PPA 220A: APPLIED ECONOMIC ANALYSIS

MASTER'S PROGRAM IN PUBLIC POLICY AND ADMINISTRATION
MASTER'S PROGRAM IN URBAN LAND DEVELOPMENT

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

FALL 2020

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Zoom Class Meeting Time:
Tuesday, 6 to 8:50 pm, September 1 through December 8

Zoom Office Hours and Virtual "Water Cooler":
Wednesday, 6 to 7 pm, September 2 through December 9

Personal Cell Phone: (916) 752-2910

Textbooks and Other Resources:

(1) *The Economics Anti-Textbook*, 2010, Rod Hill and Tony Myatt, Fernwood
Publishing, available for purchase at
http://www.amazon.com/exec/obidos/asin/1842779397/robwassmershomep (Kindle ~ $20,
used ~ $18),

(2) *Policy Analysis as Problem Solving*, 2019, Rachel Meltzer and Alex Schwartz, available for
purchase at http://www.amazon.com/exec/obidos/asin/1138630179/robwassmershomep
(Kindle ~ $60, used ~ $50), *also required for PPA 200 and 220B,*

(3) *Behavioral Economics (The Basics)*, 2018, Philip Corr and Anke Plagnol, Routledge, available
for purchase at http://www.amazon.com/exec/obidos/asin/1138228915/robwassmershomep
(Kindle ~ $16, used ~ $28),

(4) *Khan Academy Microeconomics*, https://www.khanacademy.org/economics-finance-
domain/microeconomics, use for a video review of topics taught in your undergrad
microeconomics prerequisite, (free),

(5) *Cal Facts 2018,* https://lao.ca.gov/Publications?productid=3, download in PDF form and keep on your computer's laptop (or print and keep in a binder) for reference throughout MPPA or MSULD Programs, (free).

Course Learning Objectives:

There are ten learning objectives for this course that are part of a broader set of learning objectives for the MPPA degree. Column 1 in the table below contains the general learning objective for the PPA Program. Column 2 contains its application in this course.

PPA LEARNING OBJECTIVE	HOW APPLIED IN PPA 220A
1 c. Construct a clear problem definition with attention to client interests and varied stakeholder perspectives.	Using the method described in Meltzer and Schwartz, construct a clear definition of an appropriate policy problem that warrants public intervention to solve.
1 d. Identify reasonable alternatives to address problems.	Using the method described in Meltzer and Schwartz, identify reasonable alternatives to address a clearly defined policy problem.
1 e. Apply context-appropriate criteria to analyze and evaluate alternatives and offer solutions with attention to implementation strategies.	Based on the method described in Meltzer and Schwartz, use appropriate criteria to evaluate the desirability of alternatives offered to solve a policy problem.
1 g. Draw upon multiple disciplines to understand and address policy and administration problems.	Understand and apply the roles and interactions of markets, politics, and experts play in offering wisdom and accountability in the formulation of public policy as conveyed through Munger's Triangle.
2 e. Write clearly and succinctly as appropriate to various audiences	Practice writing clearly and succinctly in the forms of short summaries and a medium-length policy brief to summarize public policy concepts to policymakers and practitioners.
Writing-intensive: Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline	Understand the basic professional conventions, practices, and research-based methods of inquiry used for public policy analysis.

Writing-intensive: Understand some formats, genres, and styles of writing used in the discipline	Practice explaining some basic concepts used in public policy analysis, and microeconomics applied to it, through short summaries and medium-length policy analysis.
Writing-intensive: Practice reading and writing within the discipline	Read the various formats by which information delivered for policy analysis and summarize/interpret in your own written form.
Writing-intensive: Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing	Improve your writing of public policy analyses through peer and instructor feedback, revision, critical reflection, and self-editing.

The PPA Department will gather your opinion on how well this course has satisfied the learning goals in column two through a survey at the end of the semester.

Graduate Writing Intensive Course

Anyone receiving a B or better in this course satisfies their graduate writing-intensive requirement at Sacramento State.

Writing induces anxiety in all that do it. I am no exception. At Canvas I have included a PowerPoint presentation on this topic and a collection of readings that its references. Please take a moment to look this over before class starts. Though we will not cover this during class, I am pleased to chat with you about it outside of formal class in Zoom. PPA 200 will also cover this topic.

Note that all writing in PPA (ULD) courses needs to be in APA style. I have included a PDF copy of an APA style guide on Canvas.

Internet and Zoom Access:

Due to the continuing Covid-19 Pandemic, I will conduct all student-faculty interactions over Zoom and Canvas. The University's information/resource site for Remote Learning for Students is at https://www.csus.edu/information-resources-technology/remote-learning/. Please visit this site ASAP to ensure you are ready to accept the delivery of this class.

Before 5 pm, on Wednesday before the class meets, I will post on Canvas the PowerPoint slides covering the material discussed in the following week's class. Information on Canvas is at https://www.csus.edu/information-resources-technology/canvas/canvas-for-students.html. Please visit the site after you have secured a SacLink account number and password from Sacramento State. I will also correspond with you by email through Canvas (delivered to your

"*@csus.edu" email account, so make sure you check it), and ask you to read material from the Internet.

Zoom Protocols:

For Zoom participation, please follow the standards of (1) video on and (2) audio on mute until you wish to ask a question or participate in the discussion. Change your Zoom identification to the first and last name you wish to be addressed by in class. I am good with all of you referring to me as either Professor Wassmer or Rob. If a situation arises that you need to turn the Zoom video off until rectified, please do so. If exceptions to these protocols of Zoom participation desired, please contact me directly.

Overview:

PPA 220A continues your exposure to the basic concepts and tools of microeconomics (from your prerequisite course) as they apply to public policy (and urban land development) analysis. We will study how economists think about decisions made by consumers, businesses, and government. We devote much of our time to understanding the role that government could/should play in altering these economic decisions for the betterment of society. We will also allocate a considerable amount of time extending your policy-relevant knowledge of microeconomics to the new thinking offered through behavioral economics. This course also reinforces your knowledge and application of *Policy Analysis as Problem Solving* introduced and applied in PPA 200.

