

*Twenty-Sixth Anniversary Edition*

**California  
Policy  
Issues**



**Version of 12-26-19**  
**Public Affairs 145 (formerly Public Policy 10b)**  
*Syllabus*  
**Winter 2020**  
Thursdays: 2-4:50 PM  
Room: 2355 Luskin School of Public Affairs

**Michael Dukakis, Professor, Luskin School of Public Affairs**  
and  
**Daniel J.B. Mitchell, Professor-Emeritus, Anderson School of Management and Dept. of Public Policy of the Luskin School of Public Affairs**

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E-mail: [m.dukakis@neu.edu](mailto:m.dukakis@neu.edu)

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Prof. Mitchell's Office Hours in 6361 Luskin School of Public Affairs:  
Thursdays: 1:00 - 1:50 PM  
Wednesdays: 3:45-5:45 PM or by appointment  
Secretary at Anderson: Monica Pena, 310-825-3271, Room D513 Cornell (Anderson complex)  
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Phone: 310-825-1504 (Voicemail)

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Course TA: Caitlin Thompson <[cthompson914@gmail.com](mailto:cthompson914@gmail.com)>. The course TA does not grade your reports and presentations or overall class performance. 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. Finally, the course TA will establish office hours and location of office hours early in the quarter.

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Topics and Units:	Date	Week*
Introduction . . . . .	Jan. 9 . . .	1
Environment and infrastructure . . . . .	Jan. 16 . . .	2
Water supply, air/environmental quality, congestion		
State and local fiscal situation . . . . .	Jan. 23 . . .	3
Special social problems: health care/income distribution/ privacy. . . . .	Jan. 30 . . .	4
Immigration, demographics, and international trade . . . . .	Feb. 6 . . .	5
Urban planning/politics/economic development . . . . .	Feb. 13 . . .	6
Crime, law enforcement, social unrest. . . . .	Feb. 20 . . .	7
California Economic Policy . . . . .	Feb. 27 . . .	8
Key California Industries. . . . .	Mar. 5 . . .	9
• Agriculture		
• Entertainment		
• Housing & development		
• Tourism		
• High-tech electronics/internet		
• Biotech		
• Health-care providers		
• Greentech		
Physical Capital, Human Capital, and Governance . . . . .	Mar. 12 . . .	10
• Electricity supply		
• K-12		
• Higher education		
• Governance		

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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.*

## Learning Objectives for This Course

In this course, you will:

- become familiar with California policy topics & related careers across a wide range of domains
- gain experience conducting research and preparing professional reports and oral presentations
- improve your writing skills

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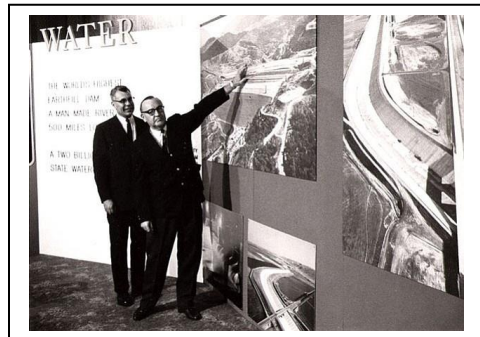
**Individual Report Topics:** Students will prepare written individual papers on one of the topics below, starting with topics from unit 2 and ending with topics from unit 8. **OUTLINES ARE DUE IN CLASS ON WEEK 4.** You will receive emailed comments on your outline. *A draft of the written report must 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 and on the importance of doing original work.

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. **NOTE THAT RUNNING THROUGH THE TOPICS BELOW ARE VARIOUS TECHNOLOGY-RELATED SUBJECTS THAT HAVE BEEN MARKED “TECH.”**

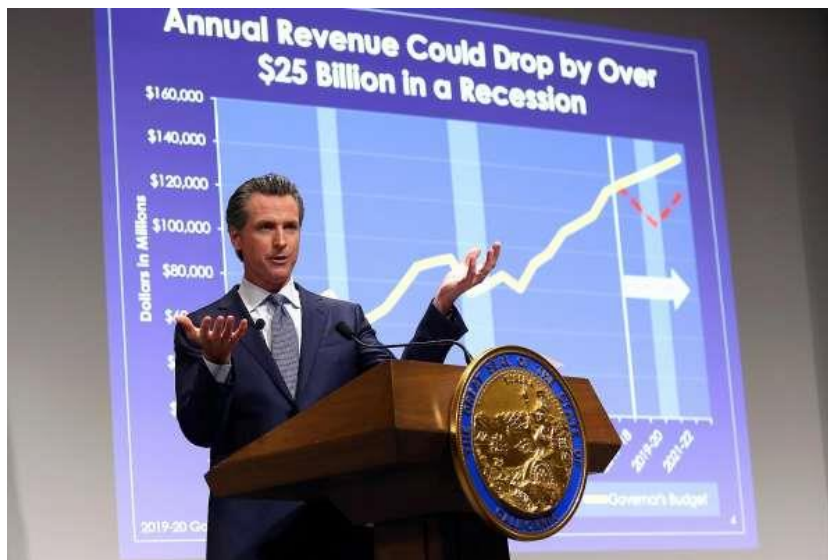
### Unit 2: California Environment & Infrastructure

- 2.1 The “Delta Fix” twin water tunnel project
- 2.2 Regulating to reduce air pollution and greenhouse gas
- 2.3 Pricing and/or HOV lanes as a traffic congestion remedy
- 2.4 Local public transit policy in California
- 2.5 Intercity (& high-speed) rail service in California
- 2.6 Private roads and tollways: Experience in Orange County
- 2.7 Taxation of gasoline and other possible funding sources for road/transportation finance
- 2.8 Urban waste management and related environmental concerns
- 2.9 California’s cap-and-trade program. How is it working? Where does the money go?
- 2.10 **TECH:** APP-based ride-sharing companies such as Uber and Lyft vs. traditional taxis: California state & local policies
- 2.11 **TECH:** Self-driving cars and California regulation
- 2.12 **TECH:** Regulation of e-Scooters and e-bikes. Local policies in California



### Unit 3: California State & Local Fiscal Situation

- 3.1 Proposition 13 (property taxes & 2/3 requirement for tax increases)
- 3.2 Proposition 98 (earmarking state revenue for schools) and related initiatives
- 3.3 Prison construction/operation and its fiscal implications
- 3.4 State budgetary policy in good times and bad times
- 3.5 The Orange County bankruptcy of the mid-1990s
- 3.6 California local city bankruptcies: 2008 and later
- 3.7 Indian gaming and state fiscal policy
- 3.8 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)
- 3.9 Public-sector pensions and other retirement benefits in California
- 3.10 The Bell city fiscal/governance scandal
- 3.11 Enactment and effects of Prop 30 (temporary tax increases) of 2012 and extension under Prop 55 (2016)
- 3.12 *TECH: California incentives for electric and other zero or low emission cars such as plug-in hybrids: Do they make sense?*
- 3.13 *TECH: Collecting sales tax on online purchases. California's deal with Amazon*



