

Evans School of Public Policy & Governance
PubPol 516B: Economics for Policy Analysis and Management I, Fall 2018

Instructor:	Dr. Leigh Anderson	Office:	PAR 226
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Class hours:	T/R 2:30-3:50	Room:	PAR 108
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Teaching Assistant:	Gonnie Park	e-mail:	gwpark@uw.edu
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Sections BA: F 12:30 – 1:20 PAR 108
 BB: F 1:30 – 2:20 PAR 108

Text: Microeconomics: 7th Edition by Jeffrey Perloff, Adison Wesley, 2015

Website: <https://canvas.uw.edu/courses/992096> (not live)

COURSE OBJECTIVE

This course is intended to familiarise you with the use of microeconomics in policy analysis. The first half of the course is devoted to building upon introductory microeconomic theory with a deeper discussion of consumer choice and markets. We begin with a very brief review of supply and demand and some important economic concepts including elasticity and consumer surplus. We follow with indifference curves and budget constraints -- the building blocks of individual demand curves - and examine income and substitution effects with this model. We conclude with a brief treatment of production and costs. The second half of the course is devoted to an overview of the market and the most basic market structures.

A solid grounding in economic theory is essential to providing you with the methodological framework within which a variety of public policy problems can be analysed. The standard neo-classical paradigm, whether you subscribe to it or not, is one of the best examples of a consistent theory in the social sciences and is the behavioral model that underlies most policy analysis. Whenever possible, these theoretical concepts are applied to policy problems with the hope that you will learn to appreciate the use of economics in analysing these issues, and become more competent in evaluating such analysis. But linking this model to your particular work and life experiences is your responsibility and I encourage you to offer examples from your own experiences for the class whenever they come to mind.

PREREQUISITES

The Concepts

This course will draw freely upon ideas developed in introductory microeconomics. Some parts of the material will be direct applications of those ideas; other parts will extend ideas developed previously. Students with limitations in their grasp of microeconomics should review introductory material. An understanding of introductory microeconomics is expected and is the responsibility of the student.

The (Ah!) Technical Side

The exposition will be graphical and will use high/middle school level algebra. This means that you must know the equation of a straight line, slopes, intercepts, and how to solve simultaneous equations. You cannot pass the course without coming to grips with these basics. Therefore if your geometry and algebra is dusty, I recommend investing some time at the outset reviewing these skills. If you never took, never understood, or have successfully blocked out all high school algebra, a major review is in order. Look for a good review text of mathematics for social scientists. Calculus will not be used.

GENERAL COURSE EXPECTATIONS

Phones and laptops off unless you have a writing tablet or special needs

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Community Conversation Norms (sections up to “evaluation” from Joaquin Herranz)

Please note that everyone in our course is expected to behave ethically and professionally at all times. By registering for this course, you agree to abide by the ethical and civil discourse norms of the Evans School and the University of Washington. Specifically, you agree to: 1) not claim the work of others as your own; and to 2) not disrespect members of our Evans School learning community.

For guidance on how to behave respectfully with other members of the Evans School community, please refer to the Evans School’s **Community Conversation Norms** (<http://evans.uw.edu/myevans/community-conversation-norms>):

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. We also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
- **Sharing** and teaching each other generously
- **Clarifying** the intent and impact of our comments
- **Giving and receiving** feedback in a “relationship-building” manner
- **Working** together to expand our knowledge by using high standards for evidence and analysis

Evans School Policy on Academic Integrity

Retrieved from <http://evans.uw.edu/myevans/students/student-handbooks>

You are joining a learning community in the Evans School of Public Affairs that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect and integrity, and you accept the responsibility to encourage others to adhere to these standards. You also have a responsibility to conduct yourself in adherence to the University’s Student Conduct Code, and to maintain good academic standing in the program. In addition to these expectations of responsibilities, you also have rights and recourses to address grievances. *It is your responsibility to understand these expectations now.*

Student Conduct Code

The first expectation is that Evans students adhere to the University's Student Conduct Code. The following is an abbreviated version. The complete code is available in Washington Administrative Code, Chapter 478-120.

"Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

- academic and professional honesty and integrity,
- refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others, and
- complying with the rules and regulations of the University and its units.

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University."

ASPA Code of Ethics

In addition, the American Society for Public Administration has its own [Code of Ethics](#), including "(6) Demonstrate personal integrity: Adhere to the highest standards of conduct to inspire public confidence and trust in public service." Your time at the Evans School will give you an opportunity to practice these codes.

Student Academic Conduct¹

Students at the Evans School are expected to maintain the highest standards of academic conduct, and of course most do. Cheating harms the person cheating, as it deprives them of the opportunity to learn the material. It also harms honest students who are frustrated by the unfairness of cheating that goes undetected and therefore unpunished.

Academic misconduct occurs if you present as your own work something that you did not do. It is also considered academic misconduct if you help someone else present work that is not his or her own.

Plagiarism

One of the most common forms of cheating is *plagiarism*, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by

¹ This section is drawn primarily from the Committee on Academic Conduct in the College of Arts and Sciences.

consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words.
5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*
6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend (inside or outside the School) do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper. This includes internet paper-writing resources. Note that it is also considered academic misconduct if you are the friend who willingly wrote a paper for someone else or shared your work for copying.

What happens if there is a suspected violation?

