California Policy Issues
Public Policy 10B
Syllabus
Winter 2015
Room: 2343 Luskin School of Public Affairs

Thursdays: 2-4:50 PM

Version of 12-30-14

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and
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Course TA: Adina Farrukh <afarrukh@ucla.edu>. The course TA does not grade
your reports and presentations. All grading is done by the instructors. The
course TA maintains student records including attendance and assignment
submission, obtains necessary audio-visual equipment, arranges parking and
other logistics with guest speakers, etc. The TA also will provide editorial
(writing) and research counseling and other assistance related to preparation
of written and oral reports. The TA will establish office hours and location
of office hours early in the quarter.

Course-Related California News at
www.twitter.com/calpolicy
### Topics and Units:

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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!). NOTE THAT ALL FINAL REPORTS MUST INCLUDE THE COVER SHEET ON THE LAST PAGE OF THIS SYLLABUS.

Instructions for writing individual reports appear at the end of this syllabus. Please read them carefully before beginning your report. Important! In addition, in week 2 there will be a class presentation by Prof. Mitchell on writing and oral reporting.

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. A similar process will occur for team reports in week 3.

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*Please note that the numbering of weeks may differ from other numbering systems in use at UCLA. Week 1 for purposes of this syllabus is the week containing the first day of this class. Week 10 is the week containing the last day of this class. All assignments by week number refer to our class numbering system and no other.*
Unit 2: California Environment & Infrastructure

- California water policy: History
- California water policy: Contemporary
- Regulating to reduce air pollution and greenhouse gas
- Pricing and HOV and/or as a traffic congestion remedy
- Local public transit policy in California
- Intercity (& high-speed) rail service in California
- Private roads and tollways: Experience in Orange County
- Taxation of gasoline and other possible funding sources for road/transportation finance
- Urban waste management and related environmental concerns
- California incentives for electric and other zero or low emission cars: Do they make sense?

Unit 3: California State & Local Fiscal Situation

- Proposition 13 (property taxes & 2/3 requirement for tax increases)
- Proposition 98 (earmarking state revenue for schools) and related initiatives
- Fiscal conflicts in California between state government and local governments including ending of local redevelopment agencies
- Prison construction/operation and its fiscal implications
- State budgetary policy in good times and bad times
- The Orange County bankruptcy of the mid-1990s
- California local city bankruptcies: 2008 and later
- Indian gaming and state fiscal policy
- The 2/3 vote requirements for tax increases (1978) plus added 2/3 vote for fees and the removal of the 2/3 requirement for budgets (2010)
- Public-sector pensions and other retirement benefits in California
- The Bell city scandal
- Enactment and effects of Prop 30 (temporary tax increases) of 2012

Unit 4: Special Social Issues in California: health care/income distribution/family

- Controversies surrounding managed care/HMOs in California
- Coverage of Californians without health insurance including ballot propositions such as Prop 72 (2004) and the 2007 proposals by the governor and others; what California is doing to accommodate the new federal health plan
- Income inequality in California
- Welfare to work policy in California
- Maintenance of emergency rooms and other public health issues in California
- “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 in California
- Gay marriage in California (including domestic partnerships, Prop 22 and Prop 8)
- San Francisco’s universal health care plan for its residents
- Affirmative consent (“yes means yes”) policy in California higher education (SB967 of 2014)
Unit 5: Immigration, Demographics, & International Trade: California Perspective
- History: California immigration issue pre-IRCA (1986)
- Post-IRCA immigration in California
- Proposition 187 (state policy on illegal immigration)
- Drivers’ licenses for undocumented in California
- 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 in California
- Issues related to California’s DREAM legislation

Unit 6: Urban and Regional Planning/Economic Development California Perspective
- Growth control and “urban sprawl” in California
- Redlining issue for mortgages in California
- Foreclosures and mortgage modifications in California
- Hazards: Fires, earthquakes, & landslides: insurance and zoning in California
- Rent control in California
- Homelessness, subsidized housing in California
- Empowerment zones and related tax subsidies in California
- The Playa Vista project as a case study in an urban development (including the original Dreamworks component)
- Business Improvement Districts in California
- Development of LA’s Music Center and implications for later arts projects and development
- Abolition of redevelopment agencies in California

Unit 7: Social Unrest & Crime in California
- Causes of the Watts riots (1965)
- Anti-drug regulation in California including Proposition 36
- Marijuana for medical use (including ballot initiative, city policies); legalization efforts in California including failed effort in 2010
- Criminal punishment policy (including 3 strikes, Prop 66 of 2004, Prop 36 of 2012, Prop 47 of 2014)
- Effective policing and other alternatives to incarceration
- Gun regulation in California
- Homeland Security for California
- Federal court control of California prisons including prison health care
- Why was California a center of mortgage fraud that collapsed in 2008?

