

PUBPL 6000

Application of Economic Principles and Public Policy Statistics

Welcome! I am pleased to have you in this class and I hope that together we will prepare you for the economics and statistics classes in the program. My contact information is below.

Tony Mastracci

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Office hours: By appointment

COURSE DESCRIPTION

This class is conducted online. It is constructed to provide a staged learning process and equip you with the information and tools you will need for the Master of Public Policy program and the MPP Certificate.

This class is designed for students who have never taken an economics or statistics class in your previous academic studies or you took the classes many years and would like a refresher. In this class you will learn fundamentals of economics and statistics to prepare you for taking the in-depth courses that are required for the program. There are no pre-requisites for this class and there are no books to purchase – all course material is provided through Canvas.

The online nature of the class will walk you through a series of video lectures, readings, group discussion threads and exams to assess what you have learned and prepare for upcoming courses.

The class is divided into an Economics and Statistics component, each comprised of six modules. For each module, you will go through a staged learning process, where you need to complete one of the tasks before moving on to the next task. Each module will end with an exam to assess your learning.

RESPECTFUL & APPROPRIATE CLASS CONDUCT

Our engagement in this class will be online. But there may be instances where this course will challenge students to not only acknowledge and respect perspectives that differ from their own, but may call on students to challenge their own opinions and beliefs, and “step into” another’s perspective to consider the strengths and limitations of their own argument. In order to facilitate this process and ensure a socially, emotionally, and psychologically safe environment, respectful behavior is the expectation, norm, and requirement. Arguments and ideas may (and are expected to) be challenged, but personal attacks and disrespectful behavior and/or attitudes towards people or groups of people will not be tolerated.

COMMUNICATIONS

All communications from the professor will be sent using the Canvas message feature; be sure to set your Canvas settings such that you are notified when messages are sent. All communications between students and the professor are to be respectful in content and professional in tone.

PARTICIPATION & ENGAGEMENT

As this is an online course, your course success and the value you derive from it are highly dependent on course engagement. Effective engagement includes completing all assigned readings, processing the covered material, actively engaging in an integration of that material through course assignments, and discussion postings and responses.

COMPONENT 1 - ECONOMICS

Course Learning Objectives

The objective of the economics component of this course is to improve student understanding of the principles of microeconomic theory needed for public policy analysis, and to familiarize students with various ways in which theory can be applied to policy.

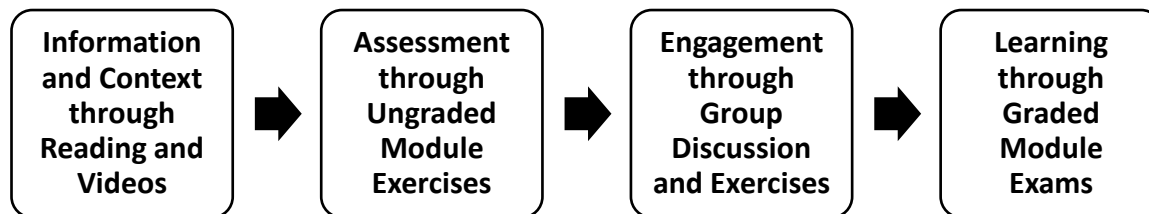
COMPONENT 2 - STATISTICS

Course Learning Objectives

The objective of the statistics component of this course is to equip students with basic calculation and interpretation skills used in statistical analyses and quantitative social science research.

LEARNING STRUCTURE

The Economics and Statistics components will be structured in a similar way for each module and is designed for a staged learning process, meaning that you must complete one task before moving to the next one. The following illustration shows the general staging structure for the modules.



The detail for each of the items in the diagram is found in the Class Schedule portion of this syllabus and each modules page in Canvas.

COURSE ASSIGNMENTS AND GRADING

| | |
|---|------------|
| ECONOMICS MODULE | |
| Module 1 Exam | 45 |
| Module 2 Exam | 60 |
| Module 3 Exam | 60 |
| Module 3 Exercise | 10 |
| Module 4 Exam | 48 |
| Module 4 Exercise | 10 |
| Module 5 Exam | 48 |
| Module 6 Exam | 48 |
| Total Economics Points | 329 |
| | |
| STATISTICS MODULE | |
| Module 7 Exam | 48 |
| Module 8 Exam | 60 |
| Module 9 Exam | 48 |
| Module 10 Exam | 48 |
| Module 10 Exercise | 10 |
| Module 11 Exam | 30 |
| Module 12 Exam | 30 |
| Total Statistics Points | 274 |
| | |
| PARTICIPATION IN ONLINE DISCUSSION | 30 |
| | |
| TOTAL POINTS | 633 |

