



PPOL 605 – Markets and Public Policy Course Outline

Course:	Public Policy 605 Markets and Public Policy	Term:	Fall 2019
Time:	Monday & Wednesday 9:30 – 11:00 am MT	Section:	01
Instructor:	Dr. Lindsay Tedds	Place:	CNOOC Technology and Conference Centre, DTC (Downtown Campus)
Office:	DTC 538	Telephone:	403-441-3214
Student Hours:	Monday & Wednesday 11:00 am – 12:00 pm MT Or by Drop-by or appointment	E-mail:	lindsay.tedds1@ucalgary.ca
		Twitter:	@LindsayTedds

Required Textbooks:

N. Gregory Mankiw, Ronald D. Kneebone, Kenneth J. McKenzie, *Principles of Microeconomics*, 7th Canadian Edition, Nelson Education, 2017. This is the same text that is used in PPOL 601 taught by Dr. Kneebone in August. Dr. Kneebone will be providing you with a foundation in basic economic principles. This course will revisit many of these principles and consider them in greater detail, with a focus on the policy application of these principles. That is, there is a significant overlap between PPOL 601 and PPOL 605 and this is by design. Please note that the textbook is available for purchase or [rent](#) from the University of Calgary bookstore.

Other Readings:

Additional assigned weekly readings and supplemental material will be made available through Desire2Learn (described below). These readings will be popular and easy to read or view material that will provide examples of the intersection between economic theory and public policy. As we will be in the midst of a federal election for the first half of the course, there will be many real time and policy relevant examples to examine.

Desire2Learn:

Desire2Learn, a web-based course management tool, will be used in this course. Students registered in this course can log in at: <https://d2l.ucalgary.ca/>. Note that D2L features a class e-

mail list that will be used. I will use this email list to communicate with you as required. It is your responsibility to ensure that D2L uses the e-mail address of your choice.

Required Software:

You will need access to the internet and a full service browser. You will need Adobe Reader and the flash plugin for your browser. You will need access to word processing software and presentation software. If you are planning on accessing your courses using a mobile device (e.g. tablet, smartphone), please note that **not** all required course features may be accessible.

It is expected that students are familiar with the citation & editorial style covered in PPOL 613 (Chicago author-date style). All assignments in PPOL 605 will follow this style unless the assignment instructions explicitly state otherwise.

Course Description:

Provides a foundation in microeconomic principles, the rationale for public sector interventions in the market, and essential tools for economic policy analysis. Students will be introduced to rational choice theory, resource allocation methods, supply and demand, efficiency and equity, elasticity, income redistribution, externalities, public goods, and imperfect information. Relies on practical problem-based learning. Contemporary themes include behavioral and nudge economics, economic inequality, and the moral economy.

Course Overview and Objectives:

The purpose of this course is to assist students in acquiring the skills, knowledge and expertise necessary to:

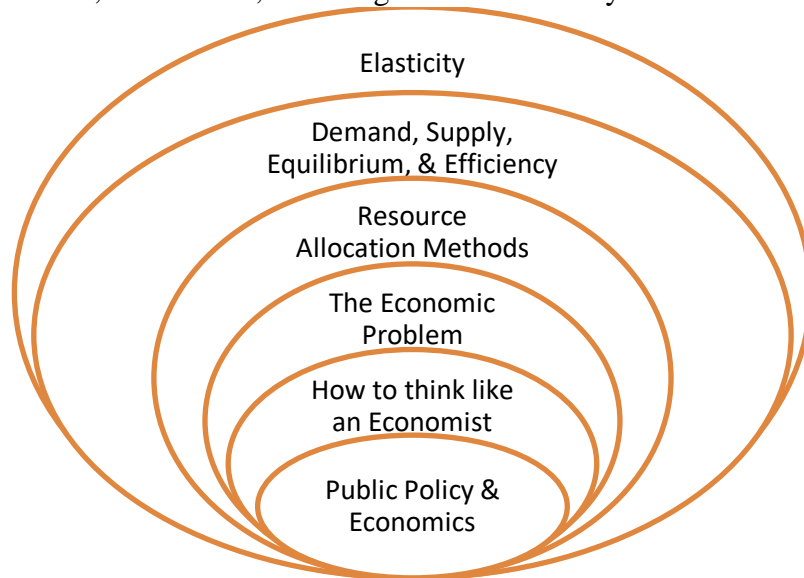
- Outline the fundamentals of microeconomics and the operations of the market economy, such as demand, supply, elasticity, and market dynamics;
- Identify situations in the economy that warrant consideration of government intervention to promote either economic efficiency or distributional objectives;
- Outline options available to policymakers to address various market failures and distributional objectives, and identify the strength and weaknesses of these options using an economic lens;
- Develop and present balanced views on a wide range of economic policy issues from an economic perspective; and
- Develop and enhance your critical economic policy research and analysis skills and technical writing abilities.

Governments and the economy: how much are they in opposition? Should governments continue to shrink to let “the market” efficiently produce the desired outcomes? Or are there goods and services that are only produced in sufficient quantities and qualities when governments are involved? What are the roles that governments play in the economy? How can we know whether government involvement is efficient? How do we fund government interventions? This course

addresses these questions by analyzing **some** fundamental economic principles that shape the rationale and how we pay for government activities. The course is split into two components.

