

University of La Verne
Department of Public and Health Administration

PADM 586
Economics of the Public Sector
Winter 2020

Instructor Information

Soomi Lee, Ph.D.
Associate Professor in Public Administration
Office: CBPM 120
Email: slee4@laverne.edu
Office Phone: 909-448-4082
Office Hours: Mondays 4:30 pm – 5:30 pm, or by appointment.

Class Meetings

Mondays 6:00pm – 9:50pm.
Location: Miller Hall 208.

Course Description

This course is designed to prepare students for practical decision-making in the administration of financial resources. It will use an economists' lens to evaluate the role of government and its decisions on resource mobilization and allocation. This course will serve students as they evaluate policy choices.

This course will introduce four broad topics: (1) welfare analysis, (2) market failure, (3) tax incentives, (4) fiscal federalism, and (5) government failure.

The goal of this course is to enable students to apply economic theories to current policy issues through assignments, readings, and in-class discussions. The assignments will test your analytical and writing skills. The class format will be a mixture of lecture, class discussions, and presentations.

Required Textbooks

Joseph E. Stiglitz and Jay K. Rosengard. 2015. *Economics of the Public Sector* (4th edition).
New York: W. W. Norton Company, Inc.
T.R. Reid. 2009. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. Penguin Books.

- Other required course materials contain academic journal articles
- It is your responsibility to track down the reading material.

Recommended Books

Emmanuel Saez and Gabriel Zucman. 2019. *The Triumph of Injustice*. W.W. Norton Co, Inc.
Eric Posner and E. Glen Weyl. 2018. *Radical Markets*. Princeton University Press.
Ha-Joon Chang. 2014. *Economics: The Users' Guide*. London: Bloomsbury Press.
Joel Slemrod and Jon Bakija. 2017. *Taxing Ourselves: A Citizen's Guide to the Debate over Taxes*. Cambridge: MIT Press.
Robert J. Shiller. 2019. *Narrative Economics*. Princeton University Press.

Communication Policy

- We will use the class blackboard site for all postings of course materials, including lecture notes and announcements.
- The instructor will respond to all emails within 48 hours during the work week and on the weekends.
- Before you email questions, make sure to check the syllabus and all other material you have been provided with at the beginning of the term to see if you can answer your own questions.

Email Etiquette

- Always use your La Verne email. The instructor will not respond to non-ULV emails.
- Start with a new message.
- In the subject line, include the course number. e.g., PADM 582.
- Address your instructors appropriately. (e.g. Hello Professor Lee.)
- Write a clear and concise message.
- Sign with your full name.
- Allow 48 hours for a reply.

Attendance & Withdrawal Policy

- Class attendance is expected and necessary to learn the material and to succeed in this class. We will discuss course materials in the classroom and our discussion will be reflected on the exams. As a result, absence will greatly affect your learning and course grade.
- There are some rare occasions when a missed class can be excused, but this is acceptable only once with the understanding of the instructor. The instructor reserves the right to treat two absences as a withdrawal from the course.
- Students may withdraw from class during the first six weeks of a term; a grade of "W" will be recorded on the transcript. Any student who fails to officially withdraw from a registered course will receive a grade of "WF".
- Eligibility for a tuition refund will be based on the following: 1st week: 100%, 2nd week: 75%, 3rd week: 50%, and 0 % the remainder of the term.

Incomplete Grades (INC) Policy

Incompletes are authorized, only with a formal written petition from the student to the professor, when (1) it is impossible for the students to complete the course because of illness or

other justifiable cause and (2) the student completed at least 60% of course requirements (homework assignments, take-home midterm examination, and final paper). If a student is not able to complete 60% of the requirements, s/he cannot request an incomplete and shall retake the course.

Late Work Policy

- Due dates are published on the course syllabus.
- Late work will not be accepted.
- Contact me in advance if you have family or medical emergency. Emergencies are anything that cannot be scheduled in advance. Family weddings, vacations, conferences or any event that is scheduled in advance are not included in the category of emergency.
- I will review extension requests on a case by case basis and make a decision accordingly. When you are granted an extension and turn in the assignment on a new scheduled due date, no points will be deducted from the grade.

