

University of Oregon
School of Planning, Public Policy and Management (PPPM)

PPPM 415: Policy and Planning Analysis
Fall 2022 Syllabus (CRN 11703)
Tue. & Thur., 2-3:20pm
110 Willamette Hall

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COURSE DESCRIPTION

This course will introduce you to some of the major issues that policymakers and planners contend with and the tools and frameworks that researchers and government officials utilize to analyze policy issues to inform decision making. The primary focus of this class will be the analyses of environmental, health, and social policy issues in the U.S.

STUDENT LEARNING OUTCOMES

At the end of this course, students are expected to:

1. Understand core concepts and frameworks in policy analysis.
2. Demonstrate competence in applying analytical tools to assess various public policies from the perspective of economic efficiency and distributional outcomes.
3. Discuss and engage others in a meaningful dialogue about public policy issues.

CLASSROOM AND ACADEMIC POLICIES

Course Website

The syllabus, reading materials, assignments and announcements will be posted on the University of Oregon's Canvas website (<https://canvas.uoregon.edu>). Please check the course website frequently as these materials may be updated in the future.

Classroom Policies

The following policies will help ensure that we all benefit fully from the class:

- **Attendance:** Please try to arrive on time, stay for the whole period, and not disrupt class activities.
- **Electronic devices:** Please do not use laptops, mobile phones or unauthorized electronic devices in class unless you are using them for class-related activities (e.g. taking notes).
- **Food:** Please avoid eating in class, although drinks are allowed.
- **Work environment:** In order to create a classroom in which students feel safe and comfortable to express their thoughts, please be open-minded and respectful of other persons, ideas, opinions and worldviews.

- **Courtesy:** All participants in the class should treat each other with the professional courtesy and respect expected in a workplace.
- **Communication:** All forms of communications should reflect professional standards in tone, presentation, formatting, and spelling.

Email

I will aim to respond to your emails within 48 hours during workdays. Please review Canvas and course syllabus prior to asking questions about the class.

Grading Scale

You are expected to receive rigorous, challenging education at this university. Hence, please do all the readings, attend all classes and turn in all your assignments to receive a good grade in this class. We will also strive to grade your work in a fair and rigorous manner. The grading scale will typically be as follows:

Ranges	Grades
94.0% or higher	A
90.0 to 93.99%	A-
87.0 to 89.99%	B+
83.0 to 86.99%	B
80.0 to 82.99%	B-
77.0 to 79.99%	C+
73.0 to 76.99%	C
70.0 to 72.99%	C-
66.0 to 69.99%	D+
63.0 to 66.99%	D
60.0 to 62.99%	D-
59.99% or lower	F

However, the grading scale may be adjusted to be consistent with the distribution of grades in previous classes if necessary.

Academic Misconduct

Academic misconduct is prohibited and includes, but is not limited to, tampering with grades, resubmitting assignments for more than one class, cheating, plagiarism, fabrication, giving or receiving unauthorized help, and furnishing false information. Please see the Dean of Student’s web site for the complete definition of academic misconduct. You are responsible for ensuring that your actions do not constitute academic misconduct. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with the instructor before committing or attempting to commit the act.

Violations of Course Policies

Students who fail to adhere to the guidelines described in this section may receive an F for the course and may be subject to additional penalties from the School or the University.

Writing Lab

If you would like to improve your writing skills, I strongly encourage you to use the free services provided by the Writing Lab.

Accessibility and Disability

Students with documented accessibility/disability needs should see the course instructor as soon as possible. They should also request a verification letter from the Counselor for Students with Disabilities.

Workplace Harassment Prevention

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment and abuse, including sexual assault, domestic and dating violence and gender-based stalking. UO employees have a duty to report such actions or behaviors to their supervisor or the Office of Affirmative Action and Equal Opportunity. The University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students.

Inclusion Statement

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The university Bias Education and Response Team is another resource that can assist you.