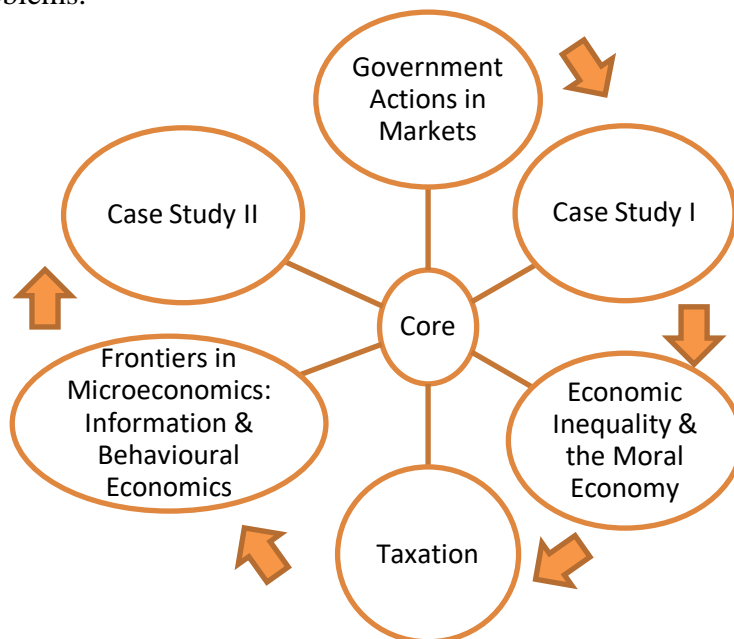
I. Core Microeconomics

The first component covers the core topics, the building block of basic economic thinking. Here each subsequent topic builds on those that precede it. This component will primarily be delivered using lectures, discussions, and assignments to solidify the core material.



II. Policy Analysis Topics

The second component of the course covers policy topics, which are fully dependent on the core but will also feed directly into the integrated case topics. That is, we will apply the core content to key policy problems.



Grade Determination and Final Examination Details:

Assignment Overview		Number	Value	Due Date
1	Online Self Review Quiz	10 @ 2% Each	20%	See Calendar
2	Short Answer Assignments	3 @ 10% Each	30%	See Calendar
3	Presentations: Policy Brief I & Policy Brief II	2 @ 5% Each	10%	See Calendar
4	Policy Brief I	1	20%	See Calendar
5	Policy Brief II	1	20%	See Calendar
		Total	100%	

Please see the appendix for more information about the assignments.

Grading*: Letter grades as described in the Faculty of Graduate Studies Calendar (see section E.1 of Calendar online) will be given for all elements of grade determination noted above. The course grade will be determined based on a weighted average of those grades according to the percentages shown above. In the event that elements are marked on a numerical (percentage) basis, they will be converted to letter grades. As a guide to determining standing, the following letter grade equivalences will generally apply:

A+	97-100	B	75-79	C-	60-62
A	90-96	B-	70-74	D+	55-59
A-	85-89	C+	67-69	D	50-54
B+	80-84	C	63-66	F	0-49

**Please note: information above as per the FGS Calendar.*

Preliminary Schedule of Topics

Date	Unit	Topic	Notes
September 9	1	Economics and Public Policy	Syllabus Chapter 2 page 26-31
September 11	2	How to Think like an Economist	Chapter 1 Chapter 2 page 18-26, 31-45
September 16	3	The Economic Problem	Chapter 3
September 18	3	The Economic Problem	Chapter 3
September 23	4	Resource Allocation Methods	

September 25	5	Take up Assignment 1 Case Discussion	Case Description Policy Brief Instructions
September 30	5	Demand, Supply, Efficiency, Equilibrium	Chapter 4 and 7 & Appendices
October 2	5	Demand, Supply, Efficiency, Equilibrium Case and Policy Brief Discussion	Chapter 4 and 7 & Appendices Syllabus, Case, Effective Communication
October 7	6	Elasticity Daria Crisan Guest Lecture	Chapter 5
October 9	7	Government Actions in Domestic Markets & The Cost of Taxation	Chapter 6 and 8
October 14		Thanksgiving	No class
October 16		Take up Assignment 2 Case Discussion as applicable	Case Description Policy Brief Instructions
October 21		Flex Class	
October 23		Flex class	
October 28		Case Presentations Starts at 9am	See note in assignment instructions
October 30	8	Policy Brief #1 Due Economic Inequality & the Moral Economy	Chapter 20
November 4	8	Economic Inequality & the Moral Economy	Chapter 20
November 6	9	Taxes and Tax Policy	Chapter 12
November 11		Reading Break	No Class
November 13		Reading Break	No Class
November 18	10	Externalities, Public Goods, and Common Resources	Chapter 10 & 11
November 20		Assignment 3 Due Case Discussion	Case Description Policy Brief Instructions
November 25		Flex Class	Chapter 22
November 27		Flex Class	
December 2		Flex Class	
December 4		Policy Brief #2 Due Case Presentations	See note in assignment instructions Good luck on your final exams and Happy Holidays!

*Please note the schedule of topics may be revised depending on the pace we work through the content.

About Your Instructor:

I am an Associate Professor of economics and Scientific Director of Fiscal and Economic Policy in the School of Public Policy at the University of Calgary. My primary research and teaching area is applied economic research and policy analysis, with a particular focus on tax. I have also held several posts with the Government of Canada in Ottawa in the areas of public economics and policy implementation. I have also worked in municipal government. I have served and am serving on several government expert panels and regularly provide advice to governments and politicians. As a university educator with direct public policy experience, my main teaching goal is to assist students in the transformation from information sponges into independent, critical thinkers. I focus on developing students' intuition and reasoning skills predominantly through the use of problem-based learning techniques.

It is my role to help you learn the material. If you are having problems with the course material, it is my expectation that you will approach me. Please raise any questions about the course, the content, or assignments, either in class, during my office hours, or schedule a meeting with me.

I am fully dedicated to returning assignments to you as quickly as possible, but please keep in mind I am balancing multiple priorities. Please allow 7 days for your assignments to be returned. If I am delayed beyond this, you will be advised accordingly. If you have alternative expectations, you should discuss this matter further with me in advance.

