ECON 177 - The Affordable Care Act - Fall 2019
Professor David Slusky (david.slusky@ku.edu)
Office hours: T 9-11, R 2:20-4:20 in Snow 415C
Department of Economics, University of Kansas

First-year seminar goals:
- Be introduced to intellectual discovery and scholarly inquiry at the university
- Develop and inspire own intellectual curiosity
- Foster critical thinking and learning skills
- Participate in hands-on experiential learning
- Navigate the transition from high school to college

Course goals:
- Understand the policy, economics, history and politics of the ACA
- Use that content as a means to think and talk
- Be inspired to take more math, economic theory, and applied economics
- Gain insight into academic interests toward the objective of selecting of a major

Required textbooks: (You may rent or buy new/used. Please get a physical book not an ebook.)

Tentative lecture schedule:

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<td>(no class) FINAL PAPER DUE BY 5 PM</td>
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Grading: The course is graded on a standard A-F +/- scale (e.g., A=93%), though I reserve the right to curve the grade distribution in your favor (e.g., A=91%). Any grade less than a D- is failing. For credit/no credit, any grade less than a C is considered as no credit.

Grade percentages:

- Attendance: 18%
- Visit office hours: 5%
- Weekly reading quizzes: 15%
- Exam: 20%
- Assignments for paper: 12%
- Final paper: 30%

Attendance: Course attendance is required. If you cannot attend a lecture (for any reason), you can receive credit by emailing me within 24 hours after the class time of the lecture at least 500 original words (typed) answering the discussion questions that were assigned for that lecture.

Office hours: You must come to my office hours (Tuesdays 9-11 and Thursdays 2:20-4:20) at least once by October 1. If you are unavailable during that time please email me to schedule an alternate time. We’ll have an informal conversation about your background and interests.

Reading: You are expected to do all of the reading assigned for each lecture. For each item you read, please write down one thing you learned and one thing you found confusing. I will provide you with copies of all reading that is not in either course book. You will also be assigned a podcast, mostly from NPR’s Planet Money. The reading is designed to prepare you for a lively class discussion. Without it you will likely be unprepared and unable to participate intelligently.

Quizzes: For each weekly set of readings I will assign several terms. At the beginning of each class you will have a closed book, no notes multiple choice test on five of those terms. This will help you learn the jargon for health insurance / health care public policy, given you the vocabulary necessary to a great class discussion. The terms can be found in the reading or by Googling. There may also be other questions from the reading on the quizzes. If you are absent, then I will drop that quiz and calculate your quiz average from the remaining quizzes.

Exam: The exam will be in-person on 11/14, during class, closed book, no electronic devices (including calculators). Please speak to me if you are a varsity athlete who will be traveling and in need of a proctor. If you believe I have made an error in grading your exam send me a detailed email within 48 hours of me returning the exam and then come to my office hours to discuss. I will re-grade your entire exam – your score may increase or decrease.

Make-up exams: A make-up exam for religious holidays will be provided with documentation from a religious official. (If you need to find such an official you can search for campus religious organizations at https://rockchalkcentral.ku.edu/organizations.) Please speak to me by September 5. Last minute make-up exams will only be provided in extreme situations, such as incapacitating illness or a death in the family. Please come speak to me and bring official documentation.
Final paper: The final project in this course will be an 800 word health-related policy proposal. There will be multiple intermediate assignments due throughout the semester, including a list of topics, an annotated bibliography, an initial draft, and an in class presentation. Intermediate assignments will not be accepted late. The final project will lose a full letter grade per day late.

Electronic devices: We are all (me included) addicted to our smartphones/laptops/tablets, and using them has a negative effect on test scores (Carter, Susan Payne, et al. 2016. “The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy.” SEII Discussion Paper #2016.02). This class will therefore have a “no electronic devices” policy. If I see you using an electronic device in class, I reserve the right to void your attendance for that lecture. If there is an emergency and you need to answer a phone call please leave the classroom first. Video or audio recording of lectures without my prior consent is also prohibited.

Disability Requirements: If you have a disability and require accommodations, please contact the Disabilities Resources Office at the University of Kansas (http://disability.ku.edu).