Graded Work Policy

- The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. It also implies that the C- or D grades are unacceptable in graduate work; therefore, there are no C- and D grades for graduate students (University Catalog 2011-2012, p. 44).
- For each assignment, grading rubric will be provided along with the assignment sheet and/or assignment instructions.
- All assignments must be submitted through Blackboard, instructed otherwise.
- All submitted assignments must be in the MS Word format. PDF files will not be accepted.
- I will provide feedback through Blackboard and will use track changes in your submitted assignment.
- I will return your work a week after the deadline has passed.

Course Requirements

1. **Weekly quiz (35%)**
2. **Weekly response essay or presentation (35%)**
3. **Final paper (30%)**

1. Weekly quiz.

Seven sets. Each set consists of 5% of the course grade. Total 35%. Mostly multiple-choice questions on main concepts of the chapters. A quiz is given at the end of the class for 15 minutes.

2. Weekly response essay or a presentation.

Seven sets. Each set consists of 5% of the course grade. Total 35%.

** Presenters*

You will present assigned chapters or papers in class. You must understand the assigned material well enough to present it to the class. Read the assigned textbook chapter(s) to digest main concepts and understand how they can be applied to real-world policy issues.

Expectations: Presenters must prepare PowerPoint slides for the class and post them on Blackboard by noon on the day of the class. Each presentation is given maximum 30 minutes excluding Q&As and discussions. After the presentation, presenters must address the questions from classmates through Blackboard and prepare two additional questions/discussion topics for the class. Organize the questions from non-presenters and discuss each of them in a logical manner. Presenters will take questions from students and will lead the class discussion after their presentation.

Evaluations: The oral presentation will be assessed by the following criteria.

- (1) Was the presentation informative with a clear focus?
- (2) Organization/clarity: was it easy to follow? Did it have a logical flow? Was there a clear introduction and conclusion?
- (3) Preparation: Had the speaker(s) rehearsed? How were the sequence, pacing, and flow of the presentation? Did presenters make effective use of notes without relying on them too much?
- (4) Sensitivity to the audience: Did the speaker maintain eye contact with all members of the class? Did they give time to take notes as needed? Did they repeat the main ideas more than once? Did they make effective use of pauses, gestures, changes in pace, and pitch?
- (5) Visual aids: Did the presenters make effective use of handouts, overheads, and the whiteboard? Were slides or board writing large enough to see easily?

Peer evaluations: After presentations, non-presenters will provide feedback to presenters' presentations on an evaluation sheet provided by the instructor. But their assessments will not be reflected in a course grade.

** Non-presenters: a 300-word response essay*

Read the book chapter and listen to the podcast episodes. Respond to those materials in a 300-word essay posted to the Blackboard discussion board by Sunday (the day before the class). Your response must be based on the assigned materials. Cite or refer to a sentence, sentences, or a paragraph to raise questions, express your opinions, suggest discussion topics, etc. You may also focus on what you learned from the readings that you did not know before, what you agree or disagree on and why, or real-world policy examples related to the weekly topic. Provide enough motivations behind your questions and discussion topics. Be mindful and substantive.

Your response will be evaluated based on the quality. Excellent, Acceptable, Not acceptable. Comments on classmates' posts and extra research outside of the assigned readings will earn extra points. Late submissions will not be accepted and will receive zero points.

Participation in class

This grade is earned by participating regularly, enthusiastically, and respectfully. In all our sessions, and especially in group-discussions, your careful preparation and enthusiastic participation are keys to your learning experience—and to the class's. Virtual participation via Blackboard is also quantitatively and qualitatively evaluated.