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

- 4.1 Controversies surrounding managed care/HMOs in California
- 4.2 California's history of trying to expand health insurance coverage including Prop 72 (2004) and the 2007 proposals by the governor and others, expansion under the Affordable Care Act (ACA) or "Obamacare" and what may happen in California if the ACA is replaced at the federal level
- 4.3 Income inequality in California
- 4.4 Welfare to work policy in California
- 4.5 Maintenance of emergency rooms and other public health issues in California
- 4.6 Unionization of low-wage workers (e.g., janitors, hotel workers, home care providers, airport concession workers, farm workers)
- 4.7 Labor standards & enforcement in California
- 4.8 Workers' compensation insurance reform in California
- 4.9 The gay marriage issue in California (including domestic partnerships, Prop 22 and Prop 8, current status)
- 4.10 San Francisco's universal health care plan for its residents
- 4.11 Affirmative consent ("yes means yes") policy in California higher education (SB967 of 2014 and subsequent developments)
- 4.12 *TECH: Genetically modified foods (failed Prop 37 of 2012 & legislative proposals)*



#### Unit 5: Immigration, Demographics, & International Trade: California Perspective

- 5.1 History: California immigration issue pre-IRCA (1986)
- 5.2 Post-IRCA immigration in California including "sanctuary" policies
- 5.3 Proposition 187 (state policy on illegal immigration)
- 5.4 Drivers' licenses for undocumented persons in California
- 5.5 Changes in US international agreements and effects on California
- 5.6 Electoral implications of changing state demographics (including age)
- 5.7 Who gets counted in the 2020 Census: Effect on California - State Efforts to ensure a full count, past and present
- 5.8 Seaport or airport operation in California
- 5.9 Issues related to California's DREAM legislation
- 5.10 Bilingual education issue in California including Prop 227 of 1998 & Prop 58 of 2016
- 5.11 What derailed the Kamala Harris campaign for president? Why?
- 5.12 *TECH: Reducing truck and ship emissions at Ports of LA & Long Beach - History and current efforts.*



Unit 6: Urban Planning/Politics/Economic Development:  
California Perspective

- 6.1 Growth control, zoning, & "urban sprawl" in California
- 6.2 Foreclosures and mortgage modifications in California
- 6.3 Hazards: Fires, earthquakes, & landslides: insurance and zoning in California
- 6.4 Rent control in California
- 6.5 Homelessness, subsidized housing in California
- 6.6 Empowerment zones and related tax subsidies in California (including new Trump tax law Opportunity Zones)
- 6.7 The Playa Vista project as a case study in an urban development (including the original Dreamworks component)
- 6.8 Business Improvement Districts in California
- 6.9 Development of LA's Music Center and implications for later arts projects and urban economic development
- 6.10 Abolition of redevelopment agencies and their partial reconstitution in California
- 6.11 *TECH: Home-sharing via companies such as Airbnb vs. hotels. Local policies in California*
- 6.12 *TECH: Incentives for use of solar power in homes, businesses, and offices in California*



Unit 7: Crime, Law Enforcement, Social Unrest in California

- 7.1 Causes of the L.A. riots (1992)
- 7.2 Causes of the Watts riots (1965)
- 7.3 Anti-drug regulation in California including Proposition 36 (2000)
- 7.4 Marijuana for medical use (including ballot initiative, city policies); recreational legalization in California (rules, taxes)
- 7.5 Criminal punishment policy (including 3 strikes, Prop 66 of 2004, Prop 36 of 2012, Prop 47 of 2014, Prop 57 of 2016)
- 7.6 Effective policing and other alternatives to incarceration
- 7.7 Gun regulation in California
- 7.8 Homeland Security for California including San Bernardino incident
- 7.9 Federal court control of California prisons including prison health care
- 7.10 Why was California a center of mortgage fraud that collapsed in 2008? Was there a state policy failure?
- 7.11 Death penalty in California including Props 62 & 66 of 2016 (and Google "Caryl Chessman")
- 7.12 *TECH: Drone policy in California. Limits on use of drones privately or by police departments*



Unit 8: California Economic Policy

- 8.1 Changing employment patterns in California (industry and area)
- 8.2 The business "climate" in California
- 8.3 California in three economic slumps: the early 1990s, the early 2000s, 2008 and beyond
- 8.4 Use of tax incentives and other forms of subsidy in California to create jobs (including for film industry)
- 8.5 *TECH: The rise and fall of California aerospace*
- 8.6 *TECH: University of California's management of Los Alamos and related labs (Lawrence Livermore and Lawrence Berkeley)*
- 8.7 *TECH: California stem cell research under Prop 71 of 2004 including possible renewal*



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Discussion of individual report units. There will be discussions by the instructors with students for each weekly unit. These seminar-like discussions take place on Mondays or Tuesdays (when there is a Monday holiday), 5-6 pm, generally in room 6326 in the Luskin School (6<sup>th</sup> floor). The sessions start in week 3 (when we deviate and use room 6276) and end in week 8. Reminders of dates and location will be announced in class. Students should plan to attend unless they have conflicts with jobs, other classes, etc. Those students who cannot attend due to job, course, or other conflicts should email Prof. Mitchell BEFORE the discussion at [daniel.j.b.mitchell@anderson.ucla.edu](mailto:daniel.j.b.mitchell@anderson.ucla.edu). If you don't email in advance about a conflict, you are expected to attend. Attendance will be taken.

**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/internet, 6) Biotech, 7) Health-care providers, 8) Greentech

Unit 10: 9) Electricity, 10) Education: K-12, 11) Education: Higher education, 12) State governance and early 20<sup>th</sup> century progressive reforms.

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.

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**Required Acquisitions:**

E-mail Account:

1) A FUNCTIONING e-mail account is required for this course. We will use the account listed by the registrar for you unless you tell us you have a different account. 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 and video materials other than those in California Policy Options 2020 are available online from the course website. 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 in class.

There is also a selection of videos on the class webpage and [www.YouTube.com](http://www.YouTube.com). In most cases, these videos provide background to the topics we discuss. In some cases, we may run excerpts in class. We assign videos just as we assign readings. Be sure you have access to a computer that can run wmv (Windows Media Video) and mp4 files. Players such as Windows Media Player, Real Player, and Winamp generally work with such files. In some cases, the course website will stream the videos. (We also provide a link to an external streaming video site, if available, so if you have trouble with wmv or mp4, the streaming service may work for you.)

A separate listing of optional YouTube videos placed online for this course is also provided on the course website.

Required book (to be purchased):

4) Daniel J.B. Mitchell, ed., California Policy Options 2020 (Los Angeles: UCLA School of Public Affairs, 2020). We provide it in a reduced-cost spiral bound edition through Copymat, 10919 Weyburn Ave., Westwood.

**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. As a result, you can't "make up" a class for which you are absent. 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 student evaluation and grading. Please do not enroll in this course if you know that your schedule conflicts with the class.

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**ACADEMIC MISCONDUCT: VERY IMPORTANT - Read This!** *Students are expected to hand in original work (including drafts and questions). For information on UCLA standards, visit [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu). Click on: [http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct\\_Rev\\_030416.pdf](http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct_Rev_030416.pdf) (p. 8) for information on plagiarism and related matters. Unfortunately, episodes of student misconduct in this course have occurred in the past 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."*

**PLEASE NOTE THAT OUR REQUIREMENT OF ORIGINAL WORK GOES BEYOND THE UCLA STANDARD REGARDING PLAGIARISM. A REPORT THAT IS HEAVILY BASED ON CUTTING AND PASTING FROM OTHER DOCUMENTS, EVEN IF REFERENCES ARE GIVEN, IS NOT ORIGINAL WORK FOR PURPOSES OF THIS COURSE EVEN IF IT IS NOT TECHNICALLY PLAGIARISM.**

*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 this course in which no referrals to the Dean of Students were needed. Sadly, however, problems arose again each year after 2008 until we succeeded again in 2017 and 2018. In 2019, a problem again arose. Let's avoid any issues of unoriginal work this time!*

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COURSE FORMAT - Please read carefully: PA 145 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, but there can be variations. During weeks 2-7, we usually 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 and no required readings or videos in those weeks. In weeks 1 and 8, presentations are exclusively by your instructors.

