

UGS 302: Science, Technology, and Politics (59650)
Signature Course (Spring 2020)

Time/Location: Tuesday/Thursday 9:30-11:00 (MEZ 1.206)

Professor:

Dr. Rachel Wellhausen

(rwellhausen@utexas.edu but Canvas message preferred)

Office hours: Tuesday/Thursday 2:00-3:30 (BAT 4.138)

Course Specifics:

Course Description:

Most fights over contemporary science and technology policy are rooted in classic political problems of power, scarcity, and the distribution of resources. We will learn and apply foundational theories from social sciences to explore how voters and politicians understand science and how scientific knowledge is incorporated (or not) into public policy. This course will examine politics in the United States and abroad around a variety of issues such as environmental and health policy, intellectual property rights, security, innovation and industrial policy, access to technology, and more, including topics selected by the students in the course.

This course relies heavily on several core articles from the social sciences as well as contemporary readings from a variety of academic and journalistic sources. The professor reserves the right to change readings based on our progress during the semester. Please reference the course's Canvas page for the latest updates.

Signature Course Mission and Course Essentials:

The Signature Courses at the University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an approach that is interdisciplinary, collaborative, experiential, and contemporary.

The course will address the Signature Course essentials in the following ways:

- Written communication
 - o UT Gem assignment (5%)
 - o Reflection paper (10%)
 - o Reaction to colleagues' reflection papers (5%)
 - o Information literacy assignment (5%)
 - o Research memo (15%)
- Oral communication: Team-led class session (25%)
 - o Readings assigned
 - o Lesson plan
 - o Visual aids
 - o Class session and your contributions

- Your participation in the class sessions led by the other teams
- University Lecture Series assignment (5%)
- After-class assignments (Canvas discussion board) (5%)
- Take-home Final (15%)
- In-class contributions and participation (10%)
 - **Absence policy:** Absence is highly discouraged; your colleagues and I rely on your presence and participation to maximize the value of the course. If you are absent from class, you must fill out the “To complete if you miss class” assignment on Canvas in a timely fashion. Failure to do so will reflect negatively on your grade. You do not need to email the professor any separate explanation.
 - The professor would like to see you in office hours (at least!) once during the semester. Holding office hours is a key part of our jobs as professors and one of the benefits available to you as students. You can stop by anytime during office hours; for priority, sign up on a time slot on the professor’s door. We’ll discuss in detail what office hours are all about, but in short: all you need is one question or thought in mind when you show up.

Grading Policy:

Absolutely no alternate exam arrangements will be made nor late assignments accepted, with four possible exceptions.

Exception 1: A university-approved function. The student must inform the professor and TAs, with proper documentation, well before the deadline or scheduled exam time, so that the TAs can work on alternative arrangements.

Exception 2: Religious Holidays. By UT Austin policy, the student must notify the professor of the pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the student will be given an opportunity to complete the missed work within a reasonable time after the absence.

Exception 3: Disability Accommodations. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities (SSD: ddce.utexas.edu/disability; 512-471-6259). Students registered with SSD are required to follow the SSD procedures, which include providing accommodation requirements to the professor (usually in a letter) and then meeting with the professor in office hours to discuss and commit to the approach that will be taken in the course. The professor asks that students registered with SSD be proactive: please raise issues with the professor immediately should we make a mistake in providing accommodations. **Students are encouraged to register with SSD and notify the professor as soon as possible. The professor does not make SSD accommodations retroactively.**

Exception 4: Student Emergency. Any student facing severe difficulties during the semester should take advantage of Student Emergency Services, which helps to coordinate between

the student and the student's professors. (SES: deanofstudents.utexas.edu/emergency; 512-471-5017; 24/7 Behavior Concerns Advice Line [BCAL]: 512-232-5050) Once a student meets with SES, SES will contact the student's professors on the student's behalf. Thus, students do not need to provide explanations or doctor's notes, etc. to individual professors. Professors rely on SES as an intermediary, because we are not trained to provide students with appropriate services nor evaluate what services would be most useful. There are many staff members at SES – and throughout UT Austin – whose training and focus are exactly in these areas. Thus, students getting in touch with us directly about severe difficulties will be referred to SES. That said, **you are welcome to lean on us when seeking motivation in contacting SES (whether in office hours or via email). We are happy to talk, to the extent our positions allow us; and we can also connect students to available services. However, note that SES involvement puts the professor under no obligation to provide special accommodations for a student. Thus, we will provide special accommodations for students using SES on a case-by-case basis.**

Grade scale: (final grades rounded to the nearest whole number)

94 and above	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 and below	F

Rounding and Extra Credit:

Final grades will not be rounded “just a little bit more.” No grade changes are available at the end of the semester, and students are advised not to ask for such special dispensation. Extra credit opportunities may be available during the semester.

Writing Flag:

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Other Policies Relevant to the Course:

SHIFT Initiative:

This course takes part in UT Austin's SHIFT initiative and incorporates protective factors to promote student wellness and mitigate the risks associated with drug and alcohol misuse, including adverse academic outcomes. Learn more at shift.utexas.edu.

Mandatory Reporting Requirement:

Senate Bill 212 (SB 212) passed during the 2019 legislative session. It is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident." Therefore, should the professor or TAs learn of any such incident, they will file a report with UT Austin's Title IX Coordinator. For more information, consult UT Austin's Title IX office (titleix.utexas.edu).

Plagiarism and Academic Integrity:

All violations of university academic conduct guidelines, including plagiarism, will be referred to the Dean of Students and **will result in a zero on the assignment or exam in question.**

Using someone else's work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else's work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to **ask your instructor** (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The [University Writing Center](#) can also help you determine whether you are citing sources correctly—and they have helpful guides online for using [direct quotations](#) and [paraphrasing](#). Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University's definition of plagiarism and other forms of academic dishonesty in Sec. 11-402 of the [Student Conduct Code](#). For more information, visit the [Dean of Students' site](#).

Plagiarism Detection Software:

All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless

of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

University Honor Code:

The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness and respect towards peers and community. Behavior Concerns Advice Line (BCAL): 512-232-5050.

Emergency Evacuation Policy:

Occupants of buildings at UT Austin are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at: utexas.edu/emergency.

Schedule, Assignments, and Readings:

Introduction

Tues 21 Jan: Introduction; Positive v. normative analysis

No reading

Assignment: ULS Lecture (due by 7 Apr)

Thurs 23 Jan: How does science interact with politics?

On Canvas:

- Pielke, Jr., R.A. 28 March 2002. "Policy, Politics, and Perspective." *Nature* 416: 367-368.
- Belluz, Julia. 17 June 2015. "Why it took the FDA nearly 40 years to ban trans fats." *Vox.com*.
- Gallagher, Kelly Sims. "How Does a US President Settle on Science Policy?" *Scientific American*: 5 Jan 2017.

Online:

- Read through the site of the Office of Science and Technology Policy (<https://www.whitehouse.gov/ostp/>). Be sure to look at the memo on FY2021 budget priorities. (<https://tinyurl.com/y3ogaopv>)

After-class assignment: Canvas discussion submission (due 28 Jan)

Part 1: Theories

Tues 28 Jan: Coase theorem: (When) does the government need to help solve people's problems? (1/2)

Due: Canvas discussion submission (by 9:30 AM)

On Canvas:

- Coase, Ronald. 1960. "The Problem of Social Cost." *Journal of Law and Economics* 3:1-44.

Thurs 30 Jan: Coase theorem: In politics, it matters who owns what (2/2)

On Canvas:

- Will Wilkinson. 9 November 2017. "Atlas Shrubbed."

Online:

- Familiarize yourself with the Natural Resources Governance Institute (<https://resourcegovernance.org/>).
- Read the NRG Natural Resources Charter. (<https://tinyurl.com/rxptc2f>)
- Familiarize yourself with Resource Contracts, and look through a few actual contracts in the database. (<https://www.resourcecontracts.org/>)

After-class assignment: Canvas discussion submission (due 4 Feb)

Tues 4 Feb: Tragedy of the commons: What happens when no one owns it?

Due: Canvas discussion submission (by 9:30 AM)

On Canvas:

- Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162(3859):

1243-1248.