PARTICIPATION IN ONLINE DISCUSSION

For the modules that contain an online discussion component, you will be graded on how you post your response to the question and interacted with your fellow students. As mentioned in the "Respectful & Appropriate Class Conduct" section of the syllabus, your online interaction should be courteous and respectful. There are 10 online discussion components in this class, and each is worth 3 points, for a total of 30 points toward your grade. Please review the following rubric that I will be using to grade your online postings and discussion.

| | Excellent (3 points) | Good (2 points) | Acceptable (1 point) | Unacceptable (0 points) |
|------------------------------------|--|--|--|--|
| Frequency | Participates 3-4 times throughout the week | Participates 2-3 times | Participates 1-2 times on the same day | Does not participate |
| Initial Assignment Posting | Posts well developed assignment that fully addresses the questions | Posts assignments that mostly addresses the questions | Posts assignments that do not address all of the questions | Posts no assignments |
| Follow-up Postings | Extends meaningful discussion by analyzing and building on previous posts | Elaborates on previous posts, but does not extend discussion | Posts shallow contribution – (for example, I agree or disagree) | Posts no follow up |
| Clarity and Online Demeanor | Provides clear and concise statements that are easy to read, respectful, and free of grammar and spelling errors | Provides concise statements that are respectful, and have some clarity or grammar issues | Provides mainly organized statements that are respectful, but with errors and grammar issues | Provides unorganized statements that are disrespectful and/or inappropriate, with multiple errors and grammar issues |

GRADING

There are 633 points possible and grades will be based on the following:

| | |
|---------------|----|
| 586 - 633 = | A |
| 567 - 585 = | A- |
| 548 - 566 = | B+ |
| 523 - 547 = | B |
| 504 - 522 = | B- |
| 485 - 503 = | C+ |
| 459 - 484 = | C |
| 440 - 458 = | C- |
| 421 - 439 = | D+ |
| 396 - 420 = | D |
| 377 - 395 = | D- |
| 376 and below | E |

THE AMERICANS WITH DISABILITIES ACT

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

ADDRESSING SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

GENDER PRONOUNS

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

https://lgbt.utah.edu/campus/faculty_resources.php

STUDENT WELLNESS

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

ACADEMIC MISCONDUCT

Academic honesty is expected, and academic misconduct will not be tolerated. The University of Utah's Student Code defines *academic misconduct* "to include, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information..." It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

Cheating involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another

student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it.

Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of this instructor.

Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

Fabrication or falsification includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results."

An act of academic misconduct may result in an academic sanction. The Student Code defines *academic sanction* as "a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student's degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record." Thus, for example, I might give an assignment grade or a course grade of E and also recommend additional academic sanctions to the Chair of the Political Science Department. In the event of suspected academic dishonesty, I may substitute an examination or assignment for the work in question.

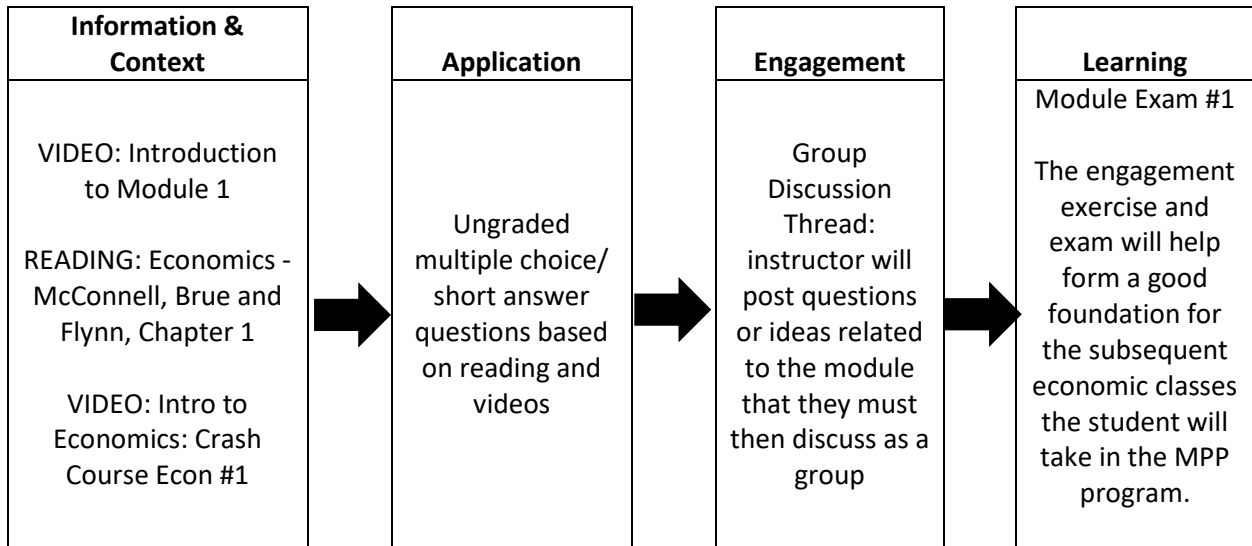
Please Note –The course syllabus and calendar are subject to change and modification at the discretion of and by the professor, with reasonable prior notice to the students of those changes and modification.