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Written questions to be handed in: At the start of each class (except the first and in weeks 9 and 10!), 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 four readings and/or videos, you will be submitting four questions, one for each. (There are always four items and, therefore, four questions.) 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 response via 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 AND PRINTED. 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 again. An example of the appropriate format of a question sheet follows below.

**Sample of the Correct and Required Format:**

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Name: 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..*

Oppenheimer, Part 1 video:  
*Text of your question on the video..*

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

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**SPECIAL MEETINGS WITH THE INSTRUCTORS:** During weeks 3 through 8, groups of students will meet with the instructors, depending on their individual report topics. The purpose of these meetings is to discuss the weekly topic in more depth than the Thursday class format allows in a seminar-like setting. The meetings will take place on Mondays, 5-6 pm, except when there is a Monday holiday in which case the meeting will be on Tuesday, 5-6 pm. All meetings will take place in room 6274 of the Luskin School building. If your individual report topic is in weeks 2 or 3, plan to meet with the instructors in week 3. Thereafter, week 4 students will meet at the week 4 session, the week 5 students will meet at the week 5 session, etc. *Students are expected to attend, unless they have a conflict, i.e., other class, job, etc. If you have a conflict, you are expected to notify the instructors by email before the session.*

**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 PA 145 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 without any subjective judgment. However, we anticipate relying approximately on the following weighting scheme when determining your final course grade:*

### **Lecture attendance (10%)**

ATTENDANCE IN THIS CLASS IS MANDATORY ABSENT A MEDICAL OR PERSONAL EMERGENCY. PLEASE NOTE THAT APPROPRIATE ATTENDANCE INCLUDES ARRIVING IN CLASS ON TIME (by 2 PM) AND STAYING UNTIL THE CLASS CONCLUDES (4:50 PM). If there is a medical or personal emergency that prevents attendance, students are normally expected to provide advance email notification to the instructors and TA. Attendance will be taken by the TA twice each day - generally early when class starts and towards the end of the class. Substantial lapses in attendance will prevent completion of this course. Why? Because we rely heavily on guest speakers and do not record them. If you don't attend, there is little purpose in being enrolled in this course.

### **Discussion attendance (5%)**

Discussion of individual report units. See description earlier in the syllabus. Attendance is required unless students have conflicts with jobs, other courses, etc. Students who cannot attend due to job, course, or other conflicts should email the instructors and the TA BEFORE the discussion.

### **Written Questions (15%)**

At the start of each class (except the first week and weeks 9 and 10), you will hand in a sheet with your name and ONE question you would like to see discussed from each required reading or video. Please see the description earlier in the syllabus for the correct format for the questions. Questions are not graded. An email response to the entire class to selected questions will be made. Questions that suggest that the student has not read/viewed the assignment will be returned for resubmission and will be considered late when resubmitted. Submissions with missing questions will be returned for a redo and will be considered late when received. Question submissions that do not follow the format specified in this syllabus will be returned for a redo and will be considered late when received.

Note: Although we assign a 15% to this classification, failure to turn in a significant number will lead to an incomplete "I" in the course until the assignments are completed.

### **Individual Report (40%)**

Students will prepare written individual reports on one of the topics below, starting with topics from unit 2 and ending with topics from unit 8. OUTLINES ARE DUE IN CLASS ON WEEK 4. You will receive emailed comments on your outline. 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. Note that outlines and drafts are not graded; their purpose is to help you develop your individual report. You will then have until week 8 to revise the report. Final written papers for individual reports are due in class on week 8 (NOT week 10!). In evaluating the report, the instructors will consider deviations from the schedule (lateness) for outlines, drafts, and the final version. NOTE THAT ALL FINAL REPORTS MUST INCLUDE THE COVER SHEET ON THE LAST PAGE OF THIS SYLLABUS.

### **Team Report and Presentation (30%)**

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 team reports are due in class on week 10. Outlines for team reports 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. Slides that teams plan to use for their oral presentations must be pre-screened for the TA before presentation in class.

**Re-grade policy:**

*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!*

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**Request:** 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 course.] In particular, PA 145 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.

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**California Education Code Section 78907**

*The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.*

Source: <http://codes.findlaw.com/ca/education-code/edc-sect-78907.html>

We reproduce this provision because our guest speakers volunteer to participate in the class. They do not consent to have their remarks recorded or circulated on social media. So please do not record them. *You ARE free to record presentations by the instructors.*

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**OK. Enough Cautionary Notes! Welcome to PA 145!**

*For the vast majority of students who do understand and accept the structure of PA 145, 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 PA 145 and gone into public policy related positions. There is an informal group of course alumni out in the world of public policy; members sometimes visit or otherwise keep in touch with the instructors. We even have a member of Congress as part of the course alumni. 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 AND WILL BE ANNOUNCED IN CLASS. "NEW" below means that the item was not on the reading list last year. If a reading or video is on the course website, the name is listed as <file name>. Those readings without file names are in California Policy Options 2020.

1: Introduction

Jan. 9

Required readings & videos 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 policy (Prof. Daniel J.B. Mitchell)
- Careers in Public Policy - Do you need to go to law school? (Prof. Michael Dukakis)

*Recommended optional course website:*

- *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 50<sup>th</sup> 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 50<sup>th</sup> anniversary.wmv>*
- *Mt. Wilson: Southern California Expands the Universe. The construction of the 100-inch telescope on Mt. Wilson in the early 20<sup>th</sup> century leads to an amazing discovery. <mt Wilson.wmv>*

You may also be interested in the YouTube videos placed online for this course unit. They are listed in a separate document on the course website.



Note 1: There are a total of 4 items to read and watch for this unit. Four questions for these items are due in class this week. (One question for each item = 4 questions.)

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

## Required Readings

- Daniel J.B. Mitchell, "The Conflict Diamonds of Adriana Gianturco," California Policy Options 2019. <DIAMOND.pdf> (Why there is no diamond or carpool lane on the Santa Monica Freeway.)
- Daniel J.B. Mitchell, "Earl Warren's Fight for California's Freeways: Setting a Path for the Nation," Southern California Quarterly, Summer 2006, pp. 205-238. Class webpage <FREEWAY.pdf> (In a different era, California adopts a pay-as-you-go approach to freeways.)
- NEW: Gregory Pierce, Kyra Gmoser-Daskalakis, Nicholas Chow, "Water Affordability in California: Challenges and Policy Solutions," California Policy Options 2020. Not on the course website. In your required volume. (The social equity side of water supply.)
- VIDEO: "Oppenheimer-Episode 1" on the course website. Also may be at: <https://www.youtube.com/watch?v=vZH-zPTi3Q8> [The links on YouTube seem to change periodically, so if it doesn't work, use the course website version or search YouTube for an alternative link.] BACKGROUND: California is known as a center of technology and innovation. WE INCLUDE THE 7-PART "OPPENHEIMER" DOCUDRAMA - ONE EPISODE PER WEEK - AS A FORM OF CALIFORNIA TECHNOLOGY DEVELOPMENT YOU MAY NOT KNOW ABOUT. (In the 1930s, the University of California (UC) was primarily Berkeley with UCLA as the "Southern Branch." At Berkeley, the physics department had achieved world class status, thanks especially to Prof. Ernest Lawrence, who received the Nobel Prize for invention of the cyclotron, and Prof. J. Robert Oppenheimer, a renowned theorist. The Berkeley physics department played a major role during World War II in the "Manhattan Project" that produced the atomic bomb. Oppenheimer became co-director of that project, despite official concerns about his left-wing connections. Also appearing in the docudrama is Dr. Edward Teller, who began work on the hydrogen bomb even before the A-bomb had been developed. Teller later founded what is now the Lawrence Livermore National Lab for UC and worked as its director and associate director. UC now is involved in the management of three U.S. Dept. of Energy labs as a result of the World War II Manhattan Project. Its contract for the Los Alamos lab - where the key research was done on the A-bomb - was up for re-bidding and renewed, despite frictions between UC and the Trump administration. As you see the various episodes, you might think about the not-always-foreseen consequences of major scientific advances and new technologies. In addition, the ongoing confrontation with North Korea and Iran over nuclear weapons makes the topic timely. In Episode 1 we are introduced to Prof. Oppenheimer and his Berkeley colleagues in the late 1930s as well as his complicated personal life. Word comes to Berkeley of a breakthrough in physics research in Nazi



