

Public Policy (PLCY) 340-001 Justice in Public Policy Fall 2022 – 3 Credits

Instructor: Douglas MacKay (Prof MacKay/Dr. MacKay, he, him, his)

Email: dmackay@email.unc.edu

Scheduled Class Time: MWF 11:15am-12:05pm

Location: Greenlaw 0101

Office: Abernethy Hall 217

Office Hours: Wed 3-5pm

Prerequisites: None

Teaching Assistants:

Anna Marion (amarion@unc.edu)

Alexandra Robinson (alexandra.robinson@unc.edu)

Course Description

To paraphrase the American political philosopher John Rawls, justice is the first virtue of public policy. No matter how efficient or well arranged, laws, policies, and institutions must be abolished if they are unjust. Accordingly, ethical reflection must be a central part of policy making and policy analysis. In this course, we explore the ethical dimensions of public policy problems, examine the principal ethical criteria for evaluating policy solutions, and develop strategies to address ethical challenges and conflicts. We begin with an introduction to ethical reasoning and the role of ethical reflection in policy making and analysis. We then turn to a discussion of the central ethical considerations relevant to policy making, including wellbeing, fairness/equity, respect for rights and liberty, and the conservation of valuable traditions. Through a discussion of real-world cases, we examine how these considerations may yield conflicting imperatives and investigate how these conflicts should be adjudicated. We conclude the semester with an exploration of the ethics of public policy research, including the use of randomized controlled trials to determine the causal impact of policy interventions.

Course Goals

1. Student understanding of the normative dimensions of public policy.
2. Student understanding of the principal ethical considerations and principles relevant to public policy.
3. Development of student ability to think critically about the ethical aspects of contemporary public policy problems and provide defensible policy guidance.
4. Development of students' critical reading, thinking, and writing skills.

Learning Outcomes

By the end of this course, students should be able to:

1. Understand the normative dimensions of public policy.
2. Understand the principle ethical considerations and principles relevant to public policy.
3. Critically engage in current public policy debates.
4. Read challenging theoretical texts and write clear, concise, well-argued papers.

IDEAs in Action General Education Curriculum

This course satisfies the **Ethical and Civic Values Focus Capacity Requirement**. These are the **Learning Outcomes** that are expected of students after completing a course that satisfies this requirement:

1. Explain the contexts in which questions of justification arise.
2. Assess ethical values in terms of reasons offered.
3. Recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value, evaluating ethical justifications for different ways of organizing civic and political communities.
4. Analyze the differences between personal ethical decisions and those bearing on the public and civic spheres.

These are the **Types of Questions** you should be able to answer after completing a course which satisfies this requirement:

1. How can people think fruitfully (individually and together) about how they should live their lives?
2. What is required to judge a standard or value as worthy of support?
3. How should we distinguish between prejudices and reasonable grounds for value judgments?
4. What considerations – stories, reasons, testimony, documents, data, etc. – can justify our values and commitments, whether personal or social?

Course Audience

This course is directed primarily at students interested in:

1. Exploring the ethical aspects of contemporary public policy problems;
2. Participating in small-group and class discussions; and
3. Developing their critical thinking, reading, and writing skills.

Course Expectations and Mental Health

In my experience, a central contributor to mental health issues is overwork. I can't control what other professors do, but I want to take steps to ensure that you don't need to work more than 8 hours/week in PLCY 340 (at a full course load of 5 courses, this works out to 40 hours/week of academic work). Here's how you can expect to spend your time in PLCY 340::

- 3 hours/week attending class
- 3-4 hours/week reading for class (according to some research, college students (on average) read at a speed of 20 pages/hour for non-technical work and 10 pages/hour for technical work.
- 1-2 hours/week studying and assignments.

Texts

Required readings will be available under the 'Course Reserves' and 'Resources' tabs of the class Sakai page. There are no texts you need to purchase.

Course Website

The course website is sakai.unc.edu. Course documents will be posted on the website. As well, I will use the website to make announcements regarding changes in the reading schedule or other aspects of the course.

