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**Spring Semester 2023**

**PPA 220B – APPLIED ECONOMIC ANALYSIS II**

**Master’s Program in Public Policy and Administration**

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| **Faculty Core Elements** | | |
| **Last Revised** | | 1/12/2023 |
| **Contact Information** | | **Instructor:** ProfessorRob Wassmer, Ph.D.  **Email:** [rwassme@csus.edu](mailto:rwassme@csus.edu)  **Phone:** (916) 752-2910 [cell]; (916) 278-4556 [office]  **Office Room:** Room 226 Sac State Downtown  **Office Hours:** Tuesday & Thursday, 4 – 5:30 pm; Sunday, 7:30 pm Zoom “Water Cooler”; and by appointment (in-person or Zoom)  **Classroom:** Room 105 Sac State Downtown, Tuesday or Thursday, 6 to 8:50 pm.  [**Website**](https://www.csus.edu/faculty/w/rwassme/) **Twitter:** @rwassme |
| **Prerequisite** | | PPA 220A with a B- grade or better |
| **Catalog Course Description** | | PPA 220B is a continuation of PPA 220A, which focused specifically on the role of government in a market-oriented economy with an emphasis on market failures, including public goods, externalities, and monopolies. Coverage here includes corrective taxes and expenditure programs. The cost-benefit analysis technique is developed and applied to various state and local government projects. |
| **Required Materials** | | (1) ***A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving***, Eugene Bardach and Eric Patashnik, Sixth Edition, Sage Press; purchase at Sac State bookstore, [Amazon](https://www.amazon.com/Practical-Guide-Policy-Analysis-Eightfold/dp/1506368883/ref=sr_1_1?crid=3TP0DBTJ31I2C&keywords=bardach&qid=1672686795&sprefix=bardach%2Caps%2C159&sr=8-1), or your favorite internet bookseller.  (2) ***Rebooting Policy Analysis: Strengthening the Foundation, Expanding the Scope***(2023), Peter Linquiti, Sage/CQ Press, *already used in PPA 220A.*  *During some meetings, you will also need a computer loaded with Zoom and Excel.* |
| **Course Learning Objectives** | | This course has five learning objectives that are part of a broader [set of learning objectives](https://www.csus.edu/college/social-sciences-interdisciplinary-studies/public-policy-administration/_internal/_documents/guide-mapping-ppa-specific-learning-objectives-2020.pdf) for the MPPA degree.   |  |  | | --- | --- | | **PPA LEARNING OBJECTIVE** | **HOW APPLIED IN PPA 220A** | | 1 a. Diagnose, map, and analyze decision-making processes, actors, and context. | As covered in Linquiti, Chapters 12-14: (1) use systems thinking to develop a deeper appreciation of the cause and effect of a policy problem, (2) recognize that all public policies are actions taken today with the potential to change future conditions, and (3) apply inclusive, user-focused design principles to create new policy options that reflect a coherent theory about how change happens. | | 1 b. Analyze systems and practices to surface systemic biases, including structural racism, that advance or impede a more just and equitable society. | Understand that inequitable outcomes in California (and the United States) are often rooted in structural/institutional racism, and such outcomes are a public policy problem. Furthermore, comprehend that structural/institutional racism deserves consideration in defining an equity criterion (Linquiti, Chapter 8) to evaluate the desirability of a policy alternative. | | 1 c. Construct clear problem definitions with attention to client interests and varied stakeholder perspectives. | As covered in Linquiti, Chapter 1 and Bardach & Patashnik, Parts 1 and 2: understand how to develop an “appropriate” public policy problem statement and frame this problem for a specific client and stakeholders. | | 1 d. Identify reasonable alternatives to address problems. | As covered in Linquiti, Chapters 1 and 14, and Bardach & Patashnik, Parts 1 and 2: understand how to propose “reasonable” alternatives to deal with a public policy problem. | | 1 e. Apply context-appropriate criteria to analyze and evaluate alternatives and offer solutions with attention to implementation strategies. | As covered in Linquiti, Chapter 1; and Bardach & Patashnik, Parts 1 and 13: understand how to recommend the “best” alternative to deal with a public policy problem through a rational policy analysis. | | 2 a. Critically use different analytical skills, processes, and tools to address policy and administration problems. | Understand the process of conducting a cost-benefit analysis (CBA) and develop a working knowledge of the techniques necessary. | | 2 d. Effectively communicate with different audiences to understand public problems and policy and administration strategies. | Compose and deliver an effective PowerPoint presentation based on a team’s prospective policy analysis to recommend a solution to a public policy problem. | |