Important Notes:

- The MPP program in the School of Public Policy is a master level professional degree. The expectations are higher than they are at an undergraduate level, the degree of independence of students to navigate their own learning is elevated, the workload is significant though nowhere near as challenging in a master level academic degree, you will be required to work in teams which is a required skill to have for policy work, and you will be expected to balance multiple objectives and deadlines. Your experience in the program will be much more enjoyable if you focus on the development of policy skills rather than focusing on your grades in your courses.
- While there is a high degree of student independence in our program, you are expected to attend all your classes, with some flexibility for illnesses, and arrive to your classes on time, with some flexibility for weather related delays. If your instructors notice that you are unable to responsibly comply with these requirements, it will be drawn to the attention of the Director of the MPP program for follow up.
- The School of Public Policy expects the highest standards of professional conduct by students, faculty and staff. Abusive or disrespectful behavior will not be tolerated. This includes any expression of prejudice in any of its forms.
- It is the student's responsibility to be fully aware of the academic regulations outlined in the University Of Calgary Faculty Of Graduate Studies Calendar. Provisions regarding Student Misconduct (plagiarism, cheating and other academic misconduct) will be strictly enforced. Please review the University of Calgary's Regulations on Plagiarism, Cheating and Other Academic Misconduct, online:

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

- Students seeking reappraisal of a piece of graded term work (term paper, essay, etc.) must discuss their work with the Instructor *within fifteen days* of the work being returned to the class. If not satisfied the student shall immediately take the matter to the Director of the MPP program or the Academic Director of the School and ask for a ruling and written reassessment. Should the student wish a further appeal it must be addressed to the Director and Palmer Chair of the School within 15 days of the ruling by the MPP Director or the Academic Director. For further information see the School of Public Policy Student Appeals Process at:
<http://www.policyschool.ca/wp-content/uploads/2017/06/Student-Academic-Appeals.pdf>
- Examinations will not be given prior to the scheduled date.
- Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, Visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:
<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>
- All material used in this course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines.
<http://library.ucalgary.ca/copyright/fair-dealing>
- The University of Calgary complies with the requirements of the *Freedom of Information and Privacy Act*. The University's policy on the sharing of student information with third parties can be found here: <http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-students-to-3rd-parties.pdf>. The University's policy on the sharing of student information with the subject can be found here:
<http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-student-to-subject.pdf>
- In the event of an emergency, students may be required to evacuate the building. If evacuation is ordered, follow these procedures:
 - Stay calm, do not rush, and do not panic.
 - Safely stop your work.
 - Gather your personal belongings if it is safe to do so. (keys, purses, jackets, cell phones, etc. It may be hours before you are allowed back in the building.)
 - If safe, close your office door and window, but do not lock them.
 - If directed by wardens, follow their instructions.
 - Use the closest emergency exit. Do not use the elevator.
 - Proceed to the designated Emergency Assembly point in front of the Holiday Inn on 8th avenue to the west of the Downtown Campus.
 - Do not re-enter the building or work area until you have been advised by emergency responders that it is safe to do so.

Graduate Students' Union Vice-President, Academic

Mohamed Abdelsamie

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Graduate Students Association

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Calgary, Alberta T2N 1N4

Canada

Tel: 403 220-5997

Fax: 403 282-8992

Emergency Assembly Point

Holiday Inn Lobby (weather permitting)

1020 8th Avenue SW

Calgary, Alberta T2P 1J2

Or remain at nearest exit point

Safewalk / Campus Security: 220-5333

Appendix I

Assignment Information

Overview

Please note that by submitting your assignments for grading you (and your group members as applicable) are indicating that you are complying with the following honour statement:

This assignment represents original work and does not contain the work of others without correct attribution. I have read and understand the University of Calgary's rules on plagiarism. I assert that I have not violated these rules.

Meeting Your Deadlines

Please stay on schedule as you work through your course materials and assignments. Give yourself adequate work time to complete the readings and undertake the activities and discussions. It is possible (but unlikely) that you will do your best work at the last minute.

We expect you to fully participate in the discussions and submit your assignments by the deadlines noted.

If for some reason (such as a family emergency or ill health) you require an extension of a deadline, you must contact the instructors before the deadline.

Penalties for Late Assignments

Deadlines are important in school and work life. We have set the following course policy on the submission of assignments:

- All assignments are mandatory and due at the date and time specified. Late work will not be accepted and will receive a grade of 0 (zero) unless a student has documented extenuating circumstances (health, family emergency) and has made arrangements with the instructor.
- Please keep a copy of all work—including material you hand in—until final marks have been posted.
- There will be no make-up assignments offered under any circumstances.

Online Self-Review Quizzes (20%)

Description: Each course topic contains a self-review quiz which is comprised of up to 30 multiple choice questions delivered through the D2L course site. The purpose of these self-review quizzes is to give you an opportunity to check your ability to *remember and understand* basic concepts **related to the material from the text**. These self-review quizzes allow you to clarify your understanding of course material as we proceed through the course. You must complete the quizzes on your own.

Grading: There are several things to note about the grading of these quizzes.

- There are 10 quizzes, each worth 2% towards your final grade.
- Grading is automatic. D2L provides you with your grade at the time it is submitted.
- Each question is worth one mark towards the total.
- To get the question correct, you must select the *best* answer to the question asked.
- The grade for each quiz is calculated by using the total number of correct responses divided by the number of questions in the quiz. This number is then weighted to derive the amount out of 2 that you have obtained.
- The total grade for online quizzes is obtained by summing up the grades, out of 2, obtained on each of the 10 quizzes.
- You are permitted to complete the quiz twice before the due date. Only the highest grade from the two completions will be recorded.
- Any incomplete quizzes (quizzes that are not submitted for grading) will be awarded a grade of zero.

D2L Availability: Please watch carefully for announcements for planned outages of D2L. The quiz due dates will not be adjusted for such planned outages. Be sure to plan accordingly. Quiz due dates will be adjusted for any unexpected D2L outages. The details regarding the adjustments will be announced after the unplanned outage has been rectified. Please wait patiently for that announcement.

