

# PADP 3100: Introduction to Policy Analysis

## Fall 2020

Department of Public Administration and Policy  
School of Public and International Affairs  
University of Georgia

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**Office Hours:** Monday 10:00-11:00am  $\implies$  (To be requested by mail by Friday 5pm)

**Class Hours:** MWF 11:30am-12:20pm  
(originally 11:15am-12:05pm)

**Web:** [SPIA Profile](#)

**Course Cite:** [eLC Site](#)

**Class Room:** MLC 0081-0171  
(originally 102 Baldwin Hall)

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## Textbooks and Other Course materials

- \*Weimer, David & Vining, Aidan (W&V). *Policy Analysis Concepts and Practice*. Routledge.
- Bardach, Eugene. *A Practical Guide for Solving Policy Analysis: The Eighthfold Path to more Effective Problem Solving*. CQ Press.
- Salamon, Lester. *The Tools of Government: A Guide to the New Governance*. Oxford University Press, 2002.

\*Required

Note: Additional readings are listed in the Class Schedule and are available on the Class site or online.

## Course Description

In this introductory class to policy analysis we will review the foundation concepts of policy analysis and its practice. The first part of the class will refer to the justifications for public policy, as one expression of collective action. Specifically, we will consider the question: by what criteria is it acceptable for government (officials) to employ coercion, (hard or soft) or other incentives with the aim of changing the behavior of citizens? In most instances, policy analysts answer this question within the framework of welfare economics, particularly market failure. There are however, several critiques of an alternatives to the welfare economics framework as a justification for public policy. We will review several examples of the welfare economic perspective and some of these critiques and alternatives.

Moving for its justification, we move into the instruments of public policy. If government action is justified, what tools does government have at its disposal, and how might we choose among them? We will review a catalogue of instruments and different criteria for instrument choice, including welfare maximization (i.e., efficiency), effectiveness, equity, and accountability.

The final part of the class reflects on the practice of policy analysis in the service of government decision makers, different from the academic practice, and how the conduct of policy analysis is likely to change in the near future.

## Course Objectives

I introduce readings, assignments, case studies, and group activities to develop the following skills among students:

1. Understanding of basic concepts, terminology and tools of policy analysis.
2. Understanding of the strengths and weaknesses of the microeconomic approach to policy analysis.
3. Understanding of the strengths and weaknesses of different approaches to policy analysis.
4. Ability to work with quantitative and qualitative data and information to develop persuasive arguments expressed as policy recommendations.
5. Ability to write clear and succinct policy descriptions, analyses and recommendations designed for busy policy makers or decision makers.
6. Ability to communicate effectively to diverse audiences and to work in groups.

## Course Policies

### Policies to adapt to the Current Circumstances

We will follow a face-to-face Online Hybrid methodology for this class (F2F-Online Hybrid). That implies that approximately a third of students will join the instructor for socially-distanced face-to-face instruction during each class session. We will use this time to answer questions, explore and collectively discuss the applications of the conceptual framework exposed in the textbook and in the material developed online. It is expected that students have reviewed the readings and the online material to attend.

### Coronavirus Information for Students

- **Face Coverings**

**Face masks are mandatory while in class or in the College's common spaces.** Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or

must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu>.

- **DawgCheck**

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu>

- **What do I do if I have symptoms?**

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Mon-Fri, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see: <https://www.uhs.uga.edu/info/emergencies>.

- **What do I do if I am notified that I have been exposed?**

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

- **How do I get a test?**

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

- **What do I do if I test positive?**

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

## **Attendance & Participation Policy**

In general, I will not be taking attendance for this class with the exception of classes in which we have scheduled students participation, such as discussions, presentations, debates or exams. Students are responsible for covering class material online and are encouraged to make the best use of the in-presence instruction to solve their questions and develop their arguments in that setting. **All classes will move online after Thanksgiving.**

In the classroom we will practice social distance to the extent that we can for as long as Covid-19 presents a risk for all of us and our relatives. People should take seats with space between each other as marked in the classroom. We will follow University-wide guidelines.