| **Course Delivery & Attendance** | | Unless the university mandates otherwise, my delivery of PPA 220B course content will only be in an in-person classroom format. Before 5 pm, on the Friday before the Tuesday or Thursday that PPA 220B meets, I will post the PowerPoint slides covering the material discussed in the following week’s class at CANVAS. At that time, I will also post the HW assignment due the next week. I will email updates to you through CANVAS (delivered to your “\*@csus.edu” email account, so make sure you check it). I also reserve the right to ask you to read additional material (not on the syllabus) from the Internet if I give you at least a week’s notice before necessary to complete the reading. |
| **Attendance Policy** | | My strong expectation is that you attend all class meetings. If you must miss a class meeting, and it is possible, you are welcome to participate in the meeting held on a different night in the same week. If this is not possible, please secure another student’s notes from the session, look over the PP slide deck posted for the meeting, and visit me during office or “water-cooler” hours to discuss any necessary clarifications. You may turn HW in for a grade if you attend class during the week a HW is due. Your course participation grade will increasingly suffer for every weekly class meeting missed. |
| **Course Grading Scale** | | |  |  |  | | --- | --- | --- | | **Percent Correct** | **Letter Grade** | **Number Grade** | | 100-97 | A+ | 4.3 | | 96-93 | A | 4.0 | | 92-89 | A- | 3.7 | | 88-85 | B+ | 3.3 | | 84-81 | B | 3.0 | | 80-77 | B- | 2.7 | | 76-73 | C+ | 2.3 | | 72-69 | C | 2.0 | | 68-65 | C- | 1.7 | | 64-61 | D | 1.0 | | <61 | F | 0.0 | |
| **Final Grade Calculation** | | Class participation, team participation in group work on prospective policy analysis, visits to the office, and Zoom “water cooler” hours (15%)  Average of highest 12 weekly\* HW grades (50%)  Prospective policy analysis PowerPoint slide deck (25%)  Prospective policy analysis PowerPoint presentation (10%)  *\*12 HW assignments given, but only the nine highest count. Throughout the semester, I will alert you to extra-credit opportunities, which usually involve attending a seminar live or by Zoom, writing a paragraph reaction, and submitting it by email. A max of two extra-credit allowed, and each will raise a HW grade by one increment. Look for these opportunities by email.* |
| **Student Core Elements** | | |
| **Student Services Information & Links** | | [Services to Students with Disability (SSWD)](https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/) *“Sacramento State is committed to ensuring an accessible learning environment where the course or instructional content is usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided.”*  [Student Health and Counseling Services](https://www.csus.edu/student-life/health-counseling/) *“Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education, and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.”*  [Crisis Assistance & Resource Education Support (CARES)](https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/) *“If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.*  [Drop and Withdrawal Policy](https://www.csus.edu/academic-affairs/internal/_internal/_documents/drop-and-withdrawal-policy.pdf)  [University Grading Policy](https://www.csus.edu/umanual/acad/umg05150.htm)  [University Academic Advising](https://www.csus.edu/student-life/academic-advising/)  [Information Resources and Technology](https://www.csus.edu/information-resources-technology/)  [Support Centers and Programs](https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/)  [Reading & Writing Center](https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html)  [Student Rights and Responsibilities](https://www.csus.edu/umanual/student/stu-0119.htm) |