Short Answer Assignments (30%)

Description: There are three short answer assignments, each worth 10%. The purpose of these assignments is to build on the self-review quizzes and assess your ability to *apply and analyze* the material covered in class. Use these opportunities to narrow in on your strengths and weaknesses in advance of the policy briefs.

There will be clearly noted word limits associated with each question in each assignment. Do not exceed the word limit: only the part of the response that is under the word limit will be evaluated for marks. Your responses must be based on the economic concepts covered in PPOL 605 and associated with the topic coverage of the assignment. Answers that rely on concepts not covered in the associated topics in PPOL 605 will not be accepted.

You are welcome to discuss the content of the assignments with your fellow students, but each student must submit their own assignment and their work must be their own. If you use any material *not* in the text, assigned readings, instructor notes, or class discussions, you *must* cite your sources.

Grading: The marks available for each question are provided in the assignments. The grade on each assignment is calculated by taking the total number of marks for each question as assigned by the instructor, divided by the total number of marks available on the assignment, and weighted to derive the amount out of 5 that you have obtained. Assignments will be graded by you in class. On the day an assignment is due, bring a hard copy of your assignment to class with a pen. You will grade your own assignment as we take it up. You will then submit your graded assignment to the instructor for review. If you are unable to make it to class on the day an

assignment is due, you are free to give your assignment to a friend in the class to mark the assignment and submit it on your behalf.

Hints and Tips: Some students put too much time into the assignments and think the questions are tricky, mostly because they over think the questions. The key to approaching the assignment is to see the *links to examples in the course material, discussions, and text* and try not to over think the questions. There is no trick. All you need to do is apply the concepts we are learning.

It is also important to note the following:

- In many cases, there is no *one* correct answer to the questions. The key to doing well on these assignments is to provide a *plausible* answer to the *specific* question asked, keeping the *ceteris paribus* assumption in mind.
- Be sure to answer all the questions. It is possible to obtain part marks on a question, but *only* if you provide an attempt to the questions.
- Be specific in your response. Students sometime approach questions by providing everything they *think* might be relevant but doing so can result in marks being deducted as the response is not specific and it is unclear if you know what part of the answer is relevant to the question asked. For the same reason, you need to be succinct and adhere to the word limits imposed. Perhaps the best advice is to remember to *keep your responses simple*.
- Related to the point above, be sure to answer the specific question asked and not the question you wanted me to ask.
- You are not being evaluated on your writing in these assignments, that said please be sure to spell check and proof read your assignment.
- Point form response are permitted.

Presentations (10%)

Description: You will present your findings related to each of your policy briefs. In the case of the first policy brief the presentation will be formative and will help you finalize your policy brief. In the case of the second policy brief the presentation will be summative. The purpose of the presentation is to present the key findings from your policy brief and should follow the structure of your policy brief (see appendix). Your presentation must be accompanied by slides. For your presentations, you will be provided with a PowerPoint template (see D2L) that you must use for your slides.

The presentations for the policy briefs can be **no more** than 10 minutes with 5 minutes for Q&A. These time limits are strict and you will be cut off if you go over them. All team members must speak during the presentation **and** address questions during the Q&A. **On the days that presentations are scheduled please keep the time from 11:00-11:30am free as the class may go a bit over and we want to ensure that we are able to get all the presentations done on the same day.**

Grading: Evaluation on the presentation is primarily focused on the team, but may also include brief comments on the individual speakers. You will be evaluated on the following criteria:

- Level of preparedness;
- Organization of the presentations;
- Quality of supporting material;
- Level of Professionalism;
- Team cohesion;
- Subject matter knowledge;
- Clarity and quality of explanation;
- Delivery of presentation; and
- Providing clear, coherent, and short answers to questions.

Policy Briefs (40%)

Description: The policy briefs require you to write an original piece that applies economic policy analysis to an economic policy problem. A policy brief is a summary document (no more than 3000 words) that focuses on a specific policy or research question, providing a short overview of its main characteristics, typically offering options, implementation, governance, delivery, and financing concerns, and concluding with implications for policy (without recommendations). The audiences for policy briefs are policy makers and others interested in formulating policy. This type of writing best compliments the skills developed in this course. Detailed instructions are provided in appendix II to this syllabus. You will be provided with topics for the policy briefs.

You will work on the policy brief in teams of five students. You are welcome to discuss the content of the policy brief with your fellow students on other teams. The policy brief is used *in lieu of* mid-term and final exams to assess your knowledge of the key concepts and readings covered in the course, as well as your assimilation of key program competencies, such as those related to research and communication.

These briefs also require you to apply knowledge and skills you have acquired in other courses, particularly:

- Understanding jurisdictional authorities;
- Clarifying, framing, and focusing research;
- Locating, assessing, tracking, and synthesizing research material; and
- Good citation practice.

Grading: Policy briefs will be evaluated holistically using the University of Calgary graduate grading scale, with attention to the following criteria:

- Chicago citations & references;
- Basic writing;
- Editing and formatting;
- Research;
- Objectivity;

- Structure;
- Problem; and
- Economic Content.

A detailed rubric for each of these criteria is provided in appendix II.

Appendix II

Policy Brief Additional Instructions

Overview

50% of your grade (including presentations) is for policy briefs (10% for presentations and 40% for written submissions). The policy brief is used *in lieu of* mid-term and final exams to assess your knowledge of the key concepts and readings covered in the course, as well as your assimilation of key program competencies, such as those related to research and communication.

Introduction

The policy briefs require you to write an original piece that applies economic policy analysis to an economic policy problem. The briefs require you to apply the skills you have acquired in this course by applying the course content to the analysis and evaluation of real world policy problems.