Germany that suggests that an atomic bomb is theoretically possible and could be built by the Nazis. World War II begins in Europe.)

Guest speakers:

-Andre Colaiace, Executive Director, Access LA (2 pm)

-Stephanie Wiggins, CEO of Metrolink. Southern California Regional Rail Authority (3 pm)

-The remaining segment (4 pm) will be devoted to a presentation on writing and presenting in PA 145 by Prof. Mitchell.



General Leslie Groves &  
Prof. J. Robert Oppenheimer  
(the real ones, not the actors in the video series)

*Recommended optional course website videos of interest:*

- *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 was 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 former 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>
- *True Detective's California high-speed rail conspiracy* <True Detect-RR plot-full.wmv>
- *Santa Monica was one of the early sites for the introduction of electric scooters. <Santa Monica bans e-scooters from beach bike path.wmv>*

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



Note: You should have signed up for your team project by this class. *Students with individual report topics from weeks 2 & 3 meet with instructors Tuesday, 5-6 pm, room 6274.*

### Required readings & video: (4 items)

- NEW: Daniel J.B. Mitchell, "Time for an Old Guy; Time for a Young Guy: California Fiscal Affairs Shift from Brown to Newsom," California Policy Options 2020. Not on the course website. In your required volume. (New governor. New priorities?)
- NEW: Joseph P. Bishop, "Resources and Educational Equity: California's Effort to Remedy Inequality through School Funding," California Policy Options 2020. Not on the course website. In your required volume. (Evaluation of former Governor Jerry Brown's "LCFF" spending allocation on K-12.)
- NEW: Hannah King, Martin Wachs, Asha Weinstein Agrawal, "The Impact of ZEV Adoption on California Transportation Revenue," California Policy Options 2020. Not on the course website. In your required volume. (Environmental policy has implications for transportation finance.)
- *Required Video: Oppenheimer Episode 2 on the course website. Also may be at: <https://www.youtube.com/watch?v=EwqggchnCqcE> (The links on YouTube seem to change periodically, so if it doesn't work, use the course website version or search YouTube for an alternative link.)*  
[The federal government has set in motion the Manhattan Project to build the A-bomb, but the project lacks focus and leadership. General Leslie Groves is in charge, but he needs a scientific co-director. Edward Teller is already thinking of going beyond an A-bomb to an H-bomb. Groves selects Oppenheimer to be the co-director, despite concerns about Oppenheimer's communist connections. A technological breakthrough is made. The site for a secret location at Los Alamos, New Mexico is selected. A Berkeley colleague approaches Oppenheimer to see if he would pass secret information to the Soviets.]

#### Guest Speakers:

- Joan Weinstein, Director, Getty Foundation (2 pm)
- Jeffrey Prang, LA County Assessor (3 pm)
- Prof. Mitchell on the state budget. (4 pm)

#### Suggested optional video from course website:

- *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.

4: Special Social Problems: health care/income distribution/privacy Jan. 30

Note: *OUTLINES OF INDIVIDUAL REPORTS DUE TODAY! Students with week 4 individual report topics meet with instructors Monday, 5-6 pm, room 6326.*

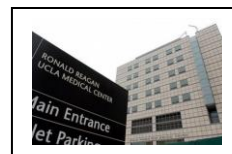
4 Items to read for this unit.

### Required Readings & Videos:

- Daniel J.B. Mitchell, "Impeding Earl Warren: California's Health Insurance Plan That Wasn't and What Might Have Been," *Journal of Health Politics, Policy, and Law*, December 2002, pp. 947-976. Class webpage <IMPEDING.pdf>. California might have created a model for national universal healthcare - but didn't in the 1940s.
- Daniel J.B. Mitchell, "Clearing the Air: What the Times Called for in 1947" in *California Policy Options 2016*. <clearing.pdf> (The beginning of anti-smog/clean air policy in the LA area to improve public health.)
- Required Video: "Carissa." <carissa.wmv> or <Carissa AOL.com.mp4>. (We won't say more about Carissa except that she is not your typical UCLA Anderson and UCLA Law School graduate. Note and caution: Subject matter involving child/teenage prostitution may be distressing.)
- Required Video: Oppenheimer Episode 3 on the course website. Alternative on YouTube: <https://www.youtube.com/watch?v=AQh2oeThmgk>. (The links on YouTube seem to change periodically, so if it doesn't work, use the course website version or search YouTube for an alternative link.) [Los Alamos under Oppenheimer and Groves evolves into a secret city. Frictions arise over project administration. Oppenheimer's leftist connections - particularly at Berkeley - and his uneven personal life continue to be an issue. The FBI bugs his conversations. Groves confronts Oppenheimer concerning the attempt by a colleague to obtain information for the Soviets.]

### Guest speakers:

- Rachel Sumekh, CEO & Founder, Swipe Out Hunger (2 pm)
- Emily Ausbrook, CEO/President, Boys and Girls Clubs of Santa Monica (3 pm)
- Kimiko Kelly (UCLA MPP 2001), Community Education Manager, Alzheimer's Los Angeles (4 pm)



### Optional video:

*CalOSHA Policy Issues 2010. Deficiencies in state worker safety enforcement.* <caloshaissues2010.wmv>

*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. 6

Note: There are two subtopics in this unit with a total of **4 items** to read. Look carefully for the 1 item under "immigration & demographics" and the 2 items under "international trade" and the required video. *Students with individual report topics in week 5 meet with instructors Monday, 5-6 pm, room 6326.*

Immigration & Demographics

**Required Reading:** (2 items)

- Daniel J.B. Mitchell, "Warren's Wedge: An Historical Perspective on Wedge Issues in California Politics," California Policy Options 1999. Class webpage <mitchell-wed.pdf>. (Forced relocation of the Japanese-origin population during World War II.)
- NEW: Daniel J.B. Mitchell, "How Local Should Politics Be? Santa Monica's District vs. At-Large Voting Litigation," California Policy Options 2020. Not on the course website. In your required volume. (Litigation based on racial equity in voting is having major impact on California cities.)

International Trade

**More Required Readings:** (1 item)

- NEW: Libby Bradley, Naseem Golestani, Kazutaka Izumi, Kento Tanaka, Tsuyoshi Yamakawa, "Charging Infrastructure Strategies: Maximizing the Deployment of Electric Drayage Trucks in Southern California," California Policy Options 2020. Not on the course website. In your required volume. (Environmental standards for port-servicing trucks.)

