

**PLCY 780 Normative Dimensions of Policy Analysis and Research: Theories, Methods, and Ethical Foundations – 3 Credits**

**Fall Semester 2022**

**Instructor: Douglas MacKay (call me ‘Doug;’ he, him, his)**

**Email: [dmackay@email.unc.edu](mailto:dmackay@email.unc.edu)**

**Lectures: MoWe 12:20-1:35pm Hanes Art Center 0118**

**Office: Abernethy Hall #217**

**Office Hours: Wednesday 3:00-5:00pm**

### **Course Content**

To paraphrase the American political philosopher John Rawls, justice is the first virtue of public policy. No matter how efficient or well arranged, laws, institutions, and policies must be abolished if they are unjust. Accordingly, some of the most basic questions of public policy are questions of justice: which goals should the government aim to realize? What means may it adopt to realize those goals? What is a fair or equitable distribution of the benefits and burdens of social cooperation – e.g. income, opportunities, and health? In the first part of the course, we explore the principal ethical considerations that are relevant to domestic policy making and analysis, including wellbeing, justice, fairness, and equity, respect for rights, and respect for tradition. We will aim to determine whether governments should maximize individual welfare, ensure a fair distribution of income, opportunities, and health, or limit themselves to respecting and protecting the rights of its citizens. We will also investigate and normatively evaluate the social structures that disadvantage members of certain groups along the dimensions of health and wellbeing. We will then turn to questions of foreign policy, asking what high-income governments owe to prospective immigrants and citizens of low-income countries. In the third part of the course, we focus on the ethics of social science research, examining the principles investigators must comply with when conducting research on human subjects. Finally, taking student research interests as a guide, we will consider the ethical aspects of pressing contemporary policy problems.

### **Course Goals**

This course has three goals. The first goal is student understanding of the most influential normative frameworks for approaching questions of public policy. The second goal is to teach students how to employ these frameworks – which is not merely a matter of applying them – to think critically about the ethical aspects of contemporary public policy problems, especially those problems that form the basis of their own research projects. The third goal is to develop students’ critical reading, thinking, and writing skills. The discussions and assignments will be directed to realizing these three goals.

### **Learning Outcomes**

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

1. Understand the normative frameworks discussed in this class;
2. Understand the strengths and weaknesses of these frameworks, as well as the way in which they relate to each other;
3. Critically evaluate these frameworks;
4. Employ these frameworks to address the ethical aspects of their own research projects.
5. Read challenging theoretical texts and write clear, concise, well-argued papers.

### **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

Class Participation – 5% (2% attendance, 3% active participation) Students will be penalized if they miss more than 2 classes without documentation.

Ethics Policy Brief Outline and Bibliography – 5% (1 page) **Due: Sept. 4th at 11:59pm**

Ethics Policy Brief – 30% 2500 - 3000 words (10 - 12 pages) **Due: Sept. 25th at 11:59pm**

Ethics Policy Brief Revision (Optional) – 10% **Due: TBA**

Research Paper – 40% 4000 – 4500 words (16 – 20 pages) **Due: Nov. 20th at 11:59pm**

Paper Revision/Practice Core (Optional) – 10% **Due: TBA**

Students will receive the assignment prompts, detailed instructions regarding the writing and submission of assignments, and a statement of evaluation guidelines well in advance of the due dates.

### Grading System

Grade	GPA	Percentile (absolute grades)*
H	4.0	94-100%
H-	3.7	90-93%
P+	3.3	87-89%
P	3.0	84-86%
P-	2.7	80-83%
L+	2.3	77-79%
L	2.0	74-76%
L-	1.7	70-73%
F	0.0	0-70%

“H” indicates *mastery of course content*

“P” indicates *strong performance*

“L” indicates an *acceptable performance*

“F” indicates *unacceptable performance*

### **Course Policies**

1. Regular attendance is expected.
2. Late assignments 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.
3. All students are entitled to eight, no penalty ‘late days.’ Students may use these days as they wish for either the policy brief, brief revision, or research paper. The instructor will keep track of students’ use of these dates. Note: the eight late days are for the whole semester, not for each assignment.

### **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](http://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](mailto: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](mailto:Adrienne.allison@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://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](http://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.

