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**Spring Semester 2025**

**PPA 220B – APPLIED ECONOMIC ANALYSIS II**

**Master’s Program in Public Policy and Administration**

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| **Faculty Core Elements** | |
| **Last Revised** | 1/6/2025 |
| **Contact Information** | **Instructor:** ProfessorRob Wassmer, Ph.D.  **Email:** [rwassme@csus.edu](mailto:rwassme@csus.edu)  **Phone:** (916) 752-2910 [cell]; (916) 278-4556 [office]  **Office Room:** Room 226 Sac State Downtown  **Office Hours:** Tuesday & Thursday, 4 – 5:30 pm and by appointment (in-person or Zoom)  **Classroom:** Room 105 Sac State Downtown, Tuesday or Thursday, 6 to 8:50 pm.  [**Website**](https://www.csus.edu/faculty/w/rwassme/) |
| **Prerequisite** | PPA 220A with a B- grade or better |
| **Catalog Course Description** | PPA 220B is a continuation of PPA 220A, which focused specifically on the role of government in a market-oriented economy. It emphasizes market failures, including public goods, externalities, and monopolies. Coverage here includes corrective taxes and expenditure programs. The cost-benefit analysis technique is developed and applied to various state and local government projects. |
| **Required Materials** | (1)***Rebooting Policy Analysis: Strengthening the Foundation, Expanding the Scope***(2023), Peter Linquiti, *you already purchased this for PPA 220A.*  (2) ***The Microeconomics Anti-textbook: A Critical Thinker’s Guide***, 2nd Edition (2021), Rod Hill and Tony Myatt, *you already purchased this for PPA 220A.*  (3) **A Practical Guide for Policy Analysis: The Eightfold Path To More Effective Problem Solving**, 3rd Edition or higher, Eugene Bardach, [purchase here](https://www.amazon.com/Practical-Guide-Policy-Analysis-Eightfold/dp/B006PBZE0O/ref=sr_1_3?crid=1HXA0JS0Z5YTC&dib=eyJ2IjoiMSJ9.IwVDk5_C2i-dLl62-pqI2AZcMYSyyKV4beYzNG6zYW6wBqcK8DYuZJYpj62YSfCY.CpZPbKTUjXCxmWnJUZrRYdma5jEyk07dMc0XwVrLKpQ&dib_tag=se&keywords=A+Practical+Guide+For+Policy+Analysis%3A+The+Eightfold+Path+To+More+Effective+Problem+Solving+3rd&qid=1736188134&s=books&sprefix=a+practical+guide+for+policy+analysis+the+eightfold+path+to+more+effective+problem+solving+3rd%2Cstripbooks%2C446&sr=1-3) or your favorite used book store on the internet,  (4) Load the free [Grammarly](https://app.grammarly.com/)proofreading tool on the laptop or desktop computer you use for this class and use it for all HW assignments.  (5) Load the free [Microsoft Copilot](https://copilot.microsoft.com/) for your AI interactions, but you are welcome to use another AI application if you have become familiar with it.  *You will also need a laptop or tablet loaded with EXCEL for classroom CBA exercises.* |
| **Course Learning Objectives** | This course has five key learning objectives integral to the broader set of learning objectives for the MPPA degree. These objectives are not just academic requirements but the roadmap to your success in this field.   |  |  | | --- | --- | | **PPA LEARNING OBJECTIVE** | **HOW APPLIED IN PPA 220B** | | 1 a. Diagnose, map, and analyze decision-making processes, actors, and context. | As covered in Linquiti, Chapters 12-14: (1) use systems thinking to develop a deeper appreciation of the cause and effect of a policy problem, (2) recognize that all public policies are actions taken today with the potential to change future conditions, and (3) apply inclusive, user-focused design principles to create new policy options that reflect a coherent theory about how change happens. | | 1 b. Analyze systems and practices to surface systemic biases, including structural racism, that advance or impede a more just and equitable society. | Understand that inequitable outcomes in California (and the United States) are often rooted in structural/institutional