

PADP 3100: Introduction to Policy Analysis

Spring 2021

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

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Office Hours: Thursday 10:00-11:00am ⇒

Class Hours: TR 11:10am-12:25pm

Web: [SPIA Profile](#)

Course Cite: [eLC Site](#)

(To be requested by Wednesday 5pm)

Class Room: 101D

Textbooks and Other Course materials

- *Weimer, David & Vining, Aidan (W&V). *Policy Analysis Concepts and Practice*. Routledge.
- Bardach, Eugene. *A Practical Guide for 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.

Pre-requisites/Co-requisites

Although there is not a formal prerequisite different from POLS 1101, this class uses high school algebra to understand microeconomics and policy concepts. **You are expected to be familiar with inequalities, (Cartesian) Coordinates planes, and geometry.** We will not use many equations nor will develop complex calculations in this class.

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, 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.

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.

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
Reading Memos, Participation & Lecture Exercises	20	
Review of Policy Analytical Report	15	Feb 8
Policy Tool Video & Study Guide	20	Mar 5
Exam (online synchronous)	15	Apr 6
Memo	20	Apr 23
Debate	10	Apr 27 - May 4
Total	100	

Reading Memos, Participation & Lecture Exercises

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. **The Reading Memos are due the night before a new module starts.** You can follow this in the calendar.

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?

I will not review all the submitted memos. Occasionally, 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.** Not attending mandatory sessions will also affect your grade in the same way.

Review of Policy Analytical Report

This project will be developed in groups of four. Download an *in-depth* (at least 40 pages) policy report from one of the following sources:

- [OECD](#) - Scroll down to Working Papers and Policy Papers / Select a topic and search for a publication.
- [World Bank](#) - Make sure you download a Policy Research Working Paper.
- [RAND](#) - Research/Browse Reports/Filter by Reports.
- [Mathematica](#) - Publications/Project Report
- You can select other report from a different organization or think-tank, as long as it is policy analytical work. Make sure you get an approval first.

Prepare a presentation of 10 minutes with your analysis on how the policy report related to Bardach's steps. **The files are due in advance of the presentations. The presentations will be hybrid synchronous and attendance is mandatory.** Make sure you address the following:

1. Provide a brief summary about your reading. What the problem is? Why is it important?
2. Discuss how the report addresses (or not) the different steps pointed out by Eugene Bardach's A Practical Guide for Policy Analysis. Try to address each point separately.
3. Remember to address, what are the alternatives? what are the outcomes compared that lend themselves for the evaluation criteria? What is the evidence to make the argument?
4. During your review make special emphasis in pointing out what was the evidence that you think was most convincing in the report to make a case for the policy problem, and to make a case for the proposed solution or policy alternatives. (what is the outcome of reference? how was it presented (i.e. graphics, comparatively)?).

Resources

Bardach's A Practical Guide for Solving Policy Analysis and the multilateral, or think-tank publications.

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 exam. The video and the study guide should:

- Describe the tool and its degree of coerciveness, directness, automaticity, and visibility.
- Describe what kind of problem(s) the tool can be used to address.
- Summarize the key steps to implementation.
- Describe what are some of the challenges or shortcomings of the tool.
- Assess the tool in terms of the following criteria: equity, efficiency, effectiveness, manageability, and legitimacy.
- Describe a specific case to demonstrate the tool in practice.
- Identify social or political contexts that can lead to over/under use of the tool.
- Finally, assess the tool in terms of equity, efficiency and other policy goals that it might promote or hinder.

The study guide can mention the examples but should abstract from describing them in detail. Format the study guide as bullet points in a succinct way. Use Times 12 and single space. Quality and originality in the video and on the visual aids used will be rewarded.