About Policy Briefs

A policy brief is a summary document that are a medium for exploring an issue and distilling lessons learned from the research, focusing on meaning not methods. They focus on a specific policy or research question, providing a short overview of its main characteristics, typically offering options, implementation, governance, delivery, and financing concerns, and concluding with implications for policy (without recommendations). The audience for policy briefs are policy makers and others interested in formulating or influencing policy. This type of writing best compliments the skills developed in this course.

In this course, the policy briefs are objective briefs that are no more than 3,000 words in length. The word count includes all components included in your brief but excludes the reference list. An objective brief gives balanced information for the policy maker to make up their own mind. Briefs have an attractive design that entices the reader and typically use visuals, including graphs.

Analysts prepare such briefs for *educated* generalists (e.g., legislators, managers), who may be familiar with the topic, but not with your research or findings and need to have a general background of what you found, quickly. The issue brief distills or synthesizes a large amount of complex detail, so the reader can easily understand the heart of the issue, its background. In essence, a policy brief is similar to an objective research paper that is written for a non-academic audience and which is 'prettied-up' a little. Policy briefs are also jargon-free documents!

What Should an Objective Policy Brief do?

Policy briefs have to define a problem and provide enough background for the reader to understand the problem. It is important to focus on a single topic and to identify the salient

points. A brief should convince the reader that either the problem must be addressed, the approach must change, or that no policy intervention is required, and yet do so without advocating any particular course of action. It must provide information about alternatives and stimulate the reader to make a decision, but not make the decision for them. An objective policy brief should not tell the reader what they should do. That is, you will not be making recommendations; however, you can make suggestions or alert the reader to considerations upon which they should reflect. It is also fair that your critical analysis of the material leads to evidence of one option being stronger than other, given the objectives you outlined in your introduction, or no options considered effectively address the problem identified.

Your Audience

The audience for policy briefs are policy makers and others interested in formulating or influencing policy.

Structuring Your Brief

Your audience are busy people and will only read something that is interesting, looks attractive, and is easy to read. If you cannot entice someone to read your policy brief, the brief and your work have no value. To accomplish this you may, but are not required to, include:

- Colour;
- Images such as graphics and photographs;
- Everyday language;
- Boxes and sidebars;
- Cases; and
- Tables.

There are many ways to structure your brief. Regardless of the structure, the information should be presented in an organized and logical fashion. The usual way is as follows:

Title	<p>Short: Keep it to less than 12 words or break the title into a title and subtitle</p> <p>Catchy: It should grab the reader's attention. Try to include relevant words, or find a turn of phrase that sticks in mind. Also consider a question as a title.</p> <p>To the point: It should be relevant to the topic.</p> <p>E.g. Food security in protracted crises: What can be done?</p> <p>HIV, food security and nutrition</p> <p>Natural resources: The climate change challenge</p>
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<p>Stakeholder</p>	<p>The stakeholder, for whom the policy brief is being written, should be clearly identified. In this course, we think of stakeholders as their position, not who is in the position.</p> <p>One way to so this is in the subtitle, a breakout box on the main page, or in the summary (see below).</p> <p>E.g. A policy brief for the Deputy Minister of Agriculture.</p> <p>A policy brief presented to the BC Opposition Critic for Social Development.</p> <p>A policy brief prepared for the Deputy Minister of Labour</p>
<p>Author</p>	<p>People need to know who authored the report, who the author is, and how to contact them. You should include the author name after the title as well as a byline on the main page of the report.</p> <p>E.g. Lindsay M. Tedds is a professor of economics in the School of Public Policy at the University of Calgary. She can be reached at lindsay.tedds1@ucalgary.ca.</p>
<p>Summary</p>	<p>Policy briefs include a brief summary or policy message at the beginning, sometimes printed in a box or in bigger type. This is not an abstract or executive summary, though similar. The summary typically contains three or four points giving the main points in the policy brief. Ask yourself, “What are the main points you want policymakers to get—even if they read nothing else?”</p> <p>Write this last! Be sure that the summary clearly outlines the problem and objective.</p>
<p>Introduction</p> <p>Clearly identify the policy challenge</p> <p>Document the problem: confirm, define, and detail the problem under consideration</p>	<p>This is the first part of the main body of the text. Think of it as a statement of the issue or problem. The introduction does four things:</p> <ul style="list-style-type: none"> • It grabs the reader’s attention, creating curiosity for the rest of the brief • It introduces the topic. • It says why it is important. • It tells the reader why they should considering doing something about it or why they should not. <p>It is important that the introduction be relevant to the identified stakeholder and clearly identifies the problem as well as the objectives. Everything in the brief relates back to the specified problem and objectives.</p> <p>The introduction should be short: 2-4 paragraphs.</p>

	<p>For whatever reason, students in this program struggle with writing good introductions. An introduction is written like a funnel, from general to the specific problem the brief will examine.</p>
<p>Body</p> <p>Present the problem using an economic perspective, using both words and graphs as applicable.</p> <p>Identify the possible economic solutions for the problem.</p>	<p>The body should provide the evidence for the material provided in the introduction. It can be organized in many ways, however the best structure is the problem-effect-causes-solution format. Here you Begin by outlining the problem in more detail, then show what effects it has. Describe the causes, and finally offer the policy implications.</p> <p>Whatever structure, make sure you structure the text in a logical manner. Do not force the reader to work to understand the logical flow. Some ways to do this:</p> <p>Keep the paragraphs short (but not too short) and restricted to a single idea.</p> <p>Use headings and subheadings. In a four-page policy brief, you could have at least six subheadings –one for every two to four paragraphs. Be sure though not to over use headings, i.e., you should not have a heading for every paragraph. Headings should not be used to establish flow; flow in the material should be present with or without headings.</p> <p>Re-read each sentence and paragraph and ask yourself “so what?” If it is not obvious what the paragraph is trying to say, rewrite it or delete it.</p>
<p>Implications or Policy Message</p> <p>Assess and distinguish among alternatives.</p> <p>Identify implementation challenges.</p>	<p>Once you have established the problem, effect, and implications, you should then consider if there are alternative ways of addressing the problem that would be better than the policy tool that you were assigned to consider.</p> <p>While you will not be making recommendations, your report should highlight the policy implications or the take away policy message. Remember, implications are what could happen whereas recommendations are what should happen. Policy implications are less direct than recommendations and are useful when advice is not provided. It is a softer approach but can still be persuasive.</p> <p>Some items to consider include:</p> <p>Suggested revisions in policy. What are the various options?</p> <p>Effects of the revised policy or policies. How will the policy changes improve the situation? Give evidence or examples if possible.</p> <p>Advantages and disadvantages of each policy option. What are the potential benefits? What will it cost? What side-effects might there be?</p>