- "Tragedy of the Commons," The New Palgrave Dictionary of Economics Online.
- Ostrom, Elinor. 2009. Nobel Prize for Economics Lecture.

Thurs 6 Feb: Collective action: (How) can people make things change?

On Canvas:

- Olson, Mancur. 1982. "Chapter 2: The Logic." In *The Rise and Decline of Nations*. New Haven: Yale University Press.

After-class assignment: Canvas discussion submission (due 11 Feb)

Tues 11 Feb: Free riding: Why don't people help out?

Due: Canvas discussion submission (by 9:30 AM)

Online:

- "What is the Free Rider Problem?" Youtube, Marginal Revolution University. 18 July 2018. 2 minutes. (<https://www.youtube.com/watch?v=Uo51GDk8G1Q>)

On Canvas:

- "The Free Rider Problem." *Stanford Encyclopedia of Philosophy*. 21 May 2003.
- Ferraro, Salvatore. "What limits shareholder activism as a force for good: The free rider problem." *The Conversation*. 11 December 2019.

Thurs 13 Feb: Precautionary principle v. Harm minimization: How should policymakers deal with uncertainty?

On Canvas:

- Kriebel, David, et al. "The Precautionary Principle in Environmental Science." *Environmental Health Perspectives* 109(9): 871-876.
- "Late Lessons from Early Warnings: Science, Precaution, Innovation." European Environment Agency: 23 January 2013. Read pp 1-12. Skim pp 13-32. Read pp 33-42.
- Brown, Tracey. "The Precautionary Principle is a Blunt Instrument." *The Guardian*. 9 July 2013.
- "Precautionary Principle." US Chamber of Commerce position. 4 August 2010.

Assignment: Reflection paper (due 20 Feb)

Part 2: Science and Technology Applications:

Tues 18 Feb: Vaping

On Canvas:

- Weiss, Charles. 2006. "Can There Be 'Science-Based Precaution'?" *Environmental Research Letters* 1: 1-7.
- Britton, John. The BMJ (British Medical Journal) Opinion. "Electronic cigarettes and the precautionary principle." 20 September 2019.
- Karp, Paul. "Vaping debate rages in Australia as critics accuse government of smokescreen." *The Guardian*. 7 September 2019.
- Hotten, Russell. "San Francisco becomes first US city to ban e-cigarettes." *BBC News*. 25 June 2019.

Online:

- “AMA urges public to avoid e-cigarette use amid lung illness outbreak.” American Medical Association statements. 9 September 2019. (<https://tinyurl.com/rzzhnm>)
- Review the website of SHIFT at UT Austin (<https://shift.utexas.edu>). Examine relevant vaping data across universities here (<https://tinyurl.com/vtfbgeq>) and for UT Austin specifically here (<https://tinyurl.com/skvwm27>).

Thurs 20 Feb: UT Gem: Texas Memorial Museum

Due: Reflection paper (by 9:30 AM)

****Do not come to the classroom today.**** Instead, sometime before our next class meeting, you need to go to the Texas Memorial Museum and complete the UT Gem assignment (on Canvas).

Assignment: UT Gem short report (due 25 Feb)

Tues 25 Feb: Environmental Regulation in California (1/2)

Due: UT Gem (by 9:30 AM)

Reading (in book):

Vogel, David. 2018. *California Greenin': How the Golden State Became an Environmental Leader*. Princeton University Press.

- Chapter 1: Introduction
- Chapter 2: Gold Mining: Wealth Creation and Environmental Diversion
- Chapter 8: California's Regulatory Leadership: Broader Implications

[ULS Lecture option 1/4: Tuesday, February 25, 7-8pm – Thomas Palaima, Ph.D. (with Michael Lesy, Professor Emeritus, Hampshire College, and Aloysius Martinich, Roy Allison Vaughan Centennial Professor in Philosophy, UT Austin) – Immigration and Imagination]

Thurs 27 Feb: Environmental Regulation in California (2/2)

Reading (in book):

Vogel, David. 2018. *California Greenin': How the Golden State Became an Environmental Leader*. Princeton University Press.

- Read 2 of the following 4 chapters (your choice):
 - o Chapter 3: Protecting the Land
 - o Chapter 4: Protecting California's Coast
 - o Chapter 5: Managing Water Resources
 - o Chapter 6: Protecting Air Quality

Tues 3 Mar: Climate Change – Persuading People (1/3)

On Canvas:

- Selections from: Mann, Michael E. and Tom Toles. 2016. *The Madhouse Effect: How Climate Change Denial Is Threatening Our Planet, Destroying Our Politics, and Driving Us Crazy*. Columbia University Press.
- Read several articles that summarize research in political science on persuasion, public opinion, and climate change – from the *Monkey Cage*, at the *Washington Post*

Returned: Your reflection paper

Assignment: Reaction to a colleague's reflection paper (due 10 Mar)

Thurs 5 Mar: Climate Change – International Coordination (2/3)

Online:

- Monastersky, Richard and Nick Sousanis. 24 November 2015. “Comic: The Fragile Framework.” *Nature*. (<http://tinyurl.com/ph6dpw3>)

On Canvas:

- Read several articles that summarize research in political science on the Paris Agreement, international relations, and climate – from the *Monkey Cage*, at the *Washington Post*.

Tues 10 Mar: Climate Change – Local Efforts (3/3)

Due: Reaction to a colleague’s reflection paper (by 9:30 AM)

Reading (in book):

- Chapter 7: Energy Efficiency and Climate Change.
Vogel, David. 2018. *California Greenin’: How the Golden State Became an Environmental Leader*. Princeton University Press.

On Canvas:

- Read several articles that summarize research in political science on local and subnational efforts to fight climate change – from the *Monkey Cage*, at the *Washington Post*.

Online:

- Read the series of articles on “Changing Climate, Changing Cities” in the *New York Times* here: (<https://www.nytimes.com/series/changing-climate-changing-cities>)
- Look at C40 Cities here: <https://www.c40.org/> and Carbon Neutral Cities Alliance here: <https://www.usdn.org/cnca.html>

[ULS Lecture option: Monday, March 9, 7-8pm – Kevin Foster, Ph.D. – Opportunity Hoarding or Opportunity for All: The Choice in Education Today.]

Thurs 12 Mar: Genetically Modified Organisms (GMOs)

Online:

- Video (10 min): “Green Revolution: Waging a War Against Hunger.” Uploaded 22 March 2010. (<https://www.youtube.com/watch?v=HucSCNQ01X4>)
- Podcast (7 min): Siegel, Robert. “Father of Green Revolution Derides Organic Movement.” 26 March 2004. *All Things Considered: NPR*. (<http://tinyurl.com/h95bms9>)

On Canvas:

- Easterbrook, Gregg. “Forgotten Benefactor of Humanity.” *The Atlantic*. January 1997.
- Lynch, Diahanna and David Vogel. 2001. “The Regulation of GMOs in Europe and the United States: A Case-Study of Contemporary European Regulatory Politics.” *Council on Foreign Relations* (2001).

Assignment: Select research memo issue area (due 24 Mar)

(SPRING BREAK)

Tues 24 Mar: Intellectual Property – Why? Guest Lecture: Dr. Nate Jensen (1/2)

Due: Research memo issue area (by 9:30 AM)*On Canvas:*

- Besen, Stanley M. and Leo J. Raskind. 1991. "An Introduction to the Law and Economics of Intellectual Property." *The Journal of Economic Perspectives* 5(1): 3-27. (Available on Canvas)

Assignment: Pre-library session worksheet (due 26 Mar)**Thurs 26 Mar: Library Session****Due: Pre-library session worksheet (by 9:30 AM)**

****Do not come to the classroom today.**** We will meet in the library to get training on library research resources (details TBD).