## Participation

- Devices
  - I understand that the electronic recording of notes will be important for class and so computers will be allowed in class. Please refrain from using computers for anything but activities related to the class.
  - Phones are prohibited as they are rarely useful for anything in the course. They should be on “vibrate” or “silence” mode before the class starts.
- Guests / Visitors
  - Obtain prior authorization before bringing children or guests to class. Considering the current circumstances this should be avoided unless strictly necessary. We will probably not be accepting visitors but exceptions might be made based on the context.
- Respect
  - Refrain from talking out of turn.
  - Use respectful language and tone during class discussions and when interacting with fellow students.
  - Policy analysis involves values. Expression of personal values and perceptions is encouraged. Civil discourse and debate are expected.
  - If you find someone’s comments to be insensitive, ignorant, or exclusive, approach it as a teachable moment, not opportunity for attack.
  - If a student makes insensitive, exclusive, offensive comments with the intent of sowing class discord, they will be asked to leave class.

Students who violate these participation policies will be asked to leave. Repeat offenders may be dropped from the course.

## Late Assignments

Late assignments will be accepted for no penalty if a valid excuse is communicated to the instructor before the deadline. After the deadline, assignments will be accepted for a 50% deduction to the score up to 2 days after the deadline. After this any assignments handed in will be given 0.

## Non-Discrimination and Anti-Harassment Policy

“The University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University.” UGA Non-Discrimination and Anti-Harassment Policy may be accessed at the [Equal Opportunity Office](#) web page. Any person who feels that he or she has been the subject of prohibited

discrimination, harassment, or retaliation should contact the Equal Opportunity Office (EOO) at (706) 542- 7912, or via email at [ugaeoo@uga.edu](mailto:ugaeoo@uga.edu).

## University Honor Code & Academic Honesty Policy

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

All academic work must meet the standards contained in "[A Culture of Honesty](#)." All students are responsible to inform themselves about those standards before performing any academic work. All students are expected to abide by the University Honor Code as found in [A Culture of Honesty](#), which includes the following statement:

"The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty (and procedural guidelines for adjudication of alleged violations of academic honesty) has been developed to serve these goals. Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to the source of assistance or information)."

Further details can be found at the following UGA site: (<https://honesty.uga.edu/>).

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic policy should be directed to the instructor. Any violation will be reported to the Office of Academic Affairs.

## Accommodations for Disabilities

Students who require accommodations to participate in course activities or meet course requirements should contact the course instructor during regular office hours, by email or by appointment. To request academic accommodations due to a special need, you can also contact the Disability Resource Center, 114 Clark Howell Hall, 706-542-8719 voice, 706-542-7719 fax, or 706-542-8778. If you have a letter from Disability Services indicating you have a documented disability that requires academic accommodations, please present the letter to me as early as possible so we can discuss the accommodations you might need for class. If we do not meet in person to review the form (which can be found at <http://drc.uga.edu>) two weeks prior to a major assignment you will not be assigned any accommodation for the assignment.

## Mental Health and Wellness Resources

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at (706) 542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking:
  - [mental health services](#)
  - [crisis support](#)

- If you need help managing stress anxiety, relationships, etc., please visit [BeWellUGA](#) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

## Course Structure

### Grading Policy

The grade will count the assessments using the following proportions:

Assignments	Total Points	Due Dates
Class Memos, Participation & Lecture Exercises	15	
Policy Tool Presentation & Study Guide	20	As scheduled
Midterm (online synchronous)	15	Oct 16
Letters to Editor	15	Nov 2, 9, 16
Memo	20	Nov 23
Debate	15	Dec 4, 7, 9
<b>Total</b>	<b>100</b>	

### Class Memos, Participation & Lecture Exercises

Reviewing the material online and in class will be accompanied by a set of questions to assess students learning. **Completing the online material is required to attain full grade in participation.**

Almost for every week there will be a paper that we will discuss in our synchronous classes. To better prepare for the in-class discussion, you are expected to answer the following questions and upload them to eLC. Limit your answers to one-page maximum

1. What is the narrow question of the paper?
2. What is the broad question of the paper? Or to what broader literature does the paper talk to?
3. What is the main narrow finding of the article?
4. Any praises or any critiques?