Unit 8: California Economic Policy
- Changing employment patterns in California (industry and area)
- The business climate in California
- California in three economic slumps: the early 1990s, the early 2000s, 2008 and beyond
- Use of tax incentives and other forms of subsidy in California to create jobs
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/weeks. 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 orally in week 9 must give Profs. Dukakis and Mitchell an outline in class on week 8; those teams that will present orally in week 10 must give Profs. Dukakis and Mitchell an outline in class on week 9.

Unit 9: 1) Agriculture, 2) Entertainment industry, 3) Housing, 4) Tourism, 5) High-tech electronics, 6) Biotech, 7) Health-care providers, 8) Greentech


Instructions for writing team reports and making team oral reports appear at the end of this syllabus in Appendix A. Please follow them carefully. There will also be a presentation in class on researching and writing/presenting in week 2. FINAL TEAM REPORTS MUST INCLUDE THE COVER SHEET FROM THE LAST PAGE OF THIS SYLLABUS.

Required Acquisitions:

E-mail Account:

1) A FUNCTIONING 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. You can provide a UCLA email address or an account through a commercial provider such as Yahoo, Gmail, or whatever you use. By week 2, we expect all students to have a working e-mail account that they actually read. Please be sure to 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 to our class TA. We will notify you in class if such communications difficulties arise, but we prefer not to have to deal with "bouncers" so please don’t be one.

Free material:

3) All reading materials other than those in California Policy Options 2015 are available online. A separate handout will explain how to access the on-line materials. NOTE: "THE COMPUTER WAS DOWN" (YOURS OR OURS) WILL NOT BE ACCEPTED AS AN EXCUSE FOR LATE ASSIGNMENTS. PLEASE MAKE SURE YOU DOWNLOAD OR UTILIZE NEEDED ON-LINE MATERIAL WELL IN ADVANCE OF DUE DATES. In class, we may distribute handouts related to that day's topics. However, to save on printing, much of what we distribute will come as a pdf file via email. Guest speakers also sometimes provide their own handouts.

There is also a selection of videos on the class webpage and www.YouTube.com. In most cases, these videos provide background to the topics we discuss. In
some cases, we may run excerpts in class. In two cases, we are assigning a video just as we assign readings. Be sure you have access to a computer that can run wmv (Windows Media Video) files. Players such as Windows Media Player, Real Player, and Winamp work with such files. The files we provide on the class website are NOT streaming video; the files must be downloaded and played. (We also provide a link to an external streaming video site so if you have trouble with wmv, the streaming service may work for you.)

Part of the class webpage is accessible only to registered students. It contains reading material and certain videos. Instructions will be provided in class for downloading and viewing, if needed. A separate listing of YouTube videos placed on line for this course is also provided on the webpage.

Required book (to be purchased):

4) Daniel J.B. Mitchell, ed., California Policy Options 2015 (Los Angeles: UCLA School of Public Affairs, 2015). We will provide it in a reduced-price spiral bound edition through a copying service.
ATTENDANCE: ATTENDANCE IN THIS CLASS IS MANDATORY ABSENT A MEDICAL OR PERSONAL EMERGENCY. Repeat: 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. Since we use guest speakers, we cannot recreate the class through notes, etc., for non-attending students. We do not audio-record or video-record the presentations by guest speakers so that they will feel comfortable making candid remarks. Thus, unexcused absences will be penalized. 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 by the TA twice each day — generally early when class starts and towards the end of the class. A computer listing of attendance and assignment fulfillment will be maintained by the TA and will be used by the instructors when it comes time for evaluation and grading.

ACADEMIC MISCONDUCT: VERY IMPORTANT — Read This! Students are expected to hand in original work (including drafts and questions). For information on university standards, visit www.deanofstudents.ucla.edu. Click on: http://www.studentgroups.ucla.edu/dos/assets/documents/StudentGuide.pdf for information on plagiarism and related matters. Unfortunately, episodes of student misconduct in PP 10B have occurred repeatedly and have led to penalties including suspension of those engaged in such misconduct from the university and to other sanctions. We use "Turnitin.com" to screen submissions of individual and team reports. More information on the submission procedure will be provided in class.

Turnitin.com goes through the Internet finding materials that are similar to what appears in submitted student reports. It also remembers every term paper turned in through this service at UCLA and any other university that subscribes to turnitin.com. When you submit your report to turnitin.com, you will receive an electronic receipt. Your instructors, however, receive your paper and a complete color-coded report from turnitin.com showing the sources of materials from which text has been taken. Turning in unoriginal material to this service is the academic equivalent of "suicide by cop."