racism, and such outcomes are a public policy problem that warrants consideration in defining an equity criterion (Linquiti, Chapter 8) to evaluate the desirability of a policy alternative. | | 1 c. Construct a clear problem definition with attention to client interests and varied stakeholder perspectives. | As covered in Linquiti, Chapter 1 and Bardach, Parts 1 and 2: understand how to develop an “appropriate” public policy problem statement and frame this problem for a specific client and stakeholders. | | 1 d. Identify reasonable alternatives to address problems. | As covered in Linquiti, Chapters 1 and 14, and Bardach, Parts 1 and 2: understand how to propose “reasonable” alternatives to a public policy problem. | | 1 e. Apply context-appropriate criteria to analyze and evaluate alternatives and offer solutions with attention to implementation strategies. | As covered in Linquiti, Chapter 1 and Bardach, Parts 1 and 13, understand how to recommend the “best” alternative to deal with a public policy problem through a rational policy analysis. | | 2 a. Critically use different analytical skills, processes, and tools to address policy and administration problems. | Understand the process of conducting rational prioritization, cost-benefit, and quality-adjusted life years (QALY) analyses; then appropriately apply these techniques in public policy analysis. | | 2 d. Effectively communicate with different audiences to understand public problems and policy and administration strategies. | Compose and deliver an effective PowerPoint presentation based on a team’s prospective policy analysis to recommend a solution to a public policy problem. | |
| **Course Delivery & Attendance** | The content of this course will only be delivered in an in-person classroom format. Before 5 pm on Wednesday before the following week’s Tuesday or Thursday meeting of PPA 220B meets, I will post the PowerPoint slides covering the material discussed in the following week’s class at CANVAS. At that time, I will also post the HW assignment for the upcoming week. I will email updates to you through CANVAS (delivered to your “\*@csus.edu” email account, so make sure you check it). I also reserve the right to ask you to read additional material (not on the syllabus) from the Internet if I give you at least a week’s notice before it is necessary to complete the reading. |
| **Attendance Policy** | My expectation is that you attend all class meetings. If you miss a class meeting, and it is possible, you are welcome to participate in the meeting held on a different night in the same week. If this is not possible, please secure another student’s notes from the session, review the PP slide deck posted for the meeting, and visit me during office hours to discuss any necessary clarifications. You may only turn HW in for a grade if you attend class during the week when an HW is due. Your course participation grade will be higher through greater participation in classroom discussions, visiting my office hours, or talking during breaks or after class ends about course-relevant topics. Your course participation will increasingly decline with every missed weekly class meeting. |
| **Course Grading Scale** | |  |  |  | | --- | --- | --- | | **Percent Correct** | **Letter Grade** | **Number Grade** | | 100-94 | A | 4.0 | | 93-89 | 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 | |