Course Requirements

15 Short In-Class or Homework Assignments (0.2% each) - students must complete 15 of 18 assigned for full credit.

10 Weekly Online Quizzes (Participation) (0.2% each) - students must complete 10 of 12 assigned for full credit.

Argumentative Paper 1500-2000 words/5-7 pages (25%) - Sept. 18th at 11:59pm

In-Class Midterm Exam (10%) - Oct. 17th

Policy Analysis 2000-2500 words/8-10 pages (30%) - Nov. 13th at 11:59pm

3-Hour Final Exam (30%) - Dec. 9th 12:00pm to 3:00pm

Students will receive the paper and analysis prompts, detailed instructions regarding the completion of these assignments, and a statement of evaluation guidelines well in advance of the due dates.

Grading System

Grade	GPA	Percentile (absolute grades)*
A	4.0	94-100%
A-	3.7	90-93%
B+	3.3	87-89%
B	3.0	84-86%
B-	2.7	80-83%
C+	2.3	77-79%
C	2.0	74-76%
C-	1.7	70-73%
D+	1.3	67-70%
D	1.0	60-66%
F	0.0	< 60%

“A” indicates *mastery of course content*

“B” indicates *strong performance*

“C” indicates an *acceptable performance*

“D” indicates *marginal performance*

“F” indicates *unacceptable performance*

Course Policies

1. Regular attendance is expected.
2. Students may not ‘make up’ missed homework assignments or in-class assignments. To save the teaching team and students a good deal of emailing, the instructor will assign at least 18 of these assignments, with students needing to complete only 15. Students should only contact the instructor if they must miss class for an extended period of time.

3. Late papers will be penalized 3% per day, including weekends. Extensions will only be permitted on the grounds of illness (including mental illness) or bereavement. Documentation is required.
4. All students are entitled to ten no penalty 'late days.' Students may use these days as they wish for either the paper or the policy analysis. The instructor will keep track of students' use of these days. Note: the ten late days are for the whole semester, not for each assignment.
5. Students are not permitted to use the internet or use their phones during class without the instructor's permission. Violation of this rule will mean a 1.0% deduction off their final grade.
6. Students may bring their laptop to class if they secure permission from the instructor. To secure permission, simply email the professor. Violation of this rule will mean a 1.0% deduction off their final grade.

Syllabus Changes

The professor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Attendance Policy

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students, Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Honor Code

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me or consult studentconduct.unc.edu.

Optional Mask Use Statement

UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice.

Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Additionally, consult the University website "[Safe Computing at UNC](#)" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

Accessibility Resources & Service

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

(source: *Student Safety and Wellness Proposal for EPC, Sep 2018*)

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

(source: <https://curricula.unc.edu/curriculum-proposals/cim/syllabus/>)

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate suggestions.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.

Grade Appeal Policy

I take the evaluation and grading of your papers and exams very seriously because I know that most of you take the preparation and writing of your exams very seriously. If you think you deserve a higher grade on a paper or exam, you may write a letter and explain why you would like to appeal the grade. Before making an appeal, you should review your work and the grading criteria I have provided. After I receive your letter, I will re-read your paper or exam within 1-2 class periods. Depending on my re-reading, your grade may stay the same, be raised, or be lowered. This system is designed to minimize frivolous grade appeals and to ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate a grade appeal.

UNC Protest Policy

Students are required to first attempt to resolve disagreements regarding grades with the instructor concerned. If that fails, students and/or faculty may seek additional mediation with the assistance of the Director of Undergraduate Studies. However, the instructor (not TAs or the DUS) is ultimately responsible for the determination of student grades. Finally, after course grades are posted for the end of the semester, students may follow the process outlined in the undergraduate bulletin (pg. 392) and protest their grades to the dean of the College of Arts and Sciences. The protest must be made in writing, must be made no later than the last day of classes of the succeeding fall or spring semester, and must be based upon one of the following grounds:

- Arithmetic or clerical error
- Arbitrariness, possibly including discrimination based on race, sex, religion, or national origin of the student
- Personal malice
- Student conduct cognizable under the Instrument of Student Judicial Governance

Email Policy

I will respond to legitimate email inquiries within 48 hours (excluding weekends). Illegitimate email inquiries include: administrative or scheduling questions whose answers are readily available online (i.e. course website); questions concerning the content of missed (without reason) lectures; and substantive philosophical questions better addressed in class or in office hours. Email is not an alternative to communication in lectures or office hours. All emails must include the course code PLCY 340 in the subject line.