Because this explicit warning above is on the syllabus, because it is repeated in class notably in the Week 2 presentation on writing and presenting, and because we provide a copy of the syllabus to the dean of students when problems arise, excuses such as "I didn’t know..." are not accepted.

Our ramped up warnings in winter 2008 seemingly produced the first time in many offerings of PP 10b in which no referrals to the Dean of Students were needed. Sadly, however, problems arose again each year after 2008. Let’s get back to the 2008 record.

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 of the many topics covered in this course. We know of no single individual (certainly not one of 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) by student speakers/teams. Guest speakers are normally scheduled at 2 PM and at 3 PM. During weeks 2-7, we use the third hour for various purposes to be announced. Weeks 9 and 10 are devoted entirely to student team reports; there are no guest speakers in weeks 9-10. In weeks 1 and 8, presentations are exclusively by your instructors.

Written questions to be handed in: At the start of each class (except the first!), please hand in a sheet with your name and ONE question you would like to see discussed from each required reading or video. That means that if there are three readings, you will be submitting three questions, one for each. A cardboard box for submissions will be available at the front of the classroom. We cannot guarantee that all questions will be handled in class. However, a weekly e-mail will deal with 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 WORD-PROCESSED. Handwritten sheets or otherwise illegible sheets will be returned to you unread and will not be counted as fulfilling the requirement. If you turn in unacceptable sheets and are asked to re-do them, the resubmissions will be marked "late" in our records once received. An example of the appropriate format of a question sheet follows below.
Sample of the Correct and Required Format:

Robin Hood

Week ___ questions

Jones and Chung, "California Problems":

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

Dunbar and Choe, "Issues in California Economics":

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

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

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

PLEASE MAKE TWO COPIES OF EACH SHEET. HAND IN ONE COPY AT THE BEGINNING OF CLASS BY PLACING IT IN THE COLLECTION BOX. KEEP THE OTHER FOR YOUR OWN REFERENCE DURING THE CLASS DISCUSSION.

GRADING POLICY: Unlike other classes you will have taken at UCLA, 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 to class, leaving class early, 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 we made on the outlines and drafts were followed in the final product. In short, we evaluate student performance in PP 10b in the way real-world future employers are likely to evaluate you. Your real-world future employers are very unlikely to evaluate you on the basis of some simple formula of X% for this and Y% for that.

Once grades are in, they are not changed. They are not changed on grounds of a need to maintain a certain grade-point average in order to retain a scholarship or other such reasons, of a need to get into law school or other graduate school, of an offer to do "something extra" in the course to bump up the grade, 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: 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 or to un-enroll if you are already on the roster. [Typically we have had waiting lists of students who are anxious to take the
In particular, PP 10B is probably not for you if the following elements of the course are unacceptable to you: 1) the attendance and come-on-time/don’t-leave-early requirement and the taking of attendance at each class, 2) use of guest and student speakers, 3) working in teams, 4) handing in questions, drafts, outlines, and reports on schedule, 5) regular e-mail communications to be read by you related to the course, 6) submission of original work through Turnitin.com, 7) grading policy as described in the previous section.

OK. Enough Cautionary Notes! Welcome to PP 10B!

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 UCLA courses. We know of several students who have changed their career goals as a result of PP 10B and gone into public policy related positions. There is an informal group of PP 10B alumni out in the world of public policy; members sometimes visit or otherwise keep in touch with the instructors. 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 2015.

1: Introduction Jan. 8

**Required** readings begin in Unit 2.

Topics:
- Introduction to course and its logistics
- Overview of topics to be covered
- Discussion of student assignments (team and individual projects)
- Introduction to California (Prof. Daniel J.B. Mitchell)
- Careers in Public Policy – Do you need to go to law school? (Prof. Michael Dukakis)

Recommended (optional) course website videos available only to registered students:
- Gold Rush: Documentary on the California gold rush. <goldrush.wmv>
- Transcontinental Railroad: California is linked to the rest of the U.S. in the 1860s. <Transcontinental RR.wmv>
- California at War: The economic and social transformation of California during World War II. <CAatWar.wmv>
- B of A 50th Anniversary: State boosterism in 1954 produced by Bank of America – then a major financial institution in the state, now a brand name of an out-of-state bank. <B of A 50th anniversary.wmv>

You may also be interested in the YouTube videos placed online for this course unit.
Note 1: There are a total of 3 items to read for this unit. Three questions for these items are due in class on Jan. 16. (One question for each item = 3 questions.)

Note 2: You should have signed up for your individual project by this class.