| **Final Grade Calculation** | Class participation, team participation in group work on prospective policy analysis, visits to my office hours, and conversations with me in and outside of class (15%)  Average of highest 10\* weekly HW grades (55%)  Prospective policy analysis PowerPoint presentation (30%)  *\*I will ask you to complete more than 10 weekly HW assignments throughout the semester, but only the 10 highest grades earned on them count. You must turn in your HW to CANVAS by 6 pm on the day of the class session that it is due. You will have until 6 pm the following day to turn in a revision that I will grade.*  *I will also alert you to extra-credit opportunities, which usually involve attending a seminar live or by Zoom, writing a paragraph reaction, and submitting it by email. A maximum of three extra credits is allowed, and each will raise an HW grade by one increment (e.g., B+ to an A-). Look for these opportunities by email.* |
| **Student Core Elements** | |
| **Student Services Information & Links** | [Services to Students with Disability (SSWD)](https://www.csus.edu/student-affairs/centers-programs/disability-access-center/student-resources.html#:~:text=Who%20we%20serve%3A%20The%20Disability%20Access%20Center%20%28DAC%29,with%20disabilities%20receive%20appropriate%20accommodations%20at%20Sac%20State.) *"Sacramento State is committed to ensuring an accessible learning environment where all students and faculty use the course or instructional content. If you believe you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class, will be provided."*  [Student Health and Counseling Services](https://www.csus.edu/student-life/health-counseling/) *"Your physical and mental health is important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy at Sac State. SHCS offers Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education, and wellness workshops, and free safer sex supplies; violence and sexual assault support services. The Health Services fee covers most services and is available at no additional cost."*  [Crisis Assistance & Resource Education Support (CARES)](https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/) *"If you are experiencing challenges with food, housing, financial, or other unique circumstances impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.*  [Drop and Withdrawal Policy](https://www.csus.edu/academic-affairs/internal/_internal/_documents/drop-and-withdrawal-policy.pdf)  [University Grading Policy](https://www.csus.edu/umanual/acad/umg05150.htm)  [University Academic Advising](https://www.csus.edu/student-life/academic-advising/)  [Information Resources and Technology](https://www.csus.edu/information-resources-technology/)  [Support Centers and Programs](https://webpages.csus.edu/wiscons/more/SacStateCampusResources.html" \l ":~:text=Student%20Support%20Centers%20%26%20Programs%201%20Asian%20Pacific,8%20Full%20Circle%20Project%20%28FCP%29%20...%20More%20items)  [Reading & Writing Center](https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html)  [Student Rights and Responsibilities](https://www.csus.edu/student-affairs/student-conduct/policies.html) |
| **Academic Honesty** | When you write for this course or any course at Sacramento State, you must be aware of plagiarism and how its practice can become grounds for dismissal from the university. Details are [here](https://csus.libguides.com/plagiarism). The following is also helpful:  *Plagiarism is a form of cheating. At Sacramento State, plagiarism uses distinctive ideas or works belonging to another person without adequately acknowledging that person’s contribution. Regardless of the means of appropriation, incorporating 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 Sacramento State includes but is not limited to the following. 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 not only word-for-word copying but also the “mosaic” (i.e., interspersing a few of one’s own words while 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 material that is otherwise acknowledged.*  You are also free to use ChatGPT in the same manner as practiced in PPA 220A. My only requirement (to avoid violating the plagiarism standards described above) is to include a reference to the AI chatbot and offer a footnote explaining how you used it at the end of every assignment. |