Lectures and Required Readings

Date	Topic	Reading	Major Assignment
Mon. Aug. 15	Introduction		

Wed. Aug. 17	Part 1 Ethical Reflection and Public Policy 'Ethics and Public Policy'	Erik Angner, "Science and Values in Pandemic Policy," <i>Lex-Atlas: COVID-19</i> , March 21, 2022. Douglas MacKay, "The Ethical Dimensions of Policy Analysis," unpublished draft.	
Fri. Aug. 19	'Moral Argumentation'	Daniel Hausman, Michael McPherson, and Debra Satz, <i>Economic Analysis, Moral Philosophy, and Public Policy</i> (New York: Cambridge University Press, 2016), 8-14. David R. Morrow and Anthony Weston, <i>A Workbook for Arguments: A Complete Course in Critical Thinking</i> , Second Edition (Indianapolis: Hackett Publishing Company, 2016), xvii-xviii, 3-5. Peter Singer, "Famine, Affluence and Morality," <i>Philosophy and Public Affairs</i> 1 (1972), 229-236.	
Mon. Aug. 22	Part 2 Ethical Considerations 2.1 Wellbeing 'Efficiency'	Joseph Heath, <i>The Efficient Society: Why Canada is As Close to Utopia as it Gets</i> (Toronto: Penguin Canada, 2002), excerpts.	
Wed. Aug. 24	2.1 Wellbeing 'Utilitarianism'	Julian Savulescu, Ingmar Persson, and Dominic Wilkinson, "Utilitarianism and the Pandemic," <i>Bioethics</i> 34 (2020): 620-632.	
Fri. Aug. 26	2.1 Wellbeing 'Cost-Benefit Analysis 1'	Matthew D. Adler and Eric A. Posner, "Rethinking Cost-Benefit Analysis," <i>The Yale Law Journal</i> 109 (1999), 167-176, 187-194. Amelia Thomson-DeVeaux, "What Should the Government Spend to Save a Life?" <i>FiveThirtyEight</i> , March 27, 2020.	
Mon. Aug. 29	2.1 Wellbeing 'Cost-Benefit Analysis 2'	Cass R. Sunstein, "Some Costs and Benefits of Cost-Benefit Analysis," <i>Daedalus</i> 150 (2021): 208-219.	

		<p>Lisa Heinzerling, “Climate Change, Racial Justice, and Cost-Benefit Analysis,” Law and Political Economy Project, September 28, 2021.</p> <p>Morrow and Weston, <i>A Workbook for Arguments</i>, 6-8.</p>	
Wed. Aug. 31	2.1 Wellbeing Cost-Effectiveness Analysis	<p>David C. Hadorn, “Setting Health Care Priorities in Oregon: Cost-Effectiveness Meets the Rule of Rescue,” <i>JAMA</i> 265 (1991): 2218-2220.</p> <p>Ari Ne’eman, “I Will Not Apologize for My Needs,” <i>The New York Times</i>, March 23, 2020.</p> <p>Morrow and Weston, <i>A Workbook for Arguments</i>, 8-14.</p>	
Fri. Sept. 2	How to Write an Argumentative Paper		
Mon. Sept. 5	Labor Day - No Class		
Wed. Sept. 7	2.1 Wellbeing ‘What is Wellbeing? 1’	<p>Daniel M. Hausman and Michael S. McPherson, “Preference Satisfaction and Welfare Economics,” <i>Economics and Philosophy</i> 25 (2009), 1-9, 16-23.</p>	
Fri. Sept. 9	2.1 Wellbeing ‘What is Wellbeing? 2’	<p>John Bronsteen, Christopher Buccafusco, and Jonathan S. Masur, “Welfare as Happiness,” <i>Georgetown Law Journal</i> 98 (2010), 1585-1601.</p> <p>Seth Stephens-Davidowitz, “The Rich Are Not Who We Think They Are. And Happiness Is Not What We Think It Is, Either,” <i>The New York Times</i>, May 14, 2022.</p>	
Mon. Sept. 12	2.1 Wellbeing ‘What is Wellbeing? 3’	<p>Sabrina Tavernise, “In New Calculus on Smoking, It’s Health Gained vs. Pleasure Lost,” <i>The New York Times</i>, August 6, 2014.</p> <p>Daniel Kahneman and Angus Deaton, “High Income Improves Evaluation of</p>	

