COURSE SYLLABUS

Professor: David Bradford
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Class Time: T - TH, 2:20-3:35 PM
Class Location: Baldwin 202
Office Hours: Tuesdays 1:00 – 2:00 PM, and
                by appointment

Description:

This course is a one semester survey of public policies related to individual risky behaviors, and the analysis of the impact of those policies on health and economic outcomes. The class introduces students to the theoretical and quantitative techniques of policy evaluation, focusing primarily on economic models of policy evaluation. The course is intended to enable students to be critical users of policy analyses and to understand the role of such analysis in social policy development. This course will provide an introduction to the field of economic analysis for those students who are planning to continue on in the area of social policy evaluation and development.

Part of the programmatic goals for University of Georgia Public Administration and Policy students are that they understand the public policy process at the federal, state and local levels, including formulating, implementing and evaluating public policy. Students should develop the ability to interpret and persuasively communicate information regarding policy alternatives through written materials.

Secondly, the Public Administration and Policy program at UGA teaches students to utilize various methods and analytical tools to provide effective reasoning for decision-making and policy creation. Students should learn to effectively inform the public and other stakeholders of decisions and initiatives through the presentation of data and research finding. Furthermore, they should learn to produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

Ultimately, this course seeks to lead students to develop these skills by applying the economic method of thought - assuming rational agents respond predictably to incentives in order to allocate the scarce resources at their disposal as seems "best" to them - and how this method can be a widely useful tool for assessing the need for, and likely impact of, public policy. Students in the course will practice the several skills outlined above via class discussion, out-of-class readings, communication of policy findings, and writing an independent paper.

Course Objectives

1. Survey a wide range of public policies aimed at regulating or mitigating behaviors that increase the risk of adverse health outcomes, high social costs, or death;

2. Examine how policy analysis is used to inform public decisions and policy development; examine the steps involved in the policy analysis process, including problem definition, determination of evaluation criteria, identification of policy alternatives, and policy evaluation;

3.   Consider the political context and the challenges to the rational model of policy analysis when the underlying behaviors being regulated are risky (and arguably not fully rational);

4.   Examine how data are used by social policy analysts to verify social problems and delineate policy problems as well as the challenges to unambiguous, objective empirical analysis;

5.   Consider how criteria for policy analysis (equity, equality, adequacy, security, liberty, efficiency, social justice, democracy as well as technical, administrative, and political feasibility) are selected and applied, and consider the ethical and political issues involved in criteria selection;

6.   Examine the different methods for valuing policy effects and the process by which the policy to be implemented is selected, including cost-benefit analysis and cost-effectiveness analysis, as well as evaluation of the distribution of policy effects among population sub-groups.

Educational Outcomes
By the end of the semester, students will be expected to demonstrate:

1.   a thorough understanding of the policy analysis process;

2.   an understanding of the costs that specific risky behaviors can impose on individuals and society and the role that public policies make in addressing those problems;

3.   a thorough understanding of the limits of rational policy analysis to influence the decision-making process;

4.   the ability to appreciate the use of secondary data sources and empirical evidence to substantiate policy arguments and to understand the limitations of data and empirical analysis;

5.   the ability to apply multiple criteria (e.g., efficiency, equity, equality, security, liberty, or social justice and democracy) in evaluating social policies;

6.   an understanding of how policy alternatives are identified and evaluated;

7.   the ability to critically analyze policies and programs in terms of their distributional impacts, with particular attention to the impact on vulnerable groups.

Text for Course: There is no assigned text for the course. Rather class discussion will be motivated by a set of readings.

Organization of the Course: Class meetings will be lecture and student-led discussion. Class participation will be a very important part of the grading; I will call on individual students throughout the class to facilitate discussion (with names selected randomly before class starts). *It is imperative that students conduct their own surveys of the day's topic and read the assigned materials before class!* Class attendance is required.

Grading: There are four components of the final grade:

1. Social media outreach: posts sent (20%)
2. Mid-term exam (20%)
3. Participation in classroom discussion (20%)
4. Research Paper and presentation (20%)
5. Final (non-cumulative) exam (20%)

