



Spring Semester 2022
PPA 220B – APPLIED ECONOMIC ANALYSIS II
Master's Program in Public Policy and Administration

Faculty Core Elements	
Last Revised	2/24/2022
Contact Information	<p>Instructor: Professor Rob Wassmer, Ph.D.</p> <p>Email: rwassme@csus.edu</p> <p>Phone: (916) 752-2910 [cell]; (916) 278-4556 [office]</p> <p>Office: Room 226 Sac State Downtown Hours: Monday & Thursday, 4 – 5:30 p.m.; Sunday 7:30 p.m. Zoom "Water Cooler"; and by appointment (in-person or Zoom)</p> <p>Classroom: Room 105 Sac State Downtown Hours: 6 to 8:50 p.m.</p> <p>Website Twitter: @rwassme</p>
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 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	<p>(1) <i>Cost-Benefit Analysis for Public Sector Decision Makers</i> (1999), Diana Fuguitt and Shanton Wilcox, Quorum Press; purchase at Sac State bookstore, Amazon, or your favorite internet bookseller.</p> <p>(2) <i>Nudge: The Final Edition</i> (2021), Richard Thaler and Cass Sunstein, Penguin Press; purchase at Sac State bookstore, Amazon, or your favorite internet bookseller.</p> <p><i>During our meeting time, you will also need a computer loaded with Zoom and Excel.</i></p>
Course Learning Objectives	There are five learning objectives for this course that are part of a broader set of learning objectives for the MPPA degree.

		PPA LEARNING OBJECTIVE	HOW APPLIED IN PPA 220A
		1 a. Diagnose, map, and analyze decision-making processes, actors, and context.	Apply the concepts of human biases in decision-making (as pointed out in behavioral economics) to think about the generation of public policy problems and possible solutions to them.
		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 to evaluate the desirability of a policy alternative.
		1 c. Construct clear problem definition with attention to client interests and varied stakeholder perspectives.	In conjunction with other MPPA students and stakeholders, understand how to develop an “appropriate” public policy problem statement worthy of government intervention. Frame this problem for a specific client and stakeholders.
		1 d. Identify reasonable alternatives to address problems.	In conjunction with other MPPA students and stakeholders, 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.	In conjunction with other MPPA students and stakeholders, understand how to recommend the “best” alternative to deal with a public policy problem based upon 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 specific techniques necessary to do it.
	2 d. Effectively communicate with different audiences to understand public problems and policy and administration strategies.	Compose and deliver an effective PowerPoint presentation on rational policy analysis to recommend a public policy problem solution.
Course Delivery & Attendance	<p>I expect Section 1 registrants to attend in person (except as noted below). Section 2 registrants are granted full Zoom participation (if they desire) due to a compelling personal or family health situation that precludes their in-person attendance. This situation is not ideal, but a compromise formed out of the continuing effects of the Pandemic.</p> <p>I believe that the best way to teach the applied use of behavioral economics, rational policy analysis, and benefit-cost analysis is in person with the ability to get real-time feedback from your classmates and me. Thus, you should attend in person if at all possible. Those registered in Section 2 are encouraged to be in person if their situation changes.</p> <p>For the spring of 2022, in consultation with GASPPA, the MPPA Program has adopted the following protocols for our meetings.</p> <p>Zoom/Online Engagement</p> <p>Unless enrolled in the online Zoom section (2) of PPA 207, I will expect you to attend meetings in person. I realize, however, that we all end up with periodic scheduling challenges related to professional and personal obligations. Therefore, everyone may choose to attend one class online during the semester without any participation penalty—please provide me with advance notice. Of course, you may always contact me about shifting to online participation if you are ill or experiencing an emergency.</p> <p>As an instructor, I will be conscious of audio issues and use multiple microphones. I will also take steps to ensure online students can be seen on screen.</p> <p>As a class, we can experiment with in-person partners to support online students since instructors cannot always see and monitor chat functions while facilitating in-person discussions. We can also experiment with</p>	

