



**Robert M. La Follette
School of Public Affairs**
UNIVERSITY OF WISCONSIN-MADISON

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Public Affairs 200: Contemporary Public Policy Issues Fall 2023 (3 units) [PRELIMINARY, SUBJECT TO REVISION]

Meeting times and place:

Lectures MW 2:25-3:15, Microbial Sciences 1520

Discussion sections:

301 F 8:50 AM - 9:40 AM 367 Van Hise Hall

302 F 9:55 AM - 10:45 AM 367 Van Hise Hall

303 F 11:00 AM - 11:50 AM 367 Van Hise Hall

304 F 12:05 PM - 12:55 PM 367 Van Hise Hall

305 F 1:20 PM - 2:10 PM 367 Van Hise Hall

306 F 2:25 PM - 3:15 PM 367 Van Hise Hall

On 10/20, all sections meet 2:25-3:15, Microbial Sciences 1520

Course website: <https://canvas.wisc.edu/courses/373328>

INSTRUCTOR

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TEACHING ASSISTANTS

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INSTRUCTION MODALITY

In person

How 3.0 Credit Hours are met by the Course

Two hours (i.e. 100 minutes) of classroom or direct faculty/instructor instruction; one hour (50 minutes of TA section) and a minimum of two hours of out of class student work each week over approximately 15 weeks.

COURSE DESCRIPTION

The goal of this class is to offer a general primer on large-scale social, economic and other policies directed by federal and state governments, with specific examples in pressing policy areas. Students will gain a broad overall knowledge of how the majority of state and federal funding is both raised and spent, and the associated policy issues and outcomes. The class takes existing policies and the policy process as a given, explains a subset of policies in detail, and puts a focus on a set of specific contemporary public policy questions of concern to students, policymakers, and society. A student of this class will gain a broad overall knowledge of how most of state and federal funding is spent and the policy outcomes associated with that spending, including its impacts on society. We will also focus on how “administrative burden” affects the delivery of policies and programs. Where appropriate, the class will include speakers from the policy world, or expert researchers on individual topics

Course Learning Outcomes

This class will accomplish the following learning goals:

- 1) Students will demonstrate understanding of how the US federal budget is spent and US domestic policies.
- 2) Students will gain knowledge and demonstrate application of methodological tools utilized in the public policy arena (e.g., ‘policy memo’ writing).
- 3) Students will demonstrate understanding and application of knowledge regarding given policies, being able to apply basic policy concepts to practical cases drawn from the real-world.
- 4) Students will be able to engage in knowledgeable discussions about policy with researchers, policy makers and policy experts.
- 5) Students will be able to assess and interpret empirical analyses of policies and understand the effect of policy changes.
- 6) Students will understand how policies are implemented and the way that implementation affects outcomes and effectiveness of policy.
- 7) Students will be able to persuasively advocate for a proposed policy change in an op-ed and in a testimony, as two examples of policy writing.
- 8) Students will have a chance to present policy options for addressing key public policy issue.

Course Prerequisite: none

Required text:

Administrative Burden: Policymaking by Other Means, by Pamela Herd and Donald P. Moynihan, New York, NY: Russell Sage, 2018, 360 pp.

Paperback version is available on Amazon, and elsewhere – ***please buy it ASAP*** <https://www.amazon.com/Administrative-Burden-Policymaking-Other-Means/dp/087154444X>

Or you may actually get it free online via UW library at <https://muse-jhu-edu.ezproxy.library.wisc.edu/book/62771> , but check that you can get it this way first

Required readings:

The readings for the class are up to date analyses of current policy issues All required readings will be posted on the class Canvas page: <https://canvas.wisc.edu/courses/373328> (available now for the first two weeks of the course). All assignments except for the in-class exam will be administered via Canvas. The list follows.

Grading

Short Memos: (30%) [10/10, 12/4]
Debt Fixer Exercise
First Exam: (30%) [10/16]
Second Exam: (30%) [take home due 12/16]
Class Participation/Attendance: (10%)

Short memos (30%):

- Op-Ed Write an op-ed of 2 pages (750-800 words) supporting a particular solution to an assigned policy problem, due Tuesday October 10 by 4pm, in WORD on Canvas (15%)
- Testimony Complete a short (4-5 pages) congressional testimony arguing for or against a specific piece of legislation of your choice, due on or before Monday, December 4 by 4pm, in WORD on Canvas. (15%)

In both, you will consider the pros and cons of your approach. Both documents should directly engage with readings from the course as well as studies published in academic journals and policy reports produced by government agencies and reputable think tanks.