	Excellent	Good	Poor	Unacceptable
Engagement in class	Proactively contribute to class by offering ideas and asking questions more than once per class. The questions and ideas are insightful.	Proactively contribute to class by offering ideas and asks questions once per class.	Rarely offer ideas and asks questions.	Never offer ideas and asks questions.
Listening	Listen when others talk both online and in class. Incorporate or build off of the ideas of others.	Listen when others talk both online and in class.	Listen when others talk either online or in class.	Never listen when others talk, both online and in class. Interrupt when others speak.
Behavior	Never display disruptive behavior during class and online. Respect others.	Rarely display disruptive behavior during class and online.	Occasionally display disruptive behavior during class.	Almost always display disruptive behavior during class.
Preparation	Always prepared for class with assignments and required class materials.	Usually prepared for class with assignments and required class materials.	Rarely prepared for class with assignments and required class materials.	Never prepared for class with assignments and required class materials.

3. Final Paper.

You will choose a current policy issue and analyze it using concepts of economics we cover in this course. The chosen policy may be federal, state, or local. Your analysis will be no longer than 2,000 words (times new roman, double-spaced, 12 font size, one-inch margins), not counting references.

Proposal.

On January 27, submit a hard copy of your proposal to the instructor in class.

Prepare a two-page proposal for your project (single-spaced, 12 font size). On the first page, describe your brief profile. On the second page, describe your project and the reasons of your particular choice, and information sources (references from journal articles, research reports by government agencies and non-profit organizations, data sources, interviewees, etc. No blog posts).

Former students' project topics:

- "The Negative Externalities of Plastic Bags and the Government Solutions of Levies." (Betty Donavanik, Amanda Gonzalez, Patricia Lopez)
- "GMO Labeling and its Effect on Exports of Crops and Live Stocks." (Anthony Fletcher)

Suggested topics:

- AB 1482. California's new law for rent cap and tenant protections.
- AB 68. Accessory dwelling units.
- AB 588. Dog bite disclosure.
- AB 5. Independent contractor rules.
- Wealth tax
- Universal basic income
- Automation and the future labor market

Requirements for the paper.

- Write clearly. Use plain English.
- You must use the textbook and assigned readings in your paper.
- Review at least two relevant academic papers (peer-reviewed publications) and cite them appropriately in your paper.
- Follow the APA style guide. See resources at the Wilson Library.
- Document format requirements: 12-font size, one-inch margins, times new roman, double-spacing.
- Attach a title page that includes your name, contact information, a 100-word abstract, and the date of submission.
- Only MS Word files will be accepted.
- Submission via SafeAssign on Blackboard.
- **Deadline: March 12, 6pm.**
- Plagiarism will result in an F for the paper.

Final paper grading rubric (total 100 points).

- Number of words: 2000 words excluding references. Every additional 50 words will reduce the total score by 1 point.
- Title page (separate page, no page number)
 - Title of the paper
 - Author information: Full name, affiliation, contact information.
 - Date of submission.
 - Abstract, 100 words (Not included in the word limit).
- Submission: MS Word file via Blackboard.
 - File name: final_yourname.docx
- Style (10 points)
 - Double space, 12 font size, times new roman
 - Page numbers at the bottom center

- One-inch margin in each side.
- Reference style: APA.
 - <http://laverne.libguides.com/citations>
 - <http://laverne.libguides.com/citations/apa>

<i>CATEGORY</i>	<i>Excellent</i>	<i>Good</i>	<i>Adequate</i>	<i>Poor</i>
Introduction/ Thesis (10 points)	Exceptional introduction that grabs interest of reader and states topic. Thesis is clear, well-developed, and is a definitive statement.	Proficient introduction that is interesting and states topic. Thesis is clear and arguable statement of position.	Basic introduction that states topic but lacks interest. Thesis is somewhat clear and arguable.	Weak or no introduction of topic. paper's purpose is unclear/thesis is weak or missing. Too much background information without a clear research statement.
Content knowledge: Quality of Research (25 points)	Exceptionally researched. Contains <u>three</u> peer-reviewed articles that relate to the thesis argument in a logical manner. References are correctly cited.	Information relates to the main topic. Paper is well-researched in detail and from <u>three</u> good sources. References are correctly cited.	Information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly.	Information has little or nothing to do with the thesis. information has weak or no connection to the thesis. References are not cited correctly.
Content application: Support of Thesis and Analysis (25 points)	Exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.	Consistent connections made between evidence and thesis. Good analysis.	Some connections made between evidence and thesis. Some analysis.	Limited or no connections made between evidence and thesis. Lack of analysis.
Conclusion (no more than one paragraph) (10 points)	Excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.	Good summary of topic with clear concluding ideas. Introduces no new information.	Basic summary of topic with some final concluding ideas. Introduces no new information.	Lack of summary of topic. Irrelevant commentaries made.