Required Readings


- Donald Shoup, "Informal Parking on Sidewalks: The Broken Windows Effect." Class webpage <informal.pdf> (Look around you as you walk in Westwood.) From California Policy Options 2014.

Guest speakers:
- Guangyu Wang, Deputy Director, Santa Monica Bay Restoration Commission, 2 pm
- Denny Zane, MoveLA, 3 pm

Recommended course website videos of interest available only to registered students:

- Cadillac Desert: Water documentary generally following the "Chinatown" approach. <Cadillac desert.wmv>

- Chinatown excerpts: The film Chinatown has a complex plot loosely based on the Owens Valley Project, but reset in the 1930s instead of the pre-World War I era. The plot adds murder and incest to the story. A character based on Harrison Gray Otis, owner of the LA Times and a major figure in the City, is the villain. Another character based on William Mulholland, the engineer who oversaw the Owens Valley Project, is the murder victim. Jack Nichols plays a private detective hired by the daughter of the Otis character who uncovers a conspiracy to dump water out of the City reservoirs to create a water shortage and induce voters to pass a bond issue. As he figuratively sniffs around, his nose is repeatedly injured. <Chinatown excerpts.wmv>

- Hetch-Hetchy: The Hetch-Hetchy dam is to San Francisco what the Owens Valley Project is to L.A. <hetch-hetchy.wmv>

- Colorado River: A major source of water for Southern California. <coloradoriver.wmv>

- Golden Gate Bridge: One of the most famous infrastructure projects in California was the construction of the Golden Gate Bridge. <goldengate.wmv>

- California water vs. environment under Gov. Schwarzenegger. <calwater60min.wmv>
• The Red Car Conspiracy and Roger Rabbit. The film Who Framed Roger Rabbit (which has a deliberate Chinatown-type villain) features the supposed conspiracy that ended streetcars in Los Angeles until they were more recently revived as light rail. As might be expected, the actual story is more nuanced. <red car roger rabbit.wmv>

You may also be interested in the YouTube videos placed online for this course unit.

The cartoon below appeared several years ago. Is it still valid after the November 2012 election in which Prop 30 was enacted?
Note: You should have signed up for your team project by this class.

Required readings: (3 items)

- NEW: Daniel J.B. Mitchell, "The Adult Budget Supervisor Tackles the 2014-15 California State Budget" in California Policy Options 2015. (How the budget was made.) NOT on the course website.

- Lauren D. Appelbaum, Chris Tilly, and Juliet Huang,"Economic and Production Impacts of the 2009 California Film and Television Tax Credit” in California Policy Options 2013. <filmtaxcredit.pdf> (Did the tax credit have the positive effects expected by the legislature?)

- Chuck McFadden, Trailblazer: Chapters 3 and 4 <trailblazer.pdf>. (Insights into the period when Prop 13 – which drastically cut local property taxes – was passed by voters and altered the state's fiscal arrangements.)

Guest Speakers:

- Ron Galperin, LA City Controller, 2 pm
- Maria Carpenter, Director of Library Services, Santa Monica, 3 pm

Suggested video from course website accessible only to registered students:

- Interview with former Gov. Schwarzenegger just after Nov. 2008 election on the budget and other matters. <schwarzinterpostelect.wmv>
- Interview with Gov. Brown on fiscal and other issues, Nov. 2013 <brown ATC 11-6-13.wmv>

You may also be interested in the YouTube videos placed online for this course unit.
Note: OUTLINES OF INDIVIDUAL REPORTS DUE TODAY!

3 Items to read for this combined unit.

Required Readings:
- Daniel J.B. Mitchell, "Something Different in the Air? The Collapse of the Schwarzenegger Health Plan in California," WorkingUSA, June 2008. Class webpage <SCHWARZHEALTH.pdf>. (California might have created a model for national universal healthcare - but didn’t in 2007. But the "ObamaCare" plan looks similar to what California might have done.)
- NEW: Alison Murkle, Andrea Jones, and Martha Washo, "Market Match: Fresh Incentives for Improving Nutritional Outcomes in Older Angelinos" in California Policy Options 2015. (Farmers’ markets for low-income elderly.) NOT on the course website.

Guest speakers:
- John Molloy, CEO & Executive Director, PATH (homeless/housing), 2 pm
- Yolanda Wright, UCLA First Star Academy (foster children), 3 pm
- UCLA-MPP graduate Louise McCarthy, President & CEO, Community Clinic Assn of LA County, 4 pm

Optional video:

Leslie Aaron, LAUSD teacher of the year 2012-13, Keynote address to UCLA Anderson Forecast, <Leslie Aaronson Sept 2013 Forecast Keynote.mpg>. May also be live-streamed at http://www.youtube.com/watch?v=3v6JE5TRnj0.

