California Policy Issues: Public Policy 10B

Syllabus

Winter 2005

Thursdays: 2:00 - 4:50 PM (each week)
AND Friday, March 4, 2:00 - 4:50 PM, special report class!
Put this extra date on your schedule now.

Room: 2355 PPB

Michael Dukakis, Professor, School of Public Affairs
and
Daniel J.B. Mitchell, Ho-su Wu Professor, Anderson Graduate School of Management and Dept. of
Public Policy of the School of Public Affairs

Prof. Dukakis' Office Hours: Call for appointment or drop in.
Office: 6353 PPB
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Office fax: 310-206-0337
E-mail: duke@sppsr.ucla.edu

Prof. Mitchell's Office Hours: Thursdays: 1:00 - 1:50 PM (6361 PPB)
Tuesdays: 3:30-5 PM (6361 PPB)
or by appointment

Mailbox: Room A416 Collins (Anderson School Complex)
Secretary at Anderson: Raymond Huang: 310-825-0420, Room A416 Collins
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Fax: 310-829-1042

Course TA: Shannon Baker-Branstetter <pp10b@yahoo.com>: The course TA does not grade your reports and presentations. All grading is done by the instructors. The course TA maintains student records, obtains necessary audio-visual equipment, arranges parking and other logistics with guest speakers, etc. She also will provide counseling and other assistance related to preparation of written and oral reports.

Prerequisite for PP 10B: PP 10A and permission to enroll. Anyone who has taken PP 10A and will be graduating before next winter will have first priority in enrollment. Enrollment priorities are determined ONLY through the School's undergraduate program office (on the 3rd floor of the Public Policy Building) and its director Randall Crane <ppminor@spa.ucla.edu>. Students seeking to enroll should go to that office. The instructors do NOT enroll students outside that process.

Topics and Units:

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan. 6</td>
<td>1</td>
<td>Introduction</td>
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<tr>
<td>Jan. 13</td>
<td>2</td>
<td>Social unrest.</td>
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<tr>
<td>Jan. 20</td>
<td>3</td>
<td>Environment and infrastructure</td>
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<td>Water supply, air quality, congestion</td>
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<tr>
<td>Jan. 27</td>
<td>4</td>
<td>State and local fiscal situation</td>
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<tr>
<td>Feb. 3</td>
<td>5</td>
<td>Special social problems: health care/income distribution</td>
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Individual Report Topics: Students will prepare written individual papers on one of the topics below, starting with topics from unit 2 and ending with topics from unit 8. In the class for that topic, students will be expected to be the "class experts" for their topics. (More details will be provided about this role in class.)

OUTLINES ARE DUE IN CLASS ON WEEK 4. A draft of the written report must be turned at week 6 in class. Within one week, you will receive comments on your draft, probably via e-mail. You will then have until week 8 to revise the paper. Final written papers for individual reports are due in class on week 8 (NOT week 10!).

Instructions for writing individual reports appear at the end of this syllabus. Please read them carefully before beginning your report.

There will be a sign-up sheet for individual report topics available beginning the first school day of week 2. INSTRUCTIONS ON THE LOCATION OF THIS SHEET WILL BE GIVEN IN CLASS. Reports will be assigned on a first-come/first-served basis. The sign-up sheet will list all the topics below. You simply will put your name next to the topic you choose unless someone else has beaten you to it. If your first choice is already taken, go to your second choice, etc.

Unit 2: Social Unrest & Crime

• Causes of the L.A. riots (1992)
• Causes of the Watts riots (1965)
• Anti-drug regulation in California including Proposition 36
• Marijuana for medical use (including ballot initiative)
• Criminal punishment policy (including 3 strikes and Prop 66 – 2004)
• Effective policing and other alternatives to incarceration
• Gun regulation in California
• Homeland Security for California

Unit 3: Environment & Infrastructure

• California water policy: History
• California water policy: Contemporary
• Regulating commuting & parking to reduce air pollution
• Implementing a "bubble" policy to reduce air pollution (RECLAIM)
• Pricing and HOV and/or as a traffic congestion remedy
• Local public transit policy in California
• Intercity rail service in California
• California auto emission standards
• Private roads and tollways: Experience in Orange County