Writing (20 points)	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference section properly formatted.	Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. Reference section adequate.	Many ideas require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper is very challenging to read due to poor writing flow. Improper reference section.	Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference section missing.
--------------------------------	--	---	--	--

Grading Policy and Scale

“The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate students, in order to progress satisfactory in graduate programs. It also implies that the C- and D are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students.”
A (94-100); A- (90-93); B+ (87-89); B (84-86); B- (80-83); C+ (76-79); C (71-75); Fail (70 or below)

Plagiarism

Plagiarism is defined as the use of wording, ideas, or findings of other persons, writers, or researchers without providing explicit citation of the source and the use of quotations when using the exact wording of others.

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- (1) All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
- (2) Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format.
- (3) Deliberately supplying material to a student for purposes of plagiarism is also culpable. (ULV Catalog)

See [ULV Catalog](#) pp.60-1.

How to avoid plagiarism: <http://laverne.libguides.com/plagiarism>

Academic Success Center

University of La Verne [Academic Success Center](#) offers free tutoring and writing assistance. If you would like further information or assistance, please contact the Research Librarians in the University of La Verne Library at (909) 448-4301.

Note

If necessary, this syllabus and its contents are subject to revision. Students are responsible for any changes or updates announced in class or posted on Blackboard.

Mission of the Masters in Public Administration at University of La Verne

The mission of the University of La Verne's Master of Public Administration program is to offer an innovative and practical curriculum that stresses intellectual and theoretical foundations for professionals preparing to take on socially responsible roles in public leadership and service.

The mission will be achieved through a curriculum that emphasizes:

1. The effective use of public resources
2. The changing context (contextual nature) of public administration
3. Analytic and decision-making capacity
4. Practice of public administration in diverse public organizations
5. Ethical dimensions of public service

The National Association of Schools of Public Affairs and Administration (NASPAA) universal competencies are framed within the La Verne MPA mission and the above areas of emphasis.

These competencies include the following:

1. To lead and manage in public governance;
2. To participate in and contribute to the public policy process;
3. To analyze, synthesize, think critically, solve problems and make decisions;
4. To articulate and apply a public service perspective; and
5. To communicate and interact productively with a diverse and changing workforce and citizenry.

MPA Learning Objectives

1. Utilization of public resources in efficient & effective ways.
2. Evaluate the effectiveness of planning, procurement, and implementation of IT in a public sector organization.
3. Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting.
4. Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors.

5. Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques.
6. Identify and discuss the significant Strategic Human Resources Management Implications for Managing Diversity.
7. To demonstrate comprehensive understanding of and skill applying the Ethical Problem Solving Model.
8. Describe and work within the institutional, structural, and political contexts of policy making.

This course fulfills MPA Learning Objective 1 (and 4).

Learning outcomes:

1. Assess basic understanding concepts of market failure, public goods, externalities, and reasons for government intervention.
2. Assess understanding of interaction between incentive structure and individual behavior and of tradeoffs between efficiency and equity in the U.S. tax system.
3. Competency in understanding the issues in public service, and presenting important empirical studies on the topics chosen by students.

Evaluation Rubric

Learning Objective 1: Utilization of public resources in efficient & effective ways.

Learning Outcome 1-1: Assess basic understanding concepts of market failure, public goods, externalities, and reasons for government intervention.