Each week, I will select some memos and review them. If they do not address the matter at stake or if you don't submit a memo, will reduce 3 points of your participation grade. **Submitting all of them will be required to achieve 100% in your participation grade.**

## Policy Tool Presentation & Study Guide

This project will be completed in groups of up to 4 students. Each group will select one policy tool and upload one video (max 10 mins) and one study guide to eLC (max 3 pages). The video and study guides will create materials for the rest of the class to prepare for the midterm exam. The video and the study guide should:

- Describe the policy tool and explain the kind of problem(s) the tool can be used to address.
- Describe a specific case to demonstrate the tool in practice.
- Explain how the tool is usually implemented.
- Mention what challenges or shortcomings can emerge during implementation
- Describe some modifications of the tool in practice.
- Identify social or political contexts that can lead to over/under use of the tool.
- Demonstrate how the effectiveness of the tool is usually assessed and distinguish potential shortcomings in the measurement (such as outcomes that are difficult to measure).
- Cite some evidence of the tool's level of effectiveness.
- Finally, assess the tool in terms of equity, efficiency and other policy goals that it might promote or hinder.

## Resources

Salamon's "Tools of Government"

## Tools

Government Corporation	Economic Regulation	Grants	Insurance
Social Regulation	Corrective Taxes	Contracting	Direct Government
Tax Expenditures	Vouchers	Tort Liability	Public Information

## Letters to Editor and Response

For the **Letters to Editor** (x2), select any policy problem (you may use a problem that we have discussed in class, but you will need to further substantiate your arguments). Use economic concepts to define the problem and to propose a solution. Write a letter in 700 words or less to explain the problem and propose a solution. Use language that the readers of the paper will understand and find interesting. Post on eLC discussion.

For the **Letter Response**, choose any letter written by your classmates. Critique it. Point out what worked and note areas for potential improvement. Use the resource chapters to frame your analysis.

## Resources

- Luntz, F. (2007). *Words That Work: It's Not What You Say, It's What People Hear*. Hachette Books. Ch. 1: "The Ten Rules of Effective Language"
- Stone, Deborah. *Policy Paradox: The art of political decision making*. W. W. Norton & Company. Ch. 6: "Symbols"
- W & V. Ch 15.

## Memorandum and Debate

For the **Memorandum**, working in groups of two, select a topic (no more than 2 groups may select any single topic). Identify a social problem within that topic that you will address. Follow Bardach's 8 steps to produce a memo addressed to a chosen client. Partners will work together to write the first three steps, defining the problem and opportunities, and their first three sections will be identical in the final memo. Final memos should recommend a solution and steps four through eight, which evaluate options and make a recommendation, will be different for each memo. These latter five steps are not group work.

For the **Debate**, each partner should take a position on a solution to the policy problem. This will likely match the recommendation made in the final memo. This position will be defended in a debate format. Partners may each argue for or against one remedy (basically pitting the remedy against the status quo), or each partner can recommend a specific and unique remedy.

*Each student will submit a memo, but some components will be completed as a group work.*

## Topics

You may propose additional topics. One group per topic. Duplicate interests can be accommodated if specific policies within a topic are sufficiently different.

Face-mask mandates	Stay-at-Home Orders	Vaccination	Health Insurance
Cannabis/Hemp	Sugar Consumption	Soft Drink Consumption	Food Deserts
Homelessness	Natural Disaster Relief	Public Preschool	Free Education
Free Higher Education	Universal Childcare	Recycling	Public Art
Climate Change	Opioid Dependence	Universal Basic Income	Immigration
Mandatory Minimums	Prisons	Net Neutrality	Public Information

## Resources

Bardach's A Practical Guide for Solving Policy Analysis

## Class Schedule

The schedule is tentative and subject to change. The learning goals below should be viewed as the key concepts you should grasp after each week, and also as a study guide before each exam, and at the end of the semester. The applications in the second half of the semester tend to build on the concepts in the first half of the semester though, so it is still important to at least review those concepts throughout the semester.

‡ Reading eligible for "reading memo".

