

ECONOMICS 341-01
Economics of Health and Medical Care
SPRING 2018

<p><u>Instructor:</u> Xintong Wang</p> <p><u>Office:</u> 310 Stern Hall</p> <p><u>Email:</u> wang@hws.edu</p> <p><u>Office hours:</u> Tuesday, Thursday 13:00-15:00 pm Or by appointment</p>	<p><u>Lecture meeting time and location:</u> TR 3:05 PM – 4:30 PM Classroom: Stern Hall 201</p> <p><u>Term:</u> January 16 – May 1, 2018</p> <p><u>Final Exam:</u> Monday, May 7, 2018 7:00PM-10:00PM</p> <p><u>Prerequisites:</u> ECON 301 and MATH 130, both with a minimum grade of C-</p>
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Note:

All information on this syllabus is subject to change. Any changes to syllabus will be announced via Canvas (in addition to in class). Please make sure that you are receiving notifications via Canvas every day for this course.

Required Texts:

1. *Santerre and Neun, Health Economics, 6th edition, 2012*

Earlier editions may be less expensive; and rental may be the lowest cost option. If you use an earlier edition, it is your responsibility to keep track of possible discrepancies in page numbers, problems, chapter numbers, etc.

2. Class workbook: I will post them on the Canvas. Please print them out and bring them to the class. And during the class we will complete them and they will be your class notes.
3. External articles, readings, podcasts etc: They will be listed at least a full week ahead of the assigned class time on Canvas. You are expected to read them before coming to the lecture discussions.

Why you may want to take this class?

Reason 1- You are interested in health public policy related topics

You will know about the current healthcare system and market structure, the healthcare system evaluation criteria of cost, access, and quality, and how do healthcare market participants affect these three aspects based on their incentives.

Reason 2 – You want to extend the knowledge of applied microeconomics

Building on the foundation of microeconomics theory and policy (Econ 301), we will introduce cost and benefits evaluation framework in application to health systems, information economics models to determine people’s demand for health insurance, the industrial organization analytical paradigm – structure, conduct, performance in the studies of the hospital services, private health insurance, physician services, and the pharmaceutical industries.

Reason 3 – You want an intellectual space of economics scholars to discuss global health initiatives, national health related legislations, and community health resource issues of the finger lakes.

We will discuss economic policy research papers and articles that are related to real-time policy events, have invited guest lecturers. In the 4th week, you will receive a task to investigate a healthcare resource and health outcome issue of Geneva/Finger Lakes (New York) region, which are related to each chapter of the class that you will learn.

Course Objectives:

The first goal is to better understand the economic theory of health and healthcare. We will study several economic models in detail, including models of health, demand for healthcare and demand for insurance, and other models related to the industrial organization of healthcare markets. The emphasis will be on key economic concepts that health economists use to analyze health and healthcare markets. The second goal of the class is to learn to evaluate and interpret empirical findings in health economics. We will read some of the papers in detail, spend a lot of time understanding the models and the findings reported in those papers. The third goal is to be informed with the current healthcare reform and policy implications on the cost, access, and quality, and the healthcare demand and delivery in U.S. as a nation and the Finger Lakes New York region. We will also examine these topics in other countries globally.

Communications:

All the class announcements will be made through Canvas. Please check up on it at least once a day.

In emails, please include the name of the class and section in the subject of your email. Please allow one business day for email response. In the unlikely event that the instructor hasn't replied in a business day, you are encouraged to follow up and contact the instructor again.

To increase efficiency and reduce waiting time, please send email for office hour slots using your full name and class number. Feel free to just drop in as well, while the instructor will prioritize talking with students who have made appointments.

Graded Items and Activities:

1. Assignments

There will be a problem set assigned almost each week to keep you use your efforts on a continuous basis. Late work will be accepted for 60% of the possible points up until 3 calendar days when it is due, unless accompanied by an acceptable form of proof of absence (doctor's note, police report, etc.) in which case full credit will be possible. No late homework is accepted after 3 calendar days when it is due. You will need to turn in a hard copy of the problem set and a scanned version to me via Canvas by the due date. Homework with identical answers will be given no credit and without exception referred to the Committee on Standards.