COURSE STRUCTURE

- (1) **Reading Quizzes** (10 percent of final grade): **A Reading Quiz administered on the Canvas site is due prior to the Tuesday class during most weeks.** Reading Quizzes are designed to help you engage with the course material prior to it being covered in class. A quiz will typically consist of 5-10 multiple choice questions drawn from the assigned reading. Reading Quizzes are expected to be taken 'open book', you may consult the course readings as you take the quiz. However, you are expected to do your own work on quizzes; **working with other students in answering the quiz questions will be considered academic misconduct.**
- (2) **Problem Set** (5 percent of final grade): The problem set at the beginning of the term will help you review the underlying economics used in this course. Randomly selected problems on the problem set will be chosen for grading. These should be submitted in class on **Thursday-Week #3.**
- (3) **Policy Memo Assignment** (15 percent of final grade): In this assignment you will be asked to write a short (~5 pages) analysis of the underlying issues relating to an assigned policy topic. **The assignment is due on Tuesday-Week #9.**
- (4) **Midterm Exam** (35 percent of final grade): **In class on Thursday-Week #6.**
- (5) **Final Exam** (35 percent of final grade). **In class on Thursday-Finals Week, December 8, 12:30pm. The final exam will be comprehensive.**

Note: Early/late exams are only allowed under approved conditions (e.g. documented serious illness, family emergency or religious obligation).

COURSE SCHEDULE

Week #1 – Sept. 27 and 29

Tuesday: Introduction to Policy Analysis

- Kraft and Furlong, *Public Policy: Politics, Analysis and Alternatives*, 5th edition (CQ Press, 2015), Chapter 4 and Chapter 5.
- Bardach, E., *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 2nd edition (CQ Press, 2004): ‘Appendix B – Things Government Do’.

Thursday: Economics Review – Supply, Demand, and Price Elasticities

- Levy, J., *Essential Microeconomics for Public Policy Analysis* (Praeger Publishers, 1995), Chapter 2 ‘Definitions and Axioms’ and Chapter 3 ‘Supply and Demand’.

Week #2 – Oct 4 and 6

❖ **Online Reading Quiz #1 – due on Tuesday, 1:30 p.m.**

Tuesday: Economics Review – Price Ceilings and Floors

- Krugman, P. and R. Wells, *Microeconomics*, 3rd edition (Worth Publishers, 2013), Chapter 5 ‘Price Controls and Quotas: Meddling with Markets’.

Thursday: Policy as Market Intervention – Drug and Housing Policies

- Miron, J. and J. Zwiebel, ‘The Economic Case against Drug Prohibition’, *Journal of Economic Perspectives*, Vol. 9, No. 4, Fall 1995.
- Anderson, D.M. and D.I. Reese ‘The Legalization of Recreational Marijuana: How Likely Is the Worst Case Scenario’, *Journal of Policy Analysis and Management*, 2014, 33(1):221-32.
- Metcalf, G., ‘Sand Castles Before the Tide? Affordable Housing in Expensive Cities’, *Journal of Economic Perspectives*, Vol. 32, No. 1, Winter 2018.

Week #3 – Oct. 11 and 13

❖ **Online Reading Quiz #2 – due on Tuesday, 1:30 p.m.**

❖ **Problem Set is due in class on Thursday, 2pm.**

Externalities and the Environment

- Stiglitz, J., *Economics of the Public Sector*, 3rd edition (W.W. Norton, 2000), Chapter 9 ‘Externalities and the Environment’.
- Cochran, C. and E. Malone, *Public Policy: Perspectives and Choices*, 5th edition (Lynne Rienner, 2014), Chapter 11 ‘The Environment: Issues on a Global Scale’.

Week #4 – Oct. 18 and 20

Tuesday: Externalities and the Environment (cont’d from above)

- Popovich, N., Albeck-Ripka, L. and K. Pierre-Louis, '78 Environmental Rules on the Way Out Under Trump', *The New York Times*, updated December 28, 2018.
(<https://www.nytimes.com/interactive/2017/10/05/climate/trump-environment-rules-reversed.html>)
- Tol, Richard S.J., "The Economic Impact of Climate Change", *Review of Environmental Economics and Policy*, 2018, Vol. 12, No. 1, pp. 4-25.

❖ **Online Reading Quiz #3 – due on Thursday, 1:30 p.m.**

Thursday: Information Problems – Asymmetric Information

- Weimer, D and A. Vining, *Policy Analysis: Concepts and Practice*, 4th edition (Pearson, 2005), Chapter 5 'Rationales for Public Policy: Market Failures' pp. 104 to 112.

Week #5 – Oct. 25 and 27

Tuesday: Information Problems – Risk and Uncertainty

- Krugman, P. and R. Wells, *Microeconomics*, 3rd edition (Worth Publishers, 2013), Chapter 20 'Uncertainty, Risk and Private Information'.
- Camerer, C. and H. Kunreuther, 'Decision Processes for Low Probability Events: Policy Implications', *Journal of Policy Analysis and Management*, 1989.

