

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 2013

Professor: Rob Wassmer, Ph.D.

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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 two days after live meeting. **Everyone needs to attend (in person) the first class meeting on September 9.**

Class Dates: Due to the Labor Day and Veteran's Day Holidays, we miss the September 2 and November 11 regularly scheduled meetings. Thus, without any changes, we only meet 13/15 of the usual classes. To rectify this, I will dismiss class each night at 9:00 p.m. instead of 8:50. This additional 10 minutes of meeting will put us close to meeting an equivalent 14/15 of the usual classes.

Office Phone: (916) 278-6304

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

Required Texts:

(1 – Primary Textbook) *Contemporary Policy Analysis*, 2012, Michael Mintrom, Oxford University Press (denoted as “Mintrom”), available for purchase on web at Amazon.Com (7/17/13 new \$38.50, used \$22.20).

(2 – Secondary Textbook) *Analyzing Policy: Choices, Conflicts, and Practices*, 2000, Michael Munger. Norton, (denoted as “Munger”), available for purchase on web at Amazon.Com (7/17/13 new \$27.09, used \$12.99),

(3 – Reader) *The Economics Anti-Textbook*, 2010, Rod Hill and Tony Myatt, Fernwood Publishing, available for purchase on web at Amazon.Com (7/17/13 new \$24.56, used \$19.80),

(4 – Review of undergrad microeconomics) *The Economics Companion*, 2011, Graham Mallard, Palgrave Macmillan Publishing, available for purchase on web at Amazon.Com (7/17/13 new \$3.39, used \$3.39),

(5 – Reader also used in PPA 200) *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 4th Edition, Eugene Bardach, CQ Press (denoted as “Bardach”), available for purchase on web at Amazon.Com (7/17/13 new \$20.10, used \$17.97),

(6 – Classroom Clicker also used in PPA 200) A TurningPoint Clicker is required for the PPA Program. Multiple classes will use it over your study, but you only need to purchase one. These are only available at the Sac State Bookstore with an ISBN of 978-1-934931-49-3 .

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. In column one, in the table below, is the general learning objective for the PPA Program. Column two contains how it is operationalized in this course.

LEARNING OBJECTIVE	HOW APPLIED IN PPA 220A
1 a. Construct clear definition of problems	Using the methods of Bardach and CAM analysis, learn to effectively construct and use a clear definition of a policy problem.
1 b. Identify reasonable alternatives to address problems	Using the methods of Bardach and CAM analysis, identify reasonable alternatives to address a clearly defined policy problem.
1 c. Analyze and evaluate alternatives and offer solutions	Using the methods of Bardach and CAM analysis, identify and use appropriate criteria to evaluate these alternatives.
1 e. Draw upon multiple disciplines to understand and address policy and administrative problems	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.
2 e. Write clearly and succinctly as appropriate to various audiences	Practice writing clearly and succinctly as appropriate to various audiences to summarize the application of economic concepts to policy issues.
3 c. Understand the difference between analysis and advocacy	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, note them.
Writing intensive: Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline	Understand the major research and/or professional conventions, practices, and methods of inquiry used in economics for policy analysis.
Writing intensive: Understand the major formats, genres, and styles of writing used in the discipline	Understand the major formats, genres, and styles of writing used in economics for policy analysis.
Writing intensive: Practice reading and writing within the discipline	Understand the major research and/or professional conventions, practices, and methods of inquiry of economics for policy analysis.
Writing intensive: Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing	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 the learning goals in column two. 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 a few days before covered in class. Information on SacCT is at <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 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 (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 to assist in you attaching a name to a face of your fellow classmates. I will post these at the PPA website with your undergrad institution and major to publicize where our students come from. (If you strongly 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 your undergraduate microeconomics text or the microeconomics portion of *The Economics Companion*.**

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. We accomplish the development of these other parts of your brain through the other courses you take in your master's program; however, at the same time I do not fully ignore it 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 21) 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 pedagogy to address your concerns in the remaining portion of the course.

PPA 220A consists of one 175 minute meeting a week for 14 weeks. Each week you should also devote at least 4.5 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 the recording of all class sessions. This offers you the option to watch and review them later. 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 flexibility 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 13 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 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 (September 9 – of which the questions to answer are below).** I strongly encourage you to attend more than seven class meetings in person and turn in more than seven assignments.

