(3) “Munger: Giving Away Money” EconTalk

**Week 13 (November 19): Equity and Income Distribution**

(1) “Choice of Regulatory Reform” Munger Chapter 8
(2) “Marginal Productivity Theory of Income Distribution” H&M Chapter 8
(3) “Stiglitz on Inequality” EconTalk

**Week 14 (November 26): Final Exam Discussion**

(1) “Managing Policy Projects” Mintrom Chapter 5
(2) “Presenting Policy Advice” Mintrom Chapter 6
(3) CIWMB Tire Study Wassmer

**Week 15 (December 3): Equity and Income Redistribution**

**In Class Ultimatum Game Experiment**

(1) “Government, Taxation, and the (Re)Distribution Income” H&M Chapter 9
(2) “Frank on Competition, Government, and Darwin” EconTalk

**Finals Week (December 10)**

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

PPA 220A

Fall 2012

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>
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<tr>
<td>Include your full name and reproduce the complete discussion question on a separate cover page. Document is double spaced, no more than two typed pages long, with one inch margins and 11 font.</td>
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<td>Begins with an appropriate introductory paragraph that describes topic and layout of write-up.</td>
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<td>Finishes with an appropriate concluding paragraph that summarizes answer to discussion question asked.</td>
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<td>Paragraphs and transitions between them flow smoothly.</td>
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<td>Appropriate writing style and language use for a college educated reader not familiar with the topic.</td>
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<td>No grammar or spelling errors.</td>
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<td>Answer appropriately draws upon at least one piece of outside material relevant to the discussion question and cites this material using APA style (see Hacker style manual from PPA 200).</td>
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<td>27</td>
<td>24</td>
<td>21</td>
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<tr>
<td>Answer appropriately addresses discussion question by drawing upon assigned reading related to it (Three times other value)</td>
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Total score (100 possible)
Final Exam Assignment

PPA 220A – Fall 2012 – Professor Rob Wassmer

Due December 10, 2012 at 6 p.m.

One Grade Deduction for Every Day Late

Submit Only a Paper Copy under My Office Door

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 the appropriate sections in Munger’s and Mintrom’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 (see Hacker style manual from PPA 200). 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). Also include a figure that Tufte would be proud of to stimulate interest in your topic.

(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 criterion 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 2012

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

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</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>
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<td><strong>Writing mechanics:</strong> grammar, word choice, and sentence structure</td>
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<td><strong>Presentation:</strong> appropriate and attractive format; Tufte-type figure included</td>
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<td><strong>Citations:</strong> accurate citations and listing of references using APA style</td>
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<td><strong>Public policy / ULD problem statement</strong></td>
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<tr>
<td>Layperson’s description of what CAM analysis is</td>
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<td>Justification for public intervention into this problem based upon what learned from Mintrom/Munger</td>
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<td><strong>Efficiency Policies background:</strong> From left-side of Munger triangle on your problem statement</td>
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<td><strong>Equity Policies background:</strong> From right-side of Munger Triangle on your problem statement</td>
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<td><strong>Institutional Policies background:</strong> From bottom-side of Munger Triangle on your problem statement</td>
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<td><strong>Choice and write up of alternatives to solve policy problem</strong></td>
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<td><strong>Choice and write up of criteria to evaluate alternatives</strong></td>
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<td><strong>How evidence will be gathered to fill CAM matrix</strong></td>
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<td><strong>How is political and administrative acceptability built into your analysis</strong></td>
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<td>Qualitative CAM table description</td>
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<td>Quantitative CAM table description</td>
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<td>Sensitivity analysis completed</td>
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<td>Preliminary policy recommendation given</td>
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Total Score (180 Possible)