Instructor Information

- Gernot Wagner
- Email: gwagner@nyu.edu
- Office Address: Department of Environmental Studies, 285 Mercer Street. Most office hours, though, will be at Quartino (11 Bleecker Street). ¹
- Office Hours: Wednesdays, 2:30-4:30 p.m. Please sign up here. Alternatively, join me on a ~40-minute morning run. If none of these times work, please email me.

Course Information

- Class Meeting Times: Thursdays, 6:45-8:25 p.m.
- Class Location: 25 West 4th Street, Room C-09

Course Prerequisites

Formally, the prerequisites are CORE-GP 1018 Microeconomics, CORE-GP 1011 Statistical Methods, PADM-GP 2902 Multiple Regression and Intro to Econometrics, and one of either HPAM-GP 4830 Health Economics: Principles, PADM-GP 2140 Public Economics, or URPL-GP 2608 Urban Economics. Informally, the main prerequisite is that we speak the same language. Please talk to me after the first class if you don’t meet the formal prerequisites, or if you have any other questions.

Course Description

How to make decisions in light of pervasive uncertainties? How to think about incentive structures faced by decision-makers, and think through unintended consequences of one’s decisions?

¹ My office at 285 Mercer Street has a big “asbestos” sign at the door and will, at some point this spring, have no roof. My temporary office is just that. I don’t have an office at Puck but will, on occasion, use Ingrid Gould Ellen’s on the 3rd floor at 295 Lafayette Street. Please confirm the location for the office hour slot when you sign up.
Economics, for better or worse, is organized common sense. No more, also no less. This class makes use of the toolkit given to us by economics and applies them to real-world policy problems.

Given my own background, the class will focus on questions around climate, energy, and the environment, though not exclusively. In the end, we will pick examples based on how well they help us expand our toolkit and answer specific policy questions.

What to make of the precautionary principle? What can economics teach us that engineering can’t? How to deal with constant learning, experimentation, and streams of new information?

Some of the questions we will be asking have clear answers. Many don’t. The biggest question to us then often is in how far the tools economics gives us can provide objective policy advice, and at what point do normative judgments—politics—take over.

We will develop our toolkit around these and many other questions, looking to the policy world—and the news—for ideas. In doing so, we apply economic insights, some basic mathematical tools, statistical thinking, and econometrics, and borrow fundamental ideas from various other disciplines—all in the service of turning ourselves into better policy analysts and, ultimately, more astute decision makers.

Course and Learning Objectives

The course has two goals:

#1 to refine our policy toolkit to approach fundamental policy questions with vigor and rigor, and

#2 to help us talk about the tools themselves and the results of our analyses in plain English, ultimately providing useful advice for decision-makers at every level.

Three problem sets and three brief (800-word) policy memos will reinforce class discussions. The latter will also ask you to pick a side. Think Economist leader: crisp, logical, and always with a well-justified point of view.

By the end of the course, you will be well prepared to apply fundamental economic tools to policy questions, and to do so without fear, favor, or jargon.

Learning Assessment Table

<table>
<thead>
<tr>
<th>Course Objective Covered</th>
<th>Corresponding Assignment</th>
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<tbody>
<tr>
<td>#1</td>
<td>Three problem sets</td>
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#2 | Three policy memos

#1 and #2 | In-class midterm exam

#1 and #2 | Final exam

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**Required Readings**

There are lots of textbooks with “policy analysis” in the title. Granger Morgan’s *Theory and Practice in Policy Analysis* (Cambridge, 2017), for example, provides a good overview. Its short first chapter, “Policy Analysis: An Overview,” is on the readings for Week 1. Some parts will be on the syllabus throughout the semester and accessible via NYU Classes. (The full book is electronically available via NYU Libraries.)

Instead of a single textbook, we will rely largely on the primary literature—academic papers applying the concepts we develop here to important policy questions. All of those readings will be available online via the course website.

One other book I encourage you to consult throughout the semester is Edith Stokey & Richard Zeckhauser’s *Primer for Policy Analysis*, published in 1978(!). (The book is still available for purchase, and it is on reserve at Bobst.) Its distinguishing characteristic: it teaches the *how* and *why*, not just the *what*. In fact, the *what*—many an example in the book—is often antiquated, given the publication date. We will use it as a basis to teach us *how* to think and develop and refine our toolkit.