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 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.

A well prepared student for class will complete all reading and listening assignments, looking over my PowerPoint notes, formulate 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 prepare to actively participate in the class discussion. I will call upon those who do not participate willingly.

The first 30 minutes of each class will be devoted entirely to student-to-student discussion. During this time, you will break into groups of six people to discuss your answers to the three questions assigned for that meeting's readings. (The camera and microphones focus on a different group each week so those 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 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. We accomplish this through 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 your peer reader and me for your first revision, you must stop by my office hours or see me after class to discuss in person your planned revision. The requirement is to do this once, but you may do it for all three of your revisions if desired.**

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. (See the rubric at the end of this syllabus and examples I have posted on SacCT.) Further instruction will come as needed throughout the semester. Submit all revised assignments to me within two weeks of receiving less than an "A" on any of them. I will accept no revisions after December 9.

Twitter

I am continuing a social media experiment for PPA 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> 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 20, this semester. Ten percent of your grade reflects (in my judgment) 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/facs/about%20us/plagiarism.html> . 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:

I will take material for the midterm exams 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, I expect notification 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 4 is 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 paper are below. We will discuss this assignment in further detail on December 9 in class. It is due on December 16 at the absolute latest, but I encourage you to get it in earlier.

Grading Procedure:

Where appropriate, I base grades on the following 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

I assign a number grade to everything you do. Your overall course grade comes from 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. The composition of your final grade is as follows:

- Midterm Exam: 30%
- Final Paper: 25%
- Average Grade Earned on Seven Weekly Required Assignments: 25%
- Twitter Participation: 10%
- Classroom and Office Hour Preparation: 10%

I strictly follow University policy for dropping and receiving an incomplete for this course. 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. **With the exception of the first week, the discussion questions are SacCT 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 and will be available (at the latest) by the Friday afternoon before the following Monday's meeting.

Schedule:

Week 1 (September 9): Course Introduction and Economics Re-Introduction

(1) Syllabus

(2) "Economics: What it's all about and how to study it," Mallard, Part 1, pp. 1-54

Question from this reading for last names beginning with A-F:

Your boss learns that you have decided to pursue a Master's in Public Policy and Administration instead of a Master's in Public Administration. She asks what the difference is between the two degrees and you state more economics in a MPPA than a MPA. She then asks what does economics have to do with public policy? Compose a short essay in response to her question.

(3) "What is economics: Where you start influences where you go," Hill and Myatt, Chapter 1, pp. 9-26

Question from this reading for last names beginning with G-La:

From the "Anti-Text" portion of this chapter, choose only one of the criticisms mentioned and in a short essay describe what it is, whether your previous microeconomics course ever mentioned it, and whether you agree to the importance of the oversight as given.

(4) "What policy analyst do," Mintrom, Chapter 2, pp. 15-26

Question from this reading for last names beginning with Lo-Z:

In a memo to the human resource person at your (real or fictional) employer, describe the specific tasks of a new policy analyst position that you would like to hire for. What are the specific requirements, skills, experiences, etc. that should be listed as qualifying somebody for this position. What do you anticipate they will accomplish in your office?

(5) "Rhino horns and clean water," PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2013/06/28/196696304/episode-469-rhino-horns-and-clean-water>

Week 2 (September 16): Consumers in Economics

(1) "What consumers buy," Mallard, Chapter 5, pp. 57-86

- (2) “People as consumers,” Hill and Myatt, Chapter 4, pp. 74-92
- (3) “Munger on exchange, exploitation and evolutionary transactions,” EconTalk Podcast, http://www.econtalk.org/archives/2011/06/munger_on_excha.html
- (4) “Making Christmas more joyful, and more efficient,” PlanetMoney Podcast, <http://www.npr.org/blogs/money/2010/12/21/132203873/the-tuesday-podcast-making-christmas-more-joyful-and-more-efficient>

Week 3 (September 23): Producers in Economics

- (1) “How much producers make and sell,” Mallard, Chapter 6, 87-107
- (2) “The firm,” Hill and Myatt, Chapter 5, pp. 93-117
- (3) “When consumers and producers interact,” Mallard, Chapter 7 (partial), pp. 108-117
- (4) “How markets work in an imaginary world,” Hill and Myatt, Chapter 3, pp. 46-73
- (5) “The real price of college,” PlanetMoney Podcast, <http://www.npr.org/blogs/money/2012/05/11/152511771/the-real-price-of-college>
- (6) “Market equilibrium,” St. Louis Fed Podcast, http://www.stlouisfed.org/education_resources/economic-lowdown-podcast-series/market-equilibrium