The prerequisite for this course is the receipt of a B grade or higher in a previous introductory (undergraduate) course in microeconomics. **If your microeconomics is a bit rusty, refer to the *Khan Academy Microeconomics*** videos referenced above and visit me during Zoom office hours for further explanation**.**

Microeconomics offers many insights into understanding how people, businesses, and government policymakers make choices and the interaction of these choices. Some of the most severe challenges (climate change, wealth/income inequality by race/ethnicity, housing affordability, etc.) that individuals and society face are, at least in part, based in economics. An understanding of economics is, therefore, an essential part of deriving solutions to these challenges. As a future public policy (or urban land development) analyst and/or public administrator, an understanding of the economic principles taught in this course is essential to your ability to offer sound advice in your chosen profession.

A goal of mine has always been to improve the teaching and, thus learning, of microeconomics to university students. I would consider myself a success if I could get you to understand more microeconomic theory, appreciate its value to the career choice you have made, and have a **part** of your brain think like an economist. Note that I emphasize only a part of your brain. Good analysts must consider relevant political and administrative issues, and the social/equity ramifications of proposed public and urban land development policies. We accomplish much of

this through the other courses you take in our master's program; however, at the same time, I do not ignore it here.

I encourage you to share your opinion on any of my pedagogical methods and offer constructive suggestions on how to improve them. I truly appreciate such input and use it to try and continually improve the way I teach this course. To help in achieving this goal, I ask in week six (October 6) of the course that you complete the teaching evaluation instrument that you will again fill out at the end of the course. Using the responses, I will do my best to adapt my pedagogy to address your concerns in the remaining portion of the course.

PPA 220A consists of one 170-minute meeting a week for 15 weeks. **Each week you should also plan to devote at least 4.5 hours of study outside of the Zoom classroom to this course.** A 15-minute break occurs in the middle of each class. If I go past 7:30 pm, without giving you a break, please remind me that it is due.

Circumstances require that all of our interactions occur remotely through Zoom. I understand there are both plusses and minuses to this. One plus is that I will record all class sessions for later review by students, and the possibility to watch for the first time if life intervenes and you cannot attend synchronously.

The official requirement is that you attend a bare minimum of eight of the 15 scheduled Zoom classes on Tuesday from 6 to 8:50 pm. For your knowledge acquisition, I strongly suggest you attend all Zoom sessions live and actively participate. I factor your degree of attendance into a portion of your grade.

To measure your attendance, and to prepare for your participation in class discussions, I ask that you submit a typed, double-spaced, two-page maximum (electronic Word copy) answer to the discussion question assigned to you. I will post these questions on SacCT by Wednesday at 5 pm before class begins. You can only turn these into Canvas on the day of the meeting you will attend. **Thus, if you are not coming to a Zoom class that night, do not submit a HW assignment.** I will look them over and return them to you by the next class meeting with a grade based upon how well you satisfy the rubric (included below) for these. **Since I only require you to attend eight class meetings, I base your overall grade on these assignments on the highest eight grades you receive. It is in your best interest to turn in one of these write-ups at our first-class meeting (September 1 – of which the questions to answer are below).** Remember, if possible, attend all Zoom class meetings in person and turn in more than the required eight assignments.

If there are concepts or ideas covered in a Tuesday night Zoom session that you did not understand, it is vital to your overall success that you get these misunderstandings resolved before the next time we meet. You can do this by: (1) talking to your classmates (I encourage you to form an electronic study network with some of your classmates) or in the Wednesday evening Zoom "water (or other beverage of your choice) cooler" 6 to 7 pm discussion, (2) visiting me in my Wednesday Zoom office hour from 6 to 7 pm, (3) tweeting a question that I or

anybody in class can answer, (4) sending an email question to me at rwassme@csus.edu, and/or setting up a Zoom between us at a time that is convenient to both of us. My promise is that if I will respond to your Monday through Friday email within 24 hours (and more likely less than 2 hours).

In my virtual office hours, I am pleased to discuss a suggestion on pedagogy, economics in general, the MPPA or MSULD Programs, and/or your career plans. Effectively, I (as PPA Chairperson and an instructor of the first-year class for PPA and ULD students) and Professor Sara McLellan (as PPA 200 instructor for only PPA students) are your first-year advisors, so please use us for that purpose. To ensure a passing participation grade, please set up at **least one** personal Zoom session with me.

As a well-prepared student, you will need to complete all readings before attending class. Also, look over the PowerPoint notes, formulate answers to the discussion questions poised each week (you should think about all the questions asked and not just the one assigned to you that week), and prepare to **participate in the breakout room and full class discussion actively**. I will call upon those who do not voluntarily participate. The appropriate pedagogy is not https://www.youtube.com/watch?v=uhiCFdWeQfA.

I will do my best to conduct this class in the format of active-learning, discussion, and participation. I will not run through the PowerPoint slides word-for-word. We will instead rely upon discussions of your prepared answers to the weekly questions, additional discussion questions I pose in class and various class discussion strategies. I suggest you download the PP notes before class, study them, print them out if at all possible in note form, and take your notes directly on the PP notes. My reasoning has scientific support https://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478.

Class Night Schedule

Time	Topic
6 to 6:30	Review of Last Meeting's "Key" and "Murky" Concepts
6:30 to 6:45	Topic 1 Presentation
6:45 to 7	Topic 1 Discussion
7 to 7:15	Topic 2 Presentation
7:15 to 7:30	Topic 2 Discussion
7:30 to 7:45	Break
7:45 to 8	Topic 3 Presentation
8 to 8:15	Topic 3 Discussion
8:15 to 8:30	Topic 4 Presentation
8:30 to 8:45	Topic 4 Discussion
8:45 to 8:50	Reflection on Meeting's "Key" and "Murky" Concepts

The discussion and presentation times for a topic are reversable.

<u>Homework Question Feedback, Revision, Reflection, and Self-Editing:</u>

This course qualifies for Graduate Writing Intensive approval (necessary to receive a master's degree in the CSU) because it involves you receiving comment on your written work from the instructor and a peer, reflecting on these comments, and then self-editing your previously written material. We accomplish this through your weekly homework questions. These are on the Canvas page for this course under the "assignments" tab. Write your HW in Word with the editor function turned on, and detection of passive voice made possible.

I offer two examples at the end of this syllabus of HW submitted by PPA 220A students in fall 2019 that received a grade of "A" (4.0). Look these over before writing up your HW for meeting one and mimic the format and style. We will discuss this further at our first meeting. Also, look carefully over the rubric (at the end of this syllabus) that I use to grade your HW.