## **Module 1 - Public Policy and Collective Action**

### **Mandatory Readings**

- Ostrom, Elinor. Policy analysis in the future of good societies. *The Good Society* 11, No. 1 (2002): 42-48.
- Ostrom, Elinor. Collective action and the evolution of social norms. *Journal of Economic Perspectives* 14, No. 3 (2000): 137-158. †
- Bardach. Part I. Step One to Step Four. p 1 - 47.
- W&V Preface.

### **Additional Reading**

- Olson, Mancur (1965). The Logic of Collective Action.
- Ostrom, E. (1990). Governing the commons: The evolution of institutions for collective action.

## **Module 2 - What is Policy Analysis?**

### **Mandatory Readings**

- W&V Chapter 2-3
- Bardach. Part I. Step Five to Step Eight. p 47 - 78.
- Ridley, Matt (2015). My life as a climate lukewarmer. *The Times*, 4-5. †

### **Additional Reading**

- W&V Chapter 15. Organizing your Policy Analysis

## **Module 3 - Consumer Theory & Welfare Economics**

### **Mandatory Readings**

- W&V Chapter 4
- Ariely, D., Loewenstein, G., & Prelec, D. (2003). Coherent arbitrariness: Stable demand curves without stable preferences. *The Quarterly Journal of Economics*, 118(1), 73-106. †
- Salomon. (Chapter 1) The new governance and the tools of public action

### **Additional Reading**

- Varian, Hal. Intermediate Microeconomics: A Modern Approach. Chapters 2-4.

## **Module 4 - Market Failures: Public Goods**

### **Mandatory Readings**

- W&V Chapter 5. Public Goods
- Holcombe, R. G., & Sobel, R. S. (1995). Empirical evidence on the publicness of state legislative activities. *Public Choice*, 83(1-2), 47-58. †

### **Additional Reading**

- Varian, Hal. Intermediate Microeconomics: A Modern Approach. Chapter 36

## **Module 5 - Market Failures: Externalities**

### **Mandatory Readings**

- W&V Chapter 5. Externalities
- Allcott, H., Lockwood, B. B., & Taubinsky, D. (2019). Should we tax sugar-sweetened beverages? An overview of theory and evidence. *Journal of Economic Perspectives*, 33(3), 202-27. †
- Haavio, M., & Kotakorpi, K. (2011). The political economy of sin taxes. *European Economic Review*, 55(4), 575-594. †

**Additional Reading**

- Varian, Hal. Intermediate Microeconomics: A Modern Approach. Chapter 36

**Module 6 - Market Failures: Monopoly****Mandatory Readings**

- W&V Chapter 5. Natural Monopoly
- Haucap, J., & Stühmeier, T. (2016). Competition and antitrust in internet markets. In *Handbook on the Economics of the Internet*. Edward Elgar Publishing.†
- Levenstein, M. C. (2011). Antitrust and Business History. *Southern California Law Review*, 85, 451.†

**Additional Reading**

- Varian, Hal. Intermediate Microeconomics: A Modern Approach. Chapter 24 & 25

**Module 7 - Market Failures: Information Asymmetry****Mandatory Readings**

- W&V Chapter 5. Information Asymmetry
- Spence, M. (1973). Job market signaling. *Quarterly Journal of Economics*. No 3, 355-374.†
- Akerlof, G. (1970). A., 1970, The market for 'lemons': Quality uncertainty and the market mechanism. *Quarterly Journal of Economics*, 84(3), 488-500.†

**Additional Reading**

- Varian, Hal. Intermediate Microeconomics: A Modern Approach. Chapter 37

**Module 8 - Other Limitations****Mandatory Readings**

- W&V Chapter 6.
- Bradford, David, Charles Courtemanche, Garth Heutel, Patrick McAlvanah, and Christopher Ruhm. Time preferences and consumer behavior. *Journal of Risk and Uncertainty* 55, no. 2-3 (2017): 119-145.†
- Simon, K., Soni, A., & Cawley, J. (2017). The impact of health insurance on preventive care and health behaviors: evidence from the first two years of the ACA Medicaid expansions. *Journal of Policy Analysis and Management*, 36(2), 390-417.†

**Additional Reading**

- Barr, N. A. (2001). The welfare state as piggy bank: information, risk, uncertainty, and the role of the state. *Oxford University Press*.