Social media outreach: Learning to communicate the facts of social problems and the evidence base for policy solutions is a crucial role for policy makers, bureaucrats, researchers, and (increasingly) informed citizens. Social media outlets, such as X or BlueSky, are powerful ways to communicate directly to the public; learning to use these tools responsibly is commensurately important. Consequently, students in the class will be required to participate in public education using BlueSky. First, at the beginning of each week, students must do their own research about the policy topic of the week (e.g., medical marijuana) from reliable sources of information and write a post that provides (at least) one factual piece of information about the topic <u>before class on Tuesday</u>. Second, <u>by the end of the day on Friday</u> each week, students must write a post about how effective some policy intervention is, based upon evidence discussed in class (or similar evidence that the student finds on his/her own. **All posts must include the hashtag: #PADP4200**. The social media component of the class grade will be assigned as the proportion of required posts submitted. I will review all posts, and will not give credit for posts that are not on-topic. Students should keep screen shots / email confirmations of all posts made and provide me with PDF printouts of all relevant posts when handing in each exam. Also, students are encouraged to share their BlueSky handle with me so that I can follow them and see the posts for myself. <u>My BlueSky handle is @bradfowd1.bsky.social</u>.

Mid-term exam will be an in-class exam, on Thursday, March 7

Final Exam will be an in-class exam, on Thursday, April 30.

Research Paper: A research paper, of at least 10 pages in length (double spaced, 12-point font, one inch margins, not counting cover page, graphs or references) summarizing the literature and available data on some specific risky behavior and policy response is due by 5PM on Friday, December 5. Any paper handed in after that date will receive a one-letter grade (10 point) reduction in grade. Each student will give a 5-minute (maximum!) presentation of their research topic and findings to the class. Grades will be assigned based on the quality of the analysis, comprehensiveness of the literature and data review, grammar, and quality of the in-class presentation.

Incorporating AI into the writing exercises. It is very likely that AI Large Language Models like ChatGPT, Claude, and Gemini will soon become standard tools in professional writing; however, using them will require some skill and practice. In order to learn to take advantage of these tools, your research paper must include an Appendix where you undertake the following exercises:

• Appendix Section 1: Write a first draft of the introductory paragraph to your paper. This paragraph must have a clear thesis sentence in it. Then, write a prompt asking the AI to edit the intro paragraph. Provide your original paragraph, the prompt that you gave the AI, and the AI edited paragraph.

• Appendix Section 2: Write a prompt asking the AI to find 8 peer-reviewed citations to support your paper given the final version of the thesis paragraph from Section 1. Go to Google Scholar and confirm for each citation the AI provided whether it is real or not. Provide the prompt you gave, the complete list of citations that the AI returned (and any explanation the AI gave alongside the citations), and a discussion about how accurate the AI was.

• Appendix Section 3: Ask the AI to write one of the paragraphs (at least 6 sentences) in the body of your paper. Edit that paragraph so that it fits better into the paper you're writing. Provide the prompt you gave, the original paragraph generated by the AI, and your edited paragraph. (You should also include the edited paragraph in your actual paper.)

• Appendix Section 4: Reflect on the experience of using the AI to write the paper. What worked well? What did not work well? What aspects of the question you are addressing in the paper do you think made the AI a better, or less helpful, assistant?

Late policy: Tweets or Reddit posts about the nature of each week's social problem must be made prior to the beginning of each Tuesday class; tweets or Reddit posts about the findings from policy evaluations must be made by 5PM on Friday each week. Any research paper handed in after the due date and time (below) will receive a one-letter grade (10 point) reduction in grade. If you miss an exam without a university-approved excuse, you will receive a zero. If you have a university-approved absence, then the remaining exam will count double in the final weighting. No make-up exam will be given.

Academic Integrity: All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Professional Courtesy: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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 (https://www.uhs.uga.edu/bewelluga/bewelluga) or crisis support (https://www.uhs.uga.edu/info/emergencies).

- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (https://www.uhs.uga.edu/bewelluga/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.

NOTE: The following schedule is a general plan for the course; changes may be required as the semester progresses to accommodate speed of learning or student interest. Changes will be announced in advance by the instructor.

08/14   Syllabus and Overview

Week of 08/26: Overview of the Economics of Risky Behaviors and Reading Regressions

Bradford, W. David. "The association between individual time preferences and health maintenance habits." *Medical Decision Making* 30.1 (2010): 99-112.

Holden, Constance. "'Behavioral' addictions: do they exist?." *Science* 294.5544 (2001): 980-982.

Kenkel, Donald S., and Jody Sindelar. "Economics of Health Behaviors and Addictions: Contemporary Issues and Policy Implications." In *The Oxford Handbook of Health Economics*. Edited by Sherry Glied and Peter C. Smith (Oxford: Oxford University Press, 2011).

Schuster, Janice Lynch. "Down The Rabbit Hole: A Chronic Pain Sufferer Navigates The Maze Of Opioid Use." *Health Affairs* 33.7 (2014): 1294-1297.