CLASS SCHEDULE

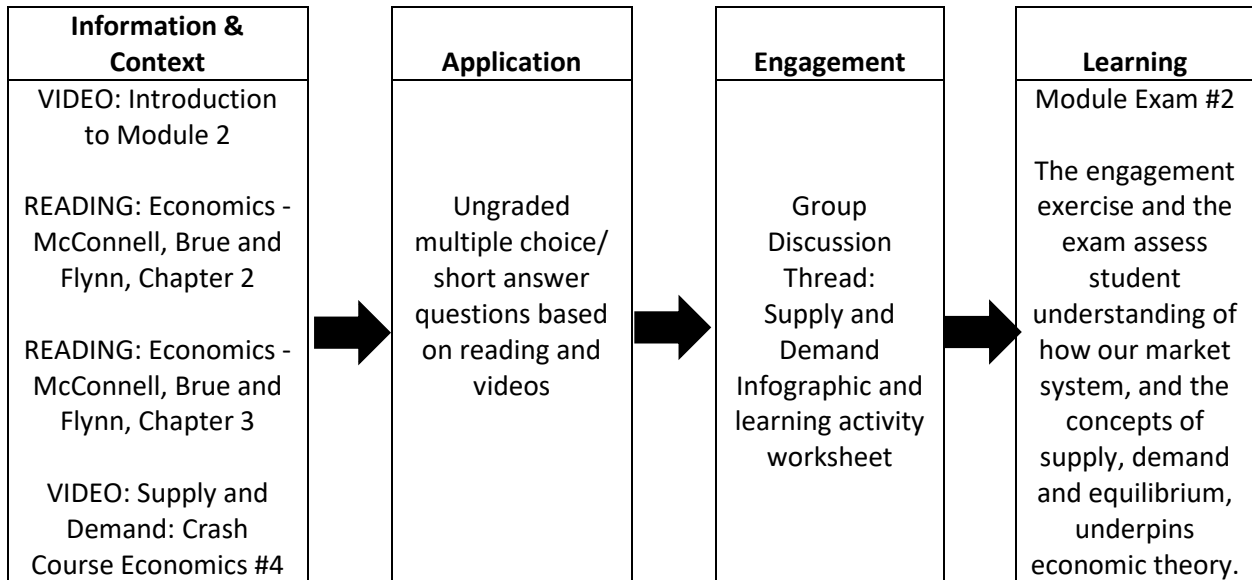
Video: Introduction to the Class

ECONOMICS

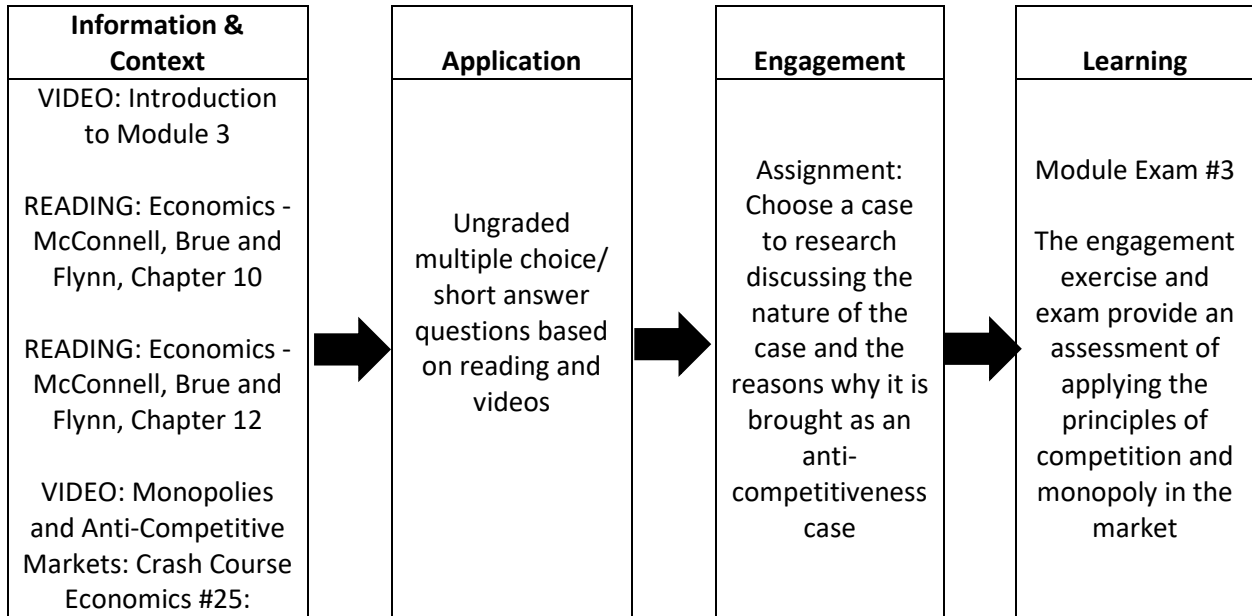