You may also be interested in the YouTube videos placed online for this course unit.
5: Immigration, demographics, and international trade

Feb. 5

Note: There are two subtopics in this unit with a total of 3 items to read. Look carefully for the 2 items under "immigration & demographics" and the 1 item under "international trade."

Immigration & Demographics

Required Reading: (2 item)


Topics: Changing demographics of California
Labor market implications of immigration

International Trade

Another Required Reading: (1 item)

Topics: Infrastructure related to trade (sea ports, airports)
California trade promotion

- William Sholan, "Getting Better: An Update on Security at the Ports of Los Angeles and Long Beach." (Updates an earlier study on port homeland security efforts which found deficiencies.) California Policy Options 2013 book. <sholan.pdf> Sholan is a former PP10b student.

Guest Speakers:

* Jon W. Slangerup, Executive Director, Port of Long Beach, 2 pm
* Karen Ann Lanyon, Australian Consul General in LA, 3 pm

Recommended course website videos of interest available only to registered students:

- LA Port: Short documentary on how shipping occurs in the local port. <LA Port>

- Zoot Suit Riots: During World War II, the "Sleepy Lagoon" murder case and frictions between Mexican-American teenagers and military personnel leads to the Zoot Suit Riots. <zoot suit riots.wmv>

- Mendez vs. Westminster: A California case involving school segregation of Latinos in the 1940s that set the groundwork for Brown vs. the Board of Education, the 1954 U.S. Supreme Court decision declaring segregation in the schools unconstitutional. <mendez.wmv>
• California Immigration: Exploration from various viewpoints of the immigration issue. <CA immigration.wmv>

• Why Braceros? The Bracero Program was established during World War II and ended in the 1960s. It brought Mexican farmworkers into California through a government program. Today such a system would be called a "guestworker" program, as some have proposed. <bracero.wmv>

• Armenian immigration into California: This film, made in the 1980s and narrated by then Governor George Deukmejian, provides a history of Armenian immigration, particularly into the Central Valley. <strangers.wmv>

• Challenge to Democracy: A film made during World War II by the agency charged with running the relocation centers after the forced relocation of the Japanese-origin West Coast population. In the viewpoint of the film, the relocation was a wartime necessity and life in the centers is portrayed in an idealized fashion. <challenge.wmv>

• Alameda Corridor: Video explains construction and function of the Alameda Corridor, a freight rail link to the Ports of LA and Long Beach. <Alameda Corridor.wmv>

• Return to the Valley. Documentary reflecting on the internment during World War II of the Japanese-origin population in California. Former internees are interviewed. <return.wmv>

You may also be interested in the YouTube videos placed online for this course unit.
Note: INDIVIDUAL PAPER DRAFTS DUE TODAY IN CLASS.

Required Readings: (3 items)

- Renee Moilanen, “Heart of the City: Development at Redondo Beach,” California Policy Options 2006. Class webpage <HEART.pdf>. Moilanen is a former MPP student who wrote this chapter as a class assignment. (Dealing with NIMBYism.)
- George Packer, “Change the World,” New Yorker, May 27, 2013. <change the world.pdf> (Silicon Valley folks view their environment.)

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

Guest Speakers:
- Linda Lopez, director, LA City Office of Immigrant Affairs, 2 pm
- Debbie Lee, Communications Director, Santa Monica, 3 pm

Recommended other course website videos of interest accessible only to registered students:

- Rising Sun: Local authorities like to attract investment but in this film, the fact that it’s foreign investment from Japan - a major factor in L.A. real estate and other industries in the 1980s - seems to be source of tension. The plot involves a murder in the offices of a Japanese firm in an L.A. highrise. <rising sun excerpts.wmv>
- San Francisco Earthquake: The 1906 San Francisco earthquake was less devastating than the fires that followed. Local authorities were not prepared for a major quake. <San Francisco earthquake.wmv>
- Things That Aren’t There Anymore: What level of historic preservation is appropriate? <Things That Aren’t.wmv>
- Santa Monica: This film, made in the late 1950s, touts the virtues of Santa Monica and the surrounding area. It is typical of boosterism films made in that era. <santamonica.wmv>
- City at Risk: Residential development in the Sacramento area puts housing at flood risk. <cityatrisk.wmv>
- Fate of the LA Times: There has been concern that the move of the LA Times from local control to control by an out-of-state firm is bad for the City in some way. Meanwhile, internet news has had a negative impact on the Times and newspapers generally. This excerpt from a public TV documentary focuses on the LA Times. (Since it was made, an out-of-state buyer bought the newspaper and it ended up in bankruptcy
after another change in ownership. The bankruptcy ended and the new status is uncertain.) At one time newspapers played a dominant role in state and local politics in California. How much do they matter now? <latimes.wmv>