Excellent	Good	Poor	Unacceptable
Clearly identify concepts and analyze the issues involved in market failure, public goods, externalities, and reasons for government intervention. Demonstrate strong ability to apply the concepts to current issues in public service.	Clearly identify concepts and analyze the issues involved in market failure, public goods, externalities, and reasons for government intervention. Demonstrate ability to apply the concepts to current issues in public service.	Identify primary concepts but fail to analyze the issues involved in market failure, public goods, externalities, and reasons for government intervention. Demonstrate some ability to apply the concepts to current issues in public service.	Fail to identify and to analyze the issues involved in market failure, public goods, externalities, and reasons for government intervention. Demonstrate no ability to apply the concepts to current issues in public service.

Learning Outcome 1-2: Assess understanding of interaction between incentive structure and individual behavior and of tradeoffs between efficiency and equity in the U.S. tax system.

Excellent	Good	Poor	Unacceptable
------------------	-------------	-------------	---------------------

Clearly understand and analyze behavioral responses to incentives in the tax system. Clearly identify and analyze tradeoffs between efficiency and equity in the U.S. tax system.	Understand fundamental principles in behavioral responses to tax incentives and show some ability to analyze them. Identify tradeoffs between efficiency and equity in the U.S. tax system and show some ability to analyze them.	Understand fundamental principle in behavioral responses to tax incentives but fail to analyze them. Identify tradeoffs between efficiency and equity in the U.S. tax system but fail to analyze them.	Demonstrate inadequate understanding of fundamental principle in behavioral responses to tax incentives and fail to analyze them. Fail to identify tradeoffs between efficiency and equity in the U.S. tax system and fail to analyze them.
---	---	--	---

Learning Outcome 1-3: Competency in understanding the issues in public service, and presenting important empirical studies on the topics chosen by students.

Excellent	Good	Poor	Unacceptable
Successfully identify a current issue in public service, use appropriate theoretical concepts, and provide solid empirical evidence. Produce a well-organized written paper on the chosen topic with effective tables and figures.	Identify a current issue in public service, use appropriate theoretical concepts, and provide some empirical evidence. Produce a fairly well written paper on the chosen topic with effective tables and figures.	Identify a current issue in public service, use appropriate theoretical concepts, and provide weak empirical evidence. Produce a poorly written paper on the chosen topic with ineffective tables and figures.	Poorly identify a current issue in public service, use inappropriate theoretical concepts, and fail to provide empirical evidence. Produce a poorly written paper on the chosen topic with ineffective tables and figures.

Weekly Topics and Readings

Week 1 (January 6). Role of the Government in the Economy

Objectives:

1. Describe definitions of economics.
2. Understand different schools of economic thoughts.
3. Explain economic roles of the government.
4. Articulate the scope and history of government expenditures and taxes in the U.S.

Required reading:

Stiglitz. Ch.1. Role and Size of the Public Sector; Ch.2. Fundamentals of Welfare Economics

Recommended reading:

Chang, 2014. Ch.1 and Ch.4.

Week 2 (January 13): Market Efficiency

Objectives:

1. Understand two theorems from welfare economics.
2. Articulate why a competitive economy leads to a Pareto efficient resource allocation under certain conditions.
3. Derive the role of the government in the economy.

Required reading:

Stiglitz. Ch.3. Market Efficiency

Response Essay 1.

Quiz 1. Stiglitz. Ch.3. Market Efficiency.

Week 3 (January 20): Market Failure

Objectives:

1. Describe the concept of a market failure.
2. Identify different types of market failure.

Required reading:

Stiglitz. Ch.4. Market Failure.

Discussion paper: Andrew B. Carver. 2007. "The Market Failure for Student Loans." *Journal of Private Enterprise* 23(1): 101-115.

Response Essay 2.

Quiz 2. Stiglitz. Ch.4. Market Failure.

Week 4 (January 27): Public Goods and Publicly Provided Goods

Objectives:

1. Define public goods and distinguish them from private goods.
2. Contrast public goods with publicly provided private goods.
3. Explain why private markets fails to provide public goods.
4. Describe the prisoner's game in relation to public good provision.
5. Articulate the role of institutions in public good provision.