MODULE 1 – Thinking Like an Economist



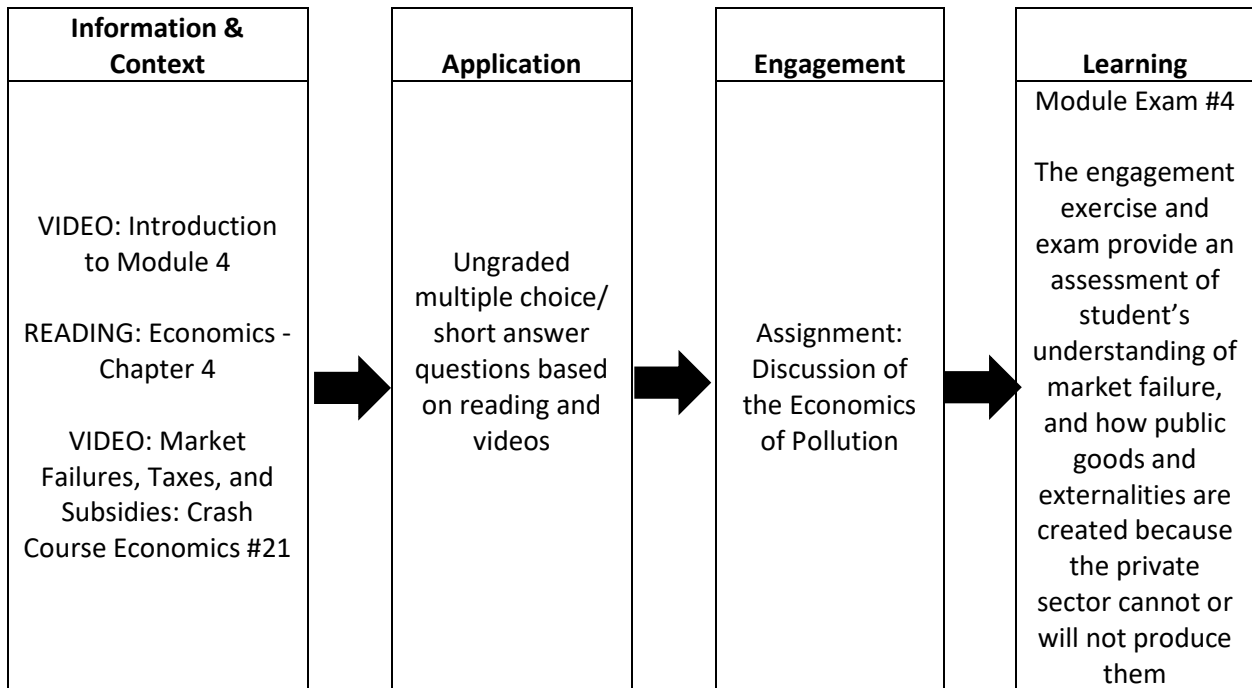
Module 2 – The Market System and Demand, Supply & Equilibrium