<p>Conclusions</p>	<p>Keep it short—one paragraph is enough. Do not merely repeat what you have already stated. Instead, draw the text to a close by explaining how urgent (or not) the situation is, or how unsustainable the status quo is (or not).</p>
<p>Citations & References</p>	<p>All sources should be properly cited. Note carefully that citing statistics are direct quotations.</p> <p><i>Minimal expectation (B-level):</i> at least 10 solid sources. Note that “solid sources” might require assessing <i>3-4 times</i> that number of sources; “solid” means deeper than newspapers or news magazines (though these can be used to supplement your solid sources), e.g., specialized literature focusing on academic literature. “Solid” also means that these references back up and support your analysis. Simply having 10 academic sources does not meet the criteria, they must also be used appropriately.</p>
<p>Boxes and sidebars</p>	<p>If you use these, remember that they are used to present various types of important information that does not fit well into the flow of the text. This includes cases, definitions or explanation, lists, or examples to illustrate points in the text. Boxes should be self-contained in that the reader should be able to understand them without having to read the main text and vice versa. Each box should have a title and be referred to in the main text. Be sure not to overuse boxes: one per page is enough. Boxes and sidebars count towards your overall word count.</p>
<p>Cases</p>	<p>The text may contain one or more cases: particular examples or stories about what happened in a particular location at a certain time. You can include such cases as part of the main text or by putting them in a box.</p> <p>Cases should be short (one or two paragraphs only) and self-contained (readers should be able to understand them even if they do not read the rest of the text).</p> <p>Focus on the subject, and avoid giving unnecessary details. Ask yourself: so what? What is the point of including this case in the policy brief?</p> <p>Make sure that the case is relevant to the rest of the text. It may depict a particular point you are making, or provide the basis for the rest of the text, or show how reality is more complex than theory.</p> <p>Cases count towards your overall word count.</p>
<p>Graphics</p>	<p>Graphics include diagrams (such as flow charts or schematic diagrams), graphs (such as bar charts, line graphs and pie charts) and maps. Graphics are an important element in the design. Readers often look at them before reading the text. So make them clear and easy to</p>

	<p>understand. The Chicago Style editorial guide provides excellent information on how to do this.</p> <p>Choose the type of graphic that best suits the information you want to present. Keep it simple! Do not try to make a single graphic do too much work. For example, do not clutter a graph with too many lines: show only the most important variables. Make the labels legible. Give an explanatory title or caption. Finally, choose colours, shading patterns, and symbols that are easy to distinguish from one other.</p>
Photographs	<p>Even more than graphics, photographs attract the reader’s attention. So if you use photos, select them carefully to carry a message as well as to make the page attractive. Use only good-quality photos: if you do not have one that is suitable, do not use one that is substandard. Make sure the photos have at least a 150 dpi (dots per inch) resolution (preferably 300 dpi), if the policy brief is to be printed. Try to keep a gender balance and avoid reinforcing stereotyped gender roles. Give a descriptive caption that helps carry your message. “Steep slopes and small land parcels limit agricultural production in Bagistan” is better than “Landscape in Bagistan”. Make sure that you have source the photograph.</p>

There are numerous public examples of policy briefs. Here are four examples for you to consider, keeping in mind that these do not necessarily follow all our instructions, particularly that of bias.

- [Overcoming Barriers to Breastfeeding in Low-Income Women](#), California WIC Association
- [OECD Obesity Update 2012](#)
- [Reinventing the Canadian Tax System: The Case for Comprehensive Tax Reform](#), The Conference Board of Canada
- [The Shifty Laffer Curve](#), Federal Reserve Bank of Atlanta

Formatting Your Brief

Once you have decided on the content, written the content, and edited the content to the point of the brief being finalized, this is when you should spend some time on formatting the brief. The importance of the appearance of the brief should not be overlooked as this aids in enticing readers as well as the delivery of content. That said, a pretty brief that lacks relevant content does not meet the objectives of this assignment.

There are lots of tools out there to help your format your brief. These include templates available through your word processor, templates downloadable from other sites, and the ability to create our own template (e.g., <https://www.examples.com/business/policy-brief-examples.html>). You might find newsletter templates more conducive to this project though there are also some nice report templates. **Be careful though, a cover page is not appropriate for a policy brief. The**

first page should, at a minimum, contain the title, author names and contact information, and summary.

Grading Rubric & Feedback

A grading rubric is attached for your information. Your policy brief will be evaluated holistically, with attention to the following criteria.