Unit 4: State & Local Fiscal Situation
• Proposition 13 (property taxes)
• Proposition 98 (earmarking state revenue for schools) and related initiatives
• Vehicle License Fee (car tax) controversy
• Prison construction/operation and its fiscal implications
• State budgetary policy in good times and bad times
• The Orange County bankruptcy
• The L.A. County's near bankruptcy in the 1990s
• Paying for infrastructure needs in California
• Indian gaming and state fiscal policy

Unit 5: Special Social Issues: health care/income distribution
• Controversies surrounding managed care/HMOs in California
• Coverage of persons without health insurance including ballot propositions such as Prop 72 (2004)
• Income inequality in California
• Welfare to work policy
• Maintenance of emergency rooms and other public health issues
• "Living Wage" policies (requirement of living wage on govt. contracts)
• Unionization of low-wage workers (e.g., janitors, hotel workers, home care providers, airport concession workers)
• Labor standards enforcement in California
• Workers' compensation insurance reform

Unit 6: Immigration & International Trade
• History of immigration issue leading up to IRCA (1986)
• Post-IRCA immigration
• Proposition 187 (state policy on illegal immigration)
• The drivers license controversy
• NAFTA and California
• The 1994 GATT/WTO Agreement and California
• Electoral implications of changing state demographics
• The Census undercount issue and California
• Seaport or airport operation

Unit 7: Urban and Regional Planning/Economic Development
• Growth control and "urban sprawl"
• Redlining issue for mortgages
• Hazards: Fires, earthquakes, & landslides: insurance and zoning
• Rent control
• Homelessness, subsidized housing
• Empowerment zones and related tax subsidies
• The Playa Vista project as a case study in an urban development (including the original Dreamworks component)
• Conserving historical buildings

Unit 8: California Economic Policy

• Employment patterns in California (industry and area)
• The business climate in California
• California in two recessions: the early 1990s and the early 2000s

Team Report Projects: There are twelve topics from units 9 and 10 that will be the subject of up to twelve team reports. Team oral presentations are due in those units. Written reports are due in class on week 10. Outlines are due in class one week before the presentation. That is, those teams that will present in week 9 must give Profs. Dukakis and Mitchell an outline in class on week 8; those teams that will present in week 10 must give Profs. Dukakis and Mitchell an outline in class on week 9. Note that your syllabus includes an extra day - the Friday of week 9 - for oral team reports. Attendance is expected on both days of week 9.

Unit 9: 1) Agriculture, 2) Entertainment industry, 3) Housing, 4) Tourism, 5) High-tech electronics, 6) Biotech, 7) Apparel, 8) Aerospace.


Instructions for writing team reports and making team oral reports appear at the end of this syllabus. Please follow them carefully.

Required Acquisitions:

E-mail Account:

1) An e-mail account is required for this course. The initial sign up sheet will include a space for you to indicate your e-mail address. If you don’t have an e-mail address, you can acquire a Bruin-On-Line address or an account through a commercial provider such as America-On-Line or through the various services that now provide such accounts free of charge such as Yahoo, Netscape, or Hotmail. By week 2, we expect all students to have an e-mail account. Please check your e-mail account regularly for messages related to this course. If you don’t check your account, it may overflow and begin bouncing our messages back to us causing an inconvenience to your instructors and our class TA. We will notify you in class if such communications difficulties arise, but we prefer not to have to deal with them.
Free material:

3) All reading materials other than those in California Policy Options 2005 are available online. A separate handout will explain how to access the online materials. NOTE: "THE COMPUTER WAS DOWN" WILL NOT BE ACCEPTED AS AN EXCUSE FOR LATE ASSIGNMENTS. PLEASE MAKE SURE YOU DOWNLOAD NEEDED ON-LINE MATERIAL WELL IN ADVANCE OF DUE DATES. In class, we often distribute handouts related to that day's topics.

Required book (to be purchased):


Additional (older) sources: Various items have been put on line over the years this course has been offered through the library to aid students in preparing individual and team projects. (Originally, this was done via photo-copied paper readers. Later, these materials were scanned in and offered electronically.) A separate handout will explain how to access the library online materials. Because so much policy-oriented material is now available on line from the original sources, we are no longer updating the library online material. However, the class webpage will offer suggestions for obtaining more recent materials. We also have requested the library to put on reserve various books related to California policy issues.