		Life but not Emotional Well-being,” <i>PNAS</i> 107 (2010): 16489-16493.	
Wed. Sept. 14	Argumentative Paper In-Class Workshop: Welcome to the Quiet Car		
Fri. Sept. 16	2.1 Wellbeing ‘What is Wellbeing? 4’	Martha Nussbaum, “Capabilities and Social Justice,” <i>International Studies Review</i> 4 (2002): 123-135.	
Sun. Sept. 18			Argumentative Paper Due at 11:59pm
Mon. Sept. 19	Part 2 Ethical Considerations 2.2 Fairness/Equity ‘Priority to the Worse Off’	Douglas MacKay, “You Can Only Save One - Who Do You Choose?” TEDEd. Dan W. Brock, “Priority to the Worse Off in Health Care Resource Prioritization,” in <i>Medicine and Social Justice: Essays on the Distribution of Health Care</i> , ed. Rosamond Rhodes, Margaret P. Battin, and Anita Silvers (New York: Oxford University Press, 2012), 155-164.	
Wed. Sept. 21	2.2 Fairness/Equity ‘Justice as Fairness 1’	John Rawls, <i>A Theory of Justice</i> , Original Edition (Cambridge, MA: Belknap Press, 1971), Ch. I, §1-5. Dan Ariely, “How Equal Do We Want the World To Be?” TED Talks, April 8, 2015.	
Fri. Sept. 23	2.2 Fairness/Equity ‘Justice as Fairness 2’	Rawls, <i>A Theory of Justice</i> , Ch. II, §11- 13, 15.	
Mon. Sept. 26	Wellbeing Day - No Class		
Wed. Sept. 28	2.2 Fairness/Equity ‘Justice as Fairness 3’	Raj Chetty, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez, “Where is the Land of Opportunity?” Executive Summary, January 2014. Emily Badger, Claire Cain Miller, Adam Pearce, and Kevin Quealy, “For Black Men, Growing Up Rich May Not	

		<p>Help,” <i>The New York Times</i>, March 19, 2018.</p> <p>Dylan Matthews, “America has a Housing Segregation Problem. Seattle may just have the Solution,” <i>Vox</i> August 4, 2019.</p>	
Fri. Sept. 30	<p>2.2 Fairness/Equity</p> <p>‘Justice as Fairness 4’</p>	<p>Rawls, <i>A Theory of Justice</i>, Ch. III, §20, 24-26</p> <p>Matthew Yglesias, “Everything you Need to Know about Income Inequality,” <i>Vox</i> May 12, 2015.</p>	
Mon. Oct. 3	<p>2.2 Fairness/Equity</p> <p>‘Justice Across Ages’</p>	<p>Juliana Bidadanure, <i>Justice Across Ages: Treating Young and Old as Equals</i> (New York: Oxford University Press, 2021), 1-13.</p>	
Wed. Oct. 5	<p>2.2 Fairness/Equity</p> <p>‘Structural Inequality’</p>	<p>Iris Marion Young, “Equality of Whom? Social Groups and Judgments of Injustice?” <i>The Journal of Political Philosophy</i> 9 (2001): 1-18.</p>	
Fri. Oct. 7	<p>2.2 Fairness/Equity</p> <p>‘Gender Justice’</p>	<p>Anca Gheaus, “Gender-Egalitarian Policies in the Workplace and the Family,” <i>The Routledge Handbook of Ethics and Public Policy</i>, Edited by Annabelle Lever and Andrei Poama (New York: Routledge, 2020), 293-305.</p> <p>Claire Cain Miller, “Even in Family-Friendly Scandinavia, Mothers are Paid Less,” <i>The New York Times</i>, February 6, 2018.</p>	
Mon. Oct. 10	<p>2.2 Fairness/Equity</p> <p>‘Background Injustice and Work Requirements’</p>	<p>Ron Haskins, “A Better Way to Wage the War on Poverty,” <i>The Washington Post</i>, July 26, 2018.</p> <p>Sanford Schram, Richard Fording, and Joe Soss, “Do Work Requirements for Federal Assistance Help People Escape Poverty? No. Here’s What Really Happens,” <i>The Washington Post</i>, August 13, 2018.</p>	