First exam (30%): Monday October 16, students will complete a first written in- class exam, answering specific questions that demonstrate an ability to analyze specific policy problems within a limited time and word space.

Second exam, Take Home (30%), distributed Friday, December 12, due Monday December 16 end of day. Students will complete a second written, take home exam, answering specific questions that demonstrate an ability to analyze specific policy problems within a limited time and word space.

Attendance and Participation (10%): Students are encouraged to both come to class (attendance taken) and participate in it (see below).

Course Requirements:

Students will need to fulfill the following requirements:

1. Complete all reading assignments. Come to class with questions/comments to ask of the instructor and fellow students. Class sessions will briefly summarize the reading but will mainly provide the larger systemic context, integrate the materials, and explore the implications of the readings.
2. Participate in class discussion. This means actively engaging in discussions of the readings and the cases. For all class meetings, including discussions, student participation will be a major component. To participate, you will need to be in class, so please let me know in advance if you cannot attend. In a few cases, I will assign a number of class discussion questions that we will engage in during class. When you read your readings, keep the questions in mind, and keep notes. Come to class prepared to discuss these questions. Attendance lists will be distributed and signed for both lectures and discussion sections
3. Complete grading requirements on time.

Rules, Rights, & Responsibilities:

UW-Madison [Badger Pledge](#)

UW-Madison [Face Covering Guidelines](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if attending class in person. If any student is unable to wear a face-covering, accommodation

may be provided due to disability, medical condition, or other legitimate reason. Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Academic Calendar and Religious Observances

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW- Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/misconduct/academic-integrity/>

Accommodations for Students with Disabilities

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of thesemester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity & Inclusion

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We *value* the contributions of each person and *respect* the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Digital Course Evaluation (AEFIS)

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with NetID later this term where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me.

Assigned Reading List

Below you will find the reading list. Readings as PDFs or links, and all the PowerPoints from previous classes, are kept up to date on Canvas so that one can read ahead and stay current as we move through the class. URLs are provided below but if broken, Google can find articles for you from information below. Note that online versions are often better than PDFs on Canvas because they can be done “live” and interactively.

Lecture 1, Wednesday, September 6: Welcome and Introduction

- Mackay, Melissa and Louise Shaxton. 2018. *Understanding and Applying Basic Public Policy Concepts*, at https://www.politicipublice.ro/uploads/understanding_public_policy.pdf
And PDF at Canvas
- Herd and Moynihan, *Administrative Burden*. Introduction, pp 1-10.
- Haskins, Ron. 2018. “Evidence-Based Policy: The Movement, the Goals, the Issues, the Promise,” *ANNALS, American Academy of Political and Social Science*, Vol 678, July: pp 8- 37, at (<https://journals.sagepub.com/toc/anna/678/1> and PDF at Canvas (skim)
- Brey, Jared, Greenblatt, Alan, Kidd, David, and Carl Smith. 2023. “The Biggest Issues to Watch in 2023,” *Governing*, January 10, 2023.
<https://www.governing.com/next/the-biggest-issues-to-watch-in-2023>

Discussion sections: Friday, September 8: Introductions

Lecture 2: Monday, September 11: Values, Markets and Public Policy

- Brooks, D. 2009. “The Values Question.” *New York Times*. November 24, at http://www.nytimes.com/2009/11/24/opinion/24brooks.html?_r=0# And PDF at Canvas
- Kristof, Nicholas. 2012. “Markets and Morals.” *New York Times*. May 30, at http://www.nytimes.com/2012/05/31/opinion/kristof-markets-and-morals.html?_r=0 And PDF at Canvas
- Chinn, Menzie. 2022. Basics of Supply and Demand, PDF via Canvas

Lecture 3: Wednesday, September 13: Measuring Administrative Burden and Contentious Issues: Political Rights (Voting)

- Herd and Moynihan, *Administrative Burden*. Chapters 1 Understanding...), and 2 Voting Rights)
- Thaler, Richard. 2018. Nudge, not sludge. *Science*, 361, 4311, at <https://science.sciencemag.org/content/361/6401/431> And PDF at Canvas
- Nick Corasaniti and Alexandra Berzon, “Under the Radar, Right-Wing Push to Tighten Voting Laws Persists,” *NYT*, May 8, 2023.
<https://www.nytimes.com/2023/05/08/us/politics/voting-laws-restrictions->