Academic Integrity: The rules of academic integrity will be strictly enforced (please refer to the University of Kansas’s guidelines). Breaches will not be tolerated under any circumstances. More information can be found at https://studentaffairs.ku.edu/academic-integrity.

Nondiscrimination: The instructor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students experience this classroom as a safe environment.

Inclusiveness: The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society.

Civility: Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person’s or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Concealed carry: Individuals who choose to carry concealed handguns are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy. Safety measures outlined in the KU weapons policy specify that a concealed handgun:
• Must be under the constant control of the carrier.
• Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier’s custody and control.
• Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
• Must have the safety on, and have no round in the chamber

Children in the classroom:

• All babies (bottle-feeding, nursing, …) are welcome in class as often as is necessary;
• For older children, I understand that unforeseen disruptions in childcare often place parents in the positions of having to miss class to stay home. You are welcome to bring your child to class in order to cover gaps in care. This is not meant to be a long-term solution.
• I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
• In all cases when your children come to class, please sit in the front, close to the door. This will allow you to step outside in case your child needs special attention.
• I maintain the same standards and expectations for all students. However, please contact me if you are having difficulty with school-parenting balance.

Disclaimer: I reserve the right to modify this syllabus in the event of an unforeseen situation.
Tentative reading list (required readings are to be completed BEFORE that lecture)

1: 8/29  **Overview**

No required reading. I will introduce the class and we will read Gruber chapter 1 together. We will also talk about time management strategies for completing the reading.

2: 9/5  **The American Health Care System (Meet at the Dole Institute)**

*Required reading:*  
Gruber chapter 2 (pg 17-34)  
Emanuel chapters 2, 3 (pg 34-94)

Planet Money: Health Insurance Is Like an All-You-Can-Eat Buffet  

*Terms:*  
Health insurance  
Uninsured  
Medical Bankruptcy  
Premium  
Medicare  
Medicaid  
Veteran’s Affairs Health Care  
Employer Sponsored Insurance  
Deductible  
Copayment  
Coinsurance  
Out of Pocket Maximum  
Skin in the Game

*Discussion questions:*  
1. How is my out of pocket spending for health care determined?  
2. What are the differences between Medicaid and Medicare?  
3. How does employer-sponsored health insurance work?  
4. What are medical bankruptcies and why are they a problem?  
5. How do hospitals, physicians, pharmaceutical companies, device manufacturers, insurance firms, and consumers primarily interact?

3: 9/12  **Where We Were in 2010**

*Required reading:*  
Gruber chapters 3-4 (pg 35-49)  
Emanuel chapter 4 (pg 95-124)
http://www.newyorker.com/magazine/2009/06/01/the-cost-conundrum (pg 1-16)

Planet Money: 439: “The Mysterious Power Of a Hospital Bill”

**Terms:**
- Rescission
- Negotiated Rate
- Malpractice
- Defensive Medicine
- Expenditures Per Capita
- Overutilization
- Health Maintenance Organization (HMO)
- Fee-for-service
- Capitated Payment
- For-profit Provider (e.g., hospital, physician practice)
- Not-for-profit Provider (e.g., hospital, physician practice)
- Pre-existing Condition
- Lifetime maximum

**Discussion questions:**
1. How are for-profit providers different from non-profit providers?
2. Before the Affordable Care Act to limit payments, how did health insurers use pre-existing conditions, recession, and lifetime maximums to limit payments?
3. What is the relationship between fee-for-service, defensive medicine, and malpractice lawsuits?
4. Why is there so much variation in expenditures per capita across geographic areas?
5. How do HMOs limit payments?

**4: 9/19**

**The Political Context**

*Required reading:*
- Gruber chapters 5-6 (pg 50-66)
- Emanuel chapters 5-6 (pg 127-187)

Planet Money: “Should Government Run Our Health Insurance?”