- Dorothy Chandler and the Music Center. The Chandler family was once highly influential in LA and California politics through its ownership of the LA Times. Dorothy Chandler was the main force behind the construction of the Music Center in downtown LA. <dorothychandler.wmv>

- Will Westwood Ever Be Hip Again?” Radio broadcast of Nov. 26, 2013 on Which Way LA? KCRW. <Will Westwood Be Hip.wmv>

You may also be interested in the YouTube videos placed online for this course unit.
Required Readings and Video: (3 items)


- Video: “Carissa.” <carissa.wmv>. (We won’t say more about Carissa except that she is not your typical UCLA Anderson and UCLA Law School graduate.) Note: Do not wait until the night before to download, only to discover some technical problem. Make sure several days in advance that you can access this video. If you have a problem, we can provide assistance. But the question is due at the deadline. Video may be available (possibly with ads) in live-streaming at http://on.aol.com/video/carissa-517354558.


Topics: Crime, drugs, police, riots, homeland security

Guest Speakers:
- Mike Feuer, LA City Attorney, 2 pm
- Miriam Aroni Krinsky, Executive Director, Citizens' Commission on Jail Violence, 3 pm

Recommended course website videos of interest accessible only to registered students:

- Falling Down (Excerpts): The plot involves a laid-off, white collar aerospace professional who goes on a crime rampage. This film is based on the idea of “angry white men” who are led to anti-social behavior due to economic distress, a popular idea in the 1990s. <falling down excerpts.wmv>
- LA Medical Marijuana. The City of LA seems to have a problem dealing with the regulation of medical marijuana sales. <LA medical marijuana.wmv>

You may also be interested in the YouTube videos placed online for this course unit.
Required Readings: (3 items)

  <renewal-San Diego.wmv> Note: Do not wait until the night before to download, only to discover some technical problem. Make sure several days in advance that you can access this video. If you have a problem, we can provide assistance. But the question is due at the deadline. You may be able to see at live-streamed (possibly with ads) at http://www.snagfilms.com/films/title/the price of renewal.

Speakers: Today’s "guest" speakers are your two class instructors. Prof. Daniel J.B. Mitchell will be discussing the limits to what California can do about its macro-economy and give some lessons from history. Then Prof. Michael Dukakis will be discussing the opportunities for state policy to influence the California micro-economy.

INDIVIDUAL WRITTEN REPORTS DUE TODAY WITH CHECKLIST FROM LAST PAGE OF THIS SYLLABUS INCLUDED!
Outlines due today from those making oral TEAM presentations next week!

Recommended course website video of interest accessible only to registered students:

- EPIC: A California gubernatorial campaign in 1934 aims at pulling the state out of the Great Depression. <EPIC.wmv>

You may also be interested in the YouTube videos placed on line for this course unit.

Did the passage of Prop 30 solve the problems that underlie the cartoon below published only a few years back?
Note 1: There will be student oral reports on the topics for this section (unit 9) and the next one (unit 10).

Note 2: The readings listed below are for the assistance of the teams handling those topics. There are no required readings or questions for weeks 9 and 10.

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:

- 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:

- Reminder: The Appelbaum et al reading from week 3 deals with this sector.
- 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:


Who is in the housing construction business? What kinds of firms? Condition of industry.
- Single-family vs. multiple unit housing
- NIMBYism (Not In My Back Yard)
- Impact of the housing/mortgage bubble and bust
- Relation to transportation
- Impact of environmental regulation
- Can there be low-cost housing in a high-price region?

Tourism:

- Data on California tourism can be found at http://industry.visitcalifornia.com/Find-Research/California-Statistics-Trends/

Is tourism a unified "industry"?
- Economic multiplier effects: How real are they?
- 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:

• California Healthcare Institute, California’s Biomedical Industry (PriceWaterhouseCoopers, 2006). Class webpage <BIOMED.pdf>
• Profiles of major firms in the industry are at http://thelabrat.com/jobs/companies/BiotechCalifornia.shtml
• PPIC, California’s Edge in Biotechnology (2005), available at http://ppic.org/content/pubs/rb/RB_405JZRB.pdf.

Who are the major firms? What is the structure of this industry?
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)

Health-care Providers:

• Gregory Freeman, Nancy D. Sidhu, Michael Montoya, Hidden in Plain Sight: The Economic Contribution of Southern California Hospital and Related Services (LAEDC, 2006). Class webpage <freeman.pdf>

Who are the major providers of health care?
Trends in this industry
Impact of the Affordable Care Act and other public policies on this industry
Market shares of public vs. private hospitals; nonprofit vs. profit hospitals

Greentech

• Philip J. Romero, “Green Jobs and the Los Angeles Region.” (How many of them are there likely to be?) California Policy Options 2012. Class webpage <romero-green.pdf>.

