Intended Learning Outcomes of the Public Economics Field Sequence:
Public economics is an area of applied microeconomics that is concerned with government behavior. The field sequence is concerned with analysis of the welfare foundations of public taxation and expenditure, including economic policy analysis especially cost-benefit analysis (CBA). On the tax side, topics include optimal tax theory, incidence (equity and distribution of tax burden), and efficiency (effects of taxes on resource allocation). On the expenditure side, topics include theory of public expenditure, state and local public goods, redistribution and welfare, education, social insurance, and health care policy. Topics are distributed across ECON 520 and 720 depending on instructor and student interest. In both, we will review classic and recent literature in public economics, and expand the analytics of government tax policy and public expenditure to the beginnings of independent research.

Prerequisites:
First-year graduate microeconomics and econometrics, or equivalent. I will assume that you are already familiar with at least first-semester level theory and tools from these sequences and therefore can read, understand, and discuss academic literature within economics.

Contact Hours and Expectations for Work Outside of Instructional Time:
There will generally be three to four assigned required readings (journal articles) per week which may take one to two hours (or longer) each depending on your particular background and reading speed. This is in addition to book chapter readings which provide overview, and in addition to preparation of presentations and written assignments. The quality of class discussions depends on your preparation whether or not you are presenter so please keep this in mind even if nothing is physically due. This is a three credit course and therefore there is a six hour per week (at least) expectation for homework and other work outside of instructional time (equivalent to the federal credit hour definition of two hours of outside work for each contact hour). In some weeks, you may do more since this is a graduate class.

Other Expectations:
That you will be respectful of me and your classmates and will take the course seriously.

Department's Statement on Copyright:
Please do not share material from this course in online, print or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties, which may be used in the course, are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face disciplinary or legal action.

Academic Integrity:
This course will adhere to the CSU Academic Integrity Policy as found on the Student Responsibilities page of the CSU General Catalog and the Student Conduct Code. At minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution/Student Conduct Services.
Grading:
Please note the due date (due at start of class unless otherwise noted) for assignments on the schedule below. Note that you may have a presentation on the same date that something else is due. In this case, you will need to plan ahead.

Class Participation and Paper Reflections (20%)
Attendance, participation, and preparation (e.g., reading and listening to YouTube lectures as assigned) for class is expected. Note that a relatively large percentage of your final grade therefore is in this category since the quality of class discussion really does depend on your comments, reflections, and questions. To ensure that this happens, a 1-2 page reflection of select readings will be due in some weeks. For these reflections, you should (1) briefly summarize the research question, data, design, and (main) result and (2) provide an analytical response to the paper (E.g., Any flaws? Assumptions and design believable? What you still don’t understand and why it’s confusing? Extensions? Etc.). These reflection papers should not exceed 2 printed pages and (2) should be greater than (1) in terms of length of discussion. I will select the papers for this exercise and will let you know which ones to review. They will be due on the day of the class discussion. You should expect to discuss your thoughts along these lines in class on both papers for which you write reflections and for other readings.

Literature Presentations (30%)
Each of you will present TWO three papers to the class from the syllabus below and lead subsequent discussion. Presentations should be of similar format to how papers are presented in a short academic seminar. This means that you should have presentation slides. Preparing these presentations will give you a chance to polish your academic presentation skills and will give you detailed understanding of the papers you present. You should aim for a presentation that is less than 20 minutes to allow plenty of discussion (which you will lead). I will randomly assign the presentations early in the semester. Note that readings listed with a “(P)” in front will be presented by a student. That student will also lead the class discussion of the paper. I will add additional presentations (from existing readings) if more people join the class in the registration period.

Mock Referee Report (10%)
You will write a mock referee report based on a new working paper (not yet published in a journal) in public economics. Reports should be two or three single-spaced typewritten pages, and I will provide the paper to review. Reports should briefly summarize and then elaborately critique the paper (i.e. is the question well motivated, is appropriate data used, are identifying assumptions reasonable, is the model appropriate for the question, etc.) Alain de Janvry has a helpful guide as to how to approach referee reports: http://are.berkeley.edu/courses/ARE251/2004/assignments/RRGuidelines.pdf I will provide other details in class.