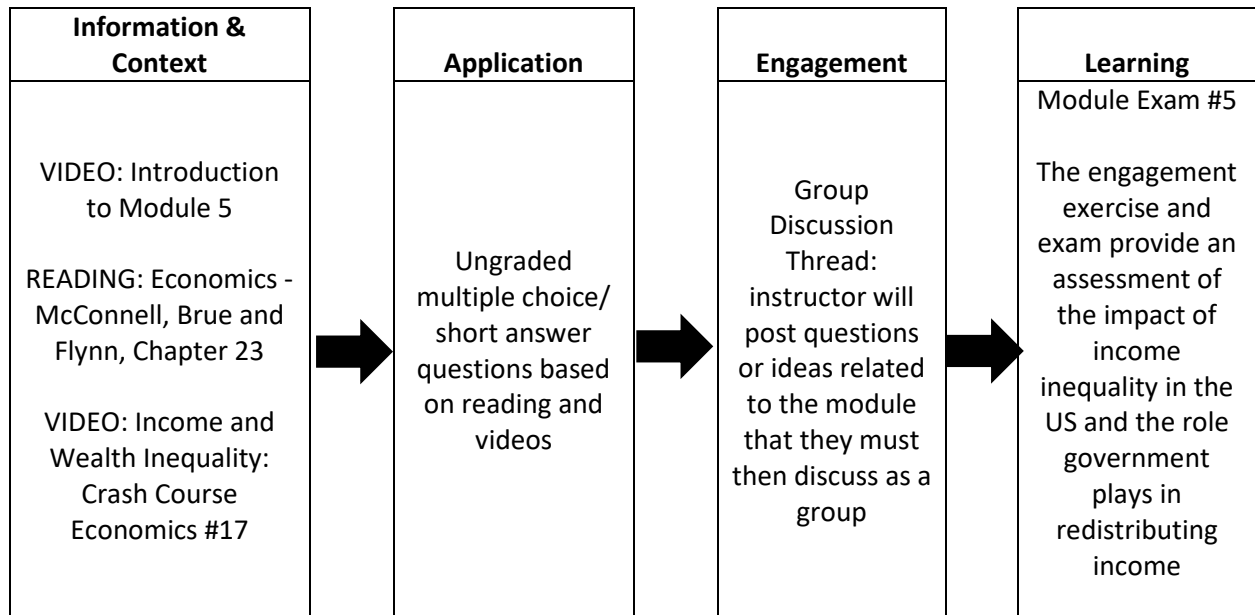
Module 3 – Competition and Monopolies



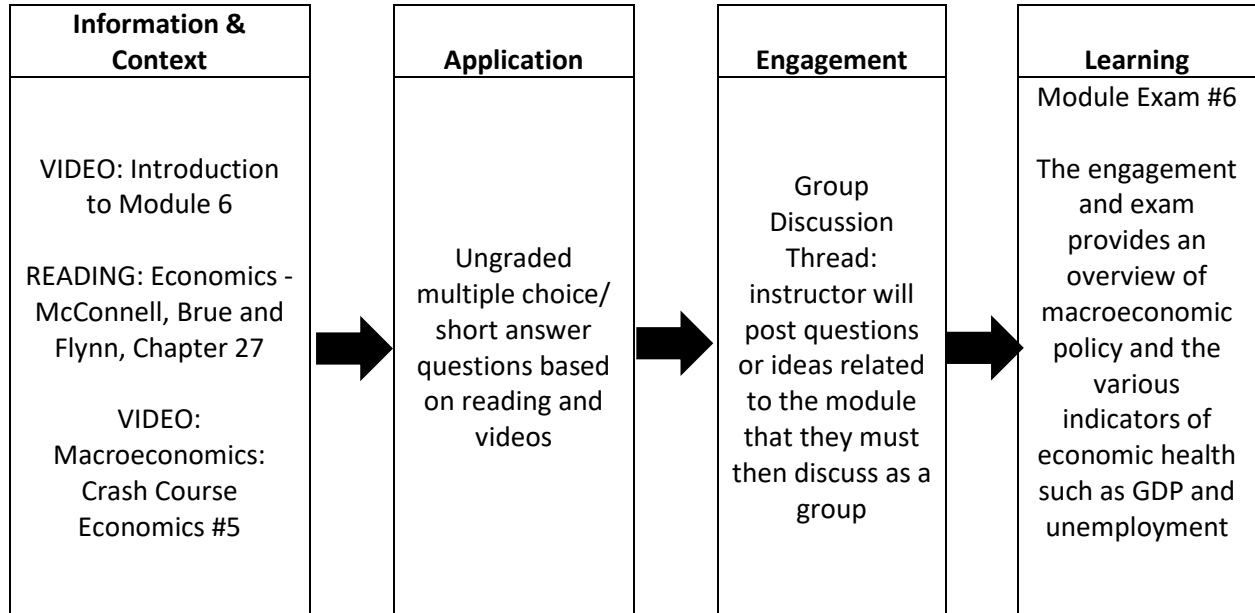
Module 4 – Market Failures, Public Goods and Externalities