**Required Video:** (1 item)

- Oppenheimer Episode 4 on the course website. *Also may be at:* <https://www.youtube.com/watch?v=tpItnlMf9xM> (The links on YouTube seem to change periodically, so if it doesn't work, use the course website version or search YouTube for an alternative link.) [Progress is made on the bomb's triggering mechanism. Teller continues to push for the H-bomb. Scientists on the project are beginning to have concerns about the moral issue of using the bomb in the war, even before it is ready for testing.]

Guest Speakers:

- Nina Hachigian, Deputy LA Mayor for International Affairs (2 pm)
- Gene Seroka, Executive Director, Port of LA (3 pm)
- Profs. Dukakis and Mitchell: Discussion of Japanese internment, Earl Warren, civil rights, etc. (4 pm)

Recommended optional course website videos and audio of interest:

- *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>
- *The first African American mayor of Santa Monica reflects on race relations in the city in the past and present and notes the effect of the Santa Monica Freeway on city demographics.* <Former Santa Monica Mayor Trives on city's race relations.wmv>
- *Retired Superior Court Judge Lance Ito, perhaps best known as the judge in the O.J. Simpson trial, reflects on the impact of the Japanese internment in a UCLA lecture.* <Judge Lance Ito on Japanese Internment 11-8-2018 (audio only).wma>

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



*Note: INDIVIDUAL PAPER DRAFTS DUE TODAY IN CLASS. Students with week 6 individual report topics meet with instructors on Monday, 5-6 pm, room 6326.*

### Required Readings & Video: (4 items)

- Daniel J.B. Mitchell, "The Trash-Talking Candidate Who Wasn't Supposed to Win," *California Policy Options 2018*. <yorty.pdf> (The election of Los Angeles' Mayor Sam Yorty.)
- NEW: Grayson Peters, "The Purple Threat: Beverly Hills vs. Metro," *California Policy Options 2020*. Not on the course website. In your required volume. (Grumbles in Beverly Hills about the subway. The author is a former student of this course. This chapter is based on his individual report.)
- NEW: Required Video: OJ Simpson - Made in America, Part 3. <OJ Simpson - Part 3> (Events leading up to the trial. CAREFUL: THE EPISODE YOU ARE REQUIRED TO WATCH IS PART 3 AND NOT ANY OTHER PART. Warning - Racially insensitive language is part of this story. The impact of the OJ Simpson case on Los Angeles, not long after the Rodney King beating, the LA riots, and other related events. Prior episodes in this series cover the background of Simpson from childhood to football and movie celebrity and advertising spokesperson for Hertz rental cars. Simpson in the earlier episodes is depicted as aloof from the general civil rights movement. He is also depicted as an abusive husband to his second wife, Nicole Brown Simpson.)
- Required Video: Oppenheimer Episode 5 on the course website. Alternative on YouTube: <https://www.youtube.com/watch?v=t6r4QlQoCn4>. (The links on YouTube seem to change periodically, so if it doesn't work, use the course website version or search YouTube for an alternative link.) [Oppenheimer does not fully represent the concerns of a group of scientists about using the bomb on Japan to federal authorities. The Trinity test takes place in New Mexico. The bomb is then used on Japan. Oppenheimer is shaken when he sees films taken after the surrender of Japan that show the effects of the bomb. Note and caution: Grisly footage appears in this episode.]

#### Topics: Planning process

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

#### Guest Speakers:

-Rachel Malarich, City of LA City Forest Officer (2 pm)  
-Matthew Wells, Santa Monica Public Landscape Manager (3 pm)  
-Profs. Dukakis & Mitchell will discuss Oppenheimer series through Episode Five (4 pm)

#### Recommended other optional videos on the course website:

- *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*

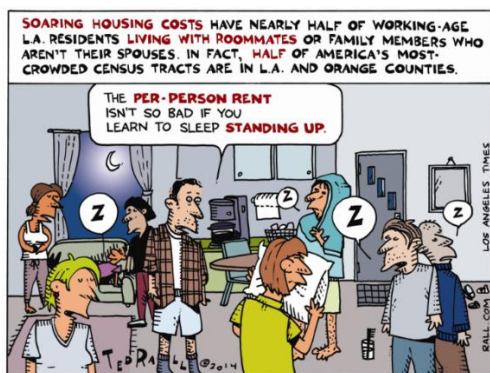




other industries in the 1980s - seems to be source of tension. The plot involves a murder in the offices of a Japanese firm in an L.A. highrise. <rising sun excerpts.wmv>

- 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>
- New L.A.: A look at the changing political structure of Los Angeles. <New LA.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 after some twists and turns, the paper ended up in the hands of a local billionaire.) 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. <dorothyhandler.wmv>
- Will Westwood Ever Be Hip Again?" Radio broadcast of Nov. 26, 2013 on Which Way LA? KCRW. <Will Westwood Be Hip.wmv>
- NEW: OJ Simpson - Made in America, Part 1 <OJ Simpson - Part 1 OPTIONAL>
- NEW: OJ Simpson - Made in America, Part 2 <OJ Simpson - Part 2 OPTIONAL>

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



*Note: Students with week 7 individual report topics meet with instructors on Tuesday, 5-6 pm, room 6326.*

### Required Readings and Videos: (4 items)

- Daniel J.B. Mitchell, "Death and Resurrection: The Tale of Coroner Noguchi," *California Policy Options 2017*. Class website <coroner.pdf> (A minority community rallies to support a beleaguered LA County official.
- NEW: Susan Baik, Oceana Gilliam, Lindsay Graef, Nicolette Lewis, Erica Webster, "Consent Policy for Youth Diversion in Los Angeles County," *California Policy Options 2020*. Not on the course website. In your required volume.
- NEW: Required Video: OJ Simpson: Made in America, Part 4 <OJ Simpson - Part 4>. (The trial - but not the verdict. CAREFUL: THE EPISODE YOU ARE REQUIRED TO WATCH THIS WEEK IS PART 4 AND NOT ANY OTHER PART. Warning - Racially insensitive language is part of this story.)
- Required Video: Oppenheimer Episode 6 on course website. Also may be at: <https://www.youtube.com/watch?v=-Af403CFvJI> [The links on YouTube seem to change periodically, so if it doesn't work, use the course website version or search YouTube for an alternative link.] (In the postwar period, Oppenheimer opposes development of the H-bomb. His left-wing past comes back to haunt him. The chair of the Atomic Energy Commission, a new agency, wants Oppenheimer out of the picture. The Soviets test an A-bomb. Teller pushes to develop an H-bomb. A Soviet agent is revealed among the scientists who worked on the Manhattan project. Oppenheimer comes under investigation.)