| **Course Protocols From 220A That Will Continue** | |
| **Homework** | * Keep a variety of short and longer assignments. * Post all HW and PP slide decks for the following week by Wednesday evening. * You will have until 6 p.m. the following evening, when your homework is due, to submit a revision. * I am very open to you asking me about anything you do not understand about the HW prompt by email, phone, Zoom, or office hours. It is your responsibility to take advantage of this if needed. * I will look for podcasts, videos, etc., as the basis of essay and HW prompts. * I will do my best to ensure clarity in short and long-form (essay) prompts. * I am very willing to schedule a Sunday Zoom session with an individual or a group to discuss any issues. * I will incorporate some of the week’s short or long-form homework prompts into the warm-up exercise before class. |
| **Classroom** | * Since I am notorious for not knowing names, students will keep their nametags out throughout the class and help me learn their names by using them when speaking. * I will repeat the ground rules for debates and other student panel discussions before each activity. * I will loosen the mandate of no notes during debates/discussions at the end of class and allow bullet points on the front and back of 3”x5” inch of paper that you can refer to while you are not speaking. * I will take a poll of all opinions on the debate/discussion topic before it starts. If I forget, please remind me. * I will take a more active role in moderating debates/discussions but restrain from injecting his opinion unless asked, instead allowing debate participants and audience to respond. * If I go too far off-topic in a classroom discussion, please tell me to stop (without any judgment on his part). * I will remind students participating in end-of-class debates to huddle with their pro or con team during break and consider dividing topics that are likely to arise. * If not discussing material related to a Final Retrospective Policy Analysis, I will rotate group members. |
|  | **Prospective Policy Topics and Group Members** |
| **Tuesday**  California Affordable Housing | Problem Statement: TBD  *Client: TBD*   * Noah V. * Jose G. * Zion C. * Sarah R. * Yesenia S. |
| **Tuesday**  California Preparation for Climate Change | Problem Statement: TBD  *Client: TBD*   * Chase G. * Brett H. * Noella H. * Sebastian A. * Krishan M. |
| **Tuesday**  California Healthcare Costs | Problem Statement: TBD  *Client: TBD*   * Xitlali C. * Trent M. * Sabrina C. * Alexa C. * Jaskirat K. |
| **Thursday**  California Affordable Housing | Problem Statement: TBD  *Client: TBD*   * Emily B. * Arianna O. * Ilya P. * Rhiannon M. * Jennifer C. |
| **Thursday**  California Preparation for Climate Change | Problem Statement: TBD  *Client: TBD*   * Kai E. * Carson D. * Taylor M. * Galt D. * Daria S. |
| **Thursday**  California Healthcare Costs | Problem Statement: TBD  *Client: TBD*   * Ashley C. * Karen M. * Ramneet S. * Dya C. |
| **Schedule\***  *\*Material under each meeting is subject to slight changes and additions* | |
| **Meeting One**  Jan 21 or 23 | Getting Started on Your Prospective Policy Analysis   * Syllabus Review * Linquiti, Ch 7, Mindset of Effective Policy Analyst * Linquiti, Ch 1, Prospective Policy Analysis * Bardach, Part I, The 8-Fold Path, Step 1 |
| **Meeting Two**  Jan 28 or 30 | Framing Your Prospective Policy Analysis   * Bardach, Part I, The 8-Fold Path, Step 2 * Linquiti, Ch 6, Collecting & Evaluating Evidence for Use in Policy Analysis * Bardach, Part II, Assembling Evidence * Linquiti, Ch 15, Having an Impact While Preserving Your Integrity |