Two times during the semester you will be asked to write a 2-page essay based on health economics news / policy topics. The purpose of this essay is to get the class to engage with a current health policy issue. More detail, and a template, will be provided at the time each write-up is officially assigned. Relevant dates for these essays are included in the course outline at the end of this syllabus.

2. *Exams*

There will be two exams, a midterm and a final exam. No make-up exams will be given. Material for the exams will come from class lectures, in class assignments, the text and external readings. This subject is by its nature cumulative, and so the exams will assume an understanding of all previously covered material. However, the focus of second exam will be on material covered since the previous exam.

Exams will include written short answer/definition questions, as well as longer problems. I will give you more information regarding format of exams (e.g., sample exam) at appropriate time.

3. *Response Paper Proposal*

You are expected to work on the research paper proposal on a topic of your choice throughout the semester. Regardless of topic, the research paper must fully address the following questions.

- (1) State clearly the central research question of your paper and why is it important?
- (2) What are the findings in the existing literature? What are the unanswered questions that is relevant to your research?
- (3) How will you use economic theory to derive testable predictions?
- (4) How will you establish causality (what is the identification strategy)?
- (5) What data will you use? What variables will you use? Why are they relevant to your research question?
- (6) What new knowledge and policy implications will your research add to the current literature/inform business and policy decisions?
- (7) Reference list

The first draft of the paper is due on **April 12th**, which counts 20% of the paper grade. The presentation of the paper will be carried out in the second last week of the class, which counts 20% of the paper grade. The rest of the 60% is allocated on the final draft of the paper based on addressing all the comments from your professor and in the presentation, which is due in the exam week.

4. *Extra Components* (100 points cap)

(1) In Class Cold-call and Volunteer Questions

We will have in class discussion based on the assigned materials. There will be cold-call questions and volunteer discussion questions. The cold-call questions are done by drawing names from shuffling without replacement (so no backbenchers); the people being called have the option of answering the question on their own, or pass-on the question to another person of their choice; the volunteer questions are open to anyone regardless of whether him/her has been drawn before. Each question counts 4 points.

(2) Community-based Response Questions

In the fourth week of the class, you will be given a task to investigate on a community based health resource issue. It will be 1/3 of grades allocated on the investigation efforts (e.g., emails sent; interviews with health agencies personnel), 1/3 on how you used class material to draw hypothesis/inform your investigation methods, and 1/3 on the reliability of the data sources and presentation of the results. Total grades worth 48 points.

(3) Pop Quizzes

We will take (both open-book and closed-book) pop quizzes during the class just to motivate you to stay focused. The content will be drawn from material covered on that day. Each pop quiz will be of 4 points. There will be 10 quizzes total.

Other opportunities to gain extra credits in class may be available throughout the semester; these opportunities will be open to all students.

Grading Policies:

Note: You need to take the final exam to receive a class grade above F.

You will receive a percentage grade for each component in Table 2; the weighted average percentage grade will be calculated based on the weights in the second column of Table 2; then the percentage grade will be converted to the class letter grade in Table 1.

Table 1
Grading Scale

Numeric Score	Letter Grade
98 – 100	A+
93 – 97	A
90 – 92	A -
87 – 89	B +
83 – 86	B
80 – 82	B -
77 – 79	C +
73 – 76	C
70 – 72	C -
67 – 69	D +
63 – 66	D
60 – 62	D -
0 – 59	F

Table 2
Component Weights

Problem Sets 8 total	25%
Exam 1	25%
Exam 2	25%
Research Paper	25%
Class Attendance	See below
Extra Components	10%, bonus

Course Policies:

1. The instructor expects students to attend all classes on time. If you miss a class, you are responsible for the material. There is no opportunity to make up in-class work. Attendance is taken at the beginning of each scheduled lecture meeting (so do not be late).
2. Students are expected to come to class on time. Late arrivals are disruptive to the class and disrespectful to me and to your fellow students. **More than five minutes late will count as an absence.**
3. Attendance is a minimum requirement for participation. Students are allowed 4 absences, excused or otherwise, without penalty. After 4 absences any further absences, regardless of reason, will bring down your final class grade by 1 increment. For example, if your final class grade based on all the problem sets, exams, and the research papers is A, but you have 5 absences, your final grade will be lowered to A-. **More than 8 absences will result in automatic incomplete grade for course.**
4. The instructor's attendance record is the final arbiter of your attendance. It is your responsibility to make sure that you answer the roll each day. If you will need time off for other events or illness or family emergencies, then it is optimal for you to save those three absences for which you will not be penalized.
5. Phones should be turned off upon entering class. In classes in which we will be on the computers in the classroom, it is expected that the computers will only be used for class related work.
6. Students are expected to have completed all class readings before class. There will likely be some things that you may not understand on first reading. It is the purpose of the lecture to help overcome these issues, and to focus on the most important ideas. However, it is not possible for everything in the textbook to be covered in the lecture. You are responsible for all material in the assigned readings.
7. The best way to contact me, other than coming to see me personally, is email. Please include the name of the class in the subject of your email. Please allow 24 hours for response. In the unlikely event that I haven't gotten back to you in 24 hours, you are encouraged to follow up and contact me again.
8. For reasons due to religious observations, it is students' obligation to inform faculty of any necessary accommodation well in advance of the date (2 full weeks minimum) on which special accommodations are needed.
9. **Late Exams and Assignments:** No make-up exams/quizzes will be given. Late work will be accepted for 60% of the possible points up until 3 calendar days when it is due, unless accompanied by an acceptable form of proof of absence (doctor's note, police report, etc.) in which case full credit will be possible. No late homework is accepted after 3 calendar days when it is due.

Academic Honesty Statement:

The instructor (and the Colleges) expects you to conduct yourself with academic honesty and integrity. According to the Handbook of Community Standards:

Giving or receiving assistance during an in-class or take-home examination, quiz, or any other academic exercise, except as specifically authorized by an individual course instructor, violates this principle.

The presentation or reproduction of ideas, words, or statements of another person as one's own, without due acknowledgment, is considered plagiarism and violates this principle. (See the Handbook of Community Standards for more information about what constitutes plagiarism).

Any case of plagiarism will be presented to the Deans' office and the Colleges' Committee on Standards. The instructor reserves the right to fail any student caught cheating or plagiarizing.

Disabilities Syllabus Statement:

Disability Accommodations: If you are a student with a disability for which you may need accommodations, you should self-identify, provide appropriate documentation of your disability, and register for services with Disability Services at the Center for Teaching and Learning (CTL). Disability related accommodations and services generally will not be provided until the registration and documentation process is complete. The guidelines for documenting disabilities can be found at the following website: http://www.hws.edu/academics/ctl/disability_services.aspx

Please direct questions about this process or Disability Services at HWS to Christen Davis, Coordinator of Disability Services, at ctl@hws.edu or x 3351.

Classroom Decorum and Academic Discourse:

The instructor's goal is to create an engaging, motivative and inclusive class environment that promotes learning and growth. I would politely ask you to avoid late arrivals and early departures that disrupt a natural flow of the class. Needless to say that chitchatting, texting, and facebooking during the class do not constitute an act of mutual respect. I would also encourage you actively participate in class discussions, and remain attentive and respectful when your fellow classmates are speaking.

Campus Support Services:

At Hobart and William Smith Colleges, we encourage you to learn collaboratively and to seek the resources that will enable you to succeed. The **Center for Teaching and Learning (CTL)** is one of those resources: CTL programs and staff help you engage with your learning, accomplish the tasks before you, enhance your thinking and skills, and empower you to do your best. Resources at CTL are many: Teaching Fellows provide content support in 12 departments, Study Mentors help you manage your time and responsibilities, Writing Fellows help you think well on paper, Q Fellows support you in courses that require math, and professional staff help you assess academic needs.

The instructor encourages you to explore these and other CTL resources designed to encourage your very best work. You can talk with me about these resources, visit the CTL office on the 2nd floor of the library to discuss options with the staff, or visit the CTL website.

