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

PPPM 415: Policy & Planning Analysis
Winter 2024 Syllabus (CRN 24442)
Mon. & Wed. -- 12:00 to 1:20pm -- 204 Tykeson Hall

Instructor: Roland Ofori, PhD
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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 economic tools and analytical frameworks that researchers and policy analysts utilize to evaluate policy solutions to inform decision making. The primary focus of this course will be the analyses of U.S. public policies, including topics on housing, drug legalization, environmental pollution, health, poverty, and wellbeing.

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 policy solutions.

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 are designed to help ensure that all participants benefit fully from the class:
- **Work environment:** To help create a classroom in which students feel safe and comfortable enough to express their thoughts, please be open-minded and respectful of other peoples, ideas, opinions, and worldviews.
- **Courtesy:** All participants in the class should treat each other with the professional courtesy and respect expected in a workplace. All forms of communications should reflect professional standards in tone, presentation, formatting, and spelling.

- **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).
- **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.

Academic Misconduct

Academic misconduct is prohibited and includes, but is not limited to, **tampering with grades, resubmitting the same assignment/work for more than one class, cheating, plagiarism, fabrication, giving or receiving unauthorized help, and furnishing false information**. Please review the Dean of Student's website 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 will receive an "F" grade for the course and may be subject to additional penalties from the University.

Writing Lab

If you would like to improve your writing skills, please take advantage of the free services provided by the Writing Lab of the Tutoring and Academic Engagement Center.

Accessibility and Disability

Students with documented accessibility or 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 assist 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.

GRADING AND ASSIGNMENTS

Policies Related to Assignments

- Electronic Submission: All assignments including the three exams must be submitted through Canvas.

- Late Assignment Policy: The deadline for all assignments cannot be extended. Exceptions will be made only under university-approved conditions (e.g. documented serious illness, family emergency or religious obligation).

- Early/late exams: Arrangements for early or late exams can only be allowed under university-approved conditions (e.g. documented serious illness, family emergency or religious obligation).

- Extra Credit Assignments: There are no extra credit assignments in this course.

- Independent Work: All assignments are open-book, open-notes. Although you are encouraged to discuss the content of the course with other students and participate in study groups, **you must complete all assignments by yourself. Working with other students to complete any assignment is considered academic misconduct.**

- Generative Artificial Intelligence (GenAI): To achieve course learning outcomes, you are required to work and complete all assignments by yourself. **Do not use GenAI websites/tools such as ChatGPT in completing assignments in this class as doing so will constitute academic misconduct. You will receive an "F" grade if you engage in academic misconduct.**

Attendance

Given the nature of policy analysis, this course requires that you cover a significant amount of reading materials each week. Reading the assigned materials alone will not help you acquire the full understanding of how you can apply economic principles and analytical frameworks to conduct policy analysis. **To do well on the exams and receive a passing grade in this course, you are strongly encouraged to attend all classes and participate in class discussions.**

Assignments

- **9 Reading Quizzes (20 percent of final grade):** There are nine (9) reading quizzes on Canvas. The quizzes are designed to help you engage with the assigned reading materials before each class. The quizzes are due 30 minutes before the start of class, which gives you some time to review your performance before class. As a result, the deadline for the reading quizzes cannot be extended. Please come to class prepared with your questions and comments about the readings.

- **3 Exams (80 percent of final grade):** There are two (2) mid-term exams and one comprehensive final exam on Canvas. Choose any location of your choice to take the exam on Canvas. The instructor will be available by email and on Zoom for questions.

Grading Scale

You are expected to receive rigorous, challenging education at this university. Hence, **please do all the required readings, attend all class meetings, turn in all assignments, and utilize office hours.** I will also strive to grade your work in a fair manner. The grading scale is displayed below. However, your grades may be adjusted upwards to ensure consistency with the average performance of students in previous classes if necessary.

Range	Letter Grade
94.0% or higher	A
90.0 to 93.99%	A-
87.0 to 89.99%	B+
84.0 to 86.99%	B
80.0 to 83.99%	B-
77.0 to 79.99%	C+
74.0 to 76.99%	C
70.0 to 73.99%	C-
67.0 to 69.99%	D+
64.0 to 66.99%	D
61.0 to 63.99%	D-
60.99% or lower	F

COURSE SCHEDULE

Reading materials are available on the course Canvas website under Modules. To benefit fully from the lectures, **please do all the assigned readings and complete the reading quiz before each class**.