| **Meeting Three**  Feb 4 or 6 | California Affordable Housing Public Policy Problem Background  *Reports*   * [Cal Matters: Affordable Housing](https://calmatters.org/tag/affordable-housing/) * [Q&A with Ann Owens: Why California struggles with affordable housing](https://today.usc.edu/qa-with-ann-owens-why-california-struggles-with-affordable-housing/) * [Causes - Housing California](https://www.housingca.org/policy/focus/causes/) * [7 Creative Solutions to Affordable Housing in California](https://chanzuckerberg.com/blog/affordable-housing-solutions/) * [Affordable Housing Info Reports](https://bfpminc.com/category/affordable-housing/) * [Roadmap Home 2030 – Powered by Housing CA](https://roadmaphome2030.org/report/) * [CA Housing and Community Development Reports](https://www.hcd.ca.gov/policy-and-research/plans-and-reports) * [Liam Dillon: LA Times Housing Reporter](https://www.latimes.com/people/liam-dillon) * [PPIC: Housing](https://www.ppic.org/topics/trending-housing/)   *Podcasts*   * [Katherine Levine Einstein on Neighborhood Defenders](https://www.econtalk.org/katherine-levine-einstein-on-neighborhood-defenders/) * [Why Housing is So Expensive](https://www.youtube.com/watch?v=_Uq8L-PCoIg) * [Freakonomics: Why Are Cities (Still) So Expensive?](https://freakonomics.com/podcast/why-are-cities-still-so-expensive-ep-435/) * [Cal Matters: Gimme Shelter](https://podcasts.apple.com/us/podcast/gimme-shelter-the-california-housing-crisis-podcast/id1280087136) * [Democrats: Pay Attention to What’s Happening in CA](https://www.youtube.com/watch?v=79L4nMe-CBw)   *Videos*   * [Real Estate Expert Answers US Housing Crisis Questions](https://www.youtube.com/watch?v=rANtRuIFZf8&t=106s) * [California Home Prices Are Soaring. Here's Why](https://www.youtube.com/watch?v=wKYaNEwd34g) * [How the Cost of Housing Became So Crushing](https://www.youtube.com/watch?v=idKlU-TZ27U) * [Hearing on Creating Affordable Housing: The State and Local Relationship](https://www.youtube.com/watch?v=1wvf_SLiiuo) |
| **Meeting Four**  Feb 11 or 13 | California Preparation for Climate Change Public Policy Problem Background  *Reports*   * [Cal Matters: Climate Change](https://calmatters.org/category/environment/climate-change/) * [CA’s Fourth Climate Change Assessment](https://climateassessment.ca.gov/) [Fifth](https://lci.ca.gov/climate/icarp/climate-assessment/) * [LAO: Climate Change Impacts](https://lao.ca.gov/Resources/Climate) * [FAQ: Climate Change in CA](https://scripps.ucsd.edu/research/climate-change-resources/faq-climate-change-california)   *Podcasts*   * [Robert Pindyck on Averting and Adapting to Climate Change](https://www.econtalk.org/robert-pindyck-on-averting-and-adapting-to-climate-change/) * [Freakonomics: How Will We Handle the Heat?](https://freakonomics.com/podcast/how-will-we-handle-the-heat/) * [Climate Fix: What Does Climate Change Mean for California’s Extreme Weather?](https://podcasts.apple.com/us/podcast/climate-fix-what-does-climate-change-mean-for-californias/id73329719?i=1000595328450) * [California Adopts to Climate Change](https://www.youtube.com/watch?v=8RjXBFZhA-k)   *Videos*   * [Resilience Roundtable: Discussing California’s Updated Climate Adaptation Strategy](https://www.youtube.com/watch?v=_tIUqTGqAjI) * [Evaluating Sea Level Rise Adaptation Planning in California](https://www.youtube.com/watch?v=uzxyzkyPcRY) * [PPIC: Is CA Ready for Climate Change](https://www.ppic.org/blog/video-is-california-ready-for-climate-change/) |