[republicans.html](https://www.nytimes.com/2023/05/08/us/politics/voting-laws-restrictions-republicans.html) <https://www.nytimes.com/2023/05/08/us/politics/voting-laws-restrictions-republicans.html> And PDF at Canvas

Discussion sections: Friday September 15: Supply and Demand and Values

Lecture 4: Monday, September 18: Breaking Down the Federal Budget

- Malinovskaya, Anna and Louise Sheiner. 2018. “The Hutchins Center Explains: Federal Budget Basics”, Brookings Institution, December, at <https://www.brookings.edu/blog/up-front/2018/12/13/the-hutchins-center-explains-federal-budget-basics/> and PDF at Canvas
- “Policy Basics: Where Do Our Federal Tax Dollars Go? (Updated)” Center on Budget and Policy Priorities, July 28, 2022 <https://www.cbpp.org/research/federal-budget/where-do-our-federal-tax-dollars-go>
- “Where do our Federal Tax Revenues come from?” Center on Budget and Policy Priorities, August 6, 2020. <https://www.cbpp.org/research/federal-tax/where-do-federal-tax-revenues-come-from> and PDFs at Canvas
- Klein, Michael and Maurice Obstfeld. 2020. (How) Will We Pay Back the Federal Debt? *Econofact*. June 30 at <https://econofact.org/how-will-we-pay-back-the-federal-debt> And PDF at Canvas
- CBO. 2023. *Updated Budget and Economic Outlook: 2023 to 2033*, May 2023 at <https://www.cbo.gov/publication/59159> And PDF at Canvas

Lecture 5: Wednesday, September 20: CBO, and State/Local Budgeting

- Prokop, Andrew. 2017. “The Congressional Budget Office, explained,” June 26, at: <https://www.vox.com/policy-and-politics/2017/3/13/14860856/congressional-budget-office-cbo-explained> And PDF at Canvas
- Wisconsin Budget Project. 2019. *Wisconsin Budget Toolkit, updated 2019*. <http://www.wisconsinbudgetproject.org/wp-content/uploads/2019/02/Budget-toolkit-April-2017.pdf>
- Urban Institute, State Fiscal Brief: Wisconsin, 2023 <https://www.urban.org/policy-centers/cross-center-initiatives/state-and-local-finance-initiative/projects/state-fiscal-briefs/wisconsin#:~:text=Wisconsin's%20current%20budget>

Discussion sections: Friday, September 22: The Federal Debt

- CFRB. undated, “The Debt Fixer” reduce the debt and balance the federal budget exercise <http://www.crfb.org/debtfixer/>

Lecture 6: Monday September 25: The Minimum Wage

- Jesse Rothstein, Michael Reich, 2017, “Do Minimum Wages Really Kill Jobs?” EconoFact, April, at <https://econofact.org/do-minimum-wages-really-kill-jobs> and PDF at Canvas
- Jonathan Meer, 2019. “What Are the Broader Impacts of the Minimum Wage?” EconoFact, January, at <https://econofact.org/what-are-the-broader-impacts-of-the-minimum-wage> and PDF at Canvas

Lecture 7: Wednesday, September 27: The Living Wage

- Ravenscraft, Eric. 2019. “What a ‘Living Wage’ Actually Means “, *NY Times*, June 5, at : <https://www.nytimes.com/2019/06/05/smarter-living/what-a-living-wage-actually-means.html> and PDF at Canvas

Discussion sections: Friday, September 29:

- CBO, “How Increasing the Federal Minimum Wage Could Affect Employment and Family Income.” See how changes in the Federal minimum wage can impact the economy <https://www.cbo.gov/publication/55681>

Lecture 8: Monday, October 2: What Is Poverty

- Greg J. Duncan, Timothy Smeeding, and Suzanne Le Menestrel. 2020. “Poverty, work, and welfare: Cutting the Gordian knot,” *Proceedings of the National Acad. of Sciences*, June 30, <https://doi.org/10.1073/pnas.2011551117> And PDF at Canvas
- Smeeding, Timothy and Katherine A. Thornton .2020. “Wisconsin Poverty Report Summary: 2018, at <https://www.irp.wisc.edu/resource/wisconsin-poverty-report-2018/> And PDF at Canvas