Module 5 – Income Inequality, Poverty and Discrimination

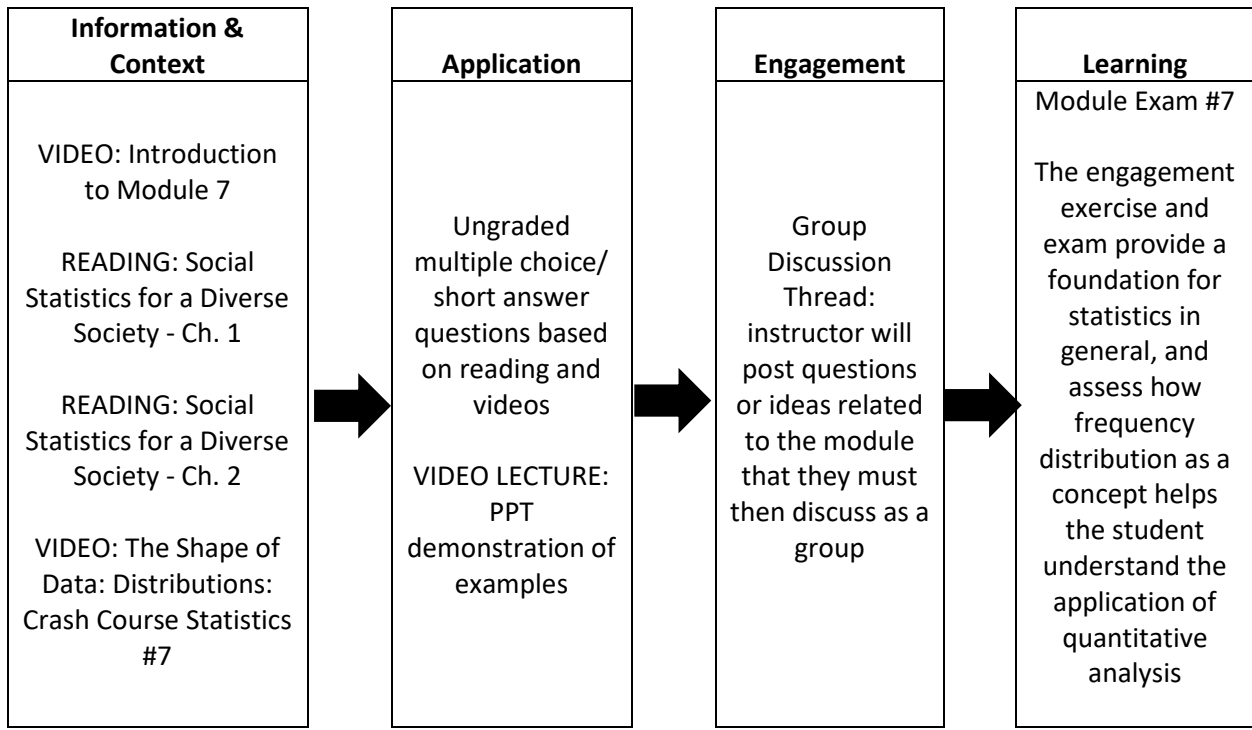


Module 6 – Introduction to Macroeconomics, including measuring Domestic Output and National Income