**Terms:**
Clinton Health Care Reform Effort (i.e., Hillarycare)
Universal Coverage
Federal Budget Deficit
National Debt
Romneycare
Death Panel
Congressional Budget Office (CBO)
Tax Exclusion for Health Insurance Premiums
Cornhusker Kickback
Three Legged Stool
American Medical Association (AMA)

Discussion questions:
1. What are the pieces of the three-legged-stool and how were they essential to Romneycare?
2. What was the role of the CBO in the passage of the ACA?
3. What were the main positions and arguments of the AMA during the passage of the ACA?
4. What policy proposal was labeled “death panels” and what problem was it trying to solve?
5. What was the Cornhusker Kickback and how was it related to passing the ACA?

5: 9/26 The Individual Mandate, Medicaid Expansion, and the Supreme Court

Required reading:
Emanuel chapters 7-8 (pg 188-258)
---- 2015. “Medicaid Primary Care Parity.” Health Affairs
http://healthaffairs.org/healthpolicybriefs/brief_pdfs/healthpolicybrief_137.pdf (pg 1-6)


Terms:
Individual Mandate
Medicaid Expansion
Medicaid Eligibility
Spending Clause
Commerce Clause
Necessary and Proper Clause
National Federation of Independent Business Et Al. v. Sebelius
Medicaid Primary Care Parity (i.e., Medicaid Fee Bump)

Discussion questions:
1. What was the original purpose of the Medicaid expansion?
2. How would the Medicaid expansion change Medicaid eligibility?
3. What is the individual mandate and what role does it play in the success of the ACA?
4. What was the result of the Supreme Court’s decision in 2012 with regard to the individual mandate and Medicaid expansion?
5. What was the purpose of the Medicaid Fee Bump?

6: 10/3 Insurance Coverage Details, Subsidies

**Required reading:**
Gruber chapter 7 (pg 67-80)
Emanuel chapter 9 (pg 250-278)
http://www.healthaffairs.org/healthpolicybriefs/brief_pdfs/healthpolicybrief_4.pdf (pg 1-5)
http://jhppl.dukejournals.org/content/early/2015/06/09/03616878-3150172.full.pdf


**Terms:**
Public Option
Single payer
Discussion questions:
1. What are examples of minimum essential coverage and why did the ACA include this provision?
2. What is a community rating and what is its role in the health insurance exchanges?
3. What was the public option and why was it not included in the ACA?
4. What is single payer and why is it not included in the ACA?
5. How is a premium subsidy calculated?

Also, the 2019 KU Common Book Talk with Kiese Laymon will take place on Thursday, October 3 at 7:00 PM at the Lied Center. Attendance counts for your grade for the course. Please email me a picture of yourself at the event to show you attended.

If you cannot attend, please listen to

Planet Money: “Father of the 'Public Option' Defends His Big Idea”

and write a 500 word response in which you summarize and critique the podcast.

7: 10/10  Taxes (meet at Watkins Library in Clark Instructional Center)

Required reading:
Terms:
Cadillac Tax
Implicit Labor Tax
Disproportionate Share Hospital (DSH) payments
Individual Penalties
Employer Penalties
Durable Medical Equipment (DME)
Medical Device Excise Tax (i.e., Medical Device Manufacturer Tax)
Medicare Payroll Tax Increase

Discussion questions:
1. What are the arguments for and against the Cadillac Tax?
2. What implicit taxes do the premium subsidies create?
3. What does the ACA do to DSH payments and why?
4. Why does the ACA include a tax on medical devices?
5. What is the purpose of the Medicare payroll tax increase?

We will spend the second half of today working with the data librarians at KU.

8: 10/17 Technology, Hospital Penalties

Required reading:
Emanuel chapter 10 (pg 279-294)
http://www.newyorker.com/magazine/2007/12/10/the-checklist (pg 1-21)


Terms:
Marketplace
State Run Exchange
Healthcare.gov
Centers for Medicare and Medicaid Services (CMS)
Electronic Health Records (EHR)
Interoperability
Epic Systems
Health Information Technology for Economic and Clinical Health (HITECH) Act.
Cerner
Readmission
Hospital Acquired Complication (HAC)
Computerized Alert
Medical Error
Malpractice
Fax Machine

Discussion questions:
1. Why was the healthcare.gov rollout such a disaster?
2. Why do we still use fax machines in healthcare?
3. How do checklists reduce medical errors?
4. What are the costs and benefits of computerized alerts?
5. “Why do Doctors Hate Their Computers?”