If you receive less than an A- (3.7) grade from me on your weekly answer, you must rewrite it after reflecting upon my comments, and upon the comments, you will solicit from one of your student peers. When you submit your revision back to me, please include with it the original marked-up version and grading rubric that I completed and the same from your chosen peer-review writing partner. When requested to view someone's writing assignment as a peer reviewer, you will have a maximum of one week to get your comments back. If it takes longer, and the person you are reviewing complains to me, you will receive a failing grade in one of your eight required writing assignments. Everyone needs only to act as a peer reviewer twice.

You may revise a maximum of two assignments. If you have two or more assignments with less than an A- grade from me, two need revision. The process of revision must begin the week after you receive less than an A- on any homework question. **When you have feedback from your peer reader and me for your first revision, you must drop into the Wednesday 6 to 7 pm Zoom office hour or schedule a private one to discuss in person your planned revision. The requirement is to do this once, but you may do it for both of your revisions if desired.**

On the first night of class, I will offer further instruction on writing your responses to the requested questions in a form that is appropriate to the applied professional discipline of public policy and administration. Additional instruction will come as needed throughout the semester. Submit all revised assignments to me within two weeks of receiving less than an "A-" on any of them. I will accept no HW revisions after the final paper due (December 15).

<u>Twitter</u>

I have used Twitter in PPA 220 courses for the past few years and will continue its use. Not in a manner like that used by many, but as a way to share factual information posted on the web that relates to the material covered in this course. I have an account there with the username "@rwassme." Everyone in class must also get a Twitter account and subscribe to my Tweets

and the Tweets of all in class. (Go to https://twitter.com to do this **now**.) If you have a Twitter account that you use for personal reasons, please get a separate account for just this class. Include in all your PPA tweets the hashtag **#SacStateMPPA**.

I will Tweet on things that I observe in current events that apply to what we are learning in class – usually with a link with further info on it. You are to read my Tweets and respond to them or other PPA 220A Tweets in a way that reflects knowledge gained in class. You should post your Tweets in the same manner. I will expect every student in the class to **post between three (min) and five (max) Tweets on an original topic, and the same number of responses to other 220A Tweets**. I assign the grade for your Tweets based on both the quantity (not too much, not too little) and quality (relevance to material covered in class).

Academic Honesty

When you do any writing for this class or any class at Sacramento State, you must consider what plagiarism is so you can always avoid it. If done, plagiarism can become grounds for dismissal from the University.

Plagiarism: Plagiarism is a form of cheating. At Sac State, plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgment of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgment. Plagiarism is doubly unethical because it deprives the author of proper credit and gives credit to someone who has not earned it. Acknowledgment is not necessary when the material used is common knowledge. Plagiarism at Sac State includes, but not limited to:

> *The act of incorporating into one's work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit, thereby representing the product as entirely one's own. Examples include copying another's work, the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing, or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on acknowledged material.*

See https://www.csus.edu/student-affairs/student-conduct/academic-dishonesty.html.

Midterm and Final

Midterm: In the past, I have given a 90-minute in-class midterm exam that was a closed book. Given that we are now entirely online, I am changing the midterm exam to take home and open-book. You will receive the midterm on October 23 at 5 pm and must return it electronically to me by 5 pm on October 25. (Please put this weekend in your calendar and set aside at least 90-minutes to work on it.) The structure of the midterm will be similar to the in-class midterm exams I gave in the past. I will later post on Canvas an example of a previous

midterm. I will take material for the midterm out of assigned reading, class time, and homework. If you have an illness or emergency on the weekend, I expect notification before the midterm exam takes place. If you do not complete this exam without contacting me, or if you cannot provide written documentation of why you missed, you will receive a zero on it.

Final: Details on the final paper are below. We will discuss this assignment further in class. It is due on December 15, but I encourage you to get it in earlier.

Grading Procedure

Where appropriate, I base grades on the following table:

Percent Correct	Letter Grade	Number Grade
100-97	A+	4.3
96-93	A	4.0
92-89	A-	3.7
88-85	B+	3.3
84-81	B	3.0
80-77	B-	2.7
76-73	C+	2.3
72-69	C	2.0
68-65	C-	1.7
64-61	D	1.0
<61	F	0.0

I assign a number grade (column 3 above) at Canvas to everything you do. Your overall course grade comes from these number grades. **Anything above a B- (2.7) in the course is a passing grade for credit towards your MPPA or MSULD (but be aware you need to earn an overall GPA of B (3.0) to remain in good standing.** The calculation of your final grade is as follows:

Midterm Exam: 25%
Final Paper: 25%
Average Grade Earned on Eight Weekly Required Assignments: 35%
Twitter Participation, Classroom, and Office Hour Participation: 15%

I strictly follow University policy for dropping and receiving an incomplete for this course. You must complete both the midterm exam and final paper to receive a passing grade.

The following schedule lists the topics covered and the assigned material that accompanies them. I reserve the right to make minor changes and additions to the schedule. I expect that every student reads/listens/watches all of the material listed for each meeting and comes with a knowledge that allows them to participate in the discussions related to them. **You are only required to write a HW answer for the question assigned to you in a given week, but you should read all HW questions and use them to guide your preparation for class. Be prepared to lead the discussion on your HW question, and actively participate in the discussion of all other HW questions.**

I reserve the right to add or substitute readings/podcasts/videos from the Internet that I locate after this syllabus published. I will only do this with at least a week before I cover them in class. I will note these updates in red on the electronic syllabus posted at Canvas and through an email note sent to you.

Meeting 1 (September 1) - The Basics

Review Syllabus and HW Format

(Topic 1) Munger's Triangle
Munger, Chapter 2: Deciding How to Decide (PDF @ Canvas)

HW 1 for Sofia, Evangelina, Christopher C., Diana, and Christopher E.:
Compose an essay that corresponds to the writing examples offered at the end of this syllabus and satisfies the requirements given in the HW Grading Rubric. Your essay should explain the four types of "efficiency policies" represented on the left-side of Munger's Triangle that deals with "market failures" arising from too concentrated a market structure, externalities, public goods, and information asymmetry. Be sure to offer a real-world example of each of these four market failures. Munger covers these, but you will also need to draw from what learned in your prerequisite microeconomics course (use a Kahn Academy video as your required outside reference).