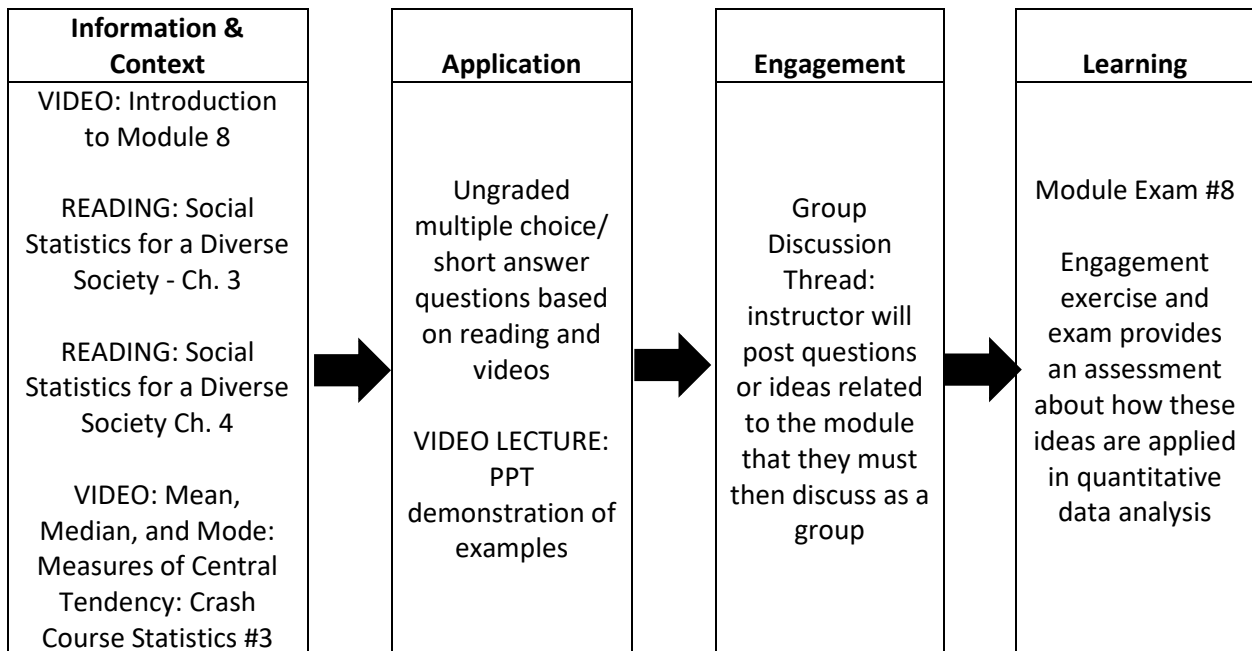


STATISTICS

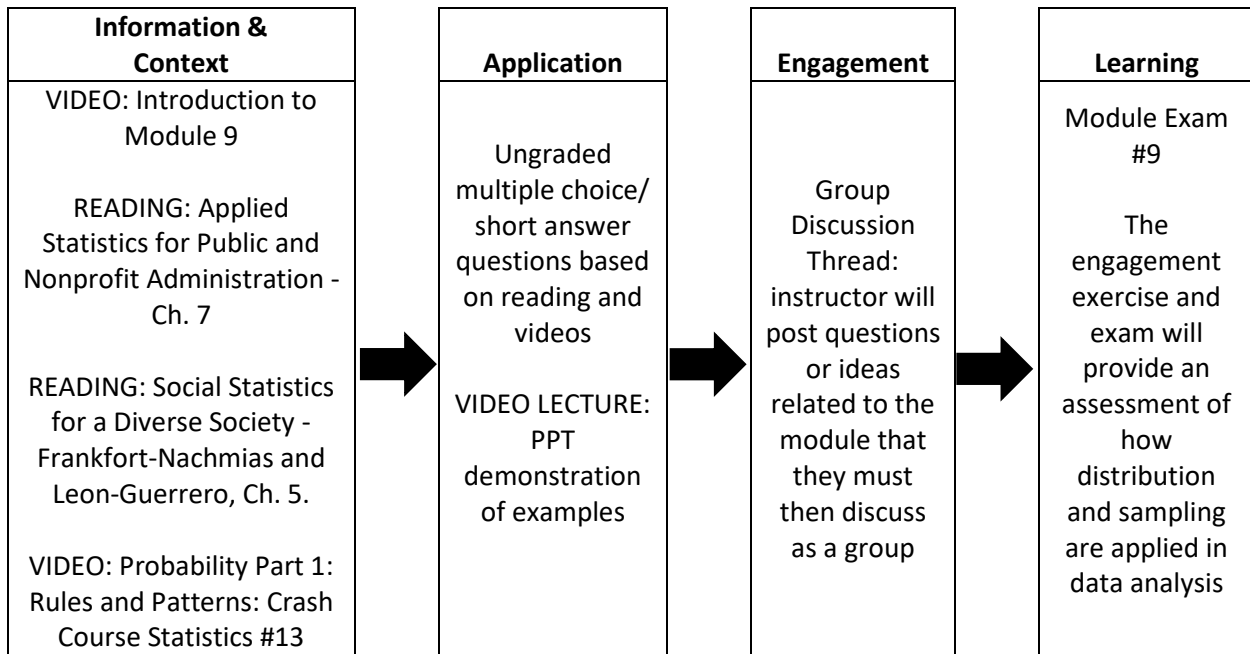
Module 7– The Why and What of Statistics and Frequency Distribution