| **Meeting Five**  Feb 18 or 20 | California Health Care Costs Public Policy Problem Background  *Reports*   * [Cal Matters: Health Care](https://calmatters.org/tag/health-care/) * [CA Budget & Policy Center: Health & Safety Net](https://calbudgetcenter.org/issues/health-safety-net/) * [LAO: Analysis of CA Single-Payer Health Care System](https://budgettrack.blob.core.windows.net/btdocs2021/611.pdf) * [Controlling CA Health Care Costs](https://www.chcf.org/collection/controlling-health-care-costs/)   *Podcasts*   * [Universal Health Care Should be the Fed (CA) Govt’s Responsibility](https://opentodebate.org/debate/universal-health-coverage-should-be-federal-governments-responsibility/) * [Vivian Lee on the Long Fix](https://www.econtalk.org/vivian-lee-on-the-long-fix/) * [Marty Makary on the Price We Pay](https://www.econtalk.org/marty-makary-on-the-price-we-pay/) * [Freakonomics: How to Fix the Hot Mess of U.S. Healthcare?](https://freakonomics.com/podcast/how-to-fix-the-hot-mess-of-u-s-healthcare-ep-456/)   *Videos*   * [PPIC: Health Conditions and Health Care among California’s Undocumented Immigrants](https://www.ppic.org/event/health-conditions-and-health-care-among-californias-undocumented-immigrants/) * [CA Lawmaker’s New Plan to Reduce Healthcare Costs](https://www.youtube.com/watch?v=c9bB9HElDZU) |
| **Meeting Six**  Feb 25 or 28 | Logically Approaching Your Policy Problem as Arising Within a “System”   * Linquiti, Ch 5.1 (only), Using Logic to Identify Truths * Linquiti, Ch 12, System Thinking in Policy Analysis * *Public Finance and Racism* (@ CANVAS) |
| **Meeting Seven**  Mar 4 or 6 | Approaching Your Policy Analysis from a “Design Thinking” Perspective   * Bardach, Part I, The 8-Fold Path, Steps 3-4 * Bardach, Appendix B, Things Governments Do * Linquiti, Ch 14, Designing and Redesigning Public Policies |
| **Meeting Eight**  Mar 11 or 13 | Approaching Your Policy Analysis as a “Futuristic” Vision   * Bardach, Part I, The 8-Fold Path, Steps 5-8 * Bardach, Part III, Smart Best Practices * Linquiti, Ch 13, Policy Analysis to Visualize the Future |
| **Meeting Nine**  Mar 18 or 20 | Understanding and Starting a Cost-Benefit Analysis   * [Cost-Benefit Analysis: Examples, Benefits, and How to Conduct One](https://www.rippling.com/blog/cost-benefit-analysis-example) * [CBA: A Comprehensive Guide](https://holistiquetraining.com/en/news/cost-benefit-analysis-cba-a-comprehensive-guide) * [Lisa Robinson on CBA](https://soundcloud.com/user-311970225/s2e19-lisa-robinson-on-cost-benefit-analysis) * [Intro to Cost-Benefit Analysis](https://www.google.com/search?sca_esv=61394a46e30d32dd&rlz=1C1GCEA_enUS927US927&sxsrf=ADLYWIKhlMuULvvtyim-ixVDCWsmaoFxgA:1736196090738&q=basics+of+cost+benefit+analysis&udm=7&fbs=AEQNm0Aa4sjWe7Rqy32pFwRj0UkWd8nbOJfsBGGB5IQQO6L3JyWp6w6_rxLPe8F8fpm5a57-gjtOlil4ICv8960VBJ2-tNhcM42qtSIy_4o_ZR8MTul_z-_bBkov4oy3_bdb2RhtUK0NN3m-eN9Lfa0Efw5ciAOmSXDADHcIoIC37eh7jR4bmKEG9jv_-ghnO_H2NbB1vHtP3T8y9pWqcI3lNnTLeZcfog&sa=X&ved=2ahUKEwjYxf65-uGKAxV8MjQIHTPmEQ4QtKgLegQIGBAB&biw=1280&bih=593&dpr=1.5#fpstate=ive&vld=cid:0d9b6029,vid:7tdKkeNClPE,st:0) * [Valuing the Future](https://www.whitehouse.gov/cea/written-materials/2024/02/27/valuing-the-future-revision-to-the-social-discount-rate-means-appropriately-assessing-benefits-and-costs/#:~:text=Streams%20of%20costs%20and%20benefits,or%20cost%20will%20be%20assessed.) * [Cost-Benefit Discounting](https://www.youtube.com/watch?v=Mol1yT7tczY) |
| **Meeting Ten**  Mar 25 or 27 | Completing and Evaluating a Cost-Benefit Analysis   * [Contingent Valuation Method in Cost-Benefit Analysis](https://www.youtube.com/watch?v=__xzmIG4L8s) * [Valuation of Ecosystem: Travel Cost Method](https://www.youtube.com/watch?v=AjcQpzIBu1I) * [Valuation of Ecosystem Services: Hedonic Pricing Method](https://www.youtube.com/@ConservationStrategyFund) * [CBA: Value of Statistical Life](https://www1.cmc.edu/pages/faculty/LGrant/ref_cards_full/Topic_referenceSheet_cba_vsl.pdf) * [WA State Institute for Public Policy Benefit-Cost Results](https://www.wsipp.wa.gov/benefitcost) * [Using economic evaluation to inform policy: an example from Washington State](https://www.youtube.com/watch?v=1HP6S_FIdm8) * [CA High-Speed Rail Authority 2023 CBA](https://hsr.ca.gov/wp-content/uploads/2023/05/2023-Benefit-Cost-Analysis-Report-Presentation-v1-A11Y.pdf) * [Economic Impact of CA High-Speed Rail](https://www.youtube.com/watch?v=P3Uc2oCb8fA) * [California High-Speed Rail Sparks Billions in Economic Benefit](https://hsr.ca.gov/2024/01/18/news-release-california-high-speed-rail-sparks-billions-in-economic-benefit/) * [Some Rare Good News About California's High-Speed Rail](https://www.kqed.org/news/11974239/some-rare-good-news-about-californias-high-speed-rail) |
| **Meeting Eleven**  Apr 8 or 10 | Forms of Cost-Benefit Analysis Applied to Public Policy Problem Topics  *California Affordable Housing*   * [Affordable Housing Cost Study](https://www.hcd.ca.gov/policy-research/plans-reports/docs/finalaffordablehousingcoststudyreport-with-coverv2.pdf) * [Technical Appendix to The Cost of Affordable Housing](https://apps.urban.org/features/cost-of-affordable-housing/cost-of-affordable-housing_technical-appendix.pdf) * [The Costs and Benefits of Affordable Housing](https://www.law.georgetown.edu/poverty-journal/wp-content/uploads/sites/25/2020/06/04-Diamond-Final-Proof.pdf)   *California Preparation for Climate Change*   * [Freakonomics: Fixing the World, Bang-for-the-Buck Edition](https://freakonomics.com/podcast/fixing-the-world-bang-for-the-buck-edition/) * [Copenhagen Consensus Center](https://copenhagenconsensus.com/)   *California Healthcare Costs*   * [What is QALY?](https://www.futurelearn.com/info/courses/valuing-health/0/steps/5312) * [Are QALYs #ableist?](https://aheblog.com/2019/09/20/are-qalys-ableist/) * [Pushing Against the QALY Criticism in Drug Pricing](https://www.healthaffairs.org/do/10.1377/hp20210823.886249/full/) * [Patient Economics: How to Measure the Value of Care](https://www.patientsrisingpodcast.org/patient-economics-how-to-measure-the-value-of-care/) * **Persad, G. (2021). Priority setting, cost-effectiveness, and the Affordable Care Act. American Journal of Law & Medicine, 41(1), 119-166.**<https://doi.org/10.1177/0098858815591511> * **Sawhney, T. G., Dobes, A., & O'Charoen, S. (2023). QALYs: The Math Doesn’t Work. Journal of Health Economics and Outcomes Research, 10(2), 10-13.**<https://doi.org/10.36469/001c.83387> * **Neumann, P. J., Cohen, J. T., & Weinstein, M. C. (2014). Updating cost-effectiveness — the curious resilience of the $50,000-per-QALY threshold. New England Journal of Medicine, 371(9), 796-797.**<https://doi.org/10.1056/NEJMp1405158> * **Feng, X., Kim, D. D., Cohen, J. T., Neumann, P. J., & Ollendorf, D. A. (2020). Using QALYs versus DALYs to measure cost-effectiveness: How much does it matter? International Journal of Technology Assessment in Health Care, 36(2), 96-103.**<https://doi.org/10.1017/S0266462320000124> |
| **Meeting Twelve**  Apr 15 or 17 | Is a Just Society Too Expensive?   * Hill & Myatt, Ch 9, Govt, Taxation, and the (Re)distribution of Income * Hill & Myatt, Ch 11, Conclusion |
| **Meeting Thirteen**  Apr 22 or 24 | Policy Presentation Example Videos: <https://www.youtube.com/@GASPPA/videos>  Policy Presentation 1:   * 6:00-6:25: Student 1 Introduction to Policy Issue * 6:25-6:50: Student 2 Alternative Presentation * 6:50-7:15: Student 3 Alternative Presentation * 7:15-7:40: Student 4 Alternative Presentation * 7:40-8:00 Student 5 (Project Manager) Conclusion * 8:00-8:05: Break * 8:05-9:00: Stakeholder Panel Discussion |
| **Meeting Fourteen**  April 29 or May 1 | Policy Presentation 2:   * 6:00-6:25: Student 1 Introduction to Policy Issue * 6:25-6:50: Student 2 Alternative Presentation * 6:50-7:15: Student 3 Alternative Presentation * 7:15-7:40: Student 4 Alternative Presentation * 7:40-8:00 Student 5 (Project Manager) Conclusion * 8:00-8:05: Break * 8:05-9:00: Stakeholder Panel Discussion |