It is the Evans School's policy that instructors maintain discretion over whether and how any suspected academic misconduct should be reflected in the grade for that assignment, exam, or for the course. This may include a zero grade. Students who disagree with the instructors' assessment should follow the University's normal grade appeal process. Proven academic misconduct as outlined above could also result in disciplinary action from the Graduate School, including probation or dismissal from the University. Instructors will report suspected misconduct to the Graduate Program Coordinator.

SPECIFIC COURSE REQUIREMENTS

Economics is a discipline that builds upon fundamental propositions, therefore it is critical that you understand each concept along the way. Assigned readings should be done ahead of class. Although a lack of time prevents us from covering all readings and topics in depth, you will still be held responsible for the material. Likewise, some material presented in lecture is not in the text, so regular attendance is essential. The lectures and text are complements, not substitutes. I highly recommend that you use the study guides and test banks available with your textbook purchase. The problem sets will give you examples of the types of questions that may appear on quizzes, but they should not be interpreted as the quiz questions -- you **MUST** understand the concepts to be successful. I encourage you to find additional problems and work through as many approaches as your time permits. There are many, many resources available on the web (including the Khan Academy), in student workbooks, and in old exams and questions on our class website.

Students with disabilities are encouraged to inform me of any special requirements

Problem set questions

Working through problems is an essential part of learning economics, so questions will be assigned throughout the term. Group work is encouraged. These problem sets will be graded as complete, partial or

incomplete: 0, 1 or 2, and answer keys will be available after the questions are handed in. There will be an online dropbox for handing in your problem sets Thursday EOB. The problem sets are good preparation for quizzes and exams and will be reviewed in the quiz sessions.

Exams

There is a scheduled final exam and four shorter quizzes that will draw upon lectures, text material, and problem set questions. The format will be a mix of multiple choice, short answer and true/false questions. One ONE sided 8.5 x 11 sheet of notes may be brought in for each quiz and one DOUBLE SIDED 8.5 x 11 sheet for the final exam. Cell phones cannot be used as calculators.

EVALUATION

Assignment weights are:	Quizzes	40%
	Final	40%
	Econ memo	10%
	Problem Sets	10%

Grades will be roughly curved. Your ranking is not up to my discretion, but the endpoints of the curve are (for example, whether the scale begins at a C or a B-, and ends at an A- or an A). This depends on the absolute performance of individuals against the School's and my standards for the course. The Evans School guidelines for course grades are available on line. The class mean will be approximately a 3.4.

Your answers will be graded based on their accuracy and clarity, meaning my ability to read and interpret them. Answers that contain contradictory statements or are left sufficiently vague to be open to multiple interpretations will be downgraded. Poor grammar and spelling will not be directly penalized except to the extent that they hinder my ability to understand your answer.

The Evans School has zero tolerance with cheating. Cheating includes anything where answers on graded material are the results of the effort of someone else and represent someone else's work, but are presented as your own. Please read the calendar for a description of instructional offenses including cheating on exams and plagiarism. The University policy will be adhered to in this class.

COURSE POLICY ON ABSENCES and MISSED OR LATE ASSIGNMENTS

If you are going to miss a class, please make arrangements with a classmate to get a copy of their notes. Copies of handouts are available from the website. Office hours are a scarce good, and are not intended as a time to repeat material that a student missed because of a class absence.

Students who do not contact me PRIOR to an exam forfeit the right to a makeup. If you cannot get in touch with me, please email or leave a message on my machine at 543-0365. You have enough notice on these assignments that should you face a scheduling conflict, arrangements to complete your work early can be made. Please refer to the University calendar for information on incompletes and withdrawals. The policy outlined is adhered to in this class.

Supplemental Reading for the memo
[Initiative 1631](#)

Course Schedule and PROPOSED KEY DATES

In order to prepare you for 517 (and public policy analysis more generally), we will cover most of the material through chapter 9, and selected portions 10 through 16. You will revisit parts of chapter 10 and 16 in 517, 17-19, and other topics.

The pace at which we cover this material will most likely deviate from this rough schedule, so please ask if you are not tracking.

Week	Date	PERLOFF	TOPIC	ACTIVITIES
1	09/27	Chapter 10 first two pages (308, 309), chapter 1 & 2.1	Course overview	
2	10/02	2.2 - 2.6	Review of S&D, equilibrium, and intro to P&Q controls	Quiz #1
	10/04			
3	10/09	3.1 – 3.3	Applying the S&D model, elasticity	
	10/11			
4	10/16	3.4 & 16.1	Taxes & Present Value	Quiz #2
	10/18			
5	10/23	4.1-4.5	Consumer theory	Anderson Quiz Section
	10/25			
	10/26			
6	10/30	5.1 - 5.3	Applying consumer theory	
	11/01			
7	11/06	6.1 - 6.5, 7.1 - 7.4	Production & Costs	Quiz #3
	11/08			
8	11/13	8, 9.1 – 9.6	Applying the competitive model	Anderson Quiz Section
	11/15			
	11/16			
9	11/20	11.1 - 11.5	Monopoly	Quiz #4
	11/22			
10	11/27	12.1-12.7 (lightly), 13.1, 13.2, 13.6 (lightly)	Other market structures	
	11/29			
11	12/04		Remaining material	Memo due
	12/06		Review	
	12/11	4:30 – 6:30		Final Exam