An excellent example of just such a book focused on the *how* in a slightly different domain is Jordan Ellenberg’s *How not to be wrong: The Power of Mathematical Thinking* (Penguin, 2014). It looks to mathematics, not economics, as a guide, but it serves as a good template for what we are after in this course: apply rigorous thinking to important, every-day questions.

This is not a drill. It’s not a course taught in a vacuum, to give you abstract tools for hypothetical scenarios. It’s about real-world questions, using real-world tools. That also implies that there is no one-size-fits-all approach. Reading amounts vary by topic, week, and type of material.

Use your judgment.

If the report is 150 pages long, skim it.

If it’s a non-technical, 5-page article, study it.

If it’s a dense, technical paper, focus on the main results presented in abstract, introduction, and conclusion—and the general way of approaching the particular problem. Don’t internalize footnote 18 from the technical appendix. (Yes, that “focus” link leads to a *Science* article on “How to (seriously) read a scientific paper.” Take a look.)
In short, beginning with week 2 of the course, come prepared to class having done the readings for the day. We will work through examples and refine our thinking in class discussions. That is eminently more doable, if we all have the same basis for discussion.

### Assessment Assignments and Evaluation

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<tr>
<th>Type</th>
<th>Description</th>
<th>%</th>
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<tbody>
<tr>
<td><strong>Problem sets</strong></td>
<td>Three problem sets, 5% each.</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Short essays</strong></td>
<td>Three short essays, 5% each.</td>
<td>15%</td>
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You might call them “policy memos.” You might call them “op-eds.” Either way, these three short essays have a point of view, they are well argued, and they come in at just around 800 words (sans bibliography). Make sure to use proper citations of materials, including those from the syllabus.

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<th>Type</th>
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<tr>
<td><strong>Midterm exam</strong></td>
<td>Exam with numerical problems and (brief) essay questions, mimicking the structure of the course—including problem sets and short essays.</td>
<td>20%</td>
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<tr>
<td><strong>Final exam</strong></td>
<td>Exam with numerical problems and (brief) essay questions, mimicking the structure of the course—including problem sets and short essays.</td>
<td>40%</td>
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<tr>
<td><strong>Participation</strong></td>
<td>Actively engage with the readings and participate in class discussions.</td>
<td>10%</td>
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Bonus points for anyone able to point to recent news stories or other readings relevant to the topic at hand. Please post them, by 9:00 p.m. the night before each class, on NYU Classes.

**Total** 100%

All written assessments are individual. Discuss the topic with each other; join up in reading groups; come to office hours alone or in groups to discuss details; but submit your own, individual problem sets and essays.

Problem sets are due, hand-written or (ideally) as printouts, at the beginning of class, 6:45 p.m. sharp, in class (25 West 4th Street, Room C-09) on February 13th, February 27th, and April 16th. Essays are due via NYU Classes by 6:45 p.m. on March 5th, March 26th, and May 7th.
If you need more time, you will need to optimize in light of the following time-grade tradeoff: You will lose ½ point (out of a possible 5 for each assignment, problem set or essay) immediately, and another ½ point for each additional 24 hours the assignment is late.

Overview of the Semester

● Week 1
  o Date: 30 January 2020
  o Topic: Economic policy analysis overview, and a bit of game theory
  o Tools/concepts: 2x2 games, Nash Equilibrium, Subgame Perfect Equilibrium, Prisoners’ Dilemma

● Week 2
  o Date: 6 February 2020
  o Topic: Benefits and costs of climate change Aka Why benefit-cost analysis (should) reign(s) supreme
  o Tools/concepts: Expected utility theory, benefit-cost analysis (BCA), cost-effectiveness, benefit-cost ratios

● Week 3
  o Date: 13 February 2020
  o Topic: A closer look at the (very) long run
  o Tools/concepts: Net present value (NPV), discounting
  o Deliverable: Problem set 1 due by 6:45 p.m. in class

● Week 4
  o Date: 20 February 2020
  o Topic: A serious look at econometrics Aka The high costs of high temperatures
  o Tools/concepts: (Using and interpreting) Multi-regression analysis

● Week 5
  o Date: 27 February 2020
  o Topic: It's not over 'til the fat tail zings Aka Limits to benefit-cost analysis
  o Tool/concept: BCA under (deep) uncertainty
  o Deliverable: Problem set 2 due by 6:45 p.m. in class