(Topic 2) Intro to Rational Policy Analysis
Meltzer and Schwartz, Introduction and Chapter 1: *What is Policy Analysis?*

HW 1 for Jasbir, Connor, Bryan, Karina, and Sam:
Compose an essay that corresponds to the writing examples offered at the end of this syllabus and satisfies the requirements given in the HW Grading Rubric. Your essay should answer the question that Meltzer and Schwartz ask as the title for chapter one in their book. To do this, frame your essay around a contemporary CA public policy concern that interests you. Describe how policy analysis offers a way to specifically seek a solution to it (use a figure from the LAO Cal Facts 2018 as an outside reference that

verifies your choice of a CA public policy concern, include it in an appendix that does count against the two-page limit).

(Topic 3) Intro to Behavioral Economics
Corr and Plagnol, Preface and Chapter 1: *What is Behavioral Economics?*

HW 1 for Thomas, Vanessa, Analisa, Maria, and Alena:
Compose an essay that corresponds to the writing examples offered at the end of this syllabus and satisfies the requirements given in the HW Grading Rubric. Your essay should draw upon your previous microeconomic course and address what behavioral economics is and how it differs from the traditional "neoclassical" microeconomics taught in most introductory courses on the subject. What are the differences between behavioral economics and what you learned in your prerequisite microeconomic course? When applying economics to public policy formulation, why is it essential to grasp these differences?

(Topic 4) *Homo Economicus (the ECON)*
Freakonomics Podcast, *Should We Really Behave Like Economists Say We Do?,* http://freakonomics.com/podcast/should-we-really-behave-like-economists-say-we-do-a-new-freakonomics-radio-podcast

HW 1 for Alexis, Daniel, Alex, Michael, and Christopher Z.:
Compose an essay that corresponds to the writing examples offered at the end of this syllabus and satisfies the requirements given in the HW Grading Rubric. Your essay should describe one of the situations mentioned in the podcast and how an "ECON" would have been thought to behave toward it using the neoclassical model of microeconomics, and how a "HUMAN" is more likely to behave instead. Also, describe a situation you were involved in where you also behaved more "HUMAN" than "ECON." In doing so, describe the specific concepts from neoclassical and behavioral economics that are relevant to why the actions of each are different.

Meeting 2 (September 8): Markets and Microeconomics

(Topic 1) Why Microeconomics for Public Policy?
Planet Money, *13,000 Economists - 1 Question,* https://www.npr.org/2020/01/09/794977811/episode-963-13-000-economists-1-question

(Topic 2) Supply and Demand
Hill and Myatt, Chapter 3: *How Markets Work (in an imaginary world)*

(Topic 3) Rent Control in CA to Increase Affordability?
Freakonomics Podcast, *Why Rent Control Does Not Work,* https://freakonomics.com/podcast/rent-control-rebroadcast/

(Topic 4) History and Evolution of Microeconomics
        Corr and Plagnol, Chapter 2: *The Ascent and Descent of Economics*

Meeting 3 (September 15): Consumers

(Topic 1) Demand and Consumer Surplus
        Hill and Myatt, Chapter 4: *People as Consumers*

(Topic 2) Price Elasticity of Demand, Rationality, and Marginalism
        Corr and Plagnol, Chapter 3: *ECON: Homo Economicus*

(Topic 3) Preferences, Expected Utility, and Incomplete Information
        Hill and Myatt, Chapter 4: *People as Consumers*
        Corr and Plagnol, Chapter 3: *ECON: Homo Economicus*

(Topic 4) Happiness
        Hill and Myatt, Chapter 4: *People as Consumers*
        Freakonomics Podcast, *How to Be Happy,*
        https://freakonomics.com/podcast/happiness/

Meeting 4 (September 22): Firms

(Topic 1) Production
        Hill and Myatt, Chapter 5: *The Firm*

(Topic 2) Cost Curves
        Hill and Myatt, Chapter 5: *The Firm*

(Topic 3) Output Choice in Perfect Competition
        Hill and Myatt, Chapter 5: *The Firm*
        Hill and Myatt, Chapter 6, pp. 118-122: *Market Structure and Efficiency*

(Topic 4) Using Power for Profit & Profit Maximization Always Goal?
        NY Times Daily Podcast, *What American CEOs are Worried About?*
        https://www.nytimes.com/2019/08/21/podcasts/the-daily/business-roundtable-corporate-responsibility.html

Meeting 5 (September 29): Market Structure

(Topic 1) Monopoly
        Hill and Myatt, Chapter 6: *Market Structure and Efficiency*

(Topic 2) Oligopoly

Hill and Myatt, Chapter 6: *Market Structure and Efficiency*

(Topic 3) Static vs. Dynamic Efficiency
Hill and Myatt, Chapter 6: *Market Structure and Efficiency*
The Gist Podcast, *Break 'Em Up: Recovering Our Freedom from Big Ag, Big Tech, and Big Money,* https://slate.com/podcasts/the-gist/2020/07/economy-extendingunemployment-benefits
Planet $ Podcast, *Antitrust 3: Big Tech,*
https://www.npr.org/sections/money/2019/02/22/697170790/antitrust-3-big-tech

(Topic 4) Deregulation
Hill and Myatt, Chapter 6: *Market Structure and Efficiency*
EconTalk Podcast, *Binyamin Appelbaum on the Economists' Hour*,
https://www.econtalk.org/binyamin-appelbaum-on-the-economists-hour/

Meeting 6 (October 6): Behavioral Economics

Prelimary Teaching Evals Given Out

(Topic 1) Human Heuristics and Biases 1
Corr and Plagnol, Chapter 4: *HUMAN more Homer (Simpson)*
A list of the most relevant biases in behavioral economics,
https://thedecisionlab.com/biases/

(Topic 2) Human Heuristics and Biases 2
Corr and Plagnol, Chapter 4: *HUMAN more Homer (Simpson)*
A list of the most relevant biases in behavioral economics,
https://thedecisionlab.com/biases/

(Topic 3) Manners
Corr and Plagnol, Chapter 5: Manners, Monkeys, and Moods
Freakonomics Podcast, *Have a Very Homo Economicus Xmas,*
http://freakonomics.com/2012/12/13/have-a-very-homo-economicus-christmas-a-new-marketplace-podcast/

(Topic 4) Monkeys and Moods
Corr and Plagnol, Chapter 5: *Manners, Monkeys, and Moods*