		Tommie Shelby, "Justice, Deviance, and the Dark Ghetto," <i>Philosophy & Public Affairs</i> 35 (2007), 126-151.	
Wed. Oct. 12	2.2 Fairness/Equity 'Racial Justice'	Elizabeth Anderson, "The Future of Racial Integration," in <i>The Ethical Life: Fundamental Readings in Ethics and Moral Problems</i> , Edited by Russ Shafer-Landau (New York: Oxford University Press, 2018), 229-238. Tommie Shelby, <i>Dark Ghettos: Injustice, Dissent, and Reform</i> (Cambridge, MA: Harvard University Press, 2016), 49-50, 62-76.	
Fri. Oct. 14	How to Write a Policy Analysis		
Mon. Oct. 17	2.3 Rights 'Human Rights'	UN General Assembly, <i>Universal Declaration of Human Rights</i> , 10 December 1948, 217 A (III). James Nickel, "Human Rights," <i>Stanford Encyclopedia of Philosophy</i> , edited by Edward N. Zalta, Fall 2021 Edition, Sections 1, 3, and 4.	Midterm
Wed. Oct. 19	2.3 Rights 'The Right to Health'	Jonathan Wolff, "The Demands of the Human Right to Health," <i>Proceedings of the Aristotelian Society</i> Supplementary Volume LXXXVI (2012): 217-237.	
Fri. Oct. 21	Fall Break - No Class		
Mon. Oct. 24	2.4 Liberty 'Libertarianism 1'	Robert Nozick, <i>Anarchy, State, and Utopia</i> (New York: Basic Books, 1974), ix-xiv, 149-153.	
Wed. Oct. 26	2.4 Liberty 'Libertarianism 2'	Nozick, <i>Anarchy, State, and Utopia</i> , 153-164, 167-174.	
Fri. Oct. 28 Mackay and Marion at Conference	2.4 Liberty 'Libertarianism 3'	Robert Frank, "For Obamacare To Work, Everyone Must Be In," <i>The New York Times</i> , Aug. 3, 2013.	