The CTL resource(s) of most use for this class include:

Teaching Fellows

CTL works with the Economics Department to offer one resource that will be essential to your learning in this course, the Economics **Teaching Fellows**. The Teaching Fellows are accomplished Economics majors and minors who are paid to assist other students. They hold regular study hours Sunday—Thursday (I will post this term’s hours as soon as they are available).

Writing Fellows

The CTL resource that will be most essential in enhancing learning in this course is the Writing Fellows program. Writing Fellows help students develop their writing by providing feedback on essay drafts, offering strategies for the writing process, and enhancing students’ understanding of what good college writing means. In this class, Writing Fellow assistance with our research paper proposal and community health issue report will be extremely helpful to you, and I suggest that you make an appointment via StudyHub on the CTL website by the date February 16 to begin work on the first draft of your research paper.

Q Fellows

The CTL resource that will be most essential in enhancing learning in this course is the **Q Fellows** program. The Q Fellows offer support in courses that require students to use quantitative reasoning, mathematical processing, and symbolic logic to be successful. They are generalists, trained to work with students on the mathematical reasoning necessary to understand the content in a variety of disciplines. The Q Fellows hold drop-in hours and offer support to students around a wide range of mathematical concepts, from Algebra refreshers to learning Calculus II concepts. Students come from many departments including Environmental Studies, Economics, Physics, and Psychology, for a variety of reasons: reviewing basic mathematical concepts, deciphering statistic methods, applications of Calculus and many others.

Study Mentors

The CTL resource especially valuable to students either just starting college OR adjusting to the demands of their choice of Major is the **Study Mentor** program. Study Mentors engage directly with each student in the process of adjusting to new academic demands: they help you find the time you need for both your academic and co-curricular activities, and can help you find strategies to accomplish the tasks in front of you and enhance your reading and study time. Study Mentors may be especially important for those of you who are involved in many activities, work on or off campus, are studying for Teaching Certification, graduate school exams, or prepping for fellowships, or who have one or more unusually demanding courses on your schedule. To meet with a Study Mentor, make an appointment via StudyHub on the CTL website. You can also contact Ingrid Keenan, x3832, keenan@hws.edu, or drop in at the CTL office on the 2nd floor of the library.

Tentative Course Schedule:

Adjustments may be made over the course of the term.

Time	Readings
Week 1 Jan 16-18	<p>Chapter 1 Introduction</p> <p>External Article: Culyer, Anthony J. And Joseph P. Newhouse (2000). “The State and Scope of Health Economics.” In Anthony Culyer and Joseph Newhouse, editors, Handbook of Health Economics. Available Online at http://ideas.repec.org/b/eee/health/1.html</p> <p>The Effects of Medicaid Expansion under the ACA: Updated Findings from a Literature Review</p>

	<p>https://www.kff.org/medicaid/issue-brief/the-effects-of-medicaid-expansion-under-the-aca-updated-findings-from-a-literature-review-september-2017/</p> <p>Appendix 1 Economic Models and Empirical Testing External Article: A Lloyd’s report urges insurers to ask, “what if?” https://www.economist.com/news/finance-and-economics/21730445-counterfactual-risk-analysis-might-improve-underwriting-lloyds-report-urges</p> <p>Freedman, David. 1999. “From Association to Causation: Some Remarks on the History of Statistics,” <i>Statistical Science</i>, 14(3), pp. 243- 258.</p> <p>Finkelstein, A., Taubman, S., Wright, B., Bernstein, M., Gruber, J., Newhouse, J., Allen, H. and Baicker, K. (2012). The Oregon Health Insurance Experiment: Evidence from the First Year. <i>The Quarterly Journal of Economics</i>, 127(3), pp.1057-1106.</p> <p>Joshua D. Angrist & Alan B. Krueger, 2001. "Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments" <i>Journal of Economic Perspectives</i>, vol. 15(4), pages 69-85.</p>
<p>Week 2 Jan 23-25</p>	<p>Problem Set 1 Due on Jan 23 Chapter 2 Health and Medical Care: An Economic Perspective Almond, D., Doyle, Jr., J., Kowalski, A. and Williams, H. (2010). Estimating Marginal Returns to Medical Care: Evidence from At-Risk Newborns*. <i>Quarterