

## **E&M 322: Issues in Modern Political Economy**

Spring 2016

Professor Greg Saltzman

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Office hours: MW 10:00 – 11:30 AM

Please feel free to stop by my office without an appointment, though you can make an appointment if you wish. I am frequently in my Albion office at the following times:

Mondays	9:15-11:45 AM, 1:15-2:00 PM
Tuesdays	9:15-10:15 AM, 1:15-2:00 PM
Wednesdays	9:15-11:45 AM, 1:15-2:00 PM
Thursdays	9:15-10:15 AM, 1:15-2:00 PM
Fridays	Almost never (usually in Ann Arbor)

If you make prior arrangements with me, then I am also happy to meet with you in my office most Mondays and Wednesdays from 11:45 AM to 1:15 PM.

Classes MW 2:15-4:05 PM, Norris 100

Course web: <http://courses.albion.edu/course/view.php?id=3524>

*Log in to the [courses.albion.edu](http://courses.albion.edu) site with your username and password, and then choose E&M 322 from the left side. You need to use this enrollment key (password) for the E&M 322 page: E&M\_322\_spring\_2016*

A non-technical course on selected legal and public policy issues related to the economy. Topics vary from term to term but could include such issues as equal employment opportunity and affirmative action, the use of economic analysis in setting public policy, and government's role in health care.

Intelligent, well-informed people disagree about the proper role of government in the economy. In the past several years, there have been protracted fights between Republicans and Democrats over federal legislation dealing with health insurance, climate change, financial regulation, government spending, and taxes. In Michigan, a policy dispute about affirmative action resulted in two U.S. Supreme Court rulings in 2003, a 2006 referendum campaign, and a 2014 U.S. Supreme Court decision about the 2006 referendum.

This course presents the contrasting public policy views of contemporary American liberals, conservatives, and moderates. The assigned readings draw from a variety of disciplines--particularly economics and law, but also political science, cognitive psychology, sociology, and history. The aims of this course are, first, to give students a better understanding of how economists analyze public policy and, second, to help students recognize and think critically about their own values and assumptions related to economics and government.

Among the topics we will address are:

- Race, the labor market, and the health care system
- Affirmative action in employment and education
- Social class in America
- The Trans Pacific Partnership free trade negotiations
- Campaign contributions and political decision making
- Health policy
- Environmental policy

Besides introducing you to these policy issues and the use of decision-making tools such as cost/benefit analysis, I emphasize the development of skills in writing and making oral presentations.

**Prerequisites:** Junior or senior standing. At least one semester of prior work in economics is very helpful.

**Requirements met by this course:** This course meets the Ethnicity Category requirement. For students entering Albion before 2013, it is a required course for the interdepartmental major in Public Policy. For students entering Albion 2013 or later, it is an elective for the Public Policy major.

**Learning objectives:**

After completing this course, the student will be able to:

- Understand, at an introductory level, how economists analyze public policy
- Describe the differences between conservative Republicans and liberal Democrats on important domestic public policy issues
- Present arguments more effectively, both in writing and orally
- Understand better the historical, legal, economic, political, and sociological context of race relations, especially black-white relations, in the U.S.

**REQUIRED READINGS:**

Three assigned books are available for purchase at the bookstore:

1. Peter H. Schuck, *Diversity in America: Keeping Government at a Safe Distance* (Cambridge, MA: Belknap Press of Harvard University Press, 2003), paperback, ISBN 978-0674018549.
2. Randall Kennedy, *For Discrimination: Race, Affirmative Action, and the Law* (New York: Vintage Books, 2013), paperback, ISBN 978-0-307-94936-3.
3. Richard H. Thaler and Cass R. Sunstein, *Nudge: Improving Decisions about Health, Wealth, and Happiness*, revised edition, (New York: Penguin Books, 2009), ISBN 978-0143115267.

In addition, shorter readings will be available on the course web for this class.

You will need to scan good newspapers or magazines for news stories about economic aspects of current public policy and political issues.

**COURSE REQUIREMENTS AND GRADING WEIGHTS:**

<i>Assignment</i>	<i>Weight</i>	<i>Due Date</i>
Paper on books by Schuck and by Kennedy	20%	Wednesday, February 24
Group oral presentation of chapter from Thaler and Sunstein book	5%	Chapter and presentation date selection in class Monday, February 29; presentations March 21-23
Exam 1	22.5%	Wednesday, March 2
Exam 2	22.5%	Wednesday, April 20
Analytic summaries of five current news topics	15%	Monday, April 4
PowerPoint group presentation and paper on public policy topic	15%	Tentative topics due Monday, February 15; presentations April 25-27; group paper due Wednesday, April 27

Assignments will be graded on a curve. I anticipate an average course grade for this class of about 3.4.

## **PAPER ON BOOKS BY SCHUCK AND BY KENNEDY**

The book by Peter Schuck (*Diversity in America: Keeping Government at a Safe Distance*) is based on different assumptions and makes different recommendations than the book by Randall Kennedy (*For Discrimination: Race, Affirmative Action, and the Law*). Write a paper in which you compare and contrast the assumptions and policy recommendations of the two books, focusing in the case of the Schuck book on chapters 1 (“First Thoughts”), 5 (“Affirmative Action: Defining and Certifying Diversity”), and 8 (“Concluding Thoughts: Premises, Principles, Policies, and Punctilios”). State which book you find more convincing, and why. Papers should be eight to ten pages, no more than three of which should summarize the books. (The rest should be analysis.) Please type double-spaced with one-inch margins, and number your pages.

Please submit your paper as an attached Microsoft Word file by e-mailing it to [gsaltzman@albion.edu](mailto:gsaltzman@albion.edu) prior to 11:59 PM on Wednesday, February 24.

### **WHAT I EXPECT FROM YOU IN THE SCHUCK/KENNEDY PAPERS**

#### **(1) Writing**

- (a) Eliminate errors of spelling, word usage, and grammar. Check your paper for faulty punctuation, incomplete sentences, and run-on sentences. Please use the spelling checker in your word processor.
- (b) Make sure that you express your ideas clearly. When in doubt, read your paper to a roommate or a friend to see if he or she understands what you are trying to say.
- (c) Omit needless words.
- (d) Organize your paper well. Each paragraph should have one central idea, and paragraphs should be arranged in a logical order.
- (e) Give your readers signals to indicate where you're going. For example, you could announce the topic for a paragraph with a sentence such as, “Schuck makes three key policy recommendations.” Transitional sentences or phrases at the beginning or end of paragraphs may also help your reader.
- (f) Cite the source and page number for all direct quotes.

(If you would like some help in improving your writing, then stop by Albion's Developing Skills Center. Feel free, also, to stop by my office to discuss writing problems.)

#### **(2) Content**

- (a) Express your own ideas. Disagreeing with what you perceive to be my theories is just fine. Similarly, you need not agree with Schuck or with Kennedy, although your paper must show that you understood what they were trying to say.
- (b) Support your assertions with concrete examples from the books or with reasoning. Select examples carefully; include them only if they make your argument more convincing.
- (c) Avoid summarizing merely for the sake of summarizing.
- (d) Speak to the question. Your paper should be relevant to the assigned question and the assigned readings.
- (e) **Interpret** the material in the books. Show relationships between things that do not, at first glance, appear to be related. Do some original thinking so that you can provide your reader with a new and more profound understanding of the differences between viewpoints in the two books.

The world is full of people who can read and follow a recipe. At Albion, we try to train chefs--people who will create wonderful new dishes that nobody ever thought of before. It's not easy to become a chef. That is your challenge.

***ORAL PRESENTATION ON CHAPTER FROM THALER AND SUNSTEIN BOOK***

Cass Sunstein was one of Barack Obama's best friends on the faculty of the University of Chicago law school, where they both taught constitutional law. Sunstein worked in the Obama administration from 2009 to 2012 as director of the Office of Information and Regulatory Affairs in the Office of Management and Budget. Many of the ideas in the Thaler and Sunstein book, *Nudge*, have been considered by the Obama administration in setting federal government policy.

Students will work in groups of two to make an oral presentation on one chapter in the Thaler and Sunstein book (chosen from among chapters 1-15). Your prepared summary should be about 15 minutes. In addition, you should be ready to answer questions about your chapter. Three or four groups will present each day in class during the week of March 21.

During class on Monday, February 29, I will ask each group to list which chapters they prefer to present and which days during the week of March 21 they prefer to give the presentation. I will then assign chapters and presentation dates to each group.

***EXAMS***

The exams will cover material from the class sessions and the assigned readings. There will be some questions related to the books by Schuck and by Kennedy, but I will emphasize the other readings on the exams (as I have assigned a paper about these two books). The format of the exam will depend partly on the preferences of the class. The second exam will not be cumulative; it will cover only the material in the second part of the course. I shall not expect you to have memorized the assigned readings, but persons who have done the assigned readings and regularly attended class will have a great advantage on the exams over those who have not. There will be no exam during finals week.

## ***ANALYTIC SUMMARIES OF FIVE CURRENT NEWS TOPICS***

One of the purposes of this course is to give you a better understanding of current economic policy issues. To achieve this, each student is required to submit analytic summaries of current newspaper or magazine articles on five topics that could reasonably be considered “issues in modern political economy.”

Topics should focus on a current public policy or political issue that has some economic angle. Among the *many* suitable topics are the following: the pending Supreme Court ruling about whether public employees can be required to pay for union representation, implementation of the December 2015 Paris accord on climate change, social or political consequences of income and wealth inequality, the Congressional debate over the proposed Trans Pacific Partnership, the costs of addressing the lead contamination of Flint’s drinking water, and the effect of macroeconomic conditions on the Republicans’ chance of taking over the U.S. Presidency in 2016.

Specific requirements for the news article file are as follows:

1. Choose five topics related to economic aspects of current public policy and political issues.
2. For each of these five topics, write an analytic summary to explain what has been happening this semester concerning this topic. Each summary should be one to two pages, typed double-spaced, followed by a list of sources (current newspaper or magazine articles on this topic). You are expected to *interpret* the facts and not merely recite them. Please submit these five analytic summaries as a Microsoft Word file attached to an e-mail message to gsaltzman@albion.edu prior to 11:59 PM on Monday, April 4.
3. The sources must identify the author of each newspaper or magazine article (if listed), the title of the article, the publication, and the date of publication. For example: Austin Frakt, “Even Talking About Reducing Drug Prices Can Reduce Drug Prices,” *The New York Times*, January 19, 2016. You should cite at least three articles as sources for each of your summaries, and the articles should all have been published in 2016.

The grades for the news article files will be based primarily on the perceptiveness of the analysis in your summaries: I expect you to provide insights that *explain* the facts in the news articles or put them into a broader context. Grades will also reflect quality of English composition, factual accuracy, and reliance on reputable news sources.

Reputable news sources include (but are not limited to) major national newspapers such as *The New York Times*, *The Wall Street Journal*, *The Washington Post*, and *The Los Angeles Times*; Michigan newspapers such as *The Detroit Free Press*, *The Detroit News*, and *The Lansing State Journal*; magazines such as *The Economist*, *Time*, and *Bloomberg Business Week*; and online-only publications such as *Slate*. The online versions of some of these sources allow you to read a certain number of articles per month free. You can also use Lexis-Nexis from the Albion College Library web site and search for news articles on or after January 1, 2016, on a given topic. Free paper copies of *USA Today* are usually available by the east entrance to the Kellogg Center.

## ***POWERPOINT PRESENTATION AND POLICY PAPER***

Working in groups of two students, you will make a PowerPoint presentation on a current public policy issue related to economics. Your task is to be an advocate: you must take a position on the issue, make a recommendation for action, and convince your audience to follow your recommendation. In addition, each group must write a paper (about 10 pages typed double spaced) that presents similar information.

Each group chooses their own policy to propose, subject to approval by Greg Saltzman. (Approval requires that the proposal focus on a current public policy issue related to economics; you do **NOT** need Greg's personal agreement with your recommendation.) Two examples of suitable proposals (which you could either support or oppose) are the following:

- (1) The state of Michigan should raise its state minimum wage from \$8.50/hour to \$10/hour.
- (2) The federal government should tax emissions of greenhouse gases.

Three examples of proposals that would **NOT** be suitable for this course are:

- (3) The U.S. should amend its Constitution to permit public school teachers to lead their students in a prayer each day. [Religious issue rather than an economic issue]
- (4) General Motors Corporation should provide low-interest loans to car buyers in order to boost its car sales. [Economic issue, but not a public policy issue]
- (5) President Nixon should not have imposed wage-price controls in 1971. [Economic public policy issue, but not current]

Brief statements of your proposals are due in class on Monday, February 15. You are welcome to stop by my office to discuss topics that you are considering. One good source of topics is careful reading of the newspapers to see what proposals governmental decision makers are actually considering. The Albion College library has two weekly periodicals that are excellent sources of topics and of information for your talks and papers: the *National Journal* and the *Congressional Quarterly Weekly Report*. The library also has the *Congressional Quarterly Almanac*, which has excellent year-end review articles of legislative actions by Congress.

Student groups will make their PowerPoint presentations during the last two class sessions (April 25 and 27). You should plan to talk for about 20 minutes, then be prepared to answer questions. Papers should be sent as attached Microsoft Word files in an e-mail message to [gsaltzman@albion.edu](mailto:gsaltzman@albion.edu) no later than 11:59 PM on Wednesday, April 27, though you should complete all of the research for your paper before your PowerPoint presentation. I will distribute further details of the requirements for the PowerPoint presentations and associated papers later in the term.

**Academic Integrity**

Albion College has adopted the following statement on academic integrity: “As an academic community, Albion College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as a member of this academic community, each student acknowledges responsibility for his or her actions and commits to the highest standards of integrity. In doing so, each student makes a covenant with the college not to engage in any form of academic dishonesty, fraud, cheating, or theft.”

You are not permitted to consult anyone else, any books, or any notes (whether paper or electronic) while you are taking the exams. All papers for this course must use quotation marks and cite the source for any direct quotations (where you use somebody else’s words). If you violate these policies, I will give you a zero on the exam or paper and report you to the dean’s office for further disciplinary action (which can include expulsion from Albion in cases of second offenses).

**Disability Statement**

Any student with a disability who believes the requirements of this course may require accommodations or modifications should contact the Learning Support Center (LSC) Director, Dr. Pamela Schwartz, who will work with you to develop a plan for reasonable accommodations based on your information and supporting documentation. If you have completed this process and have requested accommodations through the LSC for this semester, plan to meet with me as early as possible to discuss a plan for implementing these modifications in this class. It is best if we can talk at least one week prior to their implementation. The LSC is located in 114 Ferguson Hall (on the first floor of the administration building) and is open during regular business hours throughout the school year. The main phone is 517/629-0825, and the number for the Adaptive Technology Office is 517/629-0411

**Attendance**

Regular attendance in all classes is expected. Every absence from class is inevitably a loss—usually one which can never be made up.

It is essential that you show up for class on the days when we have exams or on days when you are scheduled to give an oral presentation. If you are sick on such a day, please let me know before class. I will not be taking attendance on other days; but students who attend class regularly and are attentive in class systematically learn more and get better grades than students who miss class or are inattentive.

## TENTATIVE SCHEDULE

Week of	Week #	Topic and Reading Assignment
Jan 20	1	<p>Introduction Race in America</p> <p>Abigail Thernstrom, "Getting Beyond Race," <i>Claremont Review of Books</i>, Vol. 9, No. 1, Winter 2008-2009, pp. 10-12.</p> <p>Maria Krysan, Reynolds Farley, and Mick P. Couper, "In the Eye of the Beholder: Racial Beliefs and Residential Segregation," <i>Du Bois Review: Social Science Research on Race</i>, Vol. 5, No. 1, March 2008, pp. 5-26.</p>
Jan 25	2	<p>Monday, January 27 – Videotape: "Eyes on the Prize" part 2</p> <p>Race, Ethnicity, and Politics</p> <p>Seth Stephens-Davidowitz, "The Cost of Racial Animus on a Black Presidential Candidate: Using Google Search Data," <i>Journal of Public Economics</i>, Vol. 118, June 2014, pp. 26-40.</p> <p>Rogers M. Smith and Desmond S. King, "Barack Obama and the Future of American Racial Politics," <i>Du Bois Review: Social Science Research on Race</i>, Vol. 6, No. 1, March 2009, pp. 25-35.</p> <p>John Harwood, "For G.O.P., Hard Line on Immigration Comes at a Cost," <i>The New York Times</i>, March 8, 2014.</p> <p>Race, Education, and the Labor Market</p> <p>Cass Sunstein, "Why Markets Don't Stop Discrimination," ch. 6 in <i>Free Markets and Social Justice</i> (New York: Oxford University Press, 1997).</p> <p>Gerald D. Jaynes, "The Labor Market Status of Black Americans: 1939-1985," <i>Journal of Economic Perspectives</i>, Vol. 4, No. 4, Fall 1990, pp. 9-24.</p> <p>Maureen T. Hallinan, "Sociological Perspectives on Black-White Inequalities in American Schooling," <i>Sociology of Education</i>, Vol. 74, Extra Issue: Current of Thought: Sociology of Education at the Dawn of the 21st Century, 2001, pp. 50-70.</p> <p>Charles Murray, "Poverty and Marriage, Income Inequality and Brains," <i>Pathways</i>, Winter 2008, pp. 21-24.</p>
Feb 1	3	<p>Title VII of the Civil Rights Act of 1964</p> <p>Race and the Health Care System</p> <p>David A. Ansell and Edwin K. McDonald, "Bias, Black Lives, and Academic Medicine," <i>New England Journal of Medicine</i>, Vol. 372, No 12, March 19, 2015, pp. 1087-1089.</p> <p>John Z. Ayanian, Bruce E. Landon, Joseph P. Newhouse, and Alan M. Zaslavsky, "Racial and Ethnic Disparities among Enrollees in Medicare Advantage Plans," <i>New England Journal of Medicine</i>, Vol. 371, No. 24, December 11, 2014, pp. 2288-2297.</p> <p>Kevin A. Schulman, <i>et al.</i>, "The Effect of Race and Sex on Physicians' Recommendations for Cardiac Catheterization," <i>New England Journal of Medicine</i>, Vol. 340, No. 8, February 25, 1999, pp. 618-626.</p> <p>Richard J. David and James W. Collins, Jr., "Differing Birth Weight among Infants of U.S.-Born Blacks, African-Born Blacks, and U.S.-Born Whites," <i>New England Journal of Medicine</i>, Vol. 337, No. 17, October 23, 1997, pp. 1209-1214.</p>

Week of	Week #	Topic and Reading Assignment
Feb 8	4	Affirmative Action Peter H. Schuck, <i>Diversity in America: Keeping Government at a Safe Distance</i> , chs. 1, 5, and 8 Roland G. Fryer and Glenn C. Loury, "Affirmative Action and Its Mythology," <i>Journal of Economic Perspectives</i> , Vol. 19, No. 3, Summer 2005, pp. 147-162.
Feb 15	5	Affirmative Action Randall Kennedy, <i>For Discrimination: Race, Affirmative Action, and the Law</i> (entire book)
<i>Proposed topics and groups for public policy proposal presentations due in class Monday, February 15</i>		
Feb 22	6	Affirmative Action and the Equal Protection Clause of the Constitution
<b>Paper on Schuck (chs. 1, 5, and 8) and Kennedy book due by 11:59 PM on Wednesday, February 24</b> <i>Email papers to gsaltzman@albion.edu</i>		
Feb 29	7	Market Failures and the Role of Government: Federal Regulation of Truck Driver Work Hours Gregory M. Saltzman and Michael H. Belzer, "The Case for Strengthened Motor Carrier Hours of Service Regulations," <i>Transportation Journal</i> , Vol. 41, No. 4, Summer 2002, pp. 51-71.
<i>Selection (during class on Monday, February 29) of chapter of Thaler and Sunstein to present</i>		
<b>Exam 1: Wednesday, March 2</b> (covers material through February 24)		
Mar 7		<i>No classes</i> (Albion College spring break)
Mar 14	8	Immigration, Residential Diversity, and Religious Diversity Peter H. Schuck, <i>Diversity in America: Keeping Government at a Safe Distance</i> , chs. 4, 6, and 7 Anthony DePalma, "15 Years on the Bottom Rung," <i>The New York Times</i> , May 29, 2005.
Mar 21	9	<b>Student oral presentations on Thaler and Sunstein, <i>Nudge</i>, chapters 1-15</b> Three or four 15-minute student presentations (plus questions) per day.  <i>Evening guest speaker, Thursday, March 24, 7:00 PM</i> <i>Margo Schlanger, "Detention of Immigrant Families"</i> (extra credit given for attendance)

Week of	Week #	Topic and Reading Assignment
Mar 28	10	<p>Social Class in America</p> <p>“Class Matters” series, <i>The New York Times</i>, May-June 2005, available at: <a href="http://www.nytimes.com/indexes/2005/05/16/national/class/">http://www.nytimes.com/indexes/2005/05/16/national/class/</a> including: Janny Scott and David Leonhardt, “Shadowy Lines That Still Divide,” May 15, 2005.</p> <p>Janny Scott, “Life at the Top in America Isn’t Just Better, It’s Longer,” May 16, 2005.</p> <p>Tamar Lewin, “Up from the Holler: Living in Two Worlds, at Home in Neither,” May 19, 2005.</p> <p>“Class Matters” interactive graphics: <a href="http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_01.html">http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_01.html</a></p> <p>“Not Since the Twenties Roared,” <i>The New York Times</i>, June 5, 2005.</p> <p>Nicholas Kristof, “It’s Not Just About Bad Choices,” <i>The New York Times</i>, June 14, 2015.</p> <p>Eduardo Porter, “Income Equality: A Search for Consequences,” <i>The New York Times</i>, March 26, 2014.</p> <p>Gregory Clark, “Your Ancestors, Your Fate,” <i>The New York Times</i>, February 23, 2014.</p> <p>Money and Politics</p> <p>Gregory Saltzman, “Congressional Voting on Labor Issues: The Role of PACs,” <i>Industrial and Labor Relations Review</i>, Vol. 40, No. 2, January 1987, pp. 163-179.</p> <p>The Trans Pacific Partnership</p> <p>“NAFTA at 20: Ready to take off again?” <i>The Economist</i>, January 4, 2014.</p>
Apr 4	11	<p><b>No class Monday, April 4</b> (Greg Saltzman will be speaking as part of a panel at an academic conference in New York City)</p>

## **Five analytic summaries of current news articles due by 11:59 PM Monday, April 4**

*Email to [gsaltzman@albion.edu](mailto:gsaltzman@albion.edu)*

### Implementation of Obamacare

David K. Jones, “Obamacare Politics: Lessons from the Kentucky Governor’s Race,” *Health Affairs* blog, November 4, 2015.

John Z. Ayanian, “Michigan’s Approach to Medicaid Expansion and Reform,” *New England Journal of Medicine*, Vol. 369, No. 19, November 7, 2013, pp. 1773-1775.

Jonathan Oberlander and Krista Perreira, “Implementing Obamacare in a Red State – Dispatch from North Carolina” *New England Journal of Medicine*, Vol. 369, No. 26, December 26, 2013, pp. 2469-2471.

Timothy S. Jost, “Implementing Health Reform: Four Years Later,” *Health Affairs*, Vol. 33, No. 1, January 2014, pp. 7-10.

<b>Week of</b>	<b>Week #</b>	<b>Topic and Reading Assignment</b>
Apr 11	12	<p>Economics and Environmental Policy</p> <p>David J. C. MacKay, <i>et al.</i>, "Price carbon—I will if you will," <i>Nature</i>, Vol. 526, October 15, 2015, 315-316.</p> <p>Laurence H. Goulder, "Markets for Pollution Allowances: What Are the (New) Lessons?," <i>Journal of Economic Perspectives</i>, Vol. 27, No. 1, Winter 2013, 87-102.</p> <p>William Nordhaus, "Economics: Critical Assumptions in the Stern Review on Climate Change," <i>Science</i>, Vol. 317, No. 5835, 13 July 2007, pp. 201-202.</p> <p>Nicholas Stern and Chris Taylor, "Economics: Climate Change, Risk, Ethics, and the Stern Review," <i>Science</i>, Vol. 317, No. 5835, 13 July 2007, pp. 203-204.</p> <p>Lawrence H. Goulder and Robert N. Stavins, "An Eye on the Future," <i>Nature</i>, Vol. 419, No. 6908, 17 October 2002, pp. 673-674.</p>
Apr 18	13	<p><b>Exam 2: Wednesday, April 20</b> (covers material beginning February 29)</p>
Apr 25	14	<p>Student presentations Three or four 20-minute student presentations (plus questions) per day.</p> <p><b><i>Policy papers due by 11:59 PM, Wednesday, April 27</i></b> <i>Email to gsaltzman@albion.edu</i></p>

This class does not have an exam during finals week.