<p>Chicago citations & references: E.g.,</p> <ul style="list-style-type: none"> • Use of other people’s ideas and work properly acknowledged • Chicago citation style followed • Includes an Chicago formatted reference list • Chicago formatted tables, graphs, pictures • Quotations used, formatted, and sourced appropriately where applicable • Material properly paraphrased where applicable • Footnotes supplement or amplifying substantive information in the text but used sparingly 	<p>Basic Writing: E.g.,</p> <ul style="list-style-type: none"> • Proper use of italics and abbreviations • Numbers properly expressed • Use of the oxford comma • Limited use of em-dash • No obvious spelling or grammar mistakes • Avoids use of the first person • No contractions, buzz words, and jargon • Careful use of verb tenses • Writing exhibits precision • Clarity in writing • Lack of jargon • Uses common terms • Uses terms appropriately • Acronyms defined • Paragraphs properly formed • Sentences and paragraphs flow <p>Any paper that is submitted that has obvious and repeated spelling and grammar mistakes (i.e., not spell checked) will be awarded a grade of F.</p>	<p>Editing & Formatting: E.g.,</p> <ul style="list-style-type: none"> • Follows guidelines in the policy brief instructions regarding formatting • Single spaced, 12 point TNR font, 1 inch margins • Evidence of revision • Excellent use of visuals • Graphics support content • Graphics are legible, clear, and easy to read. • Proper font and margins • Adheres to the word limit (includes citations, boxes, sidebars, cases, graphics, etc. but excludes reference list) <p>Any paper this is submitted that exceeds the word limit will not be read or graded beyond the word limit.</p>
<p>Comment:</p>	<p>Comment:</p>	<p>Comment:</p>
<p>Research: E.g.,</p> <ul style="list-style-type: none"> • Displays information-seeking skills • Properly uses and synthesizes research sources • Evidence of critical analysis of research sources • Supplements research with own ideas • Superior research • Superior analysis • Superior synthesis, including proper paraphrasing <p><i>Minimal expectation (B-level): 10 solid sources.</i> Note that “solid</p>	<p>Objectivity: E.g.,</p> <ul style="list-style-type: none"> • A clear objective approach to the topic • Statements are based on facts that are supported by data or references • Does not make any philosophical, moral, or normative appeals • No informal or chatting language • Does not use biased or inflammatory language • Appropriate for the audience • Use of reputable sources 	<p>Structure: E.g.,</p> <ul style="list-style-type: none"> • Addresses the problem defined • Basic structure that includes an introduction, a body, and a conclusion. • Structure reinforces the content • Good use of headings • Orderly presentation of ideas • Neither overly general nor specific • Little repetition • Title relevant to topic • Author noted • All required sections present • Appropriate level of detail

<p>sources” might require assessing 3-4 times that number of sources; “solid” means deeper than newspapers or news magazines, e.g., specialized literature, focusing on academic literature.</p>	<ul style="list-style-type: none"> • Gives appropriate credence to alternatives 	
<p>Comment:</p>	<p>Comment:</p>	<p>Comment:</p>
<p>Problem: E.g.,</p> <ul style="list-style-type: none"> • Confirms, defines, and details the problem under consideration. • The introduction grabs the reader attention and is convincing and highlights the topic at hand, its policy relevance, and importance. • Implications or policy implications clearly identified • Strong, deliberate ending that reinforces or clarifies the material in the body. Appropriate background is provided 	<p>Economic Content: E.g.,</p> <ul style="list-style-type: none"> • Properly uses course readings • Links research back to the readings and case study • Demonstrates understanding of key economic concepts • Applies economic models • Properly presents the problem using an economic perspective, using both words and graphs as applicable • Sufficiently applies economic concepts to case study • Identifies economic alternatives • Assesses the alternatives • Identifies appropriate policy implications and challenges • Reasonable solution based on application of knowledge and skills deemed necessary to address the issue • Superior conception or insight 	<p>Overall Competence: Demonstrates one of the following</p> <ul style="list-style-type: none"> • Unacceptable work: Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. (Any grade under a B-) • Minimum Pass: Just above the pass/fail cut-off • Satisfactory Performance: Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking. (B) • Good Performance: Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses. (B) • Very Good Performance: Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts. (A-) • Excellent Performance: Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations. (A) • Outstanding performance: Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable. (A+)
<p>Comment:</p>	<p>Comment:</p>	<p>Comment:</p>

Final Grade on Paper:	Additional Comment, if relevant:
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Appendix III

Draft Calendar of Due Dates

AUGUST 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Labor Day	2	3 MPP Student Orientation and Reception	4	5 MPPAC Alumni Welcome Orientation Start of Fall Term	6	7
8	9 Topic 1	10 Entrance Survey Due Grade Allocation Survey Due	11 Topic 2	12	13	14
15 Quiz 1 Due	16 Topic 3	17	18 Topic 3	19	20	21
22 Quiz 2 Due	23 Topic 4	24	25 Assignment 1 Due	26	27 Check-in Survey Due	28
29 Quiz 3 Due	30 Topic 5	1	2	3	4	5

SEPTEMBER 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1	2 Topic 5 Case Discussion	3	4	5
6 Quiz 4 Due	7 Topic 6 Daria Guest Lecture	8	9 Topic 7	10	11	12
13 Quiz 5 Due	14 Thanksgiving	15	16 Assignment 2 Due	17	18	19
20 Quiz 6 Due	21 Flex	22	23 Flex	24	25	26
27 Quiz 7 Due	28 Case Presentations- Class starts at 9am	29	30 Policy Brief I Due Topic 8	31 Halloween	1	2

OCTOBER 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31 Halloween	1	2
3 Topic 8 Topic 9	4	5	6 Topic 9	7	8	9 Reading Break
10 Reading Break Quiz 8 Due	11 Remembrance Day	12 Reading Break	13 Reading Break	14 Reading Break	15 Reading Break	16 Reading Break
17 Reading Break Quiz 9 Due	18 Topic 10	19	20 Assignment 3 Due Case Discussion	21	22	23
24 Quiz 10 Due	25 Flex/Topic 11	26	27 Flex	28	29	30

NOVEMBER 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Flex Class	3	4 Class goes until 11:30am. Policy Brief II Due and Presentations End of PPOL 605 Good luck on your exams!	5 Last Day of Classes	6	7
8	9 Exam Period	10 Exam Period	11 Exam Period	12 Exam Period	13 Exam Period	14 Exam Period
15 Exam Period	16 Exam Period	17 Exam Period	18 Exam Period	19 Exam Period	20	21
22	23	24	25 Christmas Campus Closed	26 Campus Closed	27 Campus Closed	28 Campus Closed
29 Campus Closed	30 Campus Closed	31 Campus Closed	1 New Year's Day Campus Closed	2	3	4