Lecture 9: Wednesday October 4: Encouraging Work

- Mok, Shannon. 2017. “How Taxes and Transfers Affect the Work Incentives of People With Low and Moderate Income,” CBO, March 17, 2017. <https://www.cbo.gov/publication/52472> and PDF at Canvas

Discussion sections: Friday, October 6: Poverty during Covid

- Harvey, Bradley and Trevon Logan, 2021, “The Way Back: Assessing Economic Recovery Among, Black Americans During COVID-19” Brookings/Hamilton Project (Sept.)

https://www.hamiltonproject.org/assets/files/COVID_Recovery.pdf

Lecture 10: Monday, October 9: Policy Focus on Income Support: The Earned Income Tax Credit, SNAP, Child Tax Credits/ Child Allowances

- Herd and Moynihan, *Administrative Burden*. Chapters 6 (SNAP), and 8 (EITC).
- Kearney, Melissa. 2021. "Child Poverty in the US," *EconoFact*, February, at <https://econofact.org/child-poverty-in-the-u-s> And PDF at Canvas
- Moffitt, Robert and Gwyn Pauly. 2018. "Trends in the Distribution of Social Safety Net Support After the Great Recession" Stanford Center on Poverty and Inequality, February at http://www.econ2.jhu.edu/people/Moffitt/safety_net_distribution_trends.pdf And PDF at Canvas
- Ford School. 2019. *Policy Writing, an Overview* (short infographic) at <https://fordschool.umich.edu/writing-center/policy-writing-overview> And PDF at Canvas

Assignment: Tuesday October 10: Op Ed due 4pm on Canvas

Lecture 11: Wednesday October 11: Inequality

- Pew Research. 2015. The Many Ways to Measure Inequality. <https://www.pewresearch.org/fact-tank/2015/09/22/the-many-ways-to-measure-economic-inequality/> And PDF at Canvas
- Reeves, Richard and Katherine Guyot. 2018. "There are many definitions of "middle class"— here's ours," Brookings September 4, at <https://www.brookings.edu/blog/up-front/2018/09/04/there-are-many-definitions-of-middle-class-heres-ours/> And PDF at Canvas
- Clausing, Kimberley and Hilary Hoynes. 2018. "Policy Implications from Rising Economic Inequality," *Econofact*. November 13, at <https://econofact.org/policy-implications-from-rising-economic-inequality> And PDF at Canvas

Discussion Section: Friday, October 13: Midterm Exam Prep

Lecture 12: Monday, October 16: In-Class Midterm

Lecture 13, Wednesday, October 18: Mobility

- Reeves, Richard and Eleanor Krause. 2018. "Big Findings on Opportunity and Mobility," Brookings Social Mobility Memos, January 11, at <https://www.brookings.edu/blog/social-mobility-memos/2018/01/11/raj-chetty-in-14-charts-big-findings-on-opportunity-and-mobility-we-should-know/> And PDF at Canvas
- NBER Reporter. 2019. "High Returns from U.S. Programs for Low-Income Children," at <https://www.nber.org/digest/sep19/w26144.shtml> And PDF at Canvas

Discussion section: Friday, October 20, Special Meeting Time/Location, 2:25-3:15 in 1520 Microbial Sciences: Planned Special Guests

Lecture 14: Monday October 23: Social Security

- NASI. 2019. Restoring Social Security to Long Term Balance, April, at https://www.nasi.org/sites/default/files/research/Restoring_Social_Security_Long_Term_Balance_web.pdf And PDF at Canvas
- Herd and Moynihan, *Administrative Burden*. Chapter 9 (Social Security).
- CFRB. undated, "The Reformer An Interactive Tool to Fix Social Security" See how you can extend the life of Social Security <https://www.crfb.org/socialsecurityreformer/>

Lecture 15: Wednesday October 25: Demography

- Furstenberg, Frank. 2014. "Fifty Years of Family Change: From Consensus to Complexity" ANNALS, Volume 654, July, pp 12-30, PDF at Canvas
- Waldfogel, Jane. 2019. "Making it More Affordable to Raise a Family," testimony before the Joint Economic Committee of the United States Congress, September 10, at https://www.jec.senate.gov/public/_cache/files/e67ffe2f-263d-411d-8f74-a160bbb5cef6/waldfogel.written-testimony.sieptember-10-2019.pdf And PDF at Canvas

Discussion sections: Friday, October 27: Social Security

- The CBO Social Security balancing exercise CBO. 2019. How Changing Social Security Could Affect Beneficiaries and the System's Finance, interactive game and narrative at <https://www.cbo.gov/publication/54868>