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

Guest Speakers:

- Sandra Spagnoli, Chief of Police, Beverly Hills (2 pm)
- Ricardo García, LA County Public Defender (3 pm)



*Recommended optional course website videos of interest on the course website:*

- *LA Riot: A documentary on the 1992 L.A. riot.* <LA riot.wmv>
- *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.* <LAmedicalmarijuana.wmv>
- *NEW: OJ Simpson - Made in America, Part 5.* <OJ Simpson - Part 5 OPTIONAL>

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



*Note: Students with week 8 individual report topics meet with instructors on Monday, 5-6 pm, room 6326.*

### **Required Readings and Video: (4 items)**

- *Paul Ong, Andre Comandon, Alycia Cheng, Sylvia González, "South LA Since the Sixties," California Policy Options 2019. <SOUTHLA.pdf>*
- *NEW: Robert Kleinhenz, "The California Economic Outlook: Fact Versus Fiction," California Policy Options 2020. Not on the course website. In your required volume. (Economic forecast for the state.)*
- *Required Video: Renewal - San Diego: Impact of an effort on urban renewal. <renewal-San Diego.wmv> or <The Price of Renewal Snagfilms.mp4> 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 [https://www.youtube.com/watch?v=6Z\\_rLDcPVjI](https://www.youtube.com/watch?v=6Z_rLDcPVjI) [http://www.snagfilms.com/films/title/the\\_price\\_of\\_renewal](http://www.snagfilms.com/films/title/the_price_of_renewal).*
- *Required Video: Oppenheimer Episode 7 (final) on your course website. Oppenheimer Episode 6 on course website. Also may be at: <https://www.youtube.com/watch?v=fjc4kRYIxKA> (The links on YouTube seem to change periodically, so if it doesn't work, use the course website version.) [A hearing is held to determine if Oppenheimer should have his security clearance revoked. Teller testifies against Oppenheimer as does Groves.]*

*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 optional course website video of interest on course website:*

- *EPIC: A California gubernatorial campaign in 1934 aims at pulling the state out of the Great Depression. <EPIC.wmv>*
- *UCLA Anderson forecaster Jerry Nickelsburg on outlook for recession as of late November 2019 <Nickelsburg interview 11-20-19.mp4>*

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

## GENERAL GUIDANCE ON STUDENT REPORTS IN WEEKS 9 AND 10:

- 1) **There are NO required readings for weeks 9 and 10.** Readings and sources listed in the pages that follow are there as background material for the various reports and teams.
- 2) Please refer to the **writing and presenting guidelines** before preparing your team's oral and written presentations. All PowerPoint slides must be reviewed in advance of your oral presentation by our course TA. Allow sufficient time for that process to occur.
- 3) You have **twelve (12) minutes for your oral presentation.** It will be **timed** and will end when the twelve minutes are up. Only **one oral presenter** is allowed from your team. **All team members will participate in the subsequent question-and-answer session.**
- 4) **If you are doing a week 9 industry report,** we are looking primarily for a profile of the **industry.** What does the industry look like? Is it made up of big firms, little firms, what? Who are the major players? Who works in the industry? Skilled workers? Unskilled? What occupations? Is the industry growing or shrinking? What is the longer-term outlook in California for your industry? Note that if you were an official in a local or state government, you would have to be concerned about the economic condition of the important industries within your jurisdiction; they are your tax base and they are the source of jobs for your constituents.
- 5) **For week 10 Electricity team:** Your topic is in part similar to the industry reports (note 4 above) in that provision of electricity is an industry, albeit an industry particularly subject to government regulation and, in some cases, under public ownership. Because of government regulation of this industry, public policy is also of importance.
- 6) **For week 10 K-12 Education and Higher Education teams:** As in the case of electricity, there is partly and industry aspect to your sector in that schools, colleges, and universities are providers of a service. They are also heavily regulated and, in the case of public institutions, government-owned. You won't be able to cover every topic related to your sector of education. Thus, after painting a general picture of the sector, pick one or two major topics for review.
- 7) **For week 10 Governance team:** California's system of governance in many ways is similar to those of other states. But it is heavily influenced by its "progressive" direct democracy institutions and its tilt toward non-partisanship. Given those institutions and leanings, can it successfully deliver needed services to state residents? If there are reforms needed, what are they?

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!**

Agriculture:

- *California Department of Food and Agriculture, California Agricultural Statistics Review, 2017-2018. Available at <https://www.cdfa.ca.gov/Statistics/PDFs/2017-18AgReport.pdf>*
- *California Department of Food and Agriculture, California Agricultural Exports, 2017-2018. Available at <https://www.cdfa.ca.gov/STATISTICS/PDFs/2017-18AgExports.pdf>*
- *California's Working Landscape: A Key Contributor to the State's Economic Vitality, Nov. 2019. Available at [https://ucanr.edu/blogs/ANRnewsreleases//blogfiles/64124 original.jpg](https://ucanr.edu/blogs/ANRnewsreleases//blogfiles/64124_original.jpg)*
- Size relative to overall state economy
- Water issues
- Environmental issues
- Farm labor issues including immigration
- Exports and imports including NAFTA/USMCA
- Marketing issues
- Land-use policies



Entertainment:

- Allen Scott, *On Hollywood* (Princeton University Press, 2005), pp. 117-137. Class webpage <HOLLYWOOD.pdf>.
- Otis College, *Otis Report on the Creative Economy, 2017: California*. Available at [https://www.otis.edu/sites/default/files/2017-CA-Region-Creative-Economy-Report-WEB-FINAL\\_0.pdf](https://www.otis.edu/sites/default/files/2017-CA-Region-Creative-Economy-Report-WEB-FINAL_0.pdf)
- Otis College, *Otis Report on the Creative Economy, 2017: Los Angeles*. Available at <https://www.otis.edu/sites/default/files/2017-LA-Region-Creative-Economy-Report-FINAL-WEB.pdf>
- Size relative to overall state economy
- Impact on state image
- Exports
- Competition and subsidy from other non-California locations including foreign
- Unique industrial organization and compensationsystems/labor relations

Housing & development:

- Stephen Cauley, "California Housing Policy," *California Policy Options 2005*. Class webpage <cauley.pdf>
- Stephen Cauley, "California, We Have a Problem," *California Policy Options 2012*. Class webpage <cauley-problem.pdf>
- Tad Friend, "Cash for Keys," *New Yorker*, April 6, 2009. <friend.pdf>
- Connie Bruck, "Angelo's Ashes," *New Yorker*, June 29, 2009. (Financial malfeasance.) <angelo.pdf>
- 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. (Note: Despite the derogatory connotation of "NIMBY," are there legitimate issues being raised by residents?))
- PPIC, *Housing* (2014). Available at [http://ppic.org/content/pubs/report/R\\_114HJ2R.pdf](http://ppic.org/content/pubs/report/R_114HJ2R.pdf)
- PPIC, *Californians and Housing Affordability, 2017*. Available at [http://www.ppic.org/wp-content/uploads/JTF\\_HousingAffordabiltyJTF.pdf](http://www.ppic.org/wp-content/uploads/JTF_HousingAffordabiltyJTF.pdf)
- Who is in the housing construction business? What kinds of firms? Economic condition of industry.
- Single-family vs. multiple unit housing construction
- NIMBYism (Not In My Back Yard): Effect on housing construction
- Impact of 2008 housing/mortgage bubble and burst
- Construction relation to transportation
- Impact of environmental regulation
- Can there be low-cost housing in a high-price region?