### **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

## Lectures and Required Readings

**Note: 'Primary' readings will be the focus of discussion so please read them closely. 'Secondary' readings provide extra context and information and may be touched upon in discussion. Please skim them if you have the time.**

Date	Topic	Reading	Assignment Due
Mon. Aug. 15	Introduction: Ethics and Public Policy	Primary Readings: 1. Erik Angner, "Science and Values in Pandemic Policy," Lex-Atlas: COVID-19, March 21, 2022. 2. Douglas MacKay, "The Ethical Dimensions of Policy Analysis," unpublished draft.	

<p>Wed. Aug. 17</p>	<p>Part 1 Principal Normative Frameworks and Ethical Considerations for Domestic Policy Making</p> <p>1.1 Wellbeing</p> <p>‘Welfare Consequentialism 1: Utilitarianism and Cost-Benefit Analysis’</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. Matthew D. Adler, <i>Measuring Social Welfare: An Introduction</i> (New York: Oxford University Press, 2019), 1-40.</li> <li>2. President Barack Obama, Executive Order 13563 - Improving Regulation and Regulatory Review</li> </ol> <p>Secondary Readings:</p> <ol style="list-style-type: none"> <li>1. Lisa A. Robinson and James K. Hammitt, “Benefit-Cost Analysis,” in <i>Global Health Priority-Setting: Beyond Cost-Effectiveness</i>, edited by Ole F. Norheim, Ezekiel J. Emanuel, and Joseph Millum (New York: Oxford University Press, 2020), 103-122.</li> </ol>	
<p>Mon. Aug. 22</p>	<p>1.1 Wellbeing</p> <p>‘Welfare Consequentialism 2: Prioritarianism’</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. Derek Parfit, “Equality and Priority,” <i>Ratio X</i> (1997): 202-221.</li> <li>2. Christopher Flavelle, “A Climate Plan in Texas Focuses on Minorities. Not Everyone Likes It,” <i>The New York Times</i>, July 24, 2020.</li> </ol> <p>Secondary Readings:</p> <ol style="list-style-type: none"> <li>1. Matthew D. Adler, <i>Measuring Social Welfare: An Introduction</i>, 83-95.</li> <li>2. Douglas MacKay, “You Can Only Save One - Who Do You Choose?” TEDEd.</li> </ol>	
<p>Wed. Aug. 24</p>	<p>1.1 Wellbeing</p> <p>‘Welfare Consequentialism 3: Cost-Effectiveness Analysis’</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. David C. Hadorn, “Setting Health Care Priorities in Oregon: Cost-Effectiveness Meets the Rule of Rescue,” <i>JAMA</i> 265 (1991): 2218-2220.</li> <li>2. Ole F. Norheim, Trygve Ottersen, Mieraf Tadesse Tolla, Solomon Tessema Memirie, and Kjell Arne Johansson, “Incorporating Distributional Concerns into Practical Tools for Priority-Setting,” in <i>Global Health Priority Setting: Beyond Cost-Effectiveness</i>, edited by Ole F. Norheim, Ezekiel J. Emanuel, and Joseph Millum (New York: Oxford University Press, 2019), 181-202.</li> </ol> <p>Secondary Readings:</p>	