What defines this industry and who is in it?
What is its future in California?

You may also be interested in the YouTube videos placed online for this course unit.
10: Physical Capital, Human Capital, & Governance (Student Reports)  Mar. 12

Electricity Supply:


- Why did we have an electricity crisis in 2001?
- Will we have another crisis?
- California vs. federal electricity regulation
- Municipal utilities vs. private utilities

K-12: Readings


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

Video on the course website for this unit accessible only to registered students:

Enron: The now bankrupt Enron Corporation played a role in the California electricity debacle. <enron.wmv>
Higher education:

- Cecilia Conrad, "Affirmative Action in University of California Admissions: An Economic Perspective" California Policy Options 1999. Class webpage <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.)
- Ria Sengupta and Christopher Jepsen, "California's Community College Students," (PPIC, 2006). Class webpage <COMMUNITYCOLLEGE.pdf>
- Charles E. Young, "Policy Options for University of California Budgeting," California Policy Options 2011 (Advocacy for great UC self sufficiency.) Class webpage <youngUC.pdf>
- Susan Gallick, "Public Pension Funding: The Unique Case of the University of California" in California Policy Options 2012. Class webpage <Gallick.pdf>

- Externality of higher ed system:
  - Technology transfer attracts business (Or does it?)
  - State higher ed labor supply attracts business (Or does it?)
- Is public higher ed a middle-class subsidy? What about the tax treatment of donations to public and private higher ed institutions?
- Master Plan revisited
- Effect of end of affirmative action in admissions under Prop 209
- Did the budget cuts of the Great Recession move UC towards the "Michigan Model"?
- Tenth UC campus at Merced (Local impacts; state interests)

Video that may be of interest:
UC President Janet Napolitano speech on UC goals, Nov. 13, 2013 <napolitano11-13-13.wmv>
10: Physical Capital, Human Capital, & Governance - continued

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?

- **Kevin Starr**, “Reforming California” and “Progressivism and After” in his *Inventing the Dream: California Through the Progressive Era* (Oxford University Press, 1985), pp. 199-282. Class webpage <star1.pdf, starr2.pdf> (Historical origins of California’s direct democracy.)
- **Joe Mathews**, *The People’s Machine: Arnold Schwarzenegger and the Rise of Blockbuster Democracy* (Public Affairs, 2006), pp. 79-104. Class webpage <PEOPLES.pdf> (How a budget-related initiative was put on the ballot.)

- History of California Early 20th Century Progressive Movement
- Use of the initiative and referendum
- Term limits (ballot proposition in 1990)
- Campaign contributions and expenditures
- Political parties vs. non-partisanship
- Redistricting (ballot propositions in 2008 & 2010)
- Non-partisan primaries (ballot proposition in 2010)

Recommended video on course website accessible only to registered students:

- **Interview with Gov. Schwarzenegger** before Nov. 2008 election in which he takes pro-McCain position but supports centrist and “flip-flopping.” Do we want ideological candidates and officials who never “flip flop”? <schwarzinterpreelect.wmv>

**Team written reports due today with checklist from last page of this syllabus included**

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Appendix A: Goes with Week 2 Presentation

Report Writing and Oral Reports for this Course
(and any others you may take!)

Written Report:

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.²

3) Use the **conclusion** to sum up the report and make recommendations.³ Do NOT introduce new material in the conclusion.

4) Give credit where credit is due via footnotes or references. Be sure to read the material in the introduction to this syllabus on submission of original material and the use of turnitin.com.

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?

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¹ We have found in the past that in reading drafts, some students neglect to note the word “actual” in these guidelines. “Actual” means that you must have headings as indicated. If there are no headings, your report will be downgraded. To help you avoid such problems, please see the checklist on the last page of this syllabus. You must print out the checklist and staple it as a cover page on your individual report and team report.

² Papers without an introduction will be downgraded. See the underlined statement in footnote 1.

³ Papers without a proper conclusion will be downgraded. See the underlined statement in footnote 1.
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. (These are the two "Rules of Three" referenced on the checklist cover page you will be attaching to individual and team reports.)