	sharing pictures of in-meeting whiteboard notes or other hard-copy visuals. As an online participant , I ask you to keep your camera on if possible and speak up and contact your in-person partner with comments and questions during meetings. Also, please remember not to send instructors or colleagues private messages with sensitive information via zoom.																																						
Weekly Distribution of Course Materials	HW Assignments: Friday posting on CANVAS before course meets PowerPoint Notes: Monday posting on CANVAS before course meets																																						
Course Grading Scale		<table><tr><th><u>Percent Correct</u></th><th><u>Letter Grade</u></th><th><u>Number Grade</u></th></tr><tr><td>100-97</td><td>A+</td><td>4.3</td></tr><tr><td>96-93</td><td>A</td><td>4.0</td></tr><tr><td>92-89</td><td>A-</td><td>3.7</td></tr><tr><td>88-85</td><td>B+</td><td>3.3</td></tr><tr><td>84-81</td><td>B</td><td>3.0</td></tr><tr><td>80-77</td><td>B-</td><td>2.7</td></tr><tr><td>76-73</td><td>C+</td><td>2.3</td></tr><tr><td>72-69</td><td>C</td><td>2.0</td></tr><tr><td>68-65</td><td>C-</td><td>1.7</td></tr><tr><td>64-61</td><td>D</td><td>1.0</td></tr><tr><td><61</td><td>F</td><td>0.0</td></tr></table>	<u>Percent Correct</u>	<u>Letter Grade</u>	<u>Number Grade</u>	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	
<u>Percent Correct</u>	<u>Letter Grade</u>	<u>Number Grade</u>																																					
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, visits to office hours, and Zoom “water cooler” (15%) Average of highest Eight Weekly HW Grades (50%) Rational Policy Analysis PowerPoint Slide Deck (25%) Rational Policy Analysis PowerPoint Presentation (10%)																																						
Student Core Elements																																							
Student Services Information & Links	Services to Students with Disability (SSWD) <i>“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.”</i> Student Health and Counseling Services <i>“Your physical and mental health are important to your success as a</i>																																						

	<p>college student. <i>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."</i></p> <p>Crisis Assistance & Resource Education Support (CARES) <i>"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.</i></p> <p>Drop and Withdrawal Policy</p> <p>University Grading Policy</p> <p>University Academic Advising</p> <p>Information Resources and Technology</p> <p>Support Centers and Programs</p> <p>Reading & Writing Center</p> <p>Student Rights and Responsibilities</p>
Academic Honesty	<p>When you do any writing for this course or any course at Sacramento State, you must be aware of what plagiarism is and how its practice can become grounds for dismissal from the university. Details are here. The following is also helpful:</p> <p><i>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, incorporation of 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</i></p>

	<p><i>gives credit to someone who has not earned it. Acknowledgment is not necessary when the material used is common knowledge.</i></p> <p><i>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></p> <p>I will use the <i>Turn-It-In</i> plagiarism check on Canvas for your midterm literature review and final paper. 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 potential 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.</p>
<p style="text-align: center;">Schedule</p> <p style="text-align: center;"><i>(material under each meeting subject to slight change and additions)</i></p>	
<p>Meeting One Jan 27, 2022</p>	<ul style="list-style-type: none"> • Syllabus Review • Thaler and Sunstein, <i>Part I: Humans and Econs</i> • Thaler and Sunstein, <i>Part II: Tools of Choice Architect</i> • <i>The Most Relevant Biases in Behavioral Economics</i>
<p>Meeting Two Feb 3, 2022</p>	<ul style="list-style-type: none"> • Thaler and Sunstein, <i>Part III: Money (only "Save More Tomorrow")</i> • Thaler and Sunstein, <i>Part IV: Society</i> • Thaler and Sunstein, <i>Part V: Complaints Department</i> • <i>The Most Relevant Biases in Behavioral Economics</i>
<p>Meeting Three Feb 10, 2022</p>	<p><u>Problem #1 Background</u> <i>Too Few Affordable Housing/Apartments in CA</i></p> <ul style="list-style-type: none"> • <i>The CA Dream is Dying</i> • <i>Californians: Here's Why Your Housing Costs Are So High</i> • <i>California's Housing Future: Challenges and Opportunities</i> • <i>J. Schuetz on Land Regulation and the Housing Market</i> • <i>California Housing Shortage</i> • <i>Commentary: Five things I've learned covering California's housing crisis that you should know</i>