Tourism:

- Richard Orsi, "The Lake Tahoe Controversy" in Sunset Limited (UC Press, 2005). Class webpage <sunsetlimited.pdf>
  - Frank Mittelbach and Dennis B. Wambem, "Competition for Natural Resources in California's Sierra Nevada," California Policy Options 2003. Class webpage <mittelbach.pdf>
  - Dean Runyan Associates, California Travel Impacts by County, 1992-2016. Available at <https://industry.visitcalifornia.com/-/media/PDFs/Research/Economic-Impact-by-State-Region--County-19922016p.ashx>
  - LAEDC, Hospitality and Tourism Los Angeles County (2015). Available at <https://laedc.org/wp-content/uploads/2015/02/LAEDC-HT-Cluster-Report-FINAL-20150218.pdf>
  - Visit California, California Travel Tourism Forecast October 2018. Available at <https://industry.visitcalifornia.com/-/media/industry-site/pdfs/research/california-travel-tourism-forecast-october-2018.pdf>
- Is tourism a unified "industry"? What is it?
  - Who works in tourism?
  - Economic multiplier effects: How real are they?
  - Role of state and local governments in tourist 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/internet:

- Junfu Zhang, High-Tech Start-Ups and Industry Dynamics in Silicon Valley, Public Policy Institute of California, July 2003, chapters 1 ("Introduction and Overview of the Study") and 2 ("Start-Up, Growth, and Mortality of Firms in Silicon Valley"), pp. 1-30. Class webpage <zhang.pdf>
  - George Packer, "Change the World," New Yorker, May 27, 2013. <change the world.pdf> (Silicon Valley folks view their political environment.)
  - Evan Osmos, "Ghost in the Machine," New Yorker, Sept. 17, 2018. <facebook.pdf> (Past, present, and future of Facebook and its CEO.)
  - Mercury News data on top Silicon Valley firms: Available at <http://www.mercurynews.com/2017/05/01/sv150-2017-ranking-of-silicon-valleys-top-150-public-tech-companies/>
- Why did Silicon Valley form? What holds it together?
  - What is special about California as a home for this industry?
  - Use of skilled immigrant workers
  - Connection with aerospace and entertainment
  - 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://www.thelabrat.com/jobs/companies/BiotechCalifornia.shtml>*
- *PPIC, California's Edge in Biotechnology (2005), available at [http://ppic.org/content/pubs/rb/RB\\_405JZRB.pdf](http://ppic.org/content/pubs/rb/RB_405JZRB.pdf).*
- *California Life Sciences Association, 2019 California Life Sciences Industry Report. Available at <http://info.califesciences.org/2019report> (request report at this link)*

- Who are the major firms? What is the structure of this industry?
- Who works in this industry?
- What is special about California as a home for bio-tech?
- 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:

- *PPIC: Health Care (2014). Available at [http://ppic.org/content/pubs/report/R\\_114SMR.pdf](http://ppic.org/content/pubs/report/R_114SMR.pdf)*
- *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>*
- *LAEDC, Hospital Industry in Southern California (2012). Available at <https://laedc.org/reports/EconomicContributionofSouthernCaliforniaHospitals.pdf>*
- *California Future Health Workforce Commission, February 2019: Report available at <https://futurehealthworkforce.org/wp-content/uploads/2019/03/MeetingDemandForHealthFinalReportCFHWC.pdf>*

- Who are the major providers of health care?
- Who works in this industry?
- Trends in this industry including aging of the state population
- Impact of the Affordable Care Act and other public policies on this industry
- Market shares of public vs. private hospitals; nonprofit vs. profit hospitals
- How sensitive is this industry to the business cycle?



Greentech

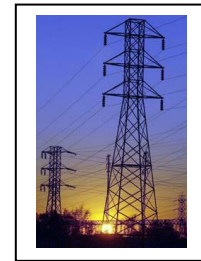
- *Kristina Bedrossian, Sarah Locher, Frank Lopez, and Matthew O'Keefe, "Clean Technology in Los Angeles: Improving the City's Competitiveness," California Policy Options 2011. (Options for the City of LA.) <clean.pdf>*
- *Philip J. Romero, "Green Jobs and the Los Angeles Region." (How many of them are there likely to be?) California Policy Options 2012. Class webpage <romero-green.pdf>.*
- *California Business Roundtable: California Green Jobs (skeptical review - 2015). Available at [http://centerforjobs.org/static/media/uploads/green\\_jobs--review-of-the-numbers.pdf](http://centerforjobs.org/static/media/uploads/green_jobs--review-of-the-numbers.pdf)*
  - What defines this industry and who is in it?
  - What is its future in California?
  - What government encouragement has the industry gotten? Is it appropriate?

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

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

Electricity Supply:

- Christopher Thornberg, "Of Megawatts and Men: Understanding the Causes of the California Power Crisis," California Policy Options 2002. <thornberg.pdf>
  - JR DeShazo, Julien Gattaciececa, and Kelly Trumbull, "The Promises and Challenges of Community Choice Aggregation in California," California Policy Options 2019. <CCA.pdf>
  - Michael J. Sandler, "Carbon Costs and Household Electricity Expenditures in California," California Policy Options 2010. <sandler.pdf>
  - Saira Aisha Gandhi, Yuka Matsukawa, and Amanda Morrall, "An Energy Disclosure Policy for the City of Los Angeles" in California Policy Options 2015. <Gandhi-energy.pdf>
  - Video on the course website for this unit: *Enron: The Enron Corporation - which fell into bankruptcy - played a role in the California electricity debacle*. <enron.wmv>
- Why did we have an electricity crisis in 2001?
  - Will we have another crisis due to wildfires?
  - California vs. federal electricity regulation
  - Municipal utilities vs. private utilities
  - Community Choice Aggregation
  - California state energy goals & the industry



K-12: Readings

- Werner Hirsch, "Mayoral Control and the Organization of a Large Urban School District," California Policy Options 2007. <hirsch.pdf>
- Stephen J. Carroll et al, *California's K-12 Public Schools (Rand, 2005)*, pp. xxiii-xxxvii. Class webpage <CALIFK-12.pdf>
- Thomas J. Kane, "Designing Incentives for California Schools," California Policy Options 2004. Class webpage <kane.pdf>
- Yang Sao Xiong and Min Zhou, "Structuring Inequity: How California Selectively Tests, Classifies, and Tracks Language Minority Students," California Policy Options 2006. Class webpage <STRUCTURING.pdf>
- Sophie Fanelli, John Rogers, Melanie Bertrand, "California's Educational Opportunity Gaps," California Policy Options 2009. Class webpage <fanelli.pdf>
- Gary Orfield, Jongyeon Ee, and Jennifer Ayscue, "Severe School Resegregation in a Policy Vacuum" in California Policy Options 2015. (De facto school segregation in California.) <orfield-deepening.pdf>
- Douglas McGray, "The Instigator: A Crusader's Plan to Remake Failing Schools," New Yorker, May 11, 2009, pp. 66-74. Class webpage <mcgray.pdf>

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

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.)
- John Rogers, Jeannie Oakes, Siomara Valladares, Veronica Terriquez, "Roadblocks to College: Opportunities for All California Students," California Policy Options 2007. Class webpage <rogers.pdf>
- Ria Sengupta and Christopher Jepsen, "California's Community College Students," (PPIC, 2006). Class webpage <COMMUNITYCOLLEGE.pdf>
- Werner Z. Hirsch, "The University of California at the Millennium," California Policy Options 2009. Class webpage <hirschUC.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>
- Stan Paul, "Researcher Communications in California: The Public Interest in Non-Disclosure" in California Policy Options 2014. Class webpage <stanpaul.pdf>
- Susan Gallick, "Public Pension Funding: The Unique Case of the University of California" in California Policy Options 2012. Class webpage <Gallick.pdf>
- William Yu, "A Tale of Two Los Angeles" in California Policy Options 2015. Class webpage <yu-tale LAs.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>