We will also spend a significant amount of time today reviewing how to search for popular and academic articles, including
https://lib.ku.edu/databases/econlit
http://www.nber.org/papers.html
https://scholar.google.com/

9: 10/24 What Do We Know Now in 2019? TOPICS DUE

Required reading:

Kliff, Sarah. 2015. “This study is forcing economists to rethink high-deductible health insurance,” vox.com.


Terms:
- Opioid Epidemic
- Surprise Emergency Room Bills
- Medical Debt
- Financial Satisfaction
- Uncompensated Care
- Self-Reported Health
- Work Requirements
- High Deductible Health Insurance Plans

Discussion questions:
1. What has happen to health care in McAllen, TX over the past several years?
2. What did a new research paper find about high deductible insurance plans?
3. What have been some of the effects of the ACA Medicaid expansion?
4. What are surprise emergency room bills and why do they exist?
5. What was the effect of work requirements for Medicaid?

10: 10/31  **Attempts at Repeal**

*Required reading:*


Scott, Dylan. 2018. Obamacare will survive as Republicans give up on repeal.  

[https://www.politico.com/f/?id=00000160-e381-dcd4-a96b-f7a9bd5d0001](https://www.politico.com/f/?id=00000160-e381-dcd4-a96b-f7a9bd5d0001)

[https://www.huffpost.com/entry/christian-health-ministry-obamacare_n_5a9d66fee4b0a0ba4ad6754b](https://www.huffpost.com/entry/christian-health-ministry-obamacare_n_5a9d66fee4b0a0ba4ad6754b)


**Terms:**

Skinny repeal  
Medi-share  
American Health Care Act  
Better Care Reconciliation Act  
Obamacare Repeal Reconciliation Act  
Health Care Freedom Act:

**Discussion questions:**
1. Why do conservatives have a hard time repealing the Affordable Care Act?
2. What ultimately happened on July 27, 2017 in the United States Senate?
3. What would some of the headaches be if the ACA were repealed?
4. What are Christian insurance plans?
5. What were the common elements among the bills introduced in the Senate in the summer of 2017?

We will also spend time today preparing for the First-Year Seminar Colloquium

11: 11/7 Where Do We Go From Here? (ANNOTATED BIBLIOGRAPHY DUE)

Required reading:


Terms:
Profit-innovation Tradeoff
Medicare for All
Medicare Buy-in
Medicare Extra
Weakened Public Option

Discussion questions:

1. Can President Trump reduce drug prices?
2. What are the similarities and differences between the House Democrats’ plan and the bipartisan House plan?
3. What is the “weakened public option”?
4. Why did single-payer health insurance fail in Vermont?
5. “Do we need private insurance?”

12: 11/14 EXAM, End of Life Care

No required reading or podcasts – study for the exam.
The second half of the class will be listening to and discussing Planet Money Episode 521: The Town That Loves Death.  
http://www.npr.org/sections/money/2016/10/05/496751771/episode-521-the-town-that-loves-death  

Discussion questions:  
1. What is a medical advanced directive?  
2. Why are possible reasons why La Crosse, Wisconsin has the lowest Medicare spending per capita?  
3. How does this all relate to “death panels”?  

We will also spend time today talking about how to write your presentation.  

Also, the 2019 First-Year Seminar Colloquium will take place on Monday, November 18th, 7:00-8:30 PM in the Burge Union. Attendance counts for your grade for the course. Please email me a picture of yourself at the event to show you attended.  

If you cannot attend, please read:  

https://www.nber.org/papers/w25932  

and write a 500 word response in which you summarize and critique the article.  

13: 11/21 Visit to Watkins Health Center (DRAFT OF PAPER DUE)  

No required reading – work on you papers. You are also encourage to bring a draft to the Writing Center (http://writing.ku.edu/)  

Discussion questions:  
1. What is Watkins Health Center?  
2. What are possible ways that the ACA has affected Watkins Health Center?  