Week #1

Jan. 8: Course Overview & 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'.

Jan. 10: Economics Review – Demand, Supply, 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

Jan. 15: No class (Holiday - Martin Luther King, Jr)

Jan. 17: Economics Review – Demand, Supply, and Price Elasticities (cont.)

Week #3

Jan. 22: Price Ceilings and Floors
❖ *Reading Quiz due by 11:30am before class (on Canvas)*
- Krugman, P. and R. Wells, *Microeconomics*, 3rd edition (Worth Publishers, 2013), Chapter 5 'Price Controls and Quotas: Meddling with Markets'.

Jan. 24: Housing and Drug Policies
o Miron, J. and J. Zwiebel, 'The Economic Case against Drug Prohibition', *Journal of Economic Perspectives*, Vol. 9, No. 4, Fall 1995.
o 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.
o Metcalf, G., 'Sand Castles Before the Tide? Affordable Housing in Expensive Cities', *Journal of Economic Perspectives*, Vol. 32, No. 1, Winter 2018.

Week #4

Jan. 29: EXAM 1, 12–1:30pm (on Canvas, any location of your choice)

Jan. 31: Externalities and the Environment
❖ *Reading Quiz due by 11:30am before class (on Canvas)*
- 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 #5

Feb. 5: Externalities and the Environment (cont.)
o Tol, Richard S.J., "The Economic Impact of Climate Change", Review of Environmental Economics and Policy, 2018, Vol. 12, No. 1, pp. 4-25.
o Kraft. *Environmental Policy and Politics*, 7th ed. (2018) - selected pages on environmental and natural resources policies.

Feb. 7: Information Problems
❖ *Reading Quiz due by 11:30am before class (on Canvas)*
   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.
   Risk and Uncertainty
- Krugman, P. and R. Wells, *Microeconomics*, 3rd edition (Worth Publishers, 2013), Chapter 20 'Uncertainty, Risk and Private Information'.
o Camerer, C. and H. Kunreuther, 'Decision Processes for Low Probability Events: Policy Implications', *Journal of Policy Analysis and Management*, 1989.
   Applications to Insurance
- Gruber, J., *Public Finance and Public Policy*, 4th edition (2013), Chapter 12 'Social Insurance: The New Function of Government'

Week #6

Feb. 12: Information Problems (cont.)

Feb. 14: U.S. Health Insurance and Reform
- ❖ *Reading Quiz due by 11:30am before class (on Canvas)*
- 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'.
- o 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.
- o 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/).

Week #7

Feb. 19: Public Goods
- ❖ *Reading Quiz due by 11:30am before class (on Canvas)*
- Gruber, J., Public Finance and Public Policy, 4th edition (2013), Chapter 7 'Public Goods'.

Feb. 21: EXAM 2, 12–1:30pm (on Canvas, any location of your choice)

Week #8

Feb. 26: Taxation – Efficiency, Equity, and Incidence
- ❖ *Reading Quiz due by 11:30am before class (on Canvas)*
- 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**.

Feb. 28: Inequality and Well-being
- ❖ *Reading Quiz due by 11:30am before class (on Canvas)*
- Schiller, B., *The Economics of Poverty and Discrimination,* 10th edition (Pearson, 2008), Chapter 2 'Inequality'.
- o Wilkinson and Pickett, *The Spirit Level: Why Greater Equality Makes Societies Stronger* (Bloomsbury Press, 2011), Preface, Chapters 1 and 2.
- o Peck, D. (2011). 'Can the Middle Class be Saved?', *The Atlantic*, *308*(2), 60 to 78.

Week #9

Mar. 4: Inequality and Well-being (cont.)

Mar. 6: Poverty and Redistributive Policy
❖ *Reading Quiz due by 11:30am before class (on Canvas)*
- 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 #10

Mar. 11: Poverty and Redistributive Policy (cont.)

Mar. 13: Cost Benefit Analysis and Applications
❖ *Reading Quiz due by 11:30am before class (on Canvas)*
- 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').**
o 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.
o Varian, Hal, "Recalculating the Costs of Global Climate Change", *The New York Times*, December 14, 2006.

Finals Week

Mar. 19 (Tuesday): FINAL EXAM, 10:15–11:45am (on Canvas, any location of your choice)