Meeting 7 (October 13): Externality Correction as Efficiency Policy (Munger's left-side ▲)

(Topic 1) Standard Externalities and Solutions
Hill and Myatt, Chapter 7: *Externalities and the Ubiquity of Market Failure*

(Topic 2) Public Goods as Positive Externalities

Hill and Myatt, Chapter 7: *Externalities and the Ubiquity of Market Failure*
Debate, *Should College Education be Free*, https://www.debate.org/opinions/should-college-education-be-free

(Topic 3) Climate Change as a Negative Externality

Hill and Myatt, Chapter 7: *Externalities and the Ubiquity of Market Failure*
Freakonomics Podcast, *Two (Totally Opposite) Ways to Save the Planet,*
https://freakonomics.com/podcast/save-the-planet/

(Topic 4) Coase Theorem

EconTalk Podcast, *Robert Frank on Coase*,
https://www.econtalk.org/robert-frank-on-coase/

Meeting 8 (October 20): Nudges

(Topic 1) What is Nudging

Corr and Plagnol, Chapter 6: *Nudge Whys, Ways, and Weasels*

(Topic 2) Nudging Problems and Perils

Corr and Plagnol, Chapter 6: *Nudge Whys, Ways, and Weasels*

(Topic 3) Subjective Well Being

EconTalk Podcast, *Frank on Competition, Government, and Darwin*,
https://www.econtalk.org/frank-on-competition-government-and-darwin/

(Topic 4) Behavior Isn't Always Rational

Hidden Brain, *Theory Vs. Reality: Why Our Economic Behavior Isn't Always Rational*,
https://www.npr.org/2020/05/28/864335677/theory-vs-reality-why-our-economic-behavior-isnt-always-rational .

Midterm Exam (October 23-25) @ Home

Receive at 5 pm on October 23, Rtetrurm by 5 pm on October 25

Meeting 9 (October 27): Are You Worth What You Earn?

(Topic 1) Marginal Productivity Theory of Income

Hill and Myatt, Chapter 8: *Marginal Productivity Theory of Income Distribution*

(Topic 2) Monopsonist Labor Market

Hill and Myatt, Chapter 8: *Marginal Productivity Theory of Income Distribution*
Intelligence Squared Debate, *Long Live Walmart?*
https://www.intelligencesquaredus.org/debates/long-live-walmart

(Topic 3) CEO and "Winner-Take-All" Compensation

      Hill and Myatt, Chapter 8: *Marginal Productivity Theory of Income Distribution*

(Topic 4) Labor Market Discrimination

      (6) Freakonomics, Podcast, *The True Story of the Gender Pay Gap,*
      http://freakonomics.com/podcast/the-true-story-of-the-gender-pay-gap-a-new-freakonomics-radio-podcast/

Meeting 10 (November 3): Redistribution as Equity Policy (Munger's right-side ▲)

(Topic 1) Government Taxation

      Hill and Myatt, Chapter 9, *Government, Taxation, and the Redistribution of Income*

(Topic 2) Costs of Inequality

      Hill and Myatt, Chapter 9, *Government, Taxation, and the Redistribution of Income*
      Freakonomics Podcast, *Is Income Inequality Inevitable?*
      https://freakonomics.com/podcast/earth-2-0-income-inequality/
      https://www.economist.com/podcasts/2020/02/13/whats-wrong-with-inequality

(Topic 3) Poverty in CA

      LAO, *Cal Facts 2018,* https://lao.ca.gov/Publications?productid=3
      PPIC, *Poverty in California,* https://www.ppic.org/topics/trending-poverty-in-california/
      CBP, *Work, Income, and Poverty;* https://calbudgetcenter.org/issues/work-income-poverty/

(Topic 4) Distribution of Household Wealth

      The Washington Post, *The Wealth Gap: Addressing Economic Inequality in the United States,* https://www.washingtonpost.com/podcasts/post-live/the-wealth-gap-addressing-economic-inequality-in-the-us/
      Brookings, *The Facts on Inequality, Wealth, Income, and Working May Surprise You,* https://www.brookings.edu/podcast-episode/the-facts-on-inequality-wealth-income-and-working-may-surprise-you/
      Libertarianism, *Exploring Wealth Inequality,* https://www.libertarianism.org/podcasts/free-thoughts/exploring-wealth-inequality

Meeting 11 (November 10): Info, Values, and Design as Institutional Reform Policy (Munger's bottom-side ▲)

(Topic 1) Crony Capitalism vs Socialism

      EconTalk Podcast, *Michael Munger on Crony Capitalism,* https://www.econtalk.org/michael-munger-on-crony-capitalism/
      Freakonomics Podcast, *Does Anyone Really Know What Socialism is?* https://freakonomics.com/podcast/socialism/

(Topic 2) Dismantling the Rigged Economy
Planet $ Podcast, *Rigging the Economy,*
https://www.npr.org/sections/money/2018/03/09/592393083/episode-829-rigging-the-economy
Commonwealth Club of CA, *Robert Reich: Dismantling a Rigged System,*
https://podcasts.apple.com/us/podcast/robert-reich-dismantling-a-rigged-system/id976334034?i=1000486752886

(Topic 3) Campaign Finance Reform and Other Political Solutions
NPR, *The Landscape for Campaign Finance,*
https://www.npr.org/2020/01/21/798252685/the-landscape-for-campaign-finance-10-years-after-citizens-united
Planet $ Podcast, *Un-Gerrymandering Florida,*
https://www.npr.org/sections/money/2018/06/08/618410306/episode-846-ungerrymandering-florida

Planet $ Podcast, *Redmap,*
https://www.npr.org/sections/money/2018/06/01/616216560/episode-845-redmap

(Topic 4) Information, Fake News, Conspiracy, and the Great Divide
Frontline Documentary, *United States of Conspiracy,*
https://www.pbs.org/wgbh/frontline/film/united-states-of-conspiracy/
Frontline Documentary, *America's Great Divide,*
https://www.pbs.org/wgbh/frontline/film/americas-great-divide-from-obama-to-trump/

Meeting 12 (November 17): Problem Definition

(Topics 1 and 2) "Rational" Approach to Defining a Policy Problem
Meltzer and Schwartz, Chapter 2: *Defining the Problem*
Wassmer, *What to Do About Scrap Tires? Options for Productive Waste Management,*
Chapter 11, Applied Policy Research, (PDF @ Canvas)