Assignment: Post-library session reflection (due 31 Mar)

[*ULS Lecture Option: Monday, March 30, 7-8pm – Mary Steinhardt, Ed.D. – (working title) Building Resilience and Strength when Challenged with Change and Stressful Situations*]

Tues 31 Mar: Intellectual Property, Health, and Development (2/2)**Due: Post-library session reflection (by 9:30 AM)***On Canvas:*

- Stiglitz, Joseph E. 5 August 2005. "Intellectual-Property Rights and Wrongs." *Project Syndicate*.
- Hunter, Rod. 17 February 2014. "Intellectual Property and Economic Development." *Project Syndicate*.
- McNeil Jr., Donald. "Cosmetic Saves a Cure for Sleeping Sickness." *New York Times*. 9 February 2001.

Online:

- Look through the website for Global Genes: Allies in Rare Disease (<https://globalgenes.org/>)

Assignment: Research memo (due 16 Apr)**Thurs 2 Apr: Human Subjects Research and Ethics***On Canvas:*

- Brown, DeNeen. " 'You've Got Bad Blood: The horror of the Tuskegee syphilis experiment.'" *Washington Post*. 16 May 2017.
- Podcast (7 min): Arablouei, Ramtin. "The Complicated Relationship Between Puerto Rico and US Mainland." 23 September 2019.
- "Nuremberg Code." With note from the United States Holocaust Memorial Museum.
- "The Belmont Report." The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. 18 April 1979.
- World Medical Association Declaration of Helsinki – Ethical Principles for Medical Research involving Human Subjects. 2013 (latest revision).
- Herrera, C.D. "Ethics, Deception, and 'Those Milgram Experiments.'" *Journal of Applied Philosophy* 18(3): 2001. 245-256.

Assignment: Team-led class sessions

- **Reading materials due 23 Apr**

- ***Class sessions randomly assigned for 28 Apr/30 Apr/5 May/7 May; Class plans and visual aids due on day of presentation***

Tues 7 Apr: Policing Science

On Canvas:

- Jasanoff, Sheila. 8 April 2013. "Watching the watchers: lessons from the science of science advice." *The Guardian*.
- Gregorowius, Daniel, et al. 2017. "The role of scientific self-regulation for the control of genome editing in the human germline." *EMBO Reports: Science and Society* 18(3): 355-358.
- Jasanoff, Sheila et al. 7 April 2015. "Human Genetic Engineering Demands More than a Moratorium." *The Guardian*.
- Cohen, John and Dennis Normille. 2020. "China delivers verdict on gene editing of babies." *Science* 367 (6474), 130.
- Stern, Mark Joseph. "Groundbreaking study on shifting attitudes toward gays used faked data." *Slate*. 20 May 2015.
- Resnick, Brian. "More social science studies just failed to replicate. Here's why this is good." *Vox.com*. 27 August 2018.

Online:

- Look through Retraction Watch (www.retractionwatch.com), including its blog posts and database of retracted papers.

[*ULS Lecture Option: Tuesday, April 7, 7-8pm – John Bartholomew, Ph.D. – If Exercise is Good For You, Why Don't We Do More?*]

Thurs 9 Apr: Science and National Security: Dual-use technology

On Canvas:

- Selgelid, Michael J. 2009. "Governance of Dual-use Research: An Ethical Dilemma." *Bulletin of the World Health Organization* 87: 720-723.
- Mahfoud, Tara, et al. 2018. "The Limits of Dual Use." *Issues in Science and Technology*. XXXIV(4).

Online:

- Look around the Bureau of Industry and Security, US Department of Commerce, for information on US export control procedures. (<https://www.bis.doc.gov/index.php>)
- Look around the European Commission's information on Dual use procedures. (<https://tinyurl.com/rygrxx7>)
- Review UT Austin's Export Control export control compliance rules and procedures. (<https://tinyurl.com/wkwenps>)

Tues 14 Apr: Scientists as Diplomats? Iran Deal

On Canvas:

- Wolfe, Audra. "When Scientists Do What Diplomats Can't." *The Atlantic*. 25 September 2015.
- Siegel, Ethan. "Why Science Demands We Keep the Iran Nuclear Deal." *Forbes*. 27 April 2018.

- Saunders, Elizabeth. "President Trump pulled the US out of the Iran Deal. Here's what you need to know." *Washington Post*. 9 May 2018.
- "Scientists' Letter on the Iran Accord." 30 September 2017.