Appendix IV

Cases for Policy Brief



MID-TERM POLICY BRIEF | Affordable and accessible child care

Case Setup

Canada's average fertility rate has fallen to 1.496 (Statistics Canada 2019a), placing Canada the country with the 20th lowest fertility rate in the world (Total Fertility Rate Population 2019). The last year when the fertility rate match the 2.1 replacement level needed for the Canadian population to renew itself was in 1971. While there are many reasons for the low fertility rate, increasingly Canadians are putting off parenthood due to the cost of child rearing, and in particular the cost of child care. According to a study done by the Canadian Centre for Policy Alternatives (Macdonald and Friendly 2017) child care fees have risen much faster than inflation and a full-time infant space can cost as much as over \$21,000, gobbling up anywhere from 22-50% of a families total and before tax income, depending on family type (Statistics Canada 2019b). The cost of child care often means parents have to choose between their jobs and child care, as the cost of child care can exceed the benefits derived from holding a job.

There is a growing discussion in Canada about the cost of child care and policy interventions that can help parents balance both having children with maintaining their labour force attachment. This includes fixing the price of child care. Sweden, of held up as a world leader in child care policies, guarantees a child care spot to all parents who pay no more than 1-3% of their income in child care fees (Devine and Kilkenney 2011). In Canada, Quebec has the longest standing program which provides parents with child care that is costed on a sliding scale related to income, with the fee ranging between \$8.05 a day and \$21.95 (National Post 2018). Manitoba offers a program where the rate is \$30 a day that is reduced based on income (Day Nursery Centre 2017). Alberta is piloting a \$25 a day child care fee (Alberta n.d.). B.C. is piloting a mixed system that includes at \$10 a day child care fee (British Columbia n.d.).

You are being asked by the Ontario Ministry of Education to provide them with a policy brief on these price policies as part of their consideration in introducing a similar policy in the province of Ontario.

Reference List

British Columbia. N.d. Universal Child Care Prototype Sites. Accessed September 15/
<https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/universal-child-care-prototype-sites>

Day Nursery Centre. 2017. Accessed September 14.
<http://www.daynurserycentre.ca/index.php/parents/fees-schedule>

Devine, Dympna and Kilkenny, Ursula. 2011. Nordic childcare model best for economic and social well-being. *Irish Times*. <https://www.childcarecanada.org/documents/child-care-news/11/06/nordic-childcare-model-best-economic-and-social-wellbeing>

Macdonald, David and Martha Friendly. 2017. Time Out: Child Care Fees in Canada.
<https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/12/Time%20Out.pdf>

National Post. 2018. Quebec's Daycare System at a Glance. Accessed September 14.
<https://nationalpost.com/pmnn/news-pmn/canada-news-pmn/quebecs-daycare-system-at-a-glance>

Statistics Canada. 2019a. [Table 13-10-0418-01 Crude birth rate, age-specific fertility rates and total fertility rate \(live births\)](#)
DOI: <https://doi.org/10.25318/1310041801-eng>

Statistics Canada. 2019b [Table 11-10-0012-01 Distribution of total income by census family type and age of older partner, parent or individual](#)
DOI: <https://doi.org/10.25318/1110001201-eng>

World Population Review. 2019. Total Fertility Rate Population. Accessed September 9.
<http://worldpopulationreview.com/countries/total-fertility-rate/>



FINAL POLICY BRIEF | The AI-pocalypse

Case Setup

Artificial intelligence (AI) is currently all the rage. AI has immense potential to benefit society greatly. AI is being used to analyze big data so that better health interventions occur, it is being used to identify security risks so we face fewer events of terrorism, it is behind the drive to create self-driving vehicles to make roads safer, and it is being considered as a way to save human life where robots replace soldiers on the battlefield.

However AI also has the immense potential to harm society. Big data analytics used by Cambridge Analytica are purported to have swayed both the Brexit vote along with the US presidential election. Hackers are using AI to hack previously assumed secure data sources like credit rating companies. Self-driving vehicles make it safer for drivers, but the technology is challenged to save the lives of pedestrians and cyclists deemed to be in the way of the vehicle. And AI on the battlefield brings up concerns showcased in the popular movie series, *The Terminator*. But the biggest fear of them all, is that AI will result in widespread and rampant job losses.

During the recent Canadian federal election, the Green Party of Canada proposed a ‘robot tax’ that would apply to companies that replace workers with machines. The objective of the robot tax is to protect workers and a shrinking tax base in a future where employees, and their tax revenue contributions, are displaced by automation. US Presidential Candidate Bill de Blasio has proposed a ‘robot tax’ on large corporations that replace workers with machines. UK Labour Leader Jeremy Corbyn has called for a ‘robot tax’. Technology leaders such as Bill Gates support the idea of a ‘robot tax’. South Korean President Moon passed what has been called the first ‘robot tax’ in 2017, though its form is through reducing the tax breaks available for businesses related to investments in machinery. Some say such a tax is needed since automation reduces the amount of tax collected by governments. Others say a tax is needed to fund job retraining programs. Still others say that a robot tax will be needed to fund a guaranteed annual income since there will be no jobs for people in the future.

Can and should a ‘robot tax’ save us from wide-spread automated job loss without curtailing innovation and productivity gains? Is there really anything to fear given that automation like ATMs, online shopping, and subsurface mining have lead to improvements in our quality of life? Do we need to fear the loss of government revenues? Do we need more funds to support job retaining or even investments in social welfare programs? You are being asked by the federal

Ministry of Employment, Workforce, and Labour to provide them with a policy brief on this policy idea as a way to respond to the changing nature of work.