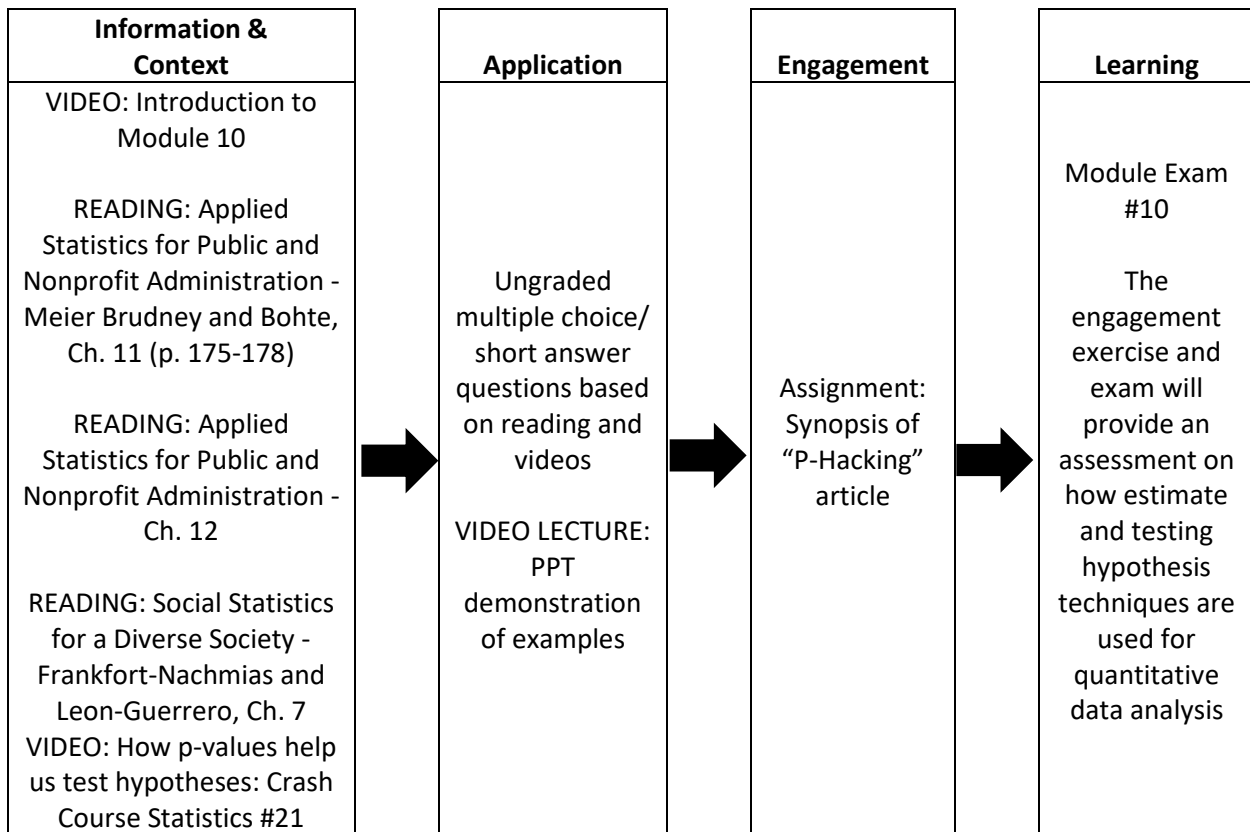
Module 8– Measures of Central Tendency and Variability



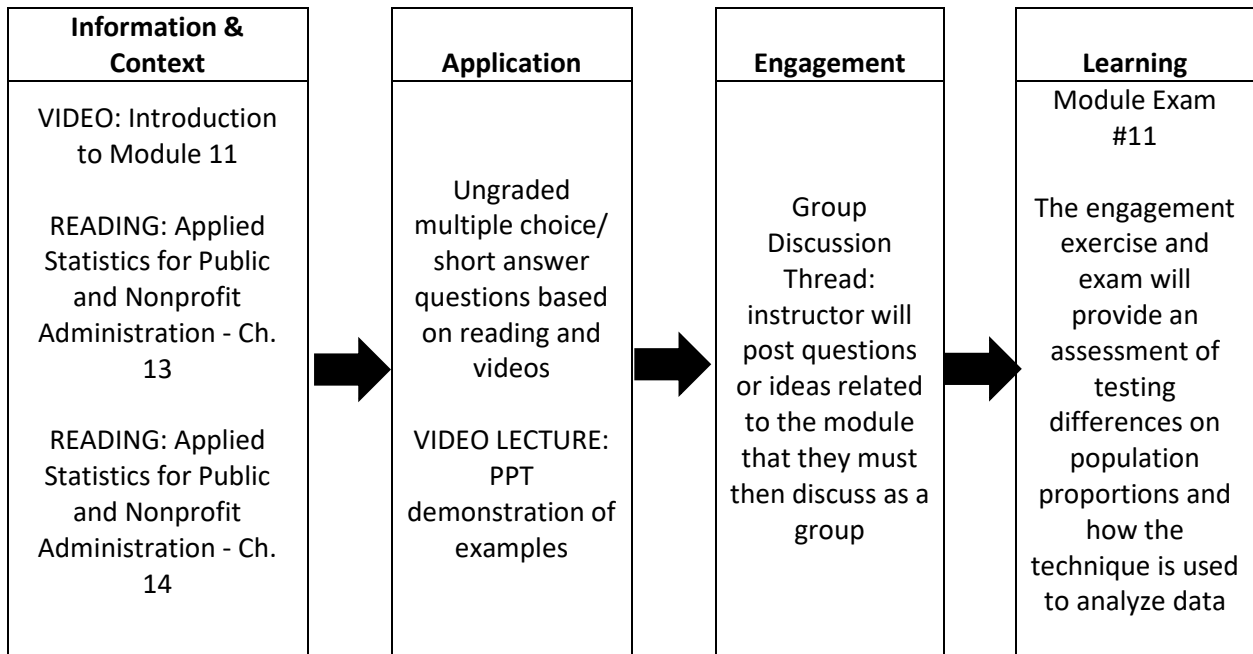
Week 9– Probability and Normal Probability Distribution



Module 10 – Introduction to Inference and Hypothesis Testing



Module 11– Estimating Population Proportion and Testing the Difference



Week 12– Introduction to Regression