Online:

- Video (3 min): "How the Iran nuclear deal works." *Vox*. (<https://www.youtube.com/watch?v=oqvghou5m3U>)
- Video (4 min): "A Nuclear Physicist Explains the Science Behind the Iran Deal." 26 August 2015. (<https://www.youtube.com/watch?v=txQwHFeeDtM>)

Thurs 16 Apr: Shutting down the Internet: When Governments Ban Technology

Due: Research memo (by 9:30 AM)

On Canvas:

- Edwards, Jim. "All the countries where someone managed to shut down the entire internet – and why they did it." *Business Insider*. 30 June 2019.
- Gettleman, Jeffrey, et al. "Indian Adopts the Tactic of Authoritarians: Shutting Down the Internet." *New York Times*. 17 December 2019.
- Feldstein, Steven. "To end mass protests, Sudan has cut off Internet access nationwide. Here's why." *Washington Post*. 13 June 2019.

Online:

- Video (12 min): Morozov, Evgeny. 2009. "How the Net Aids Dictatorships." *TedGlobal*. (<http://tinyurl.com/gvlboyt>)
- Video (10 min): Ghonim, Wael. 2011. "Inside the Egyptian Revolution." *TED2011*. (<http://tinyurl.com/jjmlxpr>)
- Examine this visualization: Internet Freedom, Freedom House. (<https://www.freedomonthenet.org/explore-the-map>)
- Review the website for Open Net Initiative. (<https://opennet.net/>)

Tues 21 Apr: Innovation and Industrial Policy: Examples from the US

On Canvas:

- Pisano, Gary P. and Willy C. Shih. July-August 2009. "Restoring American Competitiveness." *Harvard Business Review*.
- Phillips, Kevin P. July-August 1992. "US Industrial Policy: Inevitable and Ineffective." *Harvard Business Review*. (Available on Canvas)
- Salam, Reihan. 28 December 2009. "America's New-Old Industrial Policy." *Forbes*.
- Foroohar, Rana. "Trump aims for an industrial policy that works for America." *Financial Times*. 7 May 2017.

Thurs 23 Apr: Investment Incentives: Guest Lecture – Calvin Thrall

Due: Class session assigned reading materials and explanation (by 9:30 AM)

On Canvas:

- Jensen, Nathan. 24 April 2018. "Do Taxpayers Know They Are Handing Out Billions to Corporations?" *New York Times*.
- Badger, Emily. 2019. "Why Cities Can't Stop Poaching from One Another." *New York Times: The Upshot*.
- Podcast (25 min): Jensen, Nathan. 28 October 2016. "Racing to the Bottom." *Scholars Strategy Network's No Jargon Podcast*.

- Jensen, Nathan and Calvin Thrall. 2019. "Who's Afraid of Sunlight? Explaining Opposition to Transparency in Economic Development." *Washington Center for Equitable Growth Working Paper series*.

After-class Assignment: Canvas discussion submission (due 28 Apr)

*** Teams will be randomly assigned to a presentation date. You are responsible for reading the assigned readings before each presentation – as usual. ***

Part 4: Student-led Class Sessions: STP Case Studies

Tues 28 Apr – Class led by Team 1

Due: Canvas discussion submission (by 9:30 AM)

Due for Team 1 (by 9:30 AM):

- *Visual aids; Written plan for class session*
- *Each member's report on contribution to the team*

Thurs 30 Apr – Class led by Team 2

Due for Team 2 (by 9:30 AM):

- *Visual aids; Written plan for class session*
- *Each member's report on contribution to the team*

Tues 5 May – Class led by Team 3

Due for Team 3 (by 9:30 AM):

- *Visual aids; Written plan for class session*
- *Each member's report on contribution to the team*

Thurs 7 May – Class led by Team 4

Due for all: ULS Lecture assignment (by 9:30 AM)

Due for Team 4 (by 9:30 AM):

- *Visual aids; Written plan for class session*
- *Each member's report on contribution to the team*

Assignment: Take-home Final (due TBD)

**** TAKE-HOME FINAL DUE TBD **** *The take-home final is due by end of assigned final period. You will submit it on Canvas. There is no other final for this course.*