Bradford, D., Courtemanche, C., Heutel, G., McAlvanah, P., & Ruhm, C. (2017). Time preferences and consumer behavior. *Journal of Risk and Uncertainty*, 55(2-3), 119-145.

Baillon, A., O'Donnell, O., Quimbo, S., & van Wilgenburg, K. (2022). Do time preferences explain low health insurance take-up?. *Journal of Risk and Insurance*, 89(4), 951-983.

Bradford, W. D., & Doucette, M. H. (2023). Effect of a brief intervention on respondents' subjective perception of time and discount rates. *Journal of Risk and Uncertainty*, 66(1), 47-75.

Week of 09/09: Cost Benefit Analysis and Value of a Statistical Life

Bradford, W David. "Cost-Benefit Analysis in Health Services Research." *Methods and Designs for Outcomes Research* (2006): 191.

Whitehead, Sarah J., and Shehzad Ali. "Health outcomes in economic evaluation: the QALY and utilities." *British medical bulletin* 96.1 (2010): 5-21.

Robinson, Lisa A. "Policy Monitor: How US Government Agencies Value Mortality Risk Reductions." *Review of Environmental Economics and Policy* 1.2 (2007): 283-299.

Ashenfelter, Orley, and Michael Greenstone. "Using Mandated Speed Limits to Measure the Value of a Statistical Life." *Journal of Political Economy* 112, no. 1 (2004): S226- 67.

Lavetti, K. (2020). The estimation of compensating wage differentials: Lessons from the deadliest catch. *Journal of Business & Economic Statistics*, 38(1), 165-182.

Guidance on the Treatment of the Economic Value of a Statistical Life (VSL) in U.S. Department of Transportation Analyses – 2021 Update.

Week of 09/16   Medical Marijuana Policy

Anderson, D. Mark, Benjamin Hansen, and Daniel I. Rees. "Medical marijuana laws and teen marijuana use." *American Law and Economics Review* 17.2 (2015): 495-528.

Anderson, D. Mark, Daniel I. Rees, and Joseph J. Sabia. "Medical marijuana laws and suicides by gender and age." *American journal of public health* 104.12 (2014): 2369-2376.

Bradford, Ashley C., and W. David Bradford. "Medical marijuana laws reduce prescription medication use in Medicare Part D." *Health Affairs* 35.7 (2016): 1230-1236.

Bradford, Ashley C., and W. David Bradford. "Medical marijuana laws may be associated with a decline in the number of prescriptions for Medicaid enrollees." *Health Affairs* 36, no. 5 (2017): 945-951.

Bradford, A. C., Bradford, W. D., Abraham, A., & Adams, G. B. (2018). Association between US state medical cannabis laws and opioid prescribing in the Medicare Part D population. *JAMA internal medicine*, 178(5), 667-672.

Leung, Janni, Chui Ying Vivian Chiu, Daniel Stjepanović, and Wayne Hall. "Has the Legalization of Medical and Recreational Cannabis Use in the USA Affected the Prevalence of Cannabis Use and Cannabis Use Disorders?." *Current Addiction Reports* (2018): 1-15.

Santaella-Tenorio, Julian, et al. "US Traffic Fatalities, 1985–2014, and Their Relationship to Medical Marijuana Laws." *American journal of public health* 0 (2017): e1-e7.

Stolzenberg, Lisa, Stewart J. D'Alessio, and Dustin Dariano. "The effect of medical cannabis laws on juvenile cannabis use." *International Journal of Drug Policy* 27 (2016): 82-88

French, Michael T., Julia Zukerberg, Tara E. Lewandowski, Katrina B. Piccolo, and Karoline Mortensen. "Societal costs and outcomes of medical and recreational marijuana policies in the United States: a systematic review." *Medical care research and review* 79, no. 6 (2022): 743-771.

Williams, Arthur Robin, et al. "Older, Less Regulated Medical Marijuana Programs Have Much Greater Enrollment Rates Than Newer 'Medicalized' Programs." *Health Affairs* 35.3 (2016): 480-488.

Week of 09/23: Recreational Marijuana Policy

Aydelotte, Jayson D., Lawrence H. Brown, Kevin M. Luftman, Alexandra L. Mardock, Pedro GR Teixeira, Ben Coopwood, and Carlos VR Brown. "Crash fatality rates after recreational marijuana legalization in Washington and Colorado." American journal of public health 107, no. 8 (2017): 1329-1331.

Alley, Z. M., Kerr, D. C., & Bae, H. (2020). "Trends in college students' alcohol, nicotine, prescription opioid and other drug use after recreational marijuana legalization: 2008–2018." *Addictive behaviors*, 102, 106212.