Required reading:

Stiglitz. Ch.5. Public Goods and Publicly Provided Private Goods.

Discussion paper: Infrastructure investment. Jeffrey M. Stupak. 2019. "[Economic Impact of Infrastructure Investment](#)." Congressional Research Service. Washington D.C.

Recommended reading:

Ostrom, Elinor. 2000. "Collective Action and the Evolution of Social Norms." *Journal of Economic Perspectives* 14(3): 137-58.

Olson, Mancur. 1965. *The Logic of Collective Action*. Cambridge: Harvard Univ. Press. Chs. I-II.

Response Essay 3.

Quiz 3. Stiglitz. Ch.5. Public Goods.

Proposal presentations: Each student gets 5 minutes.

Week 5 (February 3): Externalities

Objectives:

1. Define externalities.
2. Provide examples of positive and negative externalities.
3. Explain the Coase Theorem and the concept of transactions cost.
4. Identify ways to internalize externalities through government intervention.

Required reading:

Stiglitz. Ch.6. Externalities and the Environment.

Discussion paper: Gilbert E. Metcalf. 2019. "[On the Economics of a Carbon Tax for the United States](#)." Brookings Papers on Economic Activity. Washington D.C.: Brookings Institute.

Recommended reading:

Hardin, Garrett. 1968. "The Tragedy of Commons." *Science* 162: 1243-8.

Coase, Ronald. 1960. "The Problem of Social Cost." *Journal of Law and Economics* 3(1): 1-44.

Response Essay 4.

Quiz 4. Stiglitz. Ch.6. Externalities

Week 6 (February 10): Government Intervention and Government Failure

Objectives:

1. Describe the case for natural monopoly.
2. Explain ways of government intervention in the market.
3. Compare efficiency in the public and private sectors.
4. Articulate government failure.
5. Identify sources of inefficiency in the public sector.

Required reading:

Ch.8. Public Production of Goods and Services

Discussion paper: Prasanna Rajasekaran, Mark Treskon, and Solomon Greene. 2019. "[Rent Control: What Does the Research Tell Us about the Effectiveness of Local Action?](#)"

Washington D.C.: Urban Institute.

Response Essay 5.

Quiz 5. Stiglitz. Ch.8. Government production.

Week 7 (February 17): Presidents Day.

No class meeting. Virtual Session. Expected but not enforced student activities:

1. Prepare for the class session on February 24.
2. Watch this video on Reid's talk:
https://www.youtube.com/watch?v=_E66XxNURxM
3. Work on your final paper.

Week 8 (February 24): Imperfect Information and Health Care Policy

Objectives:

1. Explain the effect of asymmetric information, moral hazard, adverse selection, crowd out on the private market.
2. Describe the role of government in the insurance market using main concepts of this week.
3. Explain major issues in the current debate on "Medicare for All."

Required readings

Stiglitz. Ch.13.

Reid, T. R. 2009. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. Penguin Books. Chs. 3, 5, 7, 8.

Recommended readings

Akerlof, George A. 1970. "The Market for 'Lemons': Quality Uncertainty and the Market Mechanism." *Quarterly Journal of Economics* 84(3): 488-500.

Response Essay 6.

Quiz 6. Stiglitz. Ch.13.

Week 9 (March 2): Fiscal Federalism

Objectives:

1. Describe why different public goods and services are provided at different levels of government.
2. Explain the Tiebout Theorem.
3. Identify issues around Proposition 13 in California.

Required reading:

Stiglitz. Chs.26-27. Intergovernmental Fiscal Relations

Discussion paper: Soomi Lee. 2019. "Political Economy of School Parcel Tax in California."

Public Finance Review. 47(5): 864-892.

Response Essay 7.

Quiz 7. Stiglitz. Chs.26-27. Fiscal federalism.

Week 10 (March 9): Student Presentations

* Final paper due on 6pm, March 12.