ATTENDANCE: ATTENDANCE IN THIS CLASS IS MANDATORY ABSENT A MEDICAL OR PERSONAL EMERGENCY. We owe it to our guest speakers, student speakers, and ourselves to be full participants. Unexcused absences will not be tolerated. PLEASE NOTE THAT APPROPRIATE ATTENDANCE INCLUDES ARRIVING IN CLASS ON TIME (by 2 PM) AND STAYING UNTIL THE CLASS CONCLUDES (4:50 PM). Attendance will be taken each day - generally early when class starts and toward the end of the class. A computer listing of attendance and assignment fulfillment will be distributed by the next class and via e-mail.

ACADEMIC MISCONDUCT: Students are expected to hand in original work. For information on university standards, visit www.deanofstudents.ucla.edu. Click on "students" for information on plagiarism and related matters. Unfortunately, episodes of student misconduct in PP 10B have occurred and have led to suspension from the university and other sanctions. We expect to use "turnitin.com" to screen submissions of individual and team reports. More information on this procedure will be provided in class.

COURSE FORMAT - Please read carefully: PP 10B is not a conventional lecture course. Do not expect to come to class and hear a 3-hour lecture on the topics of the day by the instructors. The instructors are not experts (who is?) on all the many topics covered in this course. We know of no single individual (certainly not us!) who could give learned lectures on all of the topics. Thus,
many of the presentations are made by guest speakers and (in weeks 9 and 10) student speakers. During weeks 2–8, we will reserve roughly the last third of each class for discussion with the instructors and students. The first two thirds will be reserved for guests. Weeks 9 and 10 are devoted to student team reports.

Written questions to be handed in: At the start of each class (except the first!), please hand in to Profs. Dukakis and Mitchell a sheet with your name and ONE question you would like to see discussed from each required reading. We cannot guarantee that all questions will be handled, particularly when we have guest speakers. However, a weekly e-mail will deal with at least a sample of those questions not raised in class. Yes, this is partly a device to encourage you to keep current with the readings and not be a passive observer in class.

The appropriate form for a question sheet is to list your name at the top, the week to which the sheet applies (week 5, week 6, etc.), list the name of the article from which you are deriving a question, and then list the question. ALL SHEETS MUST BE TYPED OR WORD-PROCESSED. Handwritten sheets or otherwise illegible sheets will be returned to you unread and will not be counted as fulfilling the requirement. An example of the appropriate format of a question sheet follows below.

Sample of the Correct and Required Format:

Robin Lee

Week #__ questions

Jones and Chung, "California Problems":

Text of your question on Jones and Chung reading...

Dunbar and Choe, "Issues in California Economics"

Text of your question on Dunbar and Choe reading...

Lopez, Turner, and Levine, "Development in California"

Text of your question on Lopez, Turner, and Levine reading...

Please make two copies of each sheet. Hand in one at the beginning of class. Keep the other for reference during class discussion.

Grading Policy: Unlike other classes you may have taken, we do not use a mechanical formula for course grading, i.e., X% for this; Y% for that. We do
look at such matters as your record in terms of absences, lateness, and failure to hand in assignments on time. The two instructors make a joint judgment about the quality of your individual and team reports as well as other aspects of your record. In making that evaluation, we look to see if suggestions made on the outlines and drafts were followed in the final product.

Once grades are in, they are not changed. They are not change on grounds of a need to maintain a certain grade-point average to maintain a scholarship or other reasons, of a need to get into law school or other graduate school, of an offer to do "something extra," of a request to re-read the reports, of a complaint that someone else on the team didn't do his/her share, etc. Really! They just aren't changed!

Final note: Our experience over the past few years is that this course tends to be oversubscribed. Thus, please carefully read the descriptions above of the course and its content and requirements. If these do not meet your needs or expectations, we ask that you not enroll. In particular, PP 10B is probably not for you if the following elements of the course are unacceptable to you: 1) the attendance requirement and the taking of attendance at each class, 2) use of guest and student speakers, 3) working in teams, 4) handing in questions and reports on schedule, 5) regular e-mail communications to be read by you related to the course. Each year in the past, a few students have aggressively petitioned for admission and then have had unsatisfactory attendance records or did not otherwise fulfill course assignments properly. Such outcomes force the instructors to take unpleasant measures. More importantly, other students who were turned away because of over-enrollment might otherwise have been admitted.