	<p><u>Problem #2 Background</u></p> <p><i>Too Many CAs are Working Full Time and Still Having Difficulty Making Ends Meet</i></p> <ul style="list-style-type: none"> • <u>Many Californians Are Struggling to Live in Our Communities</u> • <u>California's Workers Are Increasingly Locked Out of the State's Prosperity</u> • <u>Understanding Poverty Measures Used to Assess Economic Well-Being in California</u> • <u>Addressing Child Poverty</u> • <u>California's Safety Net in Recession and Recovery</u> • <u>Income Inequality and Economic Opportunity in California</u> • <u>The Top 12 Solutions to Cut Poverty in the United States</u> <p><u>How to Pay for Policy Interventions in CA</u></p> <ul style="list-style-type: none"> • <u>2022-23 Budget: CA's Fiscal Outlook</u> • <u>How Should CA Spend its Budget Surplus?</u>
<p>Meeting Four Feb 17, 2022</p>	<p><u>How to Pay for Policy Interventions in CA</u></p> <ul style="list-style-type: none"> • <u>The Open Secret About California Taxes</u> <p><u>Structural/Institutional Racism and Equity in Rational Policy Analysis</u></p> <ul style="list-style-type: none"> • <i>NTA Public Finance and Racism (@ CANVAS)</i> <p><u>Problem #3 Background:</u></p> <p><i>CA is Not on Track to Meet its 2030 GHG Reductions Goals</i></p> <ul style="list-style-type: none"> • <u>Achieving Carbon Neutrality in California</u> • <u>California Reevaluating its Landmark Climate Strategy</u> • <u>California Climate Policy Dashboard</u> • <u>2022 Scoping Plan Update – Draft Scenario Inputs</u> • <u>LAO Climate Change Impacts</u> <u>LAO Greenhouse Gas Emissions</u> • <u>Proposed Carbon Tax for the State of California</u> • <u>Is There a Nuclear Option for Stopping Climate Change?</u> • <u>California Cap-and-Trade</u> <p><u>Problem #4 Background:</u></p> <p><i>Too Many CAs Live Unsheltered</i></p> <ul style="list-style-type: none"> • <u>What Would it Take to End Homelessness in California?</u> • <u>California's 'Magic Recipe' for Reducing Homelessness</u> • <u>California's Homeless Crisis – and Possible Solutions - Explained</u> • <u>How California Homelessness Became a Crisis</u> • <u>California's Homelessness Challenges in Context</u> • <u>Is "Right to Housing" a Solution to California Homelessness?</u>
<p>Meeting Five Feb 24, 2022</p>	<p><u>Cost-Benefit Analysis (CBA) in Practice</u></p> <ul style="list-style-type: none"> • Fuguitt and Wilcox, Chapters 1-3 • <u>How could CBA apply to your rational policy analysis?</u>
<p>Meeting Six Mar 3, 2022</p>	<p><u>How to Do Cost-Benefit Analysis I</u></p> <ul style="list-style-type: none"> • Fuguitt and Wilcox, Chapters 4-6