Thursday: Information Problems – Applications to Insurance

- Gruber, J., *Public Finance and Public Policy*, 4th edition (2013), Chapter 12 'Social Insurance: The New Function of Government'

Week #6 – Nov. 1 and 3

❖ **Online Reading Quiz #4 – due on Tuesday, 1:30 p.m.**

Tuesday: Health Insurance and Reform in the U.S.

- Rosen, H. and T. Gayer, *Public Finance*, 8th edition (McGraw to Hill, 2008), Chapter 9 'The Health Care Market'.
- Kraft and Furlong, *Public Policy: Politics, Analysis and Alternatives*, 5th edition (CQ Press, 2015), Chapter 8 'Health Care Policy'.
- Simon, K., A. Soli and J. Cawley, "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*, 2017, Vol. 36, No. 2, pp. 390-417.
- Kaiser Family Foundation, *Focus on Health Reform: Summary of the Affordable Care Act*, (April 25, 2013, Publication #8061 to 02) (<http://kff.org/health-to-reform/fact-to-sheet/summary-to-of-to-the-to-affordable-to-care-to-act/>).

❖ **Thursday: Midterm Exam.**

❖ **Policy Memo Assignment posted.**

Week #7 – Nov. 8 and 10

❖ **Online Reading Quiz #5 – due on Tuesday, 1:30 p.m.**

Tuesday: Public Goods

- Gruber, J., *Public Finance and Public Policy*, 4th edition (2013), Chapter 7 'Public Goods'.
- ❖ **Discussion of Policy Memo Assignment.**

Thursday: Taxation – Efficiency, Equity and Incidence

- Cochran and Malone, *Public Policy: Perspectives and Choices*, 5th edition (Lynne Rienner, 2014), Chapter 5 'Funding Public Policy: From Theory to Practice'. **Read: 'Case Study on Tax Expenditures' (Box on pp. 118-119) and pp. 120-end.**
- Gruber, J., *Public Finance and Public Policy*, 4th edition (2013), Chapter 19 'The Equity Implications of Taxation: Tax Incidence', **pp. 557 to 571.**

Week #8 – Nov. 15 and 17

- ❖ **Online Reading Quiz #6 – due on Tuesday, 1:30 p.m.**

Tuesday: Inequality and Well to Being

- Schiller, B., *The Economics of Poverty and Discrimination*, 10th edition (Pearson, 2008), Chapter 2 'Inequality'.
- Peck, D. (2011). 'Can the Middle Class be Saved?', *The Atlantic*, 308(2), 60 to 78.
- Wilkinson and Pickett, *The Spirit Level: Why Greater Equality Makes Societies Stronger* (Bloomsbury Press, 2011), Preface, Chapters 1 and 2.

Thursday: Poverty and Redistributive Policy

- Schiller, B., *The Economics of Poverty and Discrimination* (Pearson, 2008), Chapter 3 'Counting the Poor'.
- Schiller, B., *The Economics of Poverty and Discrimination* (Pearson, 2008), Chapter 13 'Welfare Programs'.

Week #9 – Nov. 22 and 24

- ❖ **Policy Memo assignment is due on Tuesday, 2pm.**

Tuesday: Poverty and Redistributive Policy (cont'd) from above.

Thursday: No Class – Thanksgiving Holiday.

Week #10 – Nov. 29 and Dec. 1

- ❖ **Online Reading Quiz #7 – due on Tuesday, 1:30 p.m.**

Cost Benefit Analysis and Applications

- Rosen, H. and T. Gayer, *Public Finance*, 8th edition (McGraw to Hill, 2008), Chapter 8 'Cost to Benefit Analysis', **pp. 150-152 and pp. 156-end (drop sections titled 'Inflation', 'Private Sector Project Valuation' and 'Internal Rate of Return').**

- Belfield, Clive R. et al. “The High/Scope Perry Preschool Program: Cost-Benefit Analysis Using Data from the Age-40 Follow Up”, *Journal of Human Resources*, Vol. 41, No. 1, Winter 2006.
- Varian, Hal, “Recalculating the Costs of Global Climate Change”, *The New York Times*, December 14, 2006.

Finals Week

Final exam: Thursday, December 8, 12:30pm.