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

10) Avoid starting sentence after sentence with the same word. The.... 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:**

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 slides with bullet outlines are useful. But don’t put too much material on any one slide. **Repeat: Don’t put too much material on any one slide.** A page that looks like this one is not a useful slide. An example of a useful PowerPoint 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 WITH THE CLASS TA AT LEAST ONE DAY BEFORE YOUR PRESENTATION. CONSULT THE SAMPLE SLIDES**

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4 Papers without numbered pages will be downgraded. See the underlined statement in footnote 1.
THAT FOLLOW THIS SECTION. IF YOUR SLIDES ARE NOT READABLE, YOU WILL BE ASKED EITHER TO REVISE THEM OR PREPARE HANDOUTS.

5) Do not put small-font data tables on a PowerPoint 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 MUST BE CLEARED BY THE CLASS 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 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 MUST BE CLEARED BY THE CLASS 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 PP 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 an audio recorder. You may be surprised at what you hear and want to correct it. Listen to a radio or TV news station. Note that the announcers do not say “you know” in every sentence. (If we know, why tell us?) Note that radio and TV announcers rarely say “uh.” They rarely say “like” except where the word properly belongs. Check out:

http://www.youtube.com/watch?v=U5oVzbwYWpg

Note that radio announcers do not end every sentence in an upward intonation that turns what should be a declarative statement into a question. Such a speaking style is sometimes known as “uptalk” and sometimes as “moronic interrogation” so you don’t want to use it in public speaking.
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 used to announce “This is CNN!” He did not say “This is CNN??” Check him out at:

http://www.youtube.com/watch?v=6MkOIMQqnhQ

For an example of what to avoid, go to:

http://www.youtube.com/watch?v=SCNIBV87wV4
A Useful PowerPoint 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 a PowerPoint slide:

**Likely Voter Views on CA Initiative Process:**

*Are initiatives better than laws passed by the legislature and governor?*

**PPIC Poll: May 2013**

Better........ 60%
Same........... 4%
Worse.......... 29%
Don’t know..... 7%

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Example of a useful graphic for a PowerPoint slide as alternative to the table on the previous page:

Likely Voter Views on CA Initiative Process: Are initiatives better than laws passed by the legislature and governor? (percent)

PPIC Poll: May 2013
Below is an item that is not a good candidate for a PowerPoint slide. Distribute information such as this item as a paper handout, not a slide.

State Song: “I love You California”

Written by F. B. Silverwood
Composed by A. F. Frankenstein

I love you, California, you're the greatest state of all
I love you in the winter, summer, spring, and in the fall.
I love your fertile valleys; your dear mountains I adore.
I love your grand old ocean and I love her rugged shore.

Chorus

I love your redwood forests - love your fields of yellow grain,
I love your summer breezes, and I love your winter rain,
I love you, land of flowers; land of honey, fruit and wine,
I love you, California; you have won this heart of mine.

Chorus

I love your old gray Missions - love your vineyards stretching far.
I love you, California, with your Golden Gate ajar.
I love your purple sunsets, love your skies of azure blue.
I love you, California; I just can't help loving you.

Chorus

I love you, Catalina - you are very dear to me,
I love you, Tamalpais, and I love Yosemite,
I love you, Land of Sunshine, half your beauties are untold.
I loved you in my childhood, and I’ll love you when I’m old.

Chorus

When the snow crowned Golden Sierras
Keep their watch o'er the valleys bloom.
It is there I would be in our land by the sea,
Ev'ry breeze bearing rich perfume,
It is here nature gives of her rarest.
It is Home Sweet Home to me.
And I know when I die I shall breathe my last sigh
For my sunny California.

Note: An abbreviated version of the state song can be heard at https://archive.org/details/CaliforniaStateSong.
Checklist that **Must** Be the Cover Page of All Paper Copies of Final Individual and Team Reports. (Do not put the cover page in the electronic version you submit through Turnitin.)

Put a check mark in the places indicated after you are sure you have fulfilled the specified requirement.

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(Your name or names above)

Place a check in the areas "____" below. Reports will not be accepted unless they contain this cover sheet and all items below are checked.

______ I (We) have used explicit headings/subheadings.
______ I (We) have numbered the pages.
______ My (Our) report contains an introduction section that explains to the reader what the report is about.
______ My (Our) report contains a conclusion section that summarizes the key points made in the report but does not take up new issues that should be in the body of the text.
______ I (We) have avoided sentences that run on and on and on, in violation of the "rule of 3" for sentences.
______ I (We) have avoided paragraphs that are overly long, in violation of the "rule of 3" for paragraphs.
______ I (We) have avoided starting sentence after sentence with the same word such as The... The... The... The...
______ I (We) have used my spellchecker and more generally have proofed this report before turning it in.
______ I (We) have given credit where credit is due in my (our) report and certify that my (our) report is original work.
______ I (We) have also submitted this report through the Turnitin system.