Lecture 16: Monday October 30: Introduction to Health, Health Care & US System

Guest Lecture: Héctor Pifarré i Arolas

- Commonwealth Fund, International Health Care System Profiles: United States, at <https://www.commonwealthfund.org/international-health-policy-center/countries>
- NEJM Catalyst. 2017. "The Social Determinants of Health (SDOH)," December 1, at <https://catalyst.nejm.org/doi/full/10.1056/CAT.17.0312> and PDF at Canvas

Lecture 17: Wednesday November 1: Administrative Burdens, COVID-19, Opioids

- Herd and Moynihan. 2018. *Administrative Burden*, chapters 4 (ACA); 5, (Medicare); 6, (Medicaid)
- IRP. 2020. Human Services Programs and The Opioid Crisis , Focus-36-1a , February at <https://www.irp.wisc.edu/resource/human-services-programs-and-the-opioid-crisis/> And PDF at Canvas

Discussion sections: Friday, November 3: Health care

Lecture 18: Monday November 6: Criminal Justice Policy and Policing

- Western, Bruce. 2019. "Poverty, criminal justice, and social justice" IRP Focus 3(3), November, at <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/11/Focus-35-3.pdf> And PDF at Canvas
- Turney, Kristin, and Sara Wakefield. "Criminal Justice Contact and Inequality." *The Russell Sage Foundation Journal of the Social Sciences*, 5(1), 1-23. (skim) at https://www.jstor.org/stable/10.7758/rsf.2019.5.1.01#metadata_info_tab_contents And PDF at Canvas
- Weisburst, Emily and Felipe Goncalves. 2020. "Economics Research on Racial Disparities in Policing" *EconoFact*, June 16, at <https://econofact.org/economic-research-on-racial-disparities-in-policing> And PDF at Canvas

Lecture 19: Wednesday November 8: Human Capital and Education Policy

- Mongeau, Lilian. 2016. "Why Does America Invest So Little in Its Children?" *The Atlantic*, July 12, at <http://www.theatlantic.com/education/archive/2016/07/why-does-america-invest-so-little-in-its-children/490790/> And PDF at Canvas
- Bartik, Timothy J. and Brad Hershbein. 2018. "Pre-K Effectiveness at a Large Scale." Policy Brief. May, Kalamazoo, MI: W.E. Upjohn Institute for Employment

Research. <https://doi.org/10.17848/pb2018-2> And PDF at Canvas

- Valant, Jon. 2019. What are charter schools and do they deliver? October 15th at <https://www.brookings.edu/policy2020/votervital/what-are-charter-schools-and-do-they-deliver/> And PDF at Canvas

Discussion sections: Friday, November 10: Human Capital

Lecture 20: Monday, November 13: Higher education, educational mobility and inequality

- Haveman, R., and T. M. Smeeding. 2006. “The Role of Higher Education in Social Mobility.” *Future of Children* 16(2) Fall: 125–150. At <https://doi.org/10.1353/foc.2006.0015> PDF via Canvas
- Brunner, Eric, Shaun Dougherty, and Stephen Ross. 2019. “The promise of career and technical education, Brown Center Chalkboard, Brookings, September 20, at <https://www.brookings.edu/blog/brown-center-chalkboard/2019/09/20/the-promise-of-career-and-technical-education/>
- Black, Sandra, Jeff Denning, Lisa J. Dettling, Sarena Goodman and Lesley Turner. 2020. “Is Taking on More Student Debt Bad For Students?” *EconoFact*, Nov 10, at <https://econofact.org/is-taking-on-more-student-debt-bad-for-students>
- Hegji, Alexandra, et al. “Federal Student Loan Debt Cancellation: Policy Considerations,” CRS Report, July 27, 2022, R47196. <https://crsreports.congress.gov/product/pdf/R/R47196>

Lecture 21: Wednesday, November 15: Policy Analysis, Weighing the Options and Policy Presentations

- Smeeding, Timothy. 2020. “Doing Policy Analysis: A Short Cookbook” (cookbook recipe follows principles as laid out in Weimer, D. L. and A. R. Vining. 2017. “Chapter 14: Landing on Your Feet.” from *Policy Analysis: Concepts and Practice*. 6th ed. Prentice Hall), PDF at Canvas.