		<p>3. Rachel Baker, Helen Mason, Neil McHugh, Cam Donaldson, “Public Values and Plurality in Health Priority Setting: What To Do When People Disagree and Why We Should Care about Reasons as Well as Choices,” <i>Social Science &amp; Medicine</i> 277 (2021): 113892.</p>	
Mon. Aug 29	<p>1.1 Wellbeing</p> <p>‘What is Wellbeing? 1: Preference Satisfaction’</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. Matthew D. Adler, <i>Measuring Social Welfare: An Introduction</i>, 47-55.</li> <li>2. Daniel M. Hausman and Michael S. McPherson, “Preference Satisfaction and Welfare Economics,” <i>Economics and Philosophy</i> 25 (2009): 1-25.</li> </ol>	
Wed. Aug. 31	<p>1.1 Wellbeing</p> <p>‘What is Wellbeing? 2: Subjective Wellbeing’</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. John Bronsteen, Christopher Buccafusco, and Jonathan S. Masur, “Welfare as Happiness,” <i>Georgetown Law Journal</i> 98 (2010), 1585-1601.</li> <li>2. Paul Fritjers, Andrew E. Clark, Christian Krekel, and Richard Layard, “A Happy Choice: Wellbeing as the Goal of Government,” <i>Behavioral Public Policy</i> 4 (2020): 126-165.</li> </ol> <p>Secondary Readings:</p> <ol style="list-style-type: none"> <li>3. Sabrina Tavernise, “In New Calculus on Smoking, It’s Health Gained vs. Pleasure Lost,” <i>The New York Times</i>, August 6, 2014.</li> <li>4. Carol Graham, “Subjective Well-Being in Economics,” in <i>The Oxford Handbook of Well-Being and Public Policy</i>, edited by Matthew D. Adler and Marc Fleurbaey (New York: Oxford University Press, 2016), 424-450.</li> </ol>	
Sun. Sept. 4			<b>Policy Brief Outline Due at 11:59pm</b>
Mon. Sept. 5	Labor Day - No Class		
Wed. Sept. 7	1.1 Wellbeing	Primary Readings:	

	<p>‘What is Wellbeing? 3: Objective Goods and the Capability Approach’</p>	<ol style="list-style-type: none"> <li>1. Thomas Hurka, “Objective Goods,” in <i>The Oxford Handbook of Well-Being and Public Policy</i>, edited by Matthew D. Adler and Marc Fleurbaey (New York: Oxford University Press, 2016), 379-402.</li> <li>2. Sabina Alkire, “The Capability Approach and Well-Being Measurement for Public Policy,” in <i>The Oxford Handbook of Well-Being and Public Policy</i>, edited by Matthew D. Adler and Marc Fleurbaey (New York: Oxford University Press, 2016), 615-644.</li> </ol>	
Mon. Sept. 12	<p>1.2 Justice, Fairness, and Equity</p> <p>‘Justice as Fairness 1’</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. John Rawls, <i>A Theory of Justice</i>, Original Edition (Cambridge, MA: Belknap Press, 1971), Ch. I, §1-6, 9.</li> <li>2. Dan Ariely, “How Equal Do We Want the World To Be?” TED Talks, April 8, 2015.</li> </ol> <p>Secondary Readings:</p> <ol style="list-style-type: none"> <li>1. Katrina Forrester, “The Future of Political Philosophy,” <i>The Boston Review</i>, September 17, 2019.</li> </ol>	
Wed. Sept. 14	<p>1.2 Justice, Fairness, and Equity</p> <p>‘Justice as Fairness 2’</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. Rawls, <i>A Theory of Justice</i>, Ch. II, §11-17, Ch. V. §43</li> <li>2. Raj Chetty, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez, “Where is the Land of Opportunity?” Executive Summary, January 2014.</li> <li>3. Emily Badger, Claire Cain Miller, Adam Pearce, and Kevin Quealy, “For Black Men, Growing Up Rich May Not Help,” <i>The New York Times</i>, March 19, 2018.</li> <li>4. Claire Cain Miller, Josh Katz, Francesca Paris, and Aatish Bhatia, “Vast New Study Shows a Key to Reducing Poverty: More Friendships Between Rich and Poor,” <i>The New York Times</i>, August 1, 2022.</li> </ol>	
Mon. Sept. 19	<p>1.2 Justice, Fairness, and Equity</p> <p>‘Justice as Fairness 3’</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. Rawls, <i>A Theory of Justice</i>, Ch. III, §20, 24-26, Ch. IV, §31, 36.</li> <li>2. Matthew Yglesias, “Everything you Need to Know about Income Inequality,” <i>Vox</i> May 12, 2015.</li> </ol>	



		3. Chuck Marr, Emily Horton, and Brendan Duke, “Brown-Khanna Proposal to Expand EITC Would Raise Incomes of 47 Million Working Households,” <i>Center on Budget and Policy Priorities</i> , October 10, 2017.	
Wed. Sept. 21	In-Class Work Day		
Sun. Sept. 25			<b>Policy Brief Due at 11:59pm</b>
Mon. Sept. 26	Wellbeing Day - No Class		
Wed. Sept. 28	1.2 Justice, Fairness, and Equity  ‘Rawlsian Liberalism, Liberal Neutrality, and Cost-Benefit/Cost-Effectiveness Analysis’	Primary Readings: 1. Joseph Heath, <i>The Machinery of Government: Public Administration and the Liberal State</i> (New York: Oxford University Press, 2020), 187-253 (Chapter 5 “Cost Benefit Analysis as an Expression of Liberal Neutrality”).	
Mon. Oct. 3	1.2 Justice, Fairness, and Equity  ‘Structural Inequality’	Primary Readings: 1. Iris Marion Young, “Equality of Whom? Social Groups and Judgments of Injustice?” <i>The Journal of Political Philosophy</i> 9 (2001): 1-18. 2. 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. 3. Claire Cann Miller, “Even in Family-Friendly Scandinavia, Mothers are Paid Less,” <i>The New York Times</i> , February 6, 2018.	
Wed. Oct. 5	1.2 Justice, Fairness, and Equity  ‘Structural Racism’	Primary Readings: 1. Tommie Shelby, <i>Dark Ghettos, Injustice, Dissent, and Reform</i> (Cambridge, MA: Harvard University Press, 2016), 1-4, 19-50, 62-76. 2. Dylan Matthews, “America has a Housing Segregation Problem. Seattle may just have the Solution,” <i>Vox</i> August 4, 2019.	

		3. Jerusalem Demas, “America’s Racist Housing Rules Really Can be Fixed,” <i>Vox</i> February 17, 2021.	
Mon. Oct. 10	1.2 Justice, Fairness, and Equity  ‘Equity in Health and Education’	Primary Readings: <ol style="list-style-type: none"> <li>1. Harry Brighouse and Adam Swift, “Putting Educational Equality in its Place,” <i>Educational Policy and Finance</i> 3 (2008): 444-466.</li> <li>2. Maxwell J. Smith, “Health Equity in Public Health: Clarifying our Commitment,” <i>Public Health Ethics</i> 8 (2015): 173-184.</li> </ol> Secondary Readings: <ol style="list-style-type: none"> <li>1. Michael Powell, “How It Feels to Be an Asian Student in an Elite Public School,” <i>The New York Times</i>, January 25, 2022.</li> <li>2. Harald Schmidt, “Disadvantage Indices Can Help Achieve Equitable Vaccine Allocation,” <i>STAT</i>, February 1, 2021.</li> </ol>	
Wed. Oct. 12	1.3 Respecting Rights  ‘Rights and Human Rights’	Primary Readings: <ol style="list-style-type: none"> <li>1. James Griffin, “First Steps in an Account of Human Rights,” <i>European Journal of Philosophy</i> 9 (2001): 306-327.</li> <li>2. UN General Assembly, <i>Universal Declaration of Human Rights</i>, 10 December 1948, 217 A (III).</li> <li>3. Jonathan Wolff, “The Demands of the Human Right to Health,” <i>Proceedings of the Aristotelian Society</i> Supplementary Volume LXXXVI (2012): 217-237.</li> </ol>	
Mon. Oct. 17	1.3 Respecting Rights  ‘Classical Liberalism 1’	Primary Readings: <ol style="list-style-type: none"> <li>1. John Tomasi, <i>Free Market Fairness</i> (Princeton: Princeton University Press, 2012), xi-xxvii; 1-26.</li> <li>2. Jessica Flanigan, “All Liberty is Basic,” <i>Res Publica</i> 24 (2018): 455-474.</li> </ol>	
Wed. Oct. 19	1.3 Respecting Rights  ‘Classical Liberalism 2’	Primary Readings: <ol style="list-style-type: none"> <li>1. John Tomasi, <i>Free Market Fairness</i> (Princeton: Princeton University Press, 2012), 87-122..</li> <li>2. Samuel Hammond, “The Free-Market Welfare State: Preserving Dynamism in a Volatile World,” <i>Niskanen Center Policy Essay</i> (May 2018).</li> </ol>	
Mon. Oct. 24	1.3 Respecting Rights	Primary Readings:	