**Module 9 - Other Goals: Distribution Equity****Mandatory Readings**

- W&V Chapter 7.
- Friedman, M. (1955). The role of government in education.
- Epple, D., Romano, R. E., & Urquiola, M. (2017). School vouchers: A survey of the economics literature. *Journal of Economic Literature*, 55(2), 441-92.†
- Combs, A., Foster, J., & Toma, E. F. (2018). Local Responses to School Finance Equalization: Wealth or Place?. *Public Finance and Management*, 18(3), 224.†

- Johnstone, D. B. (2004). The economics and politics of cost sharing in higher education: comparative perspectives. *Economics of Education Review*, 23(4), 403-410.‡
- Psacharopoulos, G., & Papakonstantinou, G. (2005). The real university cost in a “free” higher education country. *Economics of Education Review*, 24(1), 103-108.‡

### **Additional Reading**

- Chapman, B. (2006). Government Managing Risk: Income contingent loans for social and economic progress (Vol. 40). *Routledge*.

## **Module 10 - Government Failures I**

### **Mandatory Readings**

- W&V Chapter 8. Problems inherent in Direct Democracy, in Representative Government
- Gaertner, W. (2019). Kenneth Arrow’s impossibility theorem stretching to other fields. *Public Choice*, 179(1-2), 125-131.‡
- Lützen, J. (2019). How mathematical impossibility changed welfare economics: A history of Arrow’s impossibility theorem. *Historia Mathematica*, 46, 56-87.‡

### **Additional Reading**

- Blau, J. H. (1972). A direct proof of Arrow’s theorem. *Econometrica: Journal of the Econometric Society*, 61-67.
- Geanakoplos, J. (2005). Three brief proofs of Arrow’s impossibility theorem. *Economic Theory*, 26(1), 211-215.

## **Module 11 - Government Failures II**

### **Mandatory Readings**

- W&V Chapter 8. Problems inherent in Representative Government
- Congleton, R. D. (2014). The contractarian constitutional political economy of Buchanan.‡
- Orbach, B. (2012). What is government failure. *Yale J. Reg. Online*, 30, 44. *Constitutional Political Economy*, 25(1), 39-67.‡

### **Additional Reading**

- Holcombe, R. G. (1998). Tax policy from a public choice perspective. *National Tax Journal*, 359-371.
- Buchanan, J. M., & Musgrave, R. A. (1999). Public finance and public choice: two contrasting visions of the State. *MIT press*.

## **Module 12 - Improving government one step at the time**

### **Mandatory Readings**

- Jones, B. D. (2003). Bounded rationality and political science: Lessons from public administration and public policy. *Journal of Public Administration Research and Theory*, 13(4), 395-412.
- Easterly, W., & Pfutze, T. (2008). Where does the money go? Best and worst practices in foreign aid. *Journal of Economic Perspectives*, 22(2), 29-52.‡
- Melkers, J., & Willoughby, K. (2005). Models of performance-measurement use in local governments: Understanding budgeting, communication, and lasting effects. *Public Administration Review*, 65(2), 180-190.‡

- Krause, G. A., Lewis, D. E., & Douglas, J. W. (2013). Politics can limit policy opportunism in fiscal institutions: Evidence from official general fund revenue forecasts in the American states. *Journal of Policy Analysis and Management*, 32(2), 271-295.‡
- Rainey, H. G., Ronquillo, J. C., & Avellaneda, C. N. (2010). Decision making in public organizations. *Handbook of decision making*, 6, 349-378.‡

#### **Additional Reading**

- Barnard, C., & Simon, H. A. (1947). *Administrative behavior. A study of decision-making processes in administrative organization.* New York: Free Press.
- O'Toole Jr, L. J. (2000). Research on policy implementation: Assessment and prospects. *Journal of Public Administration Research and Theory*, 10(2), 263-288.