	<ul style="list-style-type: none"> • <u>Consider your own CBA regarding the pursuit of an MPPA.</u>
Meeting Seven Mar 10, 2022	How to Do Cost-Benefit Analysis II <ul style="list-style-type: none"> • Fuguitt and Wilcox, Chapters 7-9 • <u>Refine your own CBA regarding the pursuit of an MPPA.</u>
Meeting Eight Mar 17, 2022	How to Do Cost-Benefit Analysis III <ul style="list-style-type: none"> • Fuguitt and Wilcox, Chapters 10-15 • <u>Finalize your own CBA regarding the pursuit of an MPPA.</u>
Meeting Nine Mar 31, 2022	No meeting: Cesar Chavez Birthday Observed
Meeting Ten Apr 7, 2022	CBA: Identification and Valuation I <ul style="list-style-type: none"> • Fuguitt and Wilcox, Chapters 16-19 • <u>Revisit the use of CBA in your rational policy analysis</u>
Meeting Eleven Apr 14, 2022	CBA: Identification and Valuation II <ul style="list-style-type: none"> • Fuguitt and Wilcox, Chapters 20-23 • What is QALY? • Are QALYs #ableist? • Cost-Effectiveness in Medicine is not a Dirty Word • <u>Finalize the use of CBA in your rational policy analysis</u>
Meeting Twelve Apr 21, 2022	<u>Problem #1 Presentation</u> <i>Too Few Affordable Housing/Apartments in CA</i> <ul style="list-style-type: none"> • 6:00-6:20: Student 1 Presentation • 6:20-6:40: Student 2 Presentation • 6:40-7:00: Student 3 Presentation • 7:00-7:05: Break • 7:05-7:25: Student 4 Presentation • 7:25-7:45: Student 5 Presentation • 7:45-8:05: Student 6 Presentation • 8:05-8:10: Break • 8:10-8:55 Stakeholder Panel Discussion
Meeting Thirteen Apr 28, 2022	<u>Problem #2 Presentation</u> <i>Too Many CAs are Working Full Time and Still Having Difficulty Making Ends Meet</i>
Meeting Fourteen May 5, 2022	<u>Problem #3 Presentation</u> <i>CA is Not on Track to Meet its 2030 GHG Reductions Goals</i>
Meeting Fifteen May 12, 2022	<u>Problem #1 Presentation</u> <i>Too Few Affordable Housing/Apartments in CA</i>

	<ul style="list-style-type: none">• 6:00-6:20: Student 1 Presentation• 6:20-6:40: Student 2 Presentation• 6:40-7:00: Student 3 Presentation• 7:00-7:20: Student 4 Presentation• 7:20-7:25: Break• 7:25-7:45: Student 4 Presentation• 7:45-8:05: Student 5 Presentation• 8:05-8:25: Student 6 Presentation• 8:25-8:30: Break• 8:30-9:15 Stakeholder Panel Discussion																																												
Final May 19, 2022	Last Day at 6 pm to Turn in Revised PP Slide Deck																																												
Grading Rubric and References for PowerPoint Presentation																																													
Rubric	Excellent = 10, Good = 9, Acceptable = 8, Needs Improvement = 7, Poor = 6, Absent = 0																																												
	<table><tr><th>Required Content</th><th>10</th><th>9</th><th>8</th><th>7</th><th>6</th><th>0</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>You used an appropriate PP template consistent across all your group’s presentations with no more than 10 slides.^{1, 7}</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>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}</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>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}</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>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}</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>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)</td><td>50</td><td>45</td><td>40</td><td>35</td><td>30</td><td>0</td></tr></table>	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
	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.																																													

	<p>2.</p> <p>3.</p> <p>4.</p>
References	<p><u>Effective PowerPoint Presentation References</u></p> <p>(1) PP Template</p> <p>(2) Starting PP Slide Presentation in ZOOM</p> <p>(3) Online Meeting in ZOOM</p> <p>(4) Sharing a PP Slide Presentation in ZOOM with different # monitors</p> <p>(5) Online Presentation Tips</p> <p>(6) Three PP Tips</p> <p>(7) NCSL PP Tips</p> <p>(8) Giving Effective Presentations: 5 Ways to Present your Points with Power, not just PowerPoint</p>