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

Memorandum and Presentation/Debate

For the **Memorandum**, working in groups of two or three, 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. *Each student will submit a memo, but some components will be completed as a group work.*

For the "Assemble the Evidence" section of the group work, think about it as discovery in a civil or criminal case. Make references to the sources you will develop your arguments from, such that all the members can have a chance to review the evidence that will be used. Layout the full extent of the evidence, numbers, figures, testimonies, or any other, in the argumentation sections, from defining the problem, to projecting the outcomes, trade-offs and other argumentative sections. **The memo should have a minimum of 8 pages and a maximum of 15 without including references. Use Times size 12 double-spaced.**

For the **Presentation/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, each group member should take a different position. The extent of cooperation for the presentation should be decided by the group members. 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. In any case, it is expected that members are familiar with each others' alternatives and that they refer to them in a critical way. Once some questions or criticisms arise, students can present more evidence and further develop their arguments to rebut those critical points to their own alternatives. Prior to the debate part of the presentation, the group should create a short introduction to provide a background to the problem for the class. Then for the majority of the allotted time, the group members should develop arguments to justify their chosen policy alternatives and rebutting others'. You should make sure that each member has a fair time to participate. **The presentations will be hybrid synchronous and attendance is mandatory.**

This is an experimental exercise on dissuasion, and evidence is key to create strong arguments. More importantly, it is an space in which you and your colleagues can get in-depth information about relevant policy issues and understand to what extent how complex they are, and how trade-offs make individual alternatives less than dominant.

If you have any questions or concerns or anything is unclear, please let me know. We will take the first 20 minutes of two sessions (Apr 13-15) to solve any additional questions. This is an experiment, and I'm excited to see how it will work out!

Topics

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

Covid Social-distancing	Stay-at-Home Orders	Vaccination	Health Insurance
Cannabis/Hemp	Sugar Consumption	Soft Drink Consumption	Food Deserts
Homelessness	Natural Disaster Relief	Public Preschool	Judiciary Policies
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. †

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. †
- Salomon. (Chapter 1) The new governance and the tools of public action

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.
- 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*.
- Friedman, M. (1955). The role of government in education.

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 Bureaucratic supply, in Decentralization
- 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.‡
- 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.

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	Gr
R	14-Jan	Introduction	First Day of Class	
T	19-Jan		Reading memo (RM) 1	1
R	21-Jan	Public Policy & Collective Action	Drop/Add Deadline (Jan 20)	2
T	27-Jan		RM 2	1
R	28-Jan	What is Policy Analysis		2
T	2-Feb	Consumer Theory &	RM 3	1
R	4-Feb	Welfare Economics		2
T	9-Feb	Policy Analysis in Practice	Policy Report Review is due (Feb 8)	
R	11-Feb	(Presentations)		
T	16-Feb		RM 4	1
R	18-Feb	Market Failures: Public Goods	Salomon Ch 1 and Q&A	2
T	23-Feb		RM 5	1
R	25-Feb	Market Failures: Externalities		2
T	2-Mar		RM 6	1
R	4-Mar	Market Failures: Monopoly	Tools project due (Mar 5)	2
T	9-Mar		RM 7	1
R	11-Mar	Market Failure: Info. Asymmetry	Tools: G1 - G2 - G3	2
T	16-Mar		RM 8	1
R	18-Mar	Other Limitations	Tools: G4 - G5 - G6	2
T	23-Mar		Withdrawal deadline - RM 9	1
R	25-Mar	Other Goals: Distribution Equity	Tools: G7 - G8 - G9	2
T	30-Mar		RM 10	1
R	1-Apr	Government Failures I	Tools: G10 - G11 - G12	2
T	6-Apr		Exam (online synchronous)	
R	8-Apr		Instructional Break (No classes)	
T	13-Apr		Memo Q&A - RM 11	1
R	15-Apr	Government Failures II		2
T	20-Apr		RM 12	1
R	22-Apr	Improving Government	Memo project due (Apr 23)	2
T	27-Apr			
R	29-Apr	Presentation/Debate Sessions	Hybrid	
T	4-May			