	<p>'The Harm Principle and Paternalism'</p>	<ol style="list-style-type: none"> <li>1. John Stuart Mill, <i>On Liberty</i>, Ch. 1.</li> <li>2. Joseph Heath, <i>The Machinery of Government: Public Administration and the Liberal State</i>, 300-325 (first half of Chapter 7 "Paternalism and Individual Freedom").</li> <li>3. 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.</li> </ol> <p>Secondary Readings:</p> <ol style="list-style-type: none"> <li>1. Douglas MacKay and Alexandria Huber-Disla, "Designing a Just Soda Tax," unpublished manuscript.</li> </ol>	
<p>Wed. Oct. 26</p>	<p>1.3 Respecting Rights</p> <p>'Libertarian Paternalism: The Ethics of Nudging'</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Joseph Heath, <i>The Machinery of Government: Public Administration and the Liberal State</i>, 326-344 (second half of Chapter 7 "Paternalism and Individual Freedom").</li> <li>3. 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.</li> </ol>	

<p>Mon. Oct. 31</p>	<p>1.4 Conservatism</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. Jonathan Haidt, "What Makes People Vote Republican?" <i>Edge</i> Sept. 8, 2008.</li> <li>2. 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.</li> <li>3. "The Self-preservation Society," <i>The Economist</i>, July 6, 2019.</li> </ol>	
<p>Wed. Nov. 2</p>	<p>Part 2 Justice in Foreign Policy  'Immigration'</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. Kieran Oberman, "Poverty and Immigration Policy," <i>American Political Science Review</i> 109 (2015): 239-251.</li> <li>2. Michael Blake, "What is the Border For?" <i>Journal of Moral Philosophy</i> 17 (2020): 379-397.</li> </ol>	

<p>Mon. Nov. 7</p>	<p>Development Ethics</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. Tom Wein, <i>The Dignity Report: Three Years of Research on Dignity and International Development</i></li> <li>2. Serene J. Khader, "Development Ethics, Gender Complementarianism, and Intrahousehold Inequality," <i>Hypatia</i> 30 (2015): 352-369.</li> </ol>	
<p>Wed. Nov. 9</p>	<p>Part 3 Research Ethics  'The Ethics of Human Subjects Research'</p>	<p>Primary Readings:</p> <ol style="list-style-type: none"> <li>1. Allan M. Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study," <i>The Hastings Center Report</i> 8 (1978): 21-29.</li> <li>2. <i>The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.</i></li> <li>3. David R. Buchanan and Franklin G. Miller, "Justice and Fairness in the Kennedy Krieger Institute Lead Paint Study: The Ethics of Public Health Research on Less Expensive, Less Effective Interventions," <i>American Journal of Public Health</i> 96 (2006): 781-787.</li> </ol>	

Mon. Nov. 14	'The Ethics of Public Policy Research 1'	Primary Readings: <ol style="list-style-type: none"><li>1. Douglas MacKay, "Government Policy Experiments and the Ethics of Randomization," <i>Philosophy and Public Affairs</i> 48 (2020): 319-352.</li><li>2. Douglas MacKay, "Enforcing Payment for Water Services: What's the Standard of Care?" <i>The Transfer Project Blog</i>, August 20, 2020.</li><li>3. Edward Asiedu, Dean Karlan, Monica P. Lambon-Quayefio and Christopher R. Udry. "A Call for Structured Ethics Appendices in Social Science Papers." <i>PNAS</i> 118 (2021): e2024570118.</li></ol>	
Wed. Nov. 16	In-Class Workshop		

Sun. Nov. 20			<b>Research Paper Due at 11:59pm</b>
Mon. Nov. 21	'The Ethics of Public Policy Research 2'	Primary Readings: <ol style="list-style-type: none"><li>1. Douglas MacKay and Averi Chakrabarti, "Government Policy Experiments and Informed Consent," <i>Public Health Ethics</i> Forthcoming.</li><li>2. Rose McDermott and Peter K. Hatemi, "Ethics in Field Experimentation: A Call to Establish New Standards to Protect the Public from Unwanted Manipulation and Real Harms," <i>PNAS</i> 117 (2020): 30014-30021.</li></ol>	

Wed. Nov. 23	Thanksgiving Recess - No Class		
Mon. Nov. 28	Student Choice		



Wed. Nov. 30	Student Choice		
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