**Governance:** Is California's System of Governance - Developed in the Progressive Era of the Early 20<sup>th</sup> Century - Capable of Handling the State's Needs in the 21<sup>st</sup> 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 <starr1.pdf, starr2.pdf> (Historical origins of California's direct democracy.)
  - J. Fred Silva, The California Initiative Process: Background and Perspective (Public Policy Institute of California, 2000), excerpt, pp. 1-19. Class webpage <silva.pdf>.
  - Daniel J.B. Mitchell, "Unions and Direct Democracy in California: A New Pattern Emerging?" in California Policy Options 2008. Class webpage <UNIONDIRECT.pdf> (Activities of a key interest group.)
  - Daniel J.B. Mitchell, "'They Want to Destroy Me': How California's Fiscal Crisis Became a War on 'Big Government Labor Unions,'" WorkingUSA, March 2006, pp. 99-121. Class webpage <THEYWANTTO.pdf>. (The governor sparks the initiative war of 2005.)
  - 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.)
  - Daniel J.B. Mitchell, "'I Never Knew It Could Be Like This': Lessons from the 1980s for California's Budget Crisis," Municipal Finance Journal, Winter 2009, pp. 101-124. Class webpage <Mitchell-never.pdf> (Why does history repeat?)
  - Interview with Michael Dukakis, "Governance in California: A Massachusetts Perspective." (California's early 20<sup>th</sup> century progressive tradition & contemporary governance.) California Policy Options 2012. Class webpage <dukakis-gov.pdf>.
  - 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. Lack of focus by the governor played a part in this failure.)
  - NEW: Laura Wray-Lake, Sara Wilf, Benjamin Oosterhoff, "Reconsidering the Voting Age in Los Angeles and California," California Policy Options 2020. Not on the course website. In your required volume. (Widen the franchise to include younger people?)
- History of California Early 20<sup>th</sup> 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)
  - Functioning with one party dominance of the state



Recommended video on course website:

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

## Appendix A: Goes with Week 2 Presentation

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

### Written Report:

1) Use an *outline style* with actual<sup>1</sup> 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.<sup>2</sup>

3) Use the *conclusion* to sum up the report and make recommendations.<sup>3</sup> 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?



*“Hold on. I’m going to have to call for back up.”*

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<sup>1</sup>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.

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

<sup>3</sup>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.<sup>4</sup>

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....

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? Note that in this course, the instructors set the rules on time for report and subsequent questions.

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



<sup>4</sup>Papers without numbered pages will be downgraded. See the underlined statement in footnote 1.



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 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. Note that when projected on a large screen, subtle color shading may be lost as compared with your laptop or desktop screen.

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 PA 145 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?) They don't say "Right?" after each sentence. (Why ask the

listener if you are right, when you are stating something?) They rarely say "like" except where the word properly belongs.

Be organized, get to the point, and don't ramble. Avoid:

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

*Note that radio and TV 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, less kindly, 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:

[https://www.youtube.com/watch?v=BuHfSo5YI\\_M](https://www.youtube.com/watch?v=BuHfSo5YI_M)

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 Voters in California by Age

PPIC Poll: Sept. 2016

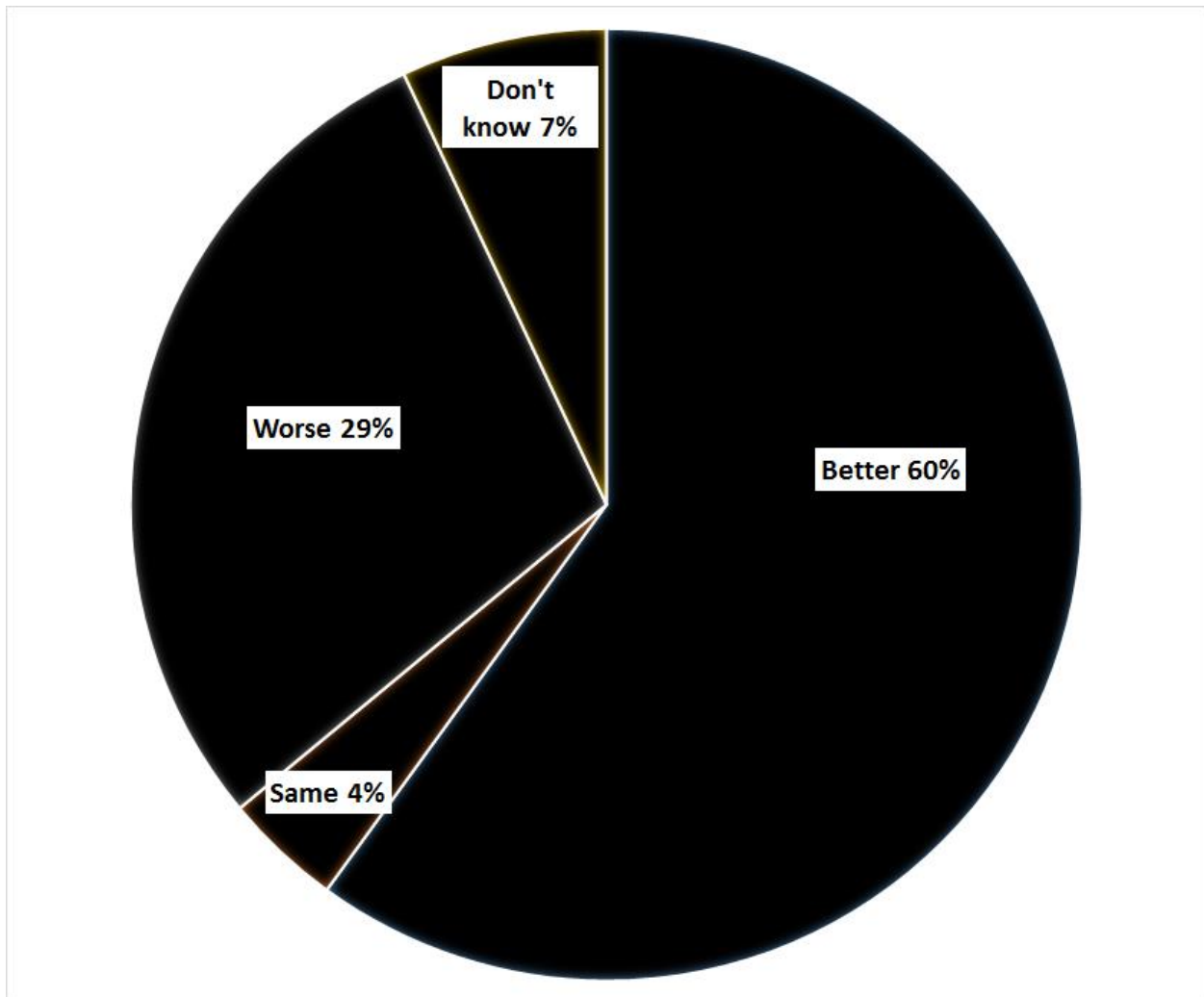
---

18-34 . . . . .	18%
35-54 . . . . .	35%
55+ . . . . .	47%
<b>Total . . . . .</b>	<b>100%</b>

---

Example of a useful graphic for a PowerPoint slide as alternative to using a table such as illustrated on the previous page. (Note that if you use such a slide, check that the font on the pie chart can be read in the back of the room. Whether it can be read will depend on the size of the room.)

## 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" (1913)***

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**

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,  
Every 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.

I love your red-wood 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.

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

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.

===

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.*

\_\_\_\_\_  
(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. IN CHECKING THE VARIOUS ITEMS, YOU ARE ASSERTING THAT EACH CHECKED STATEMENT IS TRUE.

- \_\_\_\_\_ 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 and not an assemblage of cut-and-pasted language even if sourced.
- \_\_\_\_\_ I (We) have also submitted this report through the Turnitin system.