(Topics 3 and 4) Affordable Housing in CA
LAO, *Cal Facts 2018,* https://lao.ca.gov/Publications?productid=3
PPIC, *CA's Future: Housing,*
https://www.ppic.org/publication/californias-future-housing/
CBP, *Housing Affordability and Homelessness,*
https://calbudgetcenter.org/issues/housing-affordability-homelessness/
EconTalk Podcast, *Jenny Schuetz on Land Regulation and Housing Market,*
https://www.econtalk.org/jenny-schuetz-on-land-regulation-and-the-housing-market/

Meeting 13 (November 24): Policy Options and Criteria

(Topics 1 and 2) Alternative Solutions
  Meltzer and Schwartz, Chapter 3: *Alternative Policy Options*
  Wassmer, *What to Do About Scrap Tires? Options for Productive Waste Management,*
  Chapter 11, Applied Policy Research, (PDF @ Canvas)

(Topics 3 and 4) Objectives and Criteria
  Meltzer and Schwartz, Chapter 4: *Objectives and Criteria*
  Wassmer, *What to Do About Scrap Tires? Options for Productive Waste Management,*
  Chapter 11, Applied Policy Research, (PDF @ Canvas)

Meeting 14 (December 1): Policy Analysis, Recommendations, and Promotion

(Topic 1) Analysis and Recommendation
  Meltzer and Schwartz, Chapter 6: *Analysis and Making Recommendations*
  Wassmer, *What to Do About Scrap Tires? Options for Productive Waste Management,*
  Chapter 11, Applied Policy Research, (PDF @ Canvas)

(Topic 2) Policy Solution Promotion
  Corr and Palgnol, Chapter 7, *Sell! Behavioral Science of Persuasion*

(Topics 3 and 4) Two CA Policy Topic Areas of Choice

  climate change, criminal justice, economy, health care, higher education, K–12
  education, political landscape, population, safety net, or water

  See https://www.ppic.org/publication/californias-future/ for background on each

Meeting 15 (December 8): Pandemic Public Policy

  Background material as of August 4, 2020, updates to come
    Pandemic Economics Podcast,
      https://bfi.uchicago.edu/podcast/pandemic-economics/
    Freakonomics Podcast, Corona Virus
      https://freakonomics.com/podcast-tag/coronavirus/

Final (December 15) Policy Analysis Due No Later Than 6 pm

Name: _____ **Grade:** _____

Grading Rubric for Weekly HW Essays
PPA 220A
Fall 2020
"A" Grade (20 to 18 points), "B" Grade (18 to 16 points), "C" Grade (16 to 14 points),
"D" Grade (Less than 14 points), Absent (0 points)

Required Content/Points	20	19	18	17	16	15	14	10	5	0
Submit through Canvas, in Microsoft Word form with: (1) cover page containing only your name, date due, and full HW assignment/question reproduced, (2) two-page maximum body of the essay, and (3) separate final page with the reference list in APA style. Use Times New Roman 11 Font only with one-inch margins all around. No footnotes or endnotes.										
Use the Editor function in Word with "passive voice" detection. Eliminate all forms of passive voice in your writing. The best way to do this is to write in the first person. Also, correct any other grammatical errors flagged by the Word Editor. I will run your essay through Editor and deduct points for flagged items not corrected.										
Begin your essay with an introductory paragraph that offers a brief background on the issue and concludes with a sentence like "[i]n this essay I will …" that summarizes the content of the essay's body paragraphs. Finish your essay with a final paragraph that states a conclusion drawn from the essay.										
Cite at least one reference used in your essay from the syllabus and at least one other reference drawn from a Google search. Use the APA citation method, which is standard for all writing in PPA and ULD courses.										
The content of the essay answers the question/issue posed in the HW assignment clear and concisely that is appropriate for a college-educated reader with no expertise in microeconomics. It is practitioner friendly to read.										
Total Points (100 possible)										

Final Assignment

PPA 220A – Fall 2020 – Professor Rob Wassmer

Due no later than December 15, 2020 at 6 pm

One Grade Deduction for Every Portion of a Day Late after 6 pm

Submit Only a Word electronic copy in one file to rwassme@csus.edu

I reserve the right to make slight modifications to this before December 1.

Overview

You are to write no more than a seven-page, typed, and double-spaced document (Times New Roman 11 Font, one-inch margins all around) that represents a briefing paper to your elected boss (CA Governor, Senator or Assemblyperson; CA County Supervisor; or CA City Mayor or Councilperson) on how to take a Meltzer and Schwartz based approach to think about, defining, and offering a solution to your **choice of a state or local public policy concern that is related only to the CA public policy concerns covered in class.**

I will use the rubric contained on the next page to score your briefing paper and assign it a grade. Pay careful attention to what this rubric is asking for and the further instructions offered below. Think about writing a paper that incorporates as much of the concepts/approaches learned in this course as possible. Thus, write something that you would not have been able to do before taking this course.

Instructions

You should structure your answer as an essay with an appropriate cover page, introductory section that describes what is in the essay, section headings that cover the requested material, and a concluding section. You will need a reference list at the end, and **citations must be in APA style**. Tables and figures should be in the appendix to the essay and do not count toward your seven-page limit. I will not read beyond seven pages. (Your cover page, tables/figures, and reference list are not part of this seven-page limit.) Other than these constraints and including the mandatory components described below, the remaining form of the write up is up to you.

Specifics To Include

(1) Identify the elected or appointed government official reading your essay. Write at a level of explanation and tone for someone in this position. (They are likely college-educated, but do not assume any prior economic or policy analysis knowledge.)

(2) Be clear on the purpose of this document in an introductory section and describe at the close of your introduction how you structure your write up into specific sections. The first paragraph should end with something like: "In this summary of proposed policy analysis, I will…" Use section headings throughout the paper. End with a section that features your specific conclusion(s). Thus, a statement like: "In this summary of a proposed policy analysis, I have…"

(3) Place in **bold** in your introduction a one-sentence **problem statement** in the form suggested by Meltzer and Schwartz, Chapter 2. Also, include additional paragraphs that describe the magnitude of the policy problem you have chosen, the magnitude of change required for a solution, and why the problem warrants public intervention based on one or more of the three-sides of Munger's triangle. (Is it an "efficiency", "equity", or "institutional" public policy problem?)

(4) The section after the introduction should be at least two pages long and describe in appropriate detail the public policy problem within the context of the economics and policy framework learned in this class. Carefully look over your notes and describe the economic and policy concepts learned that would help your client better understand both why the government should get involved with this problem and the alternatives you are proposing. Consider this a section that you could not have possibly written before taking this class – so demonstrate to me what you have learned. **Also, include at least one figure/diagram/chart/etc. to stimulate interest in your topic.**

(5) Choose three **alternatives** that could help solve the policy problem. Describe each of these alternatives in more detail in a half-page or more. Chapter 3 in Meltzer and Schwartz can help in the construction of these alternatives. If at all possible, base one of these alternatives on behavioral economics.

(6) Choose and describe three different **criteria (one being some measure of cost efficiency, the other some measure of equity, and the third related to administrability)** to evaluate the desirability of the three alternatives put forward. Describe each criterion in a half-page or more. Address whether different weights apply to criteria when deciding the best alternative.

(7) Conclude with your recommendation on what alternative to pursue to tackle the policy problem. Be sure to detail your justification for choosing this alternative through first a qualitative Criteria-Alternatives-Matrix (CAM) that then translates into a quantitative CAM.

(8) Turn on the Editor in Microsoft Word (or use another one) and be sure to correct all issues. I will do the same when grading and grade you down for common grammar/spelling problems flagged. **Eliminate the presence of passive voice**.

Grading Rubric for Final Exam
PPA 220A
Fall 2019

"A" Grade (20 to 18 points), "B" Grade (18 to 16 points), "C" Grade (16 to 14 points),
"D" Grade (Less than 14 points), Absent (0 points)

Required Content	20	19	18	17	16	15	14	10	5	0
Organization & Presentation done as asked for in instructions; grammar, punctuation, and spelling up to Word Editor standards and no passive voice; at least one appropriate table/figure; APA citation method used with a reference list including class citations and at least three from outside of class										
Public Policy Problem Statement/Elaboration follows the principles laid out in Bardach and Melzer/Schwartz; drawn from CA policy issue discussed in class, and justification for govt intervention based upon what learned from microeconomics and Munger's Triangle										
Choice & Description of Policy Alternatives follows the principles laid out in Bardach and Melzer/Schwartz; justification for why would solve policy problem; and one alternative uses a behavioral economics concept if at all possible										
Choice & Description of Criteria & Weights follows the principles laid out in Bardach and Melzer/Schwartz; justification for why using a criterion and weight applied to it; and political acceptability considered in a final policy recommendation										
My Overall Impression as a Concise, Information-Packed Prospectus to an Elected Official on the Use of Qualitative and Quantitative Criteria Alternative Matrix (CAM) Methodology										
Total Score (100 Possible)										

<u>Two Examples of Well-Done HW Essays</u>

#1

Calling in the Experts: Addressing Market Failure in California's Automobile Industry

Name

PPA 220A

September 23, 2019

Governor Newsome has (hypothetically) decided to make 2020 the year that many more Californians buy an electric or hybrid automobile. Of course, he desires to achieve this without the sticker price of these vehicles rising above what they were in 2019, perhaps even getting the price down. Using what you know from the right-side of Munger's Triangle (playing the role of "expert") and market analysis, in a short essay to the public describe why this is a reasonable public policy for the governor of California to pursue and offer some specific suggestions of government policy interventions that could achieve this.

When markets fail to internalize the costs of production and consumption, they create

externalities for society. Public policy serves as a mechanism to correct these inefficiencies. Current

energy systems are creating daunting challenges for our communities, from pollution to climate change.

A significant source of emissions comes from the use of fossil fuels in our transportation systems. In

2017, transportation accounted for approximately 76% of the oil consumed in the United States, and 30%

of GHG emitted (Hartman and Dowd, 2017). Governor Newsome's move to increase the use of electric

and hybrid automobiles in California is a political response to experts to support more efficient market

structures that control for harmful externalities. In this essay, I will outline the current market failures

associated with gasoline-powered vehicles and offer policy recommendations to support the growth of the

electric and hybrid car industry in California.

Current Challenges

According to Munger's Triangle, experts look to the outcomes coming out of markets and often

recognize market failures that lead to inefficiencies and thus suggest policies to correct them (Munger,

2000, p. 32). In the case of gasoline-powered cars, the market fails to account for total costs and

externalities associated with consumption. Current market equilibrium in California produces and

consumes gasoline at a quantity that is above the socially optimal level. This level is due to the cost per

gallon pumped, failing to account for the real costs generated by the use. In 2018, California instituted an

additional gas tax to support road repairs, yet this does not cover the costs of pollution and greenhouse

gas emissions (Baldassari, 2018). Electric and hybrid cars have been on the market for years. Yet, the

number of consumer conversions has not reached a critical mass to address the more substantial market

failure associated with gasoline cars. Thus, Governor Newsome's decision to promote the use of electric

and hybrid cars is an effective measure to combat the current market failure.

Recommendations for Future Policy

Implementing financial incentives can modify the market and increase the overall use of electric

and hybrid vehicles. While current subsidies exist, there is no guarantee that these funds will continue.

Governor Newsome should consider adopting a tax incentive model like Norway's electric car incentive

program. Norway has restructured the vehicle taxing system to base the purchase tax on emissions, thus making electric vehicles more affordable than their gasoline-based counterparts (Elbil.no, 2013).   This method both reduces demand for gasoline cars and generates revenue to support the construction of electric vehicle infrastructure. By stimulating the demand for electric cars, the increased production will contribute to economies of scale for the electric car industry. Thus, by utilizing tax programs that create disincentives purchasing gasoline-powered vehicles, electrical and hybrid car producers will be able to increase production to a level that lowers long-term costs.

In addition to making electric and hybrid vehicles more affordable, California must increase the necessary infrastructure to support the transition away from gasoline. Funding the installation of quick-charge stations in public and commercial areas will extend the distance that individuals can drive. Given the long commutes that many Californians travel, the provision of charging stations in offices and shopping centers makes the switch to electric vehicles more realistic. Thus, by increasing the infrastructure necessary to support an expanding fleet of electric cars, this effort will make this policy goal realistic for Californians facing long-distance commutes.