Week 4 (September 30): Market Structure in Economics

- (1) “When consumers and producers interact,” Mallard, Chapter 7 (partial), pp. 117-132
- (2) “Market structure and efficiency – or why perfect competition isn’t so perfect after all,” Hill and Myatt, Chapter 6, pp. 118-149
- (3) “Munger on profits, entrepreneurship, and storytelling,” EconTalk Podcast, http://www.econtalk.org/archives/2011/12/munger_on_profi.html
- (4) “What a 16th Century guild teaches us about competition,” PlanetMoney Podcast, <http://www.npr.org/blogs/money/2012/03/27/149484066/the-tuesday-podcast-what-a-16th-century-guild-teaches-us-about-competition>

Week 5 (October 7): A Role for Government (Market Failure)

- (1) “When the interaction goes wrong,” Mallard, Chapter 8, pp. 133-150
- (2) “Externalities and the ubiquity of market failure,” Hill and Myatt, Chapter 7, pp. 150-168

- (3) “Mavericks, monopolies and beer,” PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2013/02/23/172724026/episode-438-mavericks-monopolies-and-beer>

Week 6 (October 14): Munger’s Triangle

- (1) “Deciding how to decide: Experts, the people, and the market,” Munger, Chapter 2, pp. 30-53
- (2) “What governments do,” Mintrom, Chapter 3, pp. 27-42
- (3) “Things government do,” Bardach, Appendix B, pp. 141-149
- (4) “Externalities,” St. Louis Fed Podcast,
http://www.stlouisfed.org/education_resources/economic-lowdown-podcast-series/externalities

Week 7 (October 21): Reasons for Government Intervention

- (1) “Objectives of government policy actions,” Mintrom, Chapter 4, pp. 43-62
- (2) “Choice of regulatory reform: Efficiency, equity, or politics,” Munger, Chapter 8, pp. 238-270
- (3) “We the Sheeple,” Freakonomics Podcast,
<http://www.freakonomics.com/2012/10/25/we-the-sheeple-a-new-freakonomics-podcast>

Preliminary teaching evaluation done at end of class

Week 8 (October 28): Market Failure in Detail

- (1) “Analysis of Market Failure,” Mintrom, Chapter 8, pp. 149-188
- (2) “The one-page plan to fix global warming,” Planet Money Podcast,
<http://www.npr.org/blogs/money/2013/07/12/201502003/episode-472-the-one-page-plan-to-fix-global-warming>

Week 9 (November 4): Midterm and Taxation

Midterm for the first 90 minutes of class

- (1) “Government, taxation, and the (re)distribution of income: Is a just society just too expensive,” Hill and Myatt, Chapter 9, pp. 196-218
- (2) “Robert Frank on inequality,” EconTalk Podcast,
http://www.econtalk.org/archives/2010/11/robert_frank_on_1.html

Week 10 (November 18): Government Failure

- (1) “Analysis of Government Failure,” Mintrom, Chapter 11, pp. 189-208
- (2) “Lance Armstrong and the business of doping,” PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2012/11/16/165308529/episode-417-lance-armstrong-and-the-business-of-doping>
- (3) “Why taxpayers pay for farmers' insurance,” PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2012/08/14/158787593/episode-394-why-taxpayers-pay-for-farmers-insurance>
- (4) “Why it's illegal to braid hair without a license,” PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2012/06/22/155596305/episode-381-why-its-illegal-to-braid-hair-without-a-license>
- (5) “Sex, drugs and regulation,” PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2010/06/11/127772998/the-friday-podcast-sex-drugs-and-regulation>

Week 11 (November 25): Process of Policy Analysis I

- (1) “Policy analysis as a profession and a process” An overview,” Munger, Chapter 1, pp. 3-29
- (2) “The eightfold path: Steps one through four,” Bardach, Part 1 (partial), pp. 1-62
- (3) CIWMB Tire Study, Wassmer, Chapters 1-4, pp. 1-48,
<http://www.calrecycle.ca.gov/Publications/Documents/Tires%5C62002006.pdf>
- (4) “You say repugnant, I say ... let's do it!,” Freakonomics Podcast,
<http://www.freakonomics.com/2010/12/30/freakonomics-radio-you-say-repugnant-i-say-lets-do-it>