Discussion sections: Friday, November 17: Discussion on Higher Education

Lecture 22: Monday, November 20: Regulatory Policies: Abortion Rights and Gun Control

- Herd and Moynihan, *Administrative Burden*. Chapter 3 (Abortion Rights)

- Slusky, David, “Health and Economic Effects of Reduced Access to Abortion (UPDATED),” EconoFact (June 22, 2022). <https://econofact.org/health-and-economic-effects-of-reduced-access-to-abortion>
- Rand, 2018. Gun Policy in America: An Overview , at https://www.rand.org/content/dam/rand/pubs/research_reports/RR2000/RR2088/RAND_RR2088.pdf And PDF at Canvas (Summary only pp. 1-28)

Lecture 23: Wednesday, November 22: Pollution and Climate Change.

- Sanders, Nicholas. 2019. Clearing the Air on the Costs of Pollution, *EconoFact*, October 18, at <https://econofact.org/clearing-the-air-on-the-costs-of-pollution> And PDF at Canvas
- Nunn, Ryan, Jimmy O’Donnell, Jay Shambaugh, Lawrence H. Goulder, Charles D. Kolstad, and Xianling Long. 2019. *Ten facts about the economics of climate change and climate policy*. Brookings, The Hamilton Project and the Stanford Institute for Economic Policy Research Wednesday, October 23 , at <https://www.brookings.edu/research/ten-facts-about-the-economics-of-climate-change-and-climate-policy/> And PDF at Canvas (skim only)

Lecture 24: Monday, November 27: Climate Change and Energy Policy

- Nunn, Ryan, Jimmy O’Donnell, Jay Shambaugh, Lawrence H. Goulder, Charles D. Kolstad, and Xianling Long. 2019. *Ten facts about the economics of climate change and climate policy*. Brookings, as above—**section on Carbon tax only**
- Derviş, Kemal and Sebastian Strauss. 2019. “The real obstacle to climate action” Brookings, August 20 at <https://www.brookings.edu/opinions/the-real-obstacle-to-climate-action/> And PDF at Canvas

Lecture 25: Wednesday, November 29: Climate Change and Energy Policy

Guest Lecture: Greg Nemet

Discussion Sections: Friday, December 1: discussion on climate change

- Watch: Nemet Greg. 2019. *How solar energy became cheap*, Routledge, 2019, (intro to new book, first 28 minutes only) at <https://itif.org/events/2019/10/30/chinas-impact-solar-industry-lessons-future-clean-energy>

Assignment due, Testimony, ~~Monday December 4~~ Tuesday December 5

Lecture 26: Monday, December 4: Immigration basics

- US National Academy of Sciences. 2016. The Economic and Fiscal Consequences of Immigration, September, *summary only*, at <https://www.nap.edu/catalog/23550/the-economic-and-fiscal-consequences-of-immigration> And PDF at Canvas
- Peri, Giovanni and Reem Zaiour, 2022, “Labor Shortages and the Immigration Shortfall,” *EconoFact*, January 11, at <https://econofact.org/labor-shortages-and-the-immigration-shortfall> And PDF at Canvas

Lecture 27: Wednesday, December 6: Immigration policy, and Wrap Up

- Herd and Moynihan, *Administrative Burden*, Chapter 10 (Evidence).
- Blau, Francine and Gretchen Donehower. 2017. “Do Immigrants Cost Native Born Taxpayers Money,” *EconoFact*, July 26, at <https://econofact.org/do-immigrants-cost-native-born-taxpayers-money> And PDF at Canvas

Discussion, Friday, December 8: Immigration

- Penn Wharton Budget Model Immigration Simulator. See how GDP and demographics are affected by policies regarding immigration. <https://budgetmodel.wharton.upenn.edu/issues/2016/6/24/the-penn-wharton-budget-models-immigration-policy-simulator>

Lecture 28: Monday, December 11: Trade Policy

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Lecture 29: Wednesday, December 13: Trade Policy

- Tran, Hung, “Our guide to friend-shoring: Sectors to watch,” Atlantic Council, October 27, 2022. <https://www.atlanticcouncil.org/in-depth-research-reports/issue-brief/our-guide-to-friend-shoring-sectors-to-watch/>
- Krugman, Paul. 2021. “Globalization: An Ambiguous Good,” *EconoChat*, August 1, at <https://econofact.org/podcast/globalization-an-ambiguous-good>

Discussion sections: Friday, December 13: Globalization and Review

ASSIGNMENT: Second Midterm exam take-home: distributed on December 12¹³, to be submitted by December 16¹⁷

END