Cerdá, Magdalena, et al. "Association of state recreational marijuana laws with adolescent marijuana use." *JAMA Pediatr* (2016).

Anderson, D. Mark, and Daniel I. Rees. "The public health effects of legalizing marijuana." *Journal of Economic Literature* 61, no. 1 (2023): 86-143.

Kerr, David CR, Harold Bae, Sandi Phibbs, and Adam C. Kern. "Changes in undergraduates' marijuana, heavy alcohol and cigarette use following legalization of recreational marijuana use in Oregon." Addiction 112, no. 11 (2017): 1992-2001.

Marie, Olivier, and Ulf Zölitz. ""High" Achievers? Cannabis Access and Academic Performance." The Review of Economic Studies 84, no. 3 (2017): 1210-1237.

Miles Light, Adam Orens, Jacob Rowberry, and Clinton W. Saloga. "The Economic Impact of Marijuana Legalization in Colorado." (Marijuana Policy Group: Denver, CO, 2016).

Week of 09/30 Prescription Opioid Abuse Prevention Policies

Bao, Yuhua, et al. "Prescription Drug Monitoring Programs Are Associated With Sustained Reductions In Opioid Prescribing By Physicians." *Health Affairs* 35.6 (2016): 1045-1051.

Dowell, Deborah, et al. "Mandatory provider review and pain clinic laws reduce the amounts of opioids prescribed and overdose death rates." *Health Affairs* 35.10 (2016): 1876-1883.

Meara, Ellen, et al. "State legal restrictions and prescription-opioid use among disabled adults." *New England Journal of Medicine* 375.1 (2016): 44-53.

McDonald, Douglas C., Kenneth Carlson, and David Izrael. "Geographic variation in opioid prescribing in the US." *The Journal of Pain* 13.10 (2012): 988-996.

Patrick, Stephen W., et al. "Implementation of prescription drug monitoring programs associated with reductions in opioid-related death rates." *Health Affairs* 35.7 (2016): 1324-1332.

Powell, David, Rosalie Liccardo Pacula, and Mireille Jacobson. *Do Medical Marijuana Laws Reduce Addictions and Deaths Related to Pain Killers?*. No. w21345. National Bureau of Economic Research, 2015.

Rudd, Rose A., et al. "Increases in drug and opioid overdose deaths—United States, 2000–2014." *American Journal of Transplantation* 16.4 (2016): 1323-1327.

Ruhm, Christopher J. "Corrected US opioid-involved drug poisoning deaths and mortality rates, 1999–2015." Addiction (2018).

Week of 10/07 Opioid Mortality and Housing Instability

Bradford, Ashley C., Nuisance Ordinances and Overdose Mortality (September 28, 2022). Available at SSRN: https://ssrn.com/abstract=4232271 or http://dx.doi.org/10.2139/ssrn.4232271

Bradford WD, Lozano-Rojas F. "Higher Rates of Homelessness Are Associated with Increases in Accidental Drug and Alcohol Mortality." *Health Affairs*. 43.2 (2024): 242-249. 2024.

Bradford, AC, Bradford WD. "The Effect of State Housing Policies on Eviction Filings and Judgements in the United States, 2001-2018." *Housing Policy Debate*. 2023: 1-21.

Bradford AC, Bradford WD. "The Effect of Evictions on Accidental Drug and Alcohol Mortality." *Health Services Research*. 55(1): 9-17. 2020.

Bradford, Ashley C., and Johanna Catherine Maclean. "Evictions and psychiatric treatment." *Journal of Policy Analysis and Management.* 43, no. 1 (2024): 87-125.

Week of 10/14: Review and Test 1

Week of 10/21 Tobacco Policy

Trogdon, Justin G., and Frank A. Sloan. "Cigarette taxes and the master settlement agreement." *Economic Inquiry* 44.4 (2006): 729-739.

Jayawardhana, Jayani, et al. "Master Settlement Agreement (MSA) Spending and Tobacco Control Efforts." *PloS one* 9.12 (2014): e114706.

Sloan, Frank A., et al. "States' allocations of funds from the tobacco master settlement agreement." *Health Affairs* 24.1 (2005): 220-227.

Vander Weg, Mark W., Gary E. Rosenthal, and Mary Vaughan Sarrazin. "Smoking bans linked to lower hospitalizations for heart attacks and lung disease among medicare beneficiaries." *Health Affairs* 31.12 (2012): 2699-2707.

Bayer, Ronald, and Kathleen E. Bachynski. "Banning smoking in parks and on beaches: Science, policy, and the politics of denormalization." *Health Affairs* 32.7 (2013): 1291-1298.