As of 2018, 30% of California's total electric energy came from renewables (Nyberg, 2019). This is a strong start, yet switching to all-electric cars will be most effective with a continual increase in our reliance on renewables. For example, over 30% of California's power mix comes from natural gas, which, while not as emission dense as coal, still contributes to greenhouse gas emissions. It is imperative that we not only build the infrastructure to incentivize and support the purchase of electric and hybrid vehicles but that we continue to shift toward an electrical grid that relies on renewable energy. Without shifts in California's overall electricity production, switching to electric cars will continue the contribution of greenhouse gases.

In conclusion, there is a pressing need to address the negative externalities associated with the gasoline-powered vehicle market through the implementation of efficiency policies. Governor Newsome's plan to increase the state's reliance on hybrid and eclectic vehicles is achievable through a combination of tax shifts, infrastructure construction, and continued commitment to renewable energy.

References

Baldassari, E. (2018). *California: Where do your gas taxes and car fees actually go?* [online]
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 does-the-money-actually-go/ [Accessed 23 Sep. 2019].

Elbil.no. (2013). *Norwegian EV policy*. [online] Available at: https://elbil.no/english/norwegian-ev-
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Hartman, K., and Dowd, E. (2017). *State Efforts To Promote Hybrid and Electric Vehicles*. [online]
 National Conference of State Legislators. Available at:
 http://www.ncsl.org/research/energy/state-electric-vehicle-incentives-state-chart.aspx [Accessed
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Munger, M. (2000). *Analyzing policy*. New York: W.W. Norton & Company.

Nyberg, M. (2019). *Total System Electric Generation*. [online] Ww2.energy.ca.gov. Available at:
 https://ww2.energy.ca.gov/almanac/electricity_data/total_system_power.html [Accessed 20 Sep.
 2019].

#2

Name

September 23, 2019

PPA 220A

Governor Newsom has (hypothetically) decided to make 2020 the year that many more Californians buy an electric or hybrid automobile. Of course, he desires to achieve this without the sticker price of these vehicles rising above what they were in 2019, perhaps even getting the price down. Using what you know from the right side of Munger's Triangle (playing the role of "expert") and market analysis, in a short essay to the public describe why this is a reasonable public policy for the governor of California to pursue and offer some specific suggestions of government policy interventions that could achieve this.

California has set ambitious goals for reducing overall emissions. One component of California's climate strategy is improving fuel efficiency standards. However, while sectors such as energy utilities have made strides, transportation continues to lag. For example, fuel consumption rose in 2016 (Kasler, 2018). Therefore, Governor Newsom and the Democratic legislature want to increase sales of electric vehicles (EVs)—and hybrids—by keeping prices low for consumers, and having 5 million emission-free vehicles on the road by 2030 (San Francisco Chronicle, 2019). While there are certainly challenges to overcome, ensuring that people of more diverse socioeconomic backgrounds can buy EVs will be crucial in increasing its adoption. In this essay, I will describe how the market alone is inadequate for meeting these goals and outline government interventions that could help.

Climate change is a typical example of a market failure. The market economy does not account for the emissions that contribute to this process, which means the price of particularly damaging activities—such as driving—does not reflect the societal cost, also known as negative externalities. Therefore, the government has an apparent reason to act. In the case of EVs, while private firms produce them, the rate at which individuals purchase them does not necessarily match their value in combatting climate change. So, the government has the option to step in.

Similarly, there is an issue regarding equity, as well. EVs have been more expensive and, therefore, primarily driven by wealthier individuals (San Francisco Chronicle, 2019). To lower emissions, more middle-income people need to switch over and drive low-emission vehicles, which the state can play a role in encouraging. One of the main problems with electric cars has been price. Historically, they have simply been more expensive than their gas-powered counterparts (San Francisco Chronicle, 2019). Therefore, one of the main tools that policymakers have to increase their adoption is monetary incentives. California has a rebate program in place that gives a maximum payout of $2,500 per EV—and more if the buyer is low- or middle-income (Lunetta & Stainken, 2018). However, one issue has been that it is chronically underfunded, to the tune of $170 million this year, causing the waitlisting of purchasers. Assemblymember Ting has proposed to roughly triple these rebates in the short term and sponsored legislation to have the Air Resources Board find a steady funding source to avoid

future shortfalls (Shwe, 2019). The key with rebates is that they could help keep these cars more affordable if a surge in demand creates scarcity and drives up prices. That said, it might be challenging to find the money in the budget to meet the sheer number of sales. A second incentive could be to waive the sales tax on EVs. This waiver is something that New Jersey currently does and is easy to administer for dealers and does not require the consumer to take extra steps (Lunetta & Stainken, 2018). Of course, the state would likely be reluctant to lose that revenue, but it might spur sales.

Another one of the barriers to realizing greater adoption is putting in place the necessary infrastructure to make EVs convenient for drivers. The Energy Commission predicts that to accommodate 1.5 vehicles, California needs 250,000 public and shared charging ports. However, with current funding, it is on pace to have under 170,000 (San Francisco Chronicle, 2019). This gap could dissuade drivers from purchasing EVs if the perception is that they must sacrifice convenience. Moreover, there are essential geographic considerations for this problem. Most of California's current charging stations are in wealthier areas of the Bay Area and Los Angeles. This location bias leaves rural and more impoverished areas with a lack of infrastructure. Even significant thoroughfares like Interstate 5 only have a few stations, making long-distance travel difficult given the vehicles' short ranges. In response, the state could take a few actions. One is investing more money in building public charging stations. In addressing disparities, the state requires the Energy Commission to allocate a quarter of its funding for chargers in low-income areas, and some localities require new housing and commercial developments to have charging outlets (San Francisco Chronicle, 2019). The latter, especially, could scale up to cover the entire state.

To avert the worst of climate change, an overhaul of the transportation sector is imperative. One aspect of this is transitioning from gas-powered to EVs. California has set ambitious goals on this front. While there are currently programs and requirements in place to help make this a reality, it is clear the state must do more. To that end, an increase in rebates or abolition of the sales tax on EVs is appropriate, along with more readily accessible charging stations.

References

Kasler, D. (2018, July 11). *California hits key milestone in greenhouse gas emissions*. Sacramento Bee. Retrieved from https://www.sacbee.com/latest-news/article214717585.html.

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Shwe, E. (2019, July 10). How much would it take to get you to buy an electric car? California could increase rebates. Sacramento Bee. Retrieved from https://www.sacbee.com/news/politics-government/capitol-alert/article232424717.html.