14: 11/28 Thanksgiving Break  

15: 12/5 Presentation of Student Papers  

Required:  
First half of student papers. (Will be posted on Blackboard)  

For each paper, please make notes as to what was:  

1) Excellent
2) Unclear / confusing
3) Contradictory
4) Surprising

Discussion questions:
Please summarize each paper.

16: 12/12 Presentation of Student Papers

Required:
Second half of student papers. (Will be posted on Blackboard)

For each paper, please make notes as to what was:

1) Excellent
2) Unclear / confusing
3) Contradictory
4) Surprising

Discussion questions:
Please summarize each paper.

17: 12/19 (no class) FINAL PAPER DUE BY 5 PM

Assignment 1: Two Possible Paper Topics (Due 10/24)

Pick a topic. E.g.:

Medicare
Medicaid
Individual mandate
Subsidies
Exchanges
Pre-existing conditions discrimination ban
Public option
Cadillac Tax
Healthcare.gov
Electronic Medical Records
Hospitals cuts
Physician reimbursements
Drug payments
End of life care
Parental mandate
Essential benefits

Pick an economic concept it doesn’t meet (i.e., the problem):
Distortionary (creates incentives that reduce other desired behavior)
Inefficient (prevents resources from being allocated to where marginal benefit equals marginal cost)
Too expensive (costs so much that no plausible benefit would justify it)
Ineffective (doesn’t do what it is supposed to)
Implausible (won’t or can’t work)
Inequitable (provides gains for only very few while the costs are borne more broadly)

For each topic, please write a paragraph where you answer the following questions:

1) What do we know about this topic from the course?
2) Why do you in particular care about this topic?
3) Why do you think your hypothesis (i.e., that the topic doesn’t meet the concept) is true?

Assignment 2: Annotated Bibliography (11/7)

Please tell me your topic, hypothesis, and proposed fix.

Please include at least five articles on your idea, including

At least one academic economic research article (e.g., search https://lib.ku.edu/databases/econlit, http://www.nber.org/papers.html or https://scholar.google.com/)

At least two popular articles that are not in the syllabus or the additional readings below, from websites such as:

vox.com
fivethirtyeight.com
nyt.com
slate.com
nationalreview.com
city-journal.org
nationalaffairs.com
Kaiser Foundation
Commonwealth Fund
Health Affairs

The rest can be from the required or additional readings.

Please include a paragraph about each source that answers the following questions:

1) Who is the author? What is his or her training, background, prior writing, etc.?
2) What is the mission of magazine/website/foundation/etc publishing this piece? It is more left-leaning or right-leaning?
3) What does the source say? Does it support your hypothesis? Does it agree with or contradict other sources?
Please indicate which source satisfies which requirement.

Use the American Economic Association’s References Style:

Journal Articles:

Author Last name, First name. Year. “Article Title.” Journal Title, Volume (Issue number if applicable): Page numbers.

Examples:


Online Magazine Articles:

Author Last name, First name. Year. “Title.” Magazine, date. URL

Example:

Additional readings:

1: Overview

https://medium.com/@yonatanzunger/how-to-ask-good-questions-about-health-reform-725887002c03#.efqttrrz4

2: The American Health Care System


3: Where We Were in 2010


5: The Individual Mandate, Medicaid Expansion, and the Supreme Court
6: Insurance Coverage Details, Subsidies

On Single Payer:

On the Public Option:
http://www.slate.com/blogs/moneybox/2016/02/23/hillary_clinton_once_again_backs_the_public_option_what Took_so_long.html

On Subsidies:
http://whatifpost.com/how-your-obamacare-insurance-subsidy-is-calculated-an-advanced-lesson.htm

On cost sharing
https://www.cbo.gov/publication/53009

On essential benefits
Planet Money: 432: The Price of Free Breast Pumps

7: Taxes


8: Technology, Hospital Penalties

On Technology:
http://www.newyorker.com/magazine/2017/03/03/ai-versus-md
https://backchannel.com/how-technology-led-a-hospital-to-give-a-patient-38-times-his-dosage-ded7b3688558#.2x8cfluk2