Research/Data Proposal (30%)
You will write an original research proposal (not submitted in any other class) corresponding to a topic related to public economics (broadly-defined) which is of interest to you AND which could be submitted to a federal statistical data center as part of a proposal. The paper should be 10 pages in length max (double-spaced, one inch margins) and cover at least five journal articles or working papers as (short) background and motivation for the data use. At least three papers (if not more) should not appear on this syllabus. You should critically review these papers and relate them to a research question of interest that you could pursue in the longer run. It is important to state your research question clearly, to motivate why it is of economic interest and how it relates to existing literature, and to provide detail as to how you would approach your question using restricted data (e.g., what the research design would look like, what data would be used, what empirical techniques would be implemented, etc.). Your grade will include an allowance for the preliminary topic statement that you will provide early in the term as assigned below in addition to the final product.
Presentation of Research/Data Proposal (10%)  
You will present your research proposal topic and literature review to the class near the end of the term. Again, you should have presentation slides. You should aim to motivate class discussion in your presentation. I envision that well-thought out and presented topics may lead to dissertation chapters or masters theses later! I will assign the presentation slots.

Syllabus and Reading List:  
This schedule is subject to change and will be revised later in the semester if necessary. Most papers on the reading list will be available on Canvas. You are expected to complete the following reading whether or not we focus on specifics in class. Additional (optional) suggested readings are provided at the end of each chapter in H&M as these lists may be useful for your own research during the semester or later on.

Introduction and Review of Tools for Welfare Economics, Week of August 20

- Good chapters for review for background this week and next are H&M Chapters 1-2, 4-5, 13-14
- Listen to/watch Raj Chetty’s YouTube Topic 1: Introduction (https://www.youtube.com/playlist?list=PL2SOU6wwxB0v3c46v2ptuDKIHmXHRAmeU)

Public Goods, Week of August 27

- H&M Chapter 6
- Listen to Chetty lectures (Topic 7, parts 1-3)

Clubs, Tax Capitalization, and Local Public Goods, Week of September 3

- H&M Chapter 7


THURSDAY, SEPTEMBER 6: Seminar speaker is Dr. Todd Stinebrickner from University of Western Ontario who is a guest of the faculty in the public economics field. If possible, please attend the lunch at 12 in the conference room and seminar in usual seminar room (double check seminar announcements) in the afternoon (3:30).

Fiscal Federalism and Intergovernmental Relations, Week of September 10

- H&M Chapters 19-20

TUESDAY, SEPTEMBER 18: referee report due, please provide print copy in class

Education Policy (including Examples of Academic Debates), Weeks of September 17 and 24


*Selected Topics in Economic Policy Analysis*, Weeks of October 1 and 8

• H&M Chapter 25

TUESDAY, OCTOBER 9: referee report due, please provide print copy in class (Note that instructor will provide paper to review by October 2 if not earlier.)

TUESDAY, OCTOBER 16: deadline to submit a one-page description of your research/data proposal topic for approval, should include research question, economic motivation, and a list of papers and data sources that will be reviewed, please provide print copy in class. (Note that you also can elect to submit this earlier in the term if ready.)


• H&M Chapters 22-23
• Listen to Chetty lectures (Topic 6, parts 1-3 and 5-6)

*Emerging topics: Behavioral Economics and Inequality*, Weeks of November 5, 12, and 26 [Note that class will switch to online for this part of the term. You will be expected to login and actively participate}
in the discussion posts and this will count toward class participation.] Additional papers may or may not be added. In addition to readings, discussion posts also will be designed to help you provide feedback to each other on your proposals in progress.

- H&M Chapter 3

*Research/Data Proposal Presentations, Week of December 3*

TUESDAY, DECEMBER 4: RESEARCH/DATA PROPOSAL DUE in class, please provide print copy