		<p>Dylan Scott, “A Requiem for the Individual Mandate: The Least-Loved Part of Obamacare Will Soon be Gone,” <i>Vox</i>, April 13, 2018.</p> <p>Matt Zwolinski, “A Libertarian Case for a Basic Income,” <i>Libertarianism.org</i> Dec. 5, 2013.</p>	
Mon. Oct. 31	<p>2.4 Liberty</p> <p>‘The Harm Principle’</p>	John Stuart Mill, <i>On Liberty</i> , Electric Book Company, 2000, Ch. 1.	
Wed. Nov. 2	<p>2.4 Liberty</p> <p>‘Libertarian Paternalism’</p>	<p>Richard H. Thaler and Cass R. Sunstein, <i>Nudge: Improving Decisions About Health, Wealth, and Happiness</i>, New Haven: Yale University Press, 2008, 1-14, 17-22, 33-37.</p> <p>Richard H. Thaler, “Opting in vs. Opting Out,” <i>The New York Times</i>, September 26, 2009.</p>	
Fri. Nov. 4	<p>Policy Analysis In-Class</p> <p>Workshop: Return to the Quiet Car</p> <p>MacKay and Marion at Conference</p>		
Mon. Nov. 7	<p>2.4 Liberty</p> <p>‘Regulating Soda’</p>	<p>Angela Rachidi, “SNAP Shouldn’t Subsidize Poor Health,” <i>AEIdeas</i>, March 15, 2018.</p> <p>Anne N. Thorndike and Cass R. Sunstein, “Obesity Prevention in the Supermarket – Choice Architecture and the Supplemental Nutrition Assistance Program,” <i>American Journal of Public Health</i> 107 (2017):1582-1583.</p> <p>Carissa Véliz, Hannah Maslen, Michael Essman, Lindsey Smith Taillie, and Julian Savulescu, “Sugar, Taxes, and Choice,” <i>Hastings Center Report</i> 49 (2020): 22-32.</p>	
Wed. Nov. 9	<p>2.4 Liberty</p> <p>‘Right to Migrate’</p>	Kieran Oberman, “Poverty and Immigration Policy,” <i>American</i>	

		<i>Political Science Review</i> 109 (2015): 239-251.	
Fri. Nov. 11	2.5 Tradition 'Motivating Conservatism'	Jonathan Haidt, "What Makes People Vote Republican?" <i>Edge</i> Sept. 8, 2008. Jonathan Haidt, <i>The Righteous Mind: Why Good People Are Divided by Politics and Religion</i> (New York: Pantheon Books: 2012): 128-154, 170-181.	
Sun. Nov. 13			Policy Analysis Due at 11:59pm
Mon. Nov. 14	2.5 Tradition 'What is Conservatism?'	Jerry Z. Muller, "What is Conservative Social and Political Thought?" in <i>Conservatism: An Anthology of Social and Political Thought from David Hume to the Present</i> , Edited by Jerry Z. Muller (Princeton: Princeton University Press, 1997), 3-19. "The Self-preservation Society," <i>The Economist</i> , July 6, 2019.	
Wed. Nov. 16	2.5 Tradition 'Conservatism: Applications'	W. Bradford Wilcox, "One-Parent Families: US Social Mobility's Main Barrier," <i>Slate</i> , January 27, 2014. W. Bradford Wilcox, "Straight Talk About the Success Sequence, Marriage, and Poverty," <i>Cato Unbound</i> , May 14, 2018. Ilana. M. Horwitz, "I Followed the Lives of 3,290 Teenagers. This is What I Learned About Religion and Education," <i>The New York Times</i> , March 15, 2022.	
Fri. Nov. 18	Part 3 Research Ethics 'The Ethics of Human Subjects Research'	Allan M. Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study," <i>The Hastings Center Report</i> 8 (1978): 21-29.	

		<i>The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.</i>	
Mon. Nov. 21	'The Ethics of Public Policy Research'	<p>Douglas MacKay and Anna Marion, "Standards of Care in Policy Research" <i>Evidence Matters</i>, Forthcoming.</p> <p>Douglas MacKay, "Policy Equipoise and Ethical Implementation Experiments: Evidence of Effectiveness, not Merely Efficacy," <i>Evidence Matters</i>, February 16, 2022.</p> <p>Douglas MacKay, "How Does Scarcity Inform Ethical Withholding of Treatment?" <i>Evidence Matters</i>, February 11, 2022.</p>	
Wed. Nov. 23	Thanksgiving Recess - No Class		
Fri. Nov. 25	Thanksgiving Recess - No Class		
Mon. Nov. 28	'The Ethics of Public Policy Research 2'	Douglas MacKay and Averi Chakrabarti, "Government Policy Experiments and Informed Consent," <i>Public Health Ethics</i> 12 (2019): 188-201.	
Wed. Nov. 30	Review and Exam Prep		