For the vast majority of students who do understand and accept the structure of PP 10B, we welcome you to the class and hope you enjoy it! Based on the past record, we can say that most students do enjoy the course, precisely because of the ways it differs from many other
courses. Please feel free to consult either or both instructors as the course progresses.
NOTE: SPEAKERS LISTED ARE CONFIRMED AS OF THE DATE LISTED ON THE FRONT PAGE OF THIS SYLLABUS. CHANGES MAY OCCUR. THESE WILL BE ANNOUNCED IN CLASS. "NEW" below means that the item was not on the reading list last year. A reading in italics is on line. Its file name is shown as <file name>. Those readings with file names are available through the class webpage. Those readings without file names are in California Policy Options 2005.

1: Introduction Jan. 6

Reading: (2 items)


SINCE THIS IS THE FIRST DAY, PLEASE READ THE ITEMS ABOVE AND BRING YOUR QUESTIONS (SEE DIRECTIONS ON PREVIOUS PAGES) TO HAND IN TO PROFS. DUKAKIS AND MITCHELL NEXT CLASS (Week 2). IN WEEK 2 YOU WILL BE HANDING IN QUESTIONS FOR THIS UNIT (WEEK 1) AND THE WEEK-2 UNIT. THANK YOU.

Guest speaker: Dr. Joe Hurd, Senior Economist, UCLA Anderson Business Forecast, 3 PM (confirmed)

Video: California (1954) – Film celebrating 50th anniversary of Bank of America (excerpt)

Topics:
• Introduction to course and its logistics
• Overview of topics to be covered
• Discussion of student assignments (team and individual projects)
• General description of California economy: Industry mix, occupational mix, demographics, immigration and migration, rate of growth relative to U.S., real incomes relative to U.S., natural resources, trends in housing costs, Pacific Rim location (We may not hit all of these on the first day but they will come up in later classes.)
Readings: (3 items)

- Wellford Wilms, "From the Age of Dragnet to the Age of the Internet: Tracking Changes within the Los Angeles Police Department," Calif. Policy Options 2004. <wilms.pdf>

Possible video: L.A. Mob (excerpt)

Topics: Crime, drugs, police, riots

Guest Speakers:

- U.S. Attorney Deborah Yang (confirmed): 2 PM
- LAPD Police Chief William Bratton (confirmed): 3 PM
3: Environment and Infrastructure

Note: There are a total of 4 items to read. Look carefully below to find the 1 item under "water supply" and the 3 items under "air quality..."

Water supply

Reading: (1 item)


Note: The 1974 film "Chinatown" is a fictional version of the Owens Valley water story set in the 1930s rather than the actual pre-World War I era.

Videos: Thirst
Cadillac Desert (excerpt)

Air quality, Traffic Congestion, Public Transit

Note: The 1982 science fiction film "Blade Runner" with Harrison Ford depicts Los Angeles in the year 2019 as so polluted that it is dark all the time and a dirty rain falls continuously. Noxious clouds of gas and flame belch up from various buildings. On the other hand, Ford doesn’t seem to have much trouble getting around.

Readings: (3 items)


Possible Videos: Subway from Hell (60 Minutes excerpt)
Bus Riders Union

Guest speakers:

• Steve Soboroff, President, Playa Vista (confirmed): 2 PM
• Donald Shoup, Professor, Dept. of Urban Planning (confirmed): 3 PM
Readings: (3 items)


**OUTLINES OF INDIVIDUAL REPORTS DUE TODAY!**

Guest Speakers:

- James Flanigan, business columnist, Los Angeles Times (confirmed): 2 PM

- James Kossler, President, Pasadena City College (confirmed): 3 PM
5: Special Social Problems: health care/income distribution Feb. 3

(4 Items to read for this combined unit. Look carefully to find the 3 items under "health care" and the 1 item under "income distribution.")

Health Care:

Reading: (3 items)


Income distribution

Reading: (1 item)


Guest speakers:

- Fontayne Holmes, LA City Librarian (head of library system) (confirmed): 2 PM
- Daniel Flaming, President, Economic Roundtable (confirmed): 3 PM
Note 1: There are two subtopics in this unit with a total of 4 items to read. Look carefully for the 3 items under "immigration" and the 1 item under "international trade."