| **Academic Honesty** | | When you do any writing for this course or any course at Sacramento State, you must be aware of plagiarism and how its practice can become grounds for dismissal from the university. Details are [here](https://csus.libguides.com/plagiarism). The following is also helpful:  *Plagiarism is a form of cheating. At Sacramento State, plagiarism uses distinctive ideas or works belonging to another person without adequately acknowledging that person’s contribution. Regardless of the means of appropriation, incorporating another’s work into one’s own requires adequate identification and acknowledgment. Plagiarism is doubly unethical because it deprives the author of proper credit and gives credit to someone who has not earned it. Acknowledgment is not necessary when the material used is common knowledge.*  *Plagiarism at Sacramento State includes but is not limited to the following. The act of incorporating into one’s 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 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.*  I will use the *Turn-It-In* plagiarism check on Canvas for your HW submissions. So please run your papers through it before submitting the final draft. Many times, plagiarism is unintentional. This check flags potential sentences you may not have considered possible plagiarism when written. Remember, the job of an analyst is often to read the findings of others and put them in their own, more simplified words for a client or the public. I desire you to practice that through your HW assignments and final paper. |
| **Schedule\***  *\*Material under each meeting subject to slight change and additions* | | |
| **Meeting One**  **Jan 24 or 26, 2023** | | Getting Started on Your Prospective Policy Analysis   * Syllabus Review * Linquiti, Ch 1, Prospective Policy Analysis (review from 220A) * Bardach & Patashnik, Part I, The 8-Fold Path, Steps 1-2 * Bardach & Patashnik, Part II, Assembling Evidence |
| **Meeting Two**  **Jan 31 or Feb 2** | | Framing Your Prospective Policy Analysis   * Linquiti, Ch 7, Mindset of Effective Policy Analyst * Linquiti, Ch 15, Impact While Preserving Integrity * Bardach & Patashnik, Appendix D, Tips for Working with Clients |
| **Meeting Three**  **Feb 7 or 9** | | Policy Problem 1 Background: Too Many Unsheltered CAs   * Bardach & Patashnik, Part I, The 8-Fold Path, Step 3 * [*How Will LA’s Next Mayor Address Homelessness Podcast*](https://podcasts.apple.com/us/podcast/gimme-shelter-how-will-los-angeles-next-mayor-address/id1280087136?i=1000580305845) * [*California’s Homeless Crisis – and Possible Solutions - Explained*](https://calmatters.org/explainers/californias-homelessness-crisis-explained/) * [*How California Homelessness Became a Crisis*](https://www.npr.org/sections/money/2021/06/08/1003982733/squalor-behind-the-golden-gate-confronting-californias-homelessness-crisis) * [*California’s Homelessness Challenges in Context*](https://lao.ca.gov/handouts/localgov/2021/Homelessness-Challenges-in-Context-012121.pdf) * [*Cal Matters Homelessness*](https://calmatters.org/category/california-dream/homelessness/) * [*CA Budget & Policy Center Homelessness*](https://calbudgetcenter.org/issues/housing-homelessness/) * [*Homelessness has risen 70% in CA’s Capital*](https://www.theguardian.com/us-news/2022/nov/03/california-capital-homelessness-emergency-midterm#:~:text=Homelessness%20had%20been%20growing%20for,and%20Sacramento%20was%20no%20exception.) |
| **Meeting Four**  **Feb 14 or 16** | | Policy Problem 2 Background: CA Local Govts Need Revenue   * Bardach & Patashnik, Part IV, Smart Best Practies * [*Rethinking Local Gov Revenue Podcast*](https://podcasts.google.com/feed/aHR0cDovL2dvdmxvdmUubGlic3luLmNvbS9yc3M/episode/NzIyNDFjZGItOWY3Ny00ZTk4LTliYjMtOTE4M2ZkZDQ1OTM0?sa=X&ved=0CAUQkfYCahcKEwiwnqjnha_8AhUAAAAAHQAAAAAQCw&hl=en) * [*Local Tax Policy: A Primer (4th Edition, Kindle Order)*](https://www.amazon.com/Local-Tax-Policy-David-Brunori/dp/1538131153) * [*CA Local Govt Finance Almanac*](http://www.californiacityfinance.com/index.php#ARTICLES) * [*CA’s Tax & Revenue System Isn’t Fair for All*](https://calbudgetcenter.org/resources/californias-tax-revenue-system-isnt-fair-for-all/) * [*CA’s State and Local Revenue System*](https://www.urban.org/sites/default/files/publication/102584/californias-state-and-local-revenue-system_1.pdf) * [*Local Governments Law CA*](https://guides.ll.georgetown.edu/c.php?g=275786&p=1838520) * [*How Govts Worsen Poverty in CA*](https://calmatters.org/commentary/2022/03/california-poverty-worsened/) * [*Video on Fiscal Realities for Local Govt*](https://www.ppic.org/blog/video-fiscal-realities-for-local-government/) * [*Planetizen CA Redevelopment Agencies*](https://www.planetizen.com/tag/california-redevelopment-agencies) * [*Housing & Land Use Implications of CA Split Role Property Tax*](https://www.urban.org/research/publication/housing-and-land-use-implications-split-roll-property-tax-reform-california) |