On Hospital Penalties

http://www.vox.com/2015/7/9/8905959/medical-harm-infection-prevention
http://www.huffingtonpost.com/entry/obamacare-hospital-readmissions_us_55f732e1e4b0c2077efbb909
https://www.propublica.org/article/when-evidence-says-no-but-doctors-say-yes


9: What Do We Know Now in 2019?

http://www.brookings.edu/~media/research/files/papers/2015/10/04-thp-papers-on-health-care/six_economic_facts_about_health_care_and_insurance_after_the_affordable_care_act.pdf
http://www.vox.com/2016/6/21/11981610/health-spending-slowdown-obamacare
http://www.slate.com/articles/business/moneybox/2016/08/is_obamacare_doomed_all_your_questions_answered.html
http://www.consumerreports.org/personal-bankruptcy/how-the-aca-drove-down-personal-bankruptcy/
https://www.washingtonpost.com/news/wonk/wp/2016/07/19/obamacares-surcharge-for-smokers-may-have-backfired/
http://ashecon.org/2017/04/newsletter/v2017n1i2/
https://www.nber.org/papers/w25932.pdf
https://www.huffpost.com/entry/iowa-teenager-obamacare-scapegoat_n_59f4715de4b077d8dfc9dd70

10: Attempts at Repeal

https://www.vox.com/policy-and-politics/2017/7/20/16005960/voxcare-4-draft-senate-health-care-bills-explained
https://www.nytimes.com/2017/06/26/opinion/senate-bipartisan-health-bill.html?_r=0
http://theincidentaleconomist.com/wordpress/waivers-are-dead-long-live-waivers/
www.vox.com/platform/amp/health-care/2017/9/20/16333338/obamacare-repeal-graham-cassidy
https://www.thenation.com/article/arkansas-medicaid-work-requirement-healthcare/

11: Where Do We Go From Here?

http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2012/rwjf401409
https://fivethirtyeight.com/features/trump-is-about-to-make-a-key-obamacare-decision/
https://www.wsj.com/articles/how-the-gop-could-nudge-the-uninsured-toward-coverage-1492555423
https://www.rand.org/pubs/research_reports/RR2424.html
https://www.urban.org/sites/default/files/publication/99151/estimating_the_cost_of_a_single-payer_plan_0.pdf

Sparer, Michael S.2017. “‘Medicare for all’ is Democrats’ new rallying cry. ‘Medicaid for more’ would be even better,” vox.com https://www.vox.com/the-big-idea/2017/8/11/16119292/medicare-for-all-medicaid-health-care-expansion (pg 1-10)
https://www.urban.org/sites/default/files/publication/99151/estimating_the_cost_of_a_single-payer_plan_0.pdf
Assignment 3: Draft of Paper (11/21)

~1000 words

State the problem

Suggest a solution

Explain how the solution will fix the problem

This will be read by the entire class

Please use in text citations for references. No need to quote verbatim - paraphrasing is fine. Examples: The Clinton Healthcare Plan was never brought up for a vote in Congress (Emanuel 2014). McAllen, Texas has one of the highest rates of Medicare spending per capita in the country (Gawande 2009).

Please include your bibliography at the end of the paper, and indicate which source satisfies which requirement. You will still need to satisfy the requirements for the minimum number of sources in each category.

Assignment 4: Presentation (12/5 or 12/12)

A 6 minute talk with slides, followed by a brief class discussion. I recommend structuring the talk like your paper. Use as few words as possible on each slides. Please also practice it aloud several times to ensure you are under 6 minutes.

Assignment 5: Final Paper (12/17)

~ 800 words (part of the exercise is cutting down your rough draft to make it more concise)

Incorporate suggestions and corrections from comments from your classmates.
I will evaluate the final draft of the policy recommendation based on the following criteria:

- Is the problem described substantial?
- Is the recommendation plausible and internally consistent?
- Does the recommendation fix the problem?
- Are there at least five sources cited, with at least two popular articles and one academic article all of which are not on the reading list?