**Note 2: INDIVIDUAL PAPER DRAFTS DUE TODAY IN CLASS.**

**Immigration**

Readings: (2 items)


Video: Hearst Movietone News, L.A.’s “bum blockade”
Ron Dellums’ speech on Japanese relocation

**International Trade**

Reading: (2 items)

Topics: Infrastructure related to trade (sea ports, airports) Export promotion by the state

- Jon D. Haveman, Foreign Tariff Reductions and California Exports, Public Policy Institute of California, June 2003, chapter 2 ("The Export and Trade Barrier Landscape"), pp. 5-17 <haveman.pdf>

Guest Speakers:

- Terry Schell, Behavioral Scientist, Rand Corporation (confirmed): 2 PM
- Prof. Amy Zegart, Dept. of Public Policy (confirmed): 3 PM
Readings: (4 items)


Video: *March of Time, WW2, Homefront (The West Coast Question)*

Topics: Planning process  
Business climate  
Effect of tax system on land use policies  
"Sprawl"  
Competition by local governments for private investments

Guest Speakers:

- Susan McCarthy, City Manager, Santa Monica (confirmed): 2 PM
- Jack Weiss, LA City Councilmember, District 5 (includes Westwood/UCLA) (confirmed): 3 PM
Readings: (3 items)


Note: Video - The Great Depression (excerpt on the EPIC campaign) to be shown in class. Also, March of Time, Depression, Part 3 (excerpt - Townsend Plan).

Speakers: Today's "guest" speakers are your two class instructors. Prof. Mitchell will be discussing the limits to what California can do about its macro-economy (2 PM). And Prof. Dukakis will be discussing the opportunities for state policy to influence the California micro-economy (3 PM).

INDIVIDUAL WRITTEN REPORTS DUE TODAY!

Outlines due today from those making oral TEAM presentations next week!

NOTE: INSTRUCTIONS WILL BE GIVEN IN CLASS TODAY FOR NEXT WEEK'S READINGS. PLEASE PAY ATTENTION. (If you don't, you will probably read more than you should!)
Note 1: There will be student oral reports on the topics for this section (unit 9) and the next one (unit 10).

Note 2: Instructions will be given in the previous class concerning selection of required readings. You will not be asked to read all of them so please await instructions!!!!!

NOTE 3: OUTLINES OF TEAM REPORTS TO BE PRESENTED NEXT WEEK ARE DUE TODAY!

Note 4: This unit is continued on the next two pages.

Agriculture:

- Reading: Nicolai V. Kuminoff et al, excerpt from The Measure of California Agriculture, 2000 (UC-Davis Agricultural Issues Center, 2000), pp. 7-30. <kuminoff.pdf>
- Size relative to overall state economy
- Water issues
- Environmental issues
- Farm labor issues including immigration
- Exports and imports including NAFTA
- Marketing issues
- Land-use policies

Entertainment:


Note: This paper was written by an MPP student as a degree requirement.

- Size relative to overall state economy
- Impact on state image
- Exports
- Competition from other non-state locations including foreign
- Unique industrial organization and compensation systems
- Labor relations problems
Housing & development:


- Relation to state demographic trends
- Who is in the housing construction business?
- Single-family vs. multiple unit housing
- NIMBYism (Not In My Back Yard)
- Relation to transportation
- Impact of environmental regulation
- Can there be low-cost housing in a high-price region?

Tourism:


- Is tourism an "industry"?
- Economic multiplier effects
- Role of state and local governments in promotion
- Impact of traumatic events (riots, earthquakes, 9/11) on tourism
- Hollywood movies/TV as an indirect promoter of tourism in California

High-tech electronics:


- Why did Silicon Valley form?
- What is special about California as a home for this industry?
- Use of skilled immigrant workers
- Connection with aerospace
- Relation to higher education system
- Export and import competition
- Dot-com boom and bust
Bio-tech:

- What is special about California as a home for biotech?
- Relation to higher education system
- Relation to health care system
- State vs. federal regulation and policy regarding controversial issues such as use of stem cells (including Prop 71 – 2004)

Apparel and Textiles:

- Is this a "third world" industry?
- Relation to import competition and NAFTA
- Relation to immigration
- State labor standards enforcement

Aerospace


Note: The controversial film "Falling Down" features an unemployed aerospace worker (Michael Douglas) who rampages from downtown L.A. to Venice Beach. He begins by wrecking a Korean-owned grocery and encounters gangs, homeless, neo-Nazis, etc., on his way.