| **Meeting Five**  **Feb 21 or 23** | | Policy Problem 3 Background: Too Few Affordable CA Houses   * Bardach & Patashnik, Part I, The 8-Fold Path, Steps 4-5 * Wassmer, Applied Policy Research, Chapter 11 (@ CANVAS) * [*Gavin Newsom Promised 3.5 Million Homes. How’d He Do?*](https://podcasts.apple.com/us/podcast/gimme-shelter-gavin-newsom-promised-3-5-million-homes/id1280087136?i=1000584937118) * *[Schuetz on Land Regulation and the Housing Market Podcast](https://www.econtalk.org/jenny-schuetz-on-land-regulation-and-the-housing-market/)* * [*A Home for Every CA: 2022 Statewide Housing Plan*](https://storymaps.arcgis.com/stories/94729ab1648d43b1811c1698a748c136) * [*Steps Leaders Can Take to Address the Affordable Housing Crisis*](https://calmatters.org/commentary/2022/03/steps-state-leaders-can-take-to-address-the-affordable-housing-crisis/) * [*How Much Do CA Housing Goals Really Mean?*](https://calmatters.org/housing/2022/03/california-housing-goals/) * [*CA’s Housing Divide*](https://www.ppic.org/blog/californias-housing-divide/) * [*Who is Experiencing Housing Hardship in CA?*](https://calbudgetcenter.org/app/uploads/2022/05/5F-FP-Housing-Hardship.pdf) |
| **Meeting Six**  **Feb 28 or Mar 2** | | Approaching Your Policy Problem as Arising Within a “System”   * Bardach & Patashnik, Part I, The 8-Fold Path, Steps 6-8 * Linquiti, Ch 12, System Thinking in Policy Analysis * *Public Finance and Racism* (@ CANVAS) |
| **Meeting Seven Mar 7 or 9** | | Approaching Your Policy Analysis as a “Futuristic” Vision   * Linquiti, Ch 13, Policy Analysis to Visualize the Future * [*The Structural Racism Remedies Project*](https://belonging.berkeley.edu/structural-racism-remedies-project) |
| **Meeting Eight**  **Mar 14 or 16** | | Approaching Your Policy Analysis from a “Design Thinking” Perspective   * Linquiti, Ch 14, Designing and Redesigning Public Policies * Bardach & Patashnik, Part III, Handling a Design Problem * Bardach & Patashnik, Appendix A, Things Government Do |
| **Meeting Nine**  **Mar 28 or 30** | | Cost-Benefit Analysis in Practice   * [*How Can Cost-Benefit Analysis Be Used to Prioritize Social Policy Spending?*](http://www.archerfish.net/insights/how-can-cba-prioritise-social-policy-spending) * *[Intro to Cost-Benefit Analysis Video](https://www.youtube.com/@ConservationStrategyFund)* * *Accounting for the Human Cost?* (@ CANVAS) * Seven Illustrative Applications, *Cost-Benefit Analysis for Public Sector Decision Makers*, (@ CANVAS*)* * *[Environment Justice: Infrastructure Investments and Equitable Benefit-Cost Analysis](https://www.rff.org/events/environmental-justice-series/infrastructure-investments-and-equitable-benefit-cost-analysis/)* [Video](https://www.rff.org/events/environmental-justice-series/infrastructure-investments-and-equitable-benefit-cost-analysis/) * [*Cost-Benefit Analysis Discounting Video*](https://www.youtube.com/@ConservationStrategyFund) |
| **Meeting Ten**  **Apr 4 or 6** | | How to Complete a Cost-Benefit Analysis   * *[Cost-Benefit Net Present Value Video](https://www.youtube.com/@ConservationStrategyFund)* * [*Valuation of Ecosystem: Travel Cost Method Video*](https://www.youtube.com/watch?v=AjcQpzIBu1I) * [*Valuation of Ecosystem Services: Hedonic Pricing Method Video*](https://www.youtube.com/@ConservationStrategyFund) * [*Contingent Valuation Method in Cost-Benefit Analysis Video*](https://www.youtube.com/watch?v=C7dLbWEmOMY) |
| **Meeting Eleven**  **Apr 11 or 13** | | Cost-Benefit Analysis Applied to Homeless/Housing and Medicine   * [*WA State Institute for Public Policy Benefit-Cost Results (Housing)*](https://www.wsipp.wa.gov/BenefitCost?AreaSelection=BC&SearchQueries%5B0%5D.paramType=KEYWORD_ANY&SearchQueries%5B0%5D.paramJoin=AND&SearchQueries%5B0%5D.valueString=housing) * [*What is QALY? Video*](https://www.futurelearn.com/info/courses/valuing-health/0/steps/5312) * [*Are QALYs #ableist? Video*](https://aheblog.com/2019/09/20/are-qalys-ableist/) * *[Cost-Effectiveness in Medicine is not a Dirty Word Video](https://www.youtube.com/@healthcaretriage)* * [*Pushing Against the QALY Criticism in Drug Pricing Podcast*](https://www.healthaffairs.org/do/10.1377/hp20210823.886249/full/) |
