

MAPP504

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : MAPP504 **Title :** Economics and Public Policy

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course critically assesses the role the government plays in the economy and how this affects federal, state and local public policy making and vice versa. We first deconstruct and critique basic economic concepts like public goods and externalities and cover the central theoretical principles that apply to public economics. We then use these to evaluate the federal budget, taxation and income redistribution with a special focus on social security, education, health care and defense policy. Students will develop a critical sense of their own economic policy positions and apply these to their area of concentration.

Course Scope:

This course will deepen your critical analytic skills through our assessment of the role the government plays in the economy and how this affects federal, state and local public policy making and vice versa. We examine the government's role in mediating between the often-conflicting principles of economic efficiency and social equity. We then assess micro- and macro-economic factors as we cover government responsibilities regarding public finance: specifically, budgeting, taxation and public spending at the federal, state and local levels. We also consider the central policy areas of social security, education, and healthcare from economic perspectives. We finally evaluate the government's role in providing public goods in national defense.

As a graduate student, you should expect to spend **18 hours per week** completing coursework. This includes participation in forums, completing required readings, performing independent research, and providing written projects. This course has a significant workload which, when combined with personal and work schedules, requires diligence and self-discipline.

Objectives

Upon successful completion of the course students will be able to meet the following learning objectives:

1. Understand, critically evaluate and, in some cases, modify several central economic concepts as they apply to problems and debates in political economy and public policy
2. Understand the complex role of the state in the national economy and the economic pros and cons of to little or too much state intervention
3. Evaluate and apply economic theory in a contemporary political context

4. Deconstruct concepts of supply and demand as they apply to government policies
 5. Explore alternative tax structures and evaluate them in terms of the principles of efficiency and equity
 6. Critically assess the federal budget and at least one state budget using the economic concepts and principles learned in the course
 7. Propose recommendations to current fiscal and other economic and sociopolitical problems as they pertain to the public sector based on research and analysis
 8. Develop and refine their positions on public sector economics into a well-thought through personal economic philosophy
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Outline

Week 1: The Public Sector

Learning Outcomes

CO-1,2,3

Readings/Assignments

Read: Holcombe, chs 1-3

Hopcroft, D. (2012) Economics Public Sector 1. (watch as part of lesson) <https://www.youtube.com/watch?v=uYSyrg7SMRI>

Conservation Strategy Fund. (2014) "Public vs. Private Goods." (watch as part of lesson) https://www.youtube.com/watch?v=E1v5eRs0_fw

Discuss: Forum 1.1 Welcome & Introduction

Forum 1.2 Topic introduction

Week 2: The Role of the State and Economic Efficiency

Learning Outcomes

CO- 2,3,7

Readings/Assignments

Read: Holcombe chs. 4-6

Investopedia. (n.d.) "Economic Efficiency." http://www.investopedia.com/terms/e/economic_efficiency.asp

Welker, J. (2011) "Efficiency and Equilibrium in Competitive Markets." *The Economics Classroom*. (watch as part of lesson) <http://www.econclassroom.com/?p=2611>

Discuss: Forum 2

Assignment: Assignment 1

Week 3: Democracy and Political Markets

Learning Outcomes

CO-1,3,4

Readings/Assignments

Read: Holcombe chs. 7-9

Self, K. (2014) "Federalism Lesson 5: Fiscal Federalism." (watch as part of lesson) <https://www.youtube.com/watch?v=rPTTIRso1vI>

Terry, R. (2015) "Fiscal Federalism." (watch as part of lesson) <https://www.youtube.com/watch?v=qgqQsoFfJ0>

Discuss: Forum 3

Week 4: Taxation: The Federal Budget

Learning Outcomes

CO-3,5,6,7

Readings/Assignments

Read: Holcombe chs. 10-13

CSPAN. (2013) "Federal Income Tax." (watch as part of lesson) <https://www.c-span.org/video/?310820-1/federal-income-tax>

Discuss: Forum 4

Week 5: Taxation: State and Local

Learning Outcomes

CO-3,5,6,7

Readings/Assignments

Read: Holcombe ch. 14-16

CSPAN. (2015) "[State and Local Tax Systems.](https://www.c-span.org/video/?325067-5/washington-journal-matthew-gardner-state-local-tax-systems)" (watch as part of lesson) <https://www.c-span.org/video/?325067-5/washington-journal-matthew-gardner-state-local-tax-systems>

Discuss: Forum 5

Week 6: Expenditures and Redistribution

Learning Outcomes

CO-3,6,7

Readings/Assignments

Read: Holcombe chs. 17-19

The Economist (2014) "Roadblocks on the Path to Redistribution." (watch as part of lesson) <http://www.economist.com/blogs/democracyinamerica/2014/01/paradox-democratic-politics>

Discuss: Forum 6

Assignment: Assignment 3

Week 7: Redistribution: Social Security, Education and Healthcare

Learning Outcomes

CO-3,6,7

Readings/Assignments

Read: Holcombe chs 20-22.

Barnett, J., & Vornovitsky, M. (2016) "Health Insurance Coverage in the United States: 2015." September. <https://www.census.gov/content/dam/Census/library/publications/2016/demo/p60-257.pdf>

Seeker Daily. (2015) "How Does Social Security Really Work?" (watch as part of lesson) <https://www.youtube.com/watch?v=p2hwO3y2Q4s/>

Week 8: National Defense and Conclusion

Learning Outcomes

CO-3,6,7,8

Readings/Assignments

Read: Holcombe chs. 23-24

Discuss: Forum 8

Assignment: Final Project

Evaluation

Grading:

Name	Grade %
Forums	30.00 %
Forum 1.1	0.37 %
Forum 1.2	3.70 %
Forum 2	3.70 %
Forum 3	3.70 %
Forum 4	3.70 %
Forum 5	3.70 %
Forum 6	3.70 %
Forum 7	3.70 %
Forum 8	3.70 %
Economic Analysis	45.00 %
Issue Analysis 1 (wk 2)	15.00 %
Issue Analysis 2 (wk 4)	15.00 %
Issue Analysis 3 (wk 6)	15.00 %
Final Project	25.00 %

Materials

Book Title: Public Sector Economics: The Role of Government in the American Economy

Author: Holcombe, R.

Publication Info: Pearson

ISBN: 9780131450424

Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from

any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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