Week 12 (December 2): Process of Policy Analysis II

- (1) “The eightfold path: Steps five through eight,” Bardach, Part 1 (partial), pp. 63-78
- (2) “Managing policy projects,” Mintrom, Chapter 5, pp. 63-79
- (3) “Presenting policy advice,” Mintrom Chapter 6, pp. 80-94
- (4) CIWMB Tire Study, Wassmer, Chapters 5-7, pp. 49-81,
<http://www.calrecycle.ca.gov/Publications/Documents/Tires%5C62002006.pdf>
- (5) “How to think about guns,” Freakonomics Podcast,

<http://www.freakonomics.com/2010/12/30/freakonomics-radio-you-say-repugnant-i-say-lets-do-it> .

Week 13 (December 9): Ethics and Income

(1) “Doing ethical policy analysis,” Mintrom, Chapter 7, pp. 95-108

(2) “Marginal productivity theory of income distribution or you’re worth what you can get,” Hill and Myatt, Chapter 8, pp. 169-195

(3) Siglitz on inequality, EconTalk Podcast,
http://www.econtalk.org/archives/2012/07/stiglitz_on_ine.html

(4) “Lebron James is underpaid,” PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2013/01/04/168627825/episode-427-lebron-james-is-underpaid>

(5) “What makes a donor donate?” Freakonomics Podcast,
<http://www.freakonomics.com/2011/11/30/what-makes-a-donor-donate-a-new-marketplace-podcast> .

Final Paper Due at 6 p.m. (December 16)

Name: _____ Grade: _____

Grading Rubric for Weekly Discussion Questions

PPA 220A

Fall 2013

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

Required Content	10	9	8	7	6	0
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.						
Begins with an appropriate introductory paragraph that describes topic and layout of write-up.						
Finishes with an appropriate concluding paragraph that summarizes answer to discussion question asked.						
Paragraphs and transitions between them flow smoothly.						
Appropriate writing style and language use for a college-educated reader not familiar with the topic.						
No grammar or spelling errors.						
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).						
Answer appropriately addresses discussion question by drawing upon assigned reading related to it (three times other value).	<u>30</u>	<u>27</u>	<u>24</u>	<u>21</u>	<u>18</u>	<u>0</u>

Total score (100 possible)

Final Exam Assignment

PPA 220A – Fall 2013 – Professor Rob Wassmer

Due December 16, 2013 at 6 p.m.

One Grade Deduction for Every Day Late

Submit Only a PDF Copy in one file to rwassme@csus.edu

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, Mintrom's and Bardach's books, 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). 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 why the government should get involved with this 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 your CAM analysis for only one of the criteria you have proposed. This should include at least five sources in a literature review section that contain information, case studies, statistical analysis, best practices, etc. relevant to filling in the cells of your CAM for only one criterion of your choice. 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 2013

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

<i>Required Content</i>	10	9	8	7	6	0
Development and organization (20 points): appropriate introduction and conclusion, organization of paper clearly described in introduction and done as stated						
Writing mechanics (10 points): grammar, word choice, and sentence structure						
Presentation (10 points): appropriate and attractive format; Tufte-type figure included						
Citations (10 points): accurate citations and listing of references using APA style						
Public policy / ULD problem statement (10 points)						
Layperson's description of what CAM analysis is (10 points)						
Very specific justification for public intervention into this problem based upon what learned from Mintrom/Munger (20 points)						
Efficiency Policies background (10 points): From left-side of Munger triangle on your problem statement						
Equity Policies background (10 points): From right-side of Munger Triangle on your problem statement						
Choice and write up of alternatives to solve policy problem (10 points)						
Choice and write up of criteria to evaluate alternatives (10 points)						
How evidence will be gathered to fill CAM matrix for one criterion of your choosing (20 points)						
How is political and administrative acceptability built into your analysis (10 points)						
Qualitative CAM table description (10 points)						
Quantitative CAM table description (10 points)						
Sensitivity analysis completed (10 points)						
Preliminary policy recommendation given (10 points)						

Total Score (200 Possible)