Friedman, Abigail S., William L. Schpero, and Susan H. Busch. "Evidence Suggests That The ACA's Tobacco Surcharges Reduced Insurance Take-Up And Did Not Increase Smoking Cessation." *Health Affairs* 35.7 (2016): 1176-1183.

Week of 10/28: Vaccination Policy

Blank, Nina R., Arthur L. Caplan, and Catherine Constable. "Exempting schoolchildren from immunizations: states with few barriers had highest rates of nonmedical exemptions." *Health Affairs* 32.7 (2013): 1282-1290.

Bradford, W. David, and Anne Mandich. "Some state vaccination laws contribute to greater exemption rates and disease outbreaks in the United States." *Health Affairs* 34.8 (2015): 1383-1390.

Bylander, Jessica. "The United States' Piecemeal Approach To Vaccine Policy." *Health Affairs* 35.2 (2016): 195-198.

Constable, Catherine, Nina R. Blank, and Arthur L. Caplan. "Rising rates of vaccine exemptions:

problems with current policy and more promising remedies." *Vaccine* 32.16 (2014): 1793-1797.

Kennedy, Allison, et al. "Confidence about vaccines in the United States: understanding parents' perceptions." *Health Affairs* 30.6 (2011): 1151-1159.

Larson, Heidi J., et al. "Addressing the vaccine confidence gap." *The Lancet* 378.9790 (2011): 526-535.

Lipton, Brandy J., and Sandra L. Decker. "ACA provisions associated with increase in percentage of young adult women initiating and completing the HPV vaccine." *Health Affairs* 34.5 (2015): 757-764.

Mohanty, Salini, Alison M. Buttenheim, Caroline M. Joyce, Amanda C. Howa, Daniel Salmon, and Saad B. Omer. "Experiences With Medical Exemptions After a Change in Vaccine Exemption Policy in California." Pediatrics 142, no. 5 (2018): e20181051.

Omer, Saad B., et al. "Vaccine refusal, mandatory immunization, and the risks of vaccine- preventable diseases." *New England Journal of Medicine* 360.19 (2009): 1981-1988.

Week of 11/04: Alcohol Policy

Böckerman, Petri, Ari Hyytinen, and Terhi Maczulskij. "Alcohol Consumption and Long-Term Labor Market Outcomes." *Health economics* (2015).

Yoruck, C. E. "The Effect of Alcohol Consumption on Labor Market Outcomes of Young Adults-Evidence from Minimum Legal Drinking Age Laws." B.E. Journal of Economic Analysis and Policy 15(3) (2015): 1297-1324.

Deza, Monica. "The effects of alcohol on the consumption of hard drugs: regression discontinuity evidence from the National Longitudinal Study of Youth, 1997." *Health economics* 24.4 (2015): 419-438.

Carpenter, Christopher, and Carlos Dobkin. "The minimum legal drinking age and public health." *The Journal of Economic Perspectives* 25.2 (2011): 133-156.

Cook, Philip J., and Michael J. Moore. "The economics of alcohol abuse and alcohol-control policies." *Health affairs* 21.2 (2002): 120-133.

Week of 11:11: Teenage Pregnancy and Contraceptive Policy

Atkins, Danielle N., and W. David Bradford. "Association between Increased Emergency Contraception Availability and Risky Sexual Practices." *Health services research* 50.3 (2015): 809-829.

Atkins, Danielle N., and W. David Bradford. "Changes in state prescription contraceptive mandates for insurers: the effect on women's contraceptive use." *Perspectives on sexual and reproductive health* 46.1 (2014): 23-29.

Atkins, Danielle N., and W. David Bradford. "The Effect of Changes in State and Federal Policy For Nonprescription Access to Emergency Contraception On Youth Contraceptive Use: A

Difference-In-Difference Analysis Across New England States." *Contemporary Economic Policy* 33.3 (2015): 405-417.

Kearney, Melissa S., and Phillip B. Levine. "Media influences on social outcomes: the impact of MTV's 16 and pregnant on teen childbearing." *The American Economic Review* 105.12 (2015): 3597-3632.

Trudeau, Jennifer. "The role of new media on teen sexual behaviors and fertility outcomes—the case of 16 and Pregnant." *Southern Economic Journal* 82.3 (2016): 975-1003.

Why is the Teen Birth Rate in the United States So High and Why Does it Matter - Kearney and Levine (2012)

Week of 11/18: Risky Behavior Policy Impact on Trans People – In Class Research Demonstration

Readings TBD.

Week of 11/25:   Thanksgiving Week – NO CLASS

Week of 10/02: Student Presentations and Test II