- Is this a dying industry in California?
- How did the industry and workforce adjust to the end of the Cold War?
- Defense vs. commercial aviation markets
- Industry consolidation (mergers)
Electricity Supply:
- Why did we have a crisis in 2001?
- Will we have another crisis?
- California vs. federal electricity regulation
- Municipal utilities vs. private utilities

K-12:
- Employer needs; transition from school to work
- Impact of social decay
- Student test scores
- Bilingual education
- LA school district labor and parent relations
- Magnet schools
- Charter schools
- Proposal to split up LA school district
- Voucher proposals
- State fiscal support for K-12
- Reduced class sizes

Higher education:
- Reading: Cecilia Conrad, "Affirmative Action in University of California Admissions: An Economic Perspective" Calif. Policy Options: 1999. <conrad.pdf> (Note: Affirmative action at UC is primarily a matter of student admissions to public higher education since the employment side is mainly regulated by federal policy.)
- Externality of system
  - Technology transfer attracts business (?)
  - State labor supply attracts business (?)
- Middle-class subsidy?
- Master Plan revisited
- End of affirmative action
- Implications of echo of baby boom for enrollments at UC
- Tenth UC campus at Merced (Local impacts; state interests)
Governance: Is California’s System of Governance – Developed in the Progressive Era of the Early 20th Century – Capable of Handling the State’s Needs in the 21st Century?

Readings:


• History of California Progressive Movement
• Use of the initiative and referendum
• Term limits
• Campaign contributions and expenditures
• Political parties vs. non-partisanship

Team written reports due today
Some Hints for Report Writing and Oral Reports for this Course
(and any others you may take!)

Written Report Hints:

1) Use an outline style with actual* headings and subheadings:

I. Introduction

II. Title of Topic #1
   i. Title of Subtopic 1a
   ii. Title of Subtopic 1b
   etc.

X. Conclusions

2) Use the introduction to state what your main topic is and where you will be going.

3) Use the conclusion to sum up the report and make recommendations.

4) Give credit where credit is due via footnotes or references.

5) When presenting data tables or graphics, be sure to discuss them in the text. But do not just rehash the numbers. Explain what you are demonstrating with the data tables or graphics.

6) When using data (in tables or graphics), present them in a meaningful way. Is the most useful information the absolute value, the rate of change, or perhaps as a ratio to some other index?

7) Number your pages so that instructor comments can be made referring to locations in the paper.

8) Avoid paragraphs that go on and on and on and on. After 3 sentences, begin to ask yourself if a new thought is being introduced. If so, you probably should start a new paragraph. Avoid sentences that go on and on and on. After 3 lines, begin to ask yourself whether your sentence can be cut into two separate sentences.

9) Don’t be afraid to use your spellcheck. Be afraid not to use it!

* We have found that in reading drafts, some students neglect to note the word “actual” in these guidelines. “Actual” means that you must have headings as indicated.
10) Avoid starting sentence after sentence with the same word. The.... The.... The....

11) **Avoid a folksy style** of writing. “I always loved this topic because...” Avoid little asides to the reader. “You probably are wondering why...”

12) In team reports, choose one team member as the *editor* who will combine the elements developed by the team into a unified whole. Just assigning different sections to different team members and pasting them together in a sequence does not produce an effective report.

**Oral Presentation Hints:**

1) Be **organized**. Have an outline of what you plan to say.

2) Set the **groundrules** early on. Do you want questions as you go? Or do you want to postpone questions until the end? Even if you choose the latter, you should be willing to take a clarifying question, e.g., what does a particular word or acronym mean?

3) **Do NOT read** a written paper out loud. Nothing is more boring except one thing: reading a paper off file cards.

