

ECONOMICS 4221
Political and Public Choice Economics
Spring 2019

need to know include: the *theory of the firm*, the *theory of the consumer*, *efficiency*

This course is a little more traditional than many of the other classes I teach. Lecture is still the primary component, but group assignments and discussions are taking on a slightly larger role. One of the most important changes from prior semesters is that all exams will be cumulative, and we will

There will be three exams and a cumulative final. All exams are cumulative, and the material does build on itself so it is important to understand all of the concepts as we go.

2. Group-Led Discussion: to give incentives for giving high quality discussions and informing the class, these will be graded.
3. Quizzes on Article Readings: to motivate actually reading the articles. S

have already been critiqued by PhD referees before being published. However, if you find follow-up articles that critique the paper it is fine (and even encouraged) to cite those articles. The groups leading the discussion will have studied their paper in great detail, but I expect the rest of the class to have read all of the papers and be ready to discuss them – rude and counter-productive behavior such as texting and having your laptop open during class discussion will severely damage your own presentation grade.

I have a list of articles from which you can choose, or you may choose one of your own. If you choose your own, then I suggest you find a paper published in the journal *Public Choice*. Be sure **not** to choose an editorial or something that is mostly an econometric study. I must approve all paper choices.

The class will take a ~10 minute quiz at the beginning of the hour to be sure everyone is ready to discuss, and during that time, you will set-up and prepare your discussion (you get 100% for that day's quiz!). Participation/discussion on GLD days will add to your quiz grade.

You should be able to keep the class engaged in discussion for at least 50 minutes. **You will be graded down if you cannot keep the class engaged in an interesting and informative discussion**

Grading:
Group Assignments

7%

Religious Holidays

It is the responsibility of every instructor to explain clearly her or his procedures about absences due to religious observances in the course syllabus so that all students are fully informed, in writing, near the beginning of each semester's classes. [Campus policy regarding religious observances](#) states that faculty *must* make reasonable accommodations for students and in so doing, be careful not to inhibit or penalize those students who are exercising their rights to religious observance. Faculty should be aware that a given religious holiday may be observed with very different levels of attentiveness by different members of the same religious group and thus may require careful consideration to the particulars of each individual case.

For more information on the religious holidays most commonly observed by CU Boulder students consult the [online interfaith calendar](#).

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, *{{insert your procedures here}}* See the [campus policy regarding religious observances](#) for full details.

Classroom Behavior

Faculty and students should be aware of the campus [Classroom and Course-Related Behavior policy](#) which describes examples of unacceptable classroom behavior and provides information on how to handle such circumstances should they arise. Faculty are encouraged to address the issue of classroom behavior in the syllabus, and to understand their [professional rights and duties](#).

Students and faculty each have responsibility for maintaining an appropriate learning environment.

Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student.

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

Any University policies that are in conflict with my own policies will supfi) -4.6(n)-9.3u.0109 T(.2 (de) i) -4.0.2 (d1