| **Meeting Fifteen**  May 6 or 8 | Policy Presentation 3:   * 6:00-6:25: Student 1 Introduction to Policy Issue * 6:25-6:50: Student 2 Alternative Presentation * 6:50-7:15: Student 3 Alternative Presentation * 7:15-7:40: Student 4 Alternative Presentation * 7:40-8:00 Student 5 (Project Manager) Conclusion * 8:00-8:05: Break * 8:05-9:00: Stakeholder Panel Discussion |
| **Final PP Due** | The final version of the prospective policy analysis PowerPoint slide deck is due on CANVAS no more than one week after its presentation. |
|  | |
| **Grading Rubric and References for PowerPoint Presentation\***  \*Subject to revision | |
| **Rubric** | **Excellent = 10, Good = 9, Acceptable = 8, Needs Improvement = 7, Poor = 6, Absent = 0**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Required Content** | **10** | **9** | **8** | **7** | **6** | **0** | |  |  |  |  |  |  |  | | You used the Sac State PP template\*, with at most five slides for your presentation. (The title page and reference list do not count; you may use more if the additional ones contain only a diagram, table, or figure). Each primary bullet point on your slide should have an APA reference (Author(s) Name, Year, p. #).2 Include as references the Auditor’s report, at least two other relevant references besides the Auditor’s report, and an AI chatbot if used.. |  |  |  |  |  |  | | The presentation contained simple slides that were clear and efficient (outline form), with space, no flashy transitions, no unnecessary pictures, and no heavy text. 1, 2, 3 |  |  |  |  |  |  | | Your presentation started and ended smoothly. It was well-timed and lasted no more than 10 minutes, with one minute of clarifying questions at the end that you answered effectively. |  |  |  |  |  |  | | You made eye contact with the audience, did not read scripted notes, had some movement away from the podium, appeared relaxed, and spoke in a clear and conversational tone. |  |  |  |  |  |  | | Your presentation showed a clear command of the material and appropriate explanations relevant to a policy practitioner audience. You stayed on your assigned presentation portion and did not overlap with others. Your final PP slide is an APA reference list that contains the appropriate reference citations in your PP slides.  (Six times other values – see specific comments on your PP slide deck and in the required content rubric below) | **60** | **54** | **48** | **42** | **36** | **0** | |  |  |  |  |  |  |  | | **Total score (100 possible)** |  |  |  |  |  |  |   Comments for Student (One Positive and One Area to Work On):  1.  2. |

**(1)** [**Three PP Tips**](https://www.youtube.com/watch?v=XA1o5rvy8r4)**, (2)** [**NCSL PP Tips**](https://www.ncsl.org/legislative-staff/lscc/tips-for-making-effective-powerpoint-presentations)**, (3)** [**Giving Effective Presentations: 5 Ways to Present Your Points with Power, not just PowerPoint**](https://thinkscience.co.jp/en/articles/effective-presentations)**.**

**\***[**https://www.csus.edu/brand/templates/branded-templates/templates-powerpoints.html**](https://www.csus.edu/brand/templates/branded-templates/templates-powerpoints.html) **(use standard voice Sac State PP Template)**

**Expected Content Rubric for Each Portion You Take on in Retrospective Policy Analysis PP Presentation**

|  |  |  |
| --- | --- | --- |
| **Portion** | **Required Content** | **% Satisfied** |
| **Introduction** |  |  |
| (1) |  |  |
| (2) |  |  |
| (3) |  |  |
| (4) |  |  |
| Average |  |  |
| **Policy Alternative Analysis** |  |  |
| (1) |  |  |
| (2) |  |  |
| (3) |  |  |
| (4) |  |  |
| Average |  |  |
| **PM Conclusion & Stakeholder Panel** |  |  |
| (1) |  |  |
| (2) |  |  |
| (3) |  |  |
| (4) |  |  |
| Average |  |  |