4) Use **visual aids**. PowerPoint or overhead charts with bullet outlines are useful. But don’t put too much material on any one chart. Repeat: Don’t put too much material on any one chart. A page that looks like this one is not a useful overhead. An example of a useful PowerPoint or overhead bullet point slide appears after these guidelines. **TO PREVENT OVERLY-BUSY AND UNREADABLE SLIDES FROM BEING SHOWN, THE FOLLOWING RULE APPLIES: YOU MUST CLEAR YOUR SLIDE SHOW (OVERHEAD OR POWERPOINT) WITH THE CLASS TA AT LEAST ONE DAY BEFORE YOUR PRESENTATION. CONSULT THE SAMPLE SLIDE ON THE LAST PAGE FOR GUIDANCE. IF YOUR SLIDES ARE NOT READABLE, YOU WILL BE ASKED EITHER TO REVISE THEM OR PREPARE HANDOUTS.**

5) Do not put typewriter-style data tables on a PowerPoint or overhead slide and expect anyone to be able to read it. If you need to have the audience look at a detailed table, distribute it as a paper handout. If you were to violate this rule, your audience members would be distracted from what you are saying as they tried to read your unreadable table. **TO PREVENT THAT SITUATION FROM HAPPENING, THE FOLLOWING RULE APPLIES: YOUR SLIDE SHOW (OVERHEAD OR POWERPOINT) MUST BE CLEARED BY THE TA AT LEAST ONE DAY BEFORE YOUR PRESENTATION. CONSULT THE SAMPLE TABLE SLIDE THAT Follows THESE GUIDELINES**
FOR AN EXAMPLE. IF YOUR SLIDES ARE NOT READABLE, YOU WILL BE ASKED EITHER TO REVISE THEM OR PREPARE PAPER HANDOUTS.

6) Simple graphics - charts showing basic trends, pie charts - can be effective in making simple points and make good overheads or PowerPoint slides. But don't make slides so busy and complex that the message cannot be readily seen. Use font sizes that can be seen on graphic labels. TO PREVENT UNREADABLE GRAPHICS FROM BEING SHOWN, THE FOLLOWING RULE APPLIES: YOUR SLIDE SHOW (OVERHEAD OR POWERPOINT) MUST BE CLEARED BY THE TA AT LEAST ONE DAY BEFORE YOUR PRESENTATION. CONSULT THE SAMPLE GRAPHIC SLIDE ON THE LAST PAGE FOR GUIDANCE. IF YOUR SLIDES ARE NOT READABLE, YOU WILL BE ASKED EITHER TO REVISE THEM OR PREPARE HANDOUTS.

7) In team presentations, it is necessary to pick a single spokesperson and let other team members field questions after the presentation. What does not work is to have each team member stand up one after another and give "his/her" section of the report. The one-after-the other approach is also a sign to instructors that the team has not sufficiently coordinated its presentation. Therefore, in PS 10B it is required that one and only one spokesperson be selected by the team. (The spokesperson and the editor need not be the same person.)

8) At the end of the presentation, provide a brief summary of the key points you have made. What do you want the audience to remember?

9) In the question period after the formal presentation, if you don't know the answer, just say so. You want to be responsive. But if you don't know, you can't respond usefully.

10) You don't want to get into a side discussion with one member of the audience who is interested in a minor point. "We can discuss this after the class" is a good response when the discussion is veering away from the main issue.

11) Practice your report. Use a tape recorder. You may be surprised at what you hear and want to correct it. Listen to a radio or TV news station such as KFWB or KNX or CNN. Note that the announcers do not say "you know" in every sentence. (If we know, why tell us?) Note that radio announcers rarely say "uh". Note that radio announcers do not end every sentence in an upward intonation that turns what should be a declarative statement into a question. If you make declarative statements into questions, the effect is not one of being inclusive. Instead, you give the audience the impression that you are unsure of what you are saying. James Earl Jones says "This is CNN!" He does not say "This is CNN?".
A Useful PowerPoint or Overhead Slide: *Example*

• Lettering is large so slide can be read by viewers

• Only a few points are shown

• Lessons from slide are clear to the audience
Example of a table that can be usefully presented as an overhead or PowerPoint slide:

### Unemployment Rates During the Boom: 1997-2000

<table>
<thead>
<tr>
<th></th>
<th>U.S.</th>
<th>Calif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>4.9%</td>
<td>6.3%</td>
</tr>
<tr>
<td>1998</td>
<td>4.5%</td>
<td>5.9%</td>
</tr>
<tr>
<td>1999</td>
<td>4.2%</td>
<td>5.2%</td>
</tr>
<tr>
<td>2000</td>
<td>4.0%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>
Example of a useful graphic for an overhead or PowerPoint slide as alternative to the table on the previous page:

**California Unemployment Rate (Percent)**

1997 | 1998 | 1999 | 2000
---|---|---|---
6.0 | 6.0 | 5.5 | 5.0