| **Meeting Twelve**  **Apr 18 or 20** | | Class-Time to Finalize Your Group’s Policy Presentations   * Bardach & Patashnik, Appendix C, Gathering Political Support |
| **Meeting Thirteen**  **Apr 25 or 27** | | Policy Presentation 1: “Too Many Unsheltered CAs”   * 6:00-6:25: Student 1 Presentation * 6:25-6:50: Student 2 Presentation * 6:50-7:15: Student 3 Presentation * 7:15-7:20: Break * 7:20-7:45: Student 4 Presentation * 7:45-8:10: Student 5 Presentation (if needed) * 8:10-8:15: Break * 8:15-9:00 Stakeholder Panel Discussion |
| **Meeting Fourteen**  **May 2 or 4** | | Policy Presentation 2: “CA Local Govt Needs Revenue”   * 6:00-6:25: Student 1 Presentation * 6:25-6:50: Student 2 Presentation * 6:50-7:15: Student 3 Presentation * 7:15-7:20: Break * 7:20-7:45: Student 4 Presentation * 7:45-8:10: Student 5 Presentation (if needed) * 8:10-8:15: Break * 8:15-9:00 Stakeholder Panel Discussion |
| **Meeting Fifteen**  **May 9 or 11** | | Policy Presentation 2: “Too Few Affordable CA Houses”   * 6:00-6:25: Student 1 Presentation * 6:25-6:50: Student 2 Presentation * 6:50-7:15: Student 3 Presentation * 7:15-7:20: Break * 7:20-7:45: Student 4 Presentation * 7:45-8:10: Student 5 Presentation (if needed) * 8:10-8:15: Break * 8:15-9:00 Stakeholder Panel Discussion |
| **Final**  **May 16 or 18** | | The final version of prospective policy analysis PowerPoint slide deck due at 6 pm to CANVAS |
| **Grading Rubric and References for PowerPoint Presentation\***  \*Subject to revision | | |
| **Rubric** | **Excellent = 10, Good = 9, Acceptable = 8, Needs Improvement = 7, Poor = 6, Absent = 0**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Required Content** | **10** | **9** | **8** | **7** | **6** | **0** | |  |  |  |  |  |  |  | | You used an appropriate PP template consistent across all your group’s presentations with no more than 10 slides. 1, 7 |  |  |  |  |  |  | | The presentation contained simple slides that were clear and efficient (outline form), with empty space, no flashy transitions, no unnecessary pictures, and not text heavy.5, 6, 7, 8 |  |  |  |  |  |  | | Your presentation started and ended smoothly. It was a well-timed presentation using no more than 20 minutes, with clarifying questions at the end.2,4,5 |  |  |  |  |  |  | | You made eye contact with the audience, did not read scripted notes, had some movement away from the podium, appeared relaxed, and spoke in a clear and conversational tone.  [ZOOM] You looked directly into the computer camera and sat up straight. Your head took up most of the frame.3, 5 |  |  |  |  |  |  | | Your presentation exhibited a clear command of the material / appropriate knowledge of the subject. You also stayed on your assigned presentation portion and did not overlap others.  (Five times other values) | **50** | **45** | **40** | **35** | **30** | **0** | |  |  |  |  |  |  |  | | **Total score (100 possible)** |  |  |  |  |  |  |   Comments for Student (Three Positive and One Area to Work On):  1.  2.  3.  4. | |
| **References** | Effective PowerPoint Presentation References  (1) [PP Template](https://www.toastmasters.org/resources/resource-library?t=powerpoint%20template)  (2) [Starting PP Slide Presentation in ZOOM](https://op.toastmost.org/2019/10/01/how-to-start-your-slides-more-smoothly-in-zoom/)  (3) [Online Meeting in ZOOM](https://www.toastmasters.org/magazine/magazine-issues/2020/mar/its-time-to-meet-online)  (4) [Sharing a PP Slide Presentation in ZOOM with different # monitors](https://support.zoom.us/hc/en-us/articles/203395347-Screen-Sharing-a-PowerPoint-Presentation)  (5) [Online Presentation Tips](https://www.inc.com/kevin-daum/10-tips-for-giving-great-online-presentations.html)  (6) [Three PP Tips](https://www.youtube.com/watch?v=XA1o5rvy8r4)  (7) [NCSL PP Tips](http://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx)  (8) [Giving Effective Presentations: 5 Ways to Present your Points with Power, not just PowerPoint](https://thinkscience.co.jp/en/articles/effective-presentations) | |