● Week 6
  o Date: 5 March 2020
  o Topic: Repeat after me: the precautionary principle has no place in policymaking
  o Tools/concepts: Risk aversion, errors of commission vs. omission, decision-making under uncertainty
  o Deliverable: Essay 1 due by 6:45 p.m. via NYU Classes

● Week 7: in-class MIDTERM EXAM
  o Date: 12 March 2020

● SPRING BREAK – NO CLASS on March 19th, 2020

● Week 8
  o Date: 26 March 2020
  o Topic: Rebound Effect: Can CAFE standards lead to more driving?
  o Tools/concepts: Engineering vs. economic thinking, price elasticity
Detailed Course Overview

WEEK 1: Economic policy analysis overview, and a bit of game theory

Readings

2. Fabre, Adrien and Gernot Wagner, “Risky geoengineering option can make ambitious climate mitigation agreement more likely,” NYU Wagner Research paper (9 December 2019).
Recommended Reading


WEEK 2: Benefits and costs of climate change Aka Why benefit-cost analysis (should) reign(s) supreme

Readings


Recommended Reading (for a BCA refresher)


WEEK 3: A closer look at the (very) long run

Reading


Recommended Reading


WEEK 4: A serious look at econometrics Aka The high costs of high temperatures

Readings


Recommended Reading

WEEK 5: It’s not over ‘til the fat tail zings Aka Limits to benefit-cost analysis

Readings


Recommended Readings


WEEK 6: Repeat after me: the precautionary principle has no place in policymaking

Readings


Recommended reading


WEEK 7: in-class MIDTERM EXAM

WEEK 8: Rebound Effect: Can CAFE standards lead to more driving?

Reading


**Recommended Reading**


**WEEK 9: How to make decisions with limited resources Aka how to do economics😊**

**Reading**


[Further readings to come.]

**WEEK 10: Stock versus flow**

**Reading**


[Further readings to come.]

**WEEK 11: Energy Paradox: Why don’t we all use CFLs and drive hybrids?**

**Readings**


**Recommended Reading**


**WEEK 12: Green Paradox: Can environmental policy lead to more pollution?**

**Readings**


**WEEK 13: How to decide when deciding is hard? Alternative decision criteria**

**Reading**


**Recommended Reading**


**WEEK 14: Policymaking for posterity aka Your Analysis Toolkit for Policy**

**Readings**


**Recommended Reading**


**NYU Classes**

All announcements, resources, and assignments will be delivered through the NYU Classes site.

This is the first time this course is offered at NYU Wagner, and it is my first time teaching this course. All that implies (likely) syllabus updates throughout the semester. Please watch out for announcements sent via NYU Classes.

**Academic Integrity**

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by *Wagner’s Academic Code*. All Wagner students have already read and signed the *Wagner Academic Oath*. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.
Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab, or call or email CSD at (212) 998-4980 or mosescsd@nyu.edu for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

Acknowledgments

This syllabus has benefitted greatly from Richard Zeckhauser’s long-running Analytics Frameworks for Policy course at Harvard Kennedy School.

Parts of this class have evolved from climate and energy economics and policy classes I have taught at various institutions, including Columbia, NYU Stern, and Harvard. Its first incarnation was largely based on Snorre Kverndokk and Knut Einar Rosendahl’s Energy Economics class taught at Johns Hopkins in Spring 2009 and has benefited greatly from Richard Zeckhauser’s Analytic Frameworks for Policy class at Harvard, as well as from his mentorship and guidance over the years. Prior iterations have also taken some cues from Bill Hogan’s Energy Policy Analysis class at Harvard, Paul Joskow’s former Energy Economics class at MIT, Erin Mansur’s former Energy Economics & the Environment class at Yale, and Jim Stock’s U.S. Energy Revolution and its Implications seminar at Harvard, and valuable feedback from, among others, Joe Aldy, Ken Gillingham, Matt Kahn, Katherine Rittenhouse, Steve Salant, Rob Stavins, Thomas Sterner, Marty Weitzman, Matthew Zaragoza-Watkins, participants in an OurEnergyPolicy.org discussion forum, and students at Columbia, Harvard, and NYU who have taken versions of this course in the past. Thank you to all.

Anything seems off? Please let me know.