### **Module 13 - Directions in Policy Analysis and Public Management**

#### **Mandatory Readings**

- Cook, T. D. (2014). Generalizing causal knowledge in the policy sciences: External validity as a task of both multi-attribute representation and multi-attribute extrapolation. *Journal of Policy Analysis and Management*, 527-536.
- Pirog, M. A. (2014). Data will drive innovation in public policy and management research in the next decade. *Journal of Policy Analysis and Management*, 537-543.
- Anastasopoulos, L. J., & Whitford, A. B. (2019). Machine learning for public administration research, with application to organizational reputation. *Journal of Public Administration Research and Theory*, 29(3), 491-510.‡
- Albert, D., Belsky, D. W., Crowley, D. M., et al (2015). Can genetics predict response to complex behavioral interventions? Evidence from a genetic analysis of the Fast Track Randomized Control Trial. *Journal of Policy Analysis and Management*, 34(3), 497-518.‡

#### **Additional Reading**

- Cook, Thomas D. (2014). "Big data" in research on social policy." *Journal of Policy Analysis and Management*, 544-547.
- Pirog, M. A. (2014). Internal Versus External Validity: Where Are Policy Analysts Going?. *Journal of Policy Analysis and Management*, 548-550.
- Bento, A. I., Nguyen, T., Wing, C., Lozano-Rojas, F., Ahn, Y. Y., & Simon, K. (2020). Evidence from internet search data shows information-seeking responses to news of local COVID-19 cases. *Proceedings of the National Academy of Sciences*, 117(21), 11220-11222.

## Calendar

Disclaimer: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Day	Date	Conceptual Foundation Topics	Notes
F	21-Aug	Introduction	First Day of Class
M	24-Aug		Reading memo (RM) 1
W	26-Aug	Public Policy & Collective Action	Drop/Add Deadline (Oct 27)
F	28-Aug		
M	31-Aug		Reading memo 2
W	2-Sep	What is Policy Analysis	
F	4-Sep		
M	7-Sep		Labor Day (no classes)
W	9-Sep		Reading memo 3
F	11-Sep	Consumer Theory & Welfare Economics	
M	14-Sep		
W	16-Sep		
F	18-Sep		Reading memo 4
M	21-Sep	Market Failures: Public Goods	
W	23-Sep		
F	25-Sep		<b>Tools: Govt. Corp - Contracting</b>
M	28-Sep	Market Failures: Externalities	<b>Tools: Econ. Reg. - Social Reg.</b>
W	30-Sep		
F	2-Oct		<b>Tools: Grants - Direct Govt.- RM 5</b>
M	5-Oct	Market Failures: Monopoly	<b>Tools: Correct. Taxes - Insurance</b>
W	7-Oct		
F	9-Oct		<b>Tools: Tax Expend. - Vouchers - RM 6</b>
M	12-Oct	Market Failure: Info. Asymmetry	<b>Tools: Tort Liability - Public Info.</b>
W	14-Oct		
F	16-Oct		<b>Midterm (online synchronous)</b>
M	19-Oct		Reading memo 7
W	21-Oct	Other Limitations	
F	23-Oct		
M	26-Oct		Withdrawal deadline (27-Oct) - RM 8
W	28-Oct		
F	30-Oct	Other Goals: Distribution Equity	Fall Break (no classes)
M	2-Nov		
			<b>Letter to Editor 1 Due</b>
W	4-Nov		Reading memo 9
F	6-Nov	Government Failures I	
M	9-Nov		
			<b>Response to Editor due</b>
W	11-Nov		Reading memo 10
F	13-Nov	Government Failures II	
M	16-Nov		
			<b>Letter to Editor 2 due</b>

<b>Day</b>	<b>Date</b>	<b>Conceptual Foundation Topics</b>	<b>Notes</b>
W	18-Nov		Reading memo 11
F	20-Nov	Improving Government	
M	23-Nov		<b>Memorandum is due</b>
W/F	25,27-Nov		Thanksgiving Break (no classes)
M	30-Nov	Directions in Policy Analysis and Public Management	Start of online only classes - RM 12
W	2-Dec		
F	4-Dec	<b>Debate Sessions</b>	
M	7-Dec		
W	9-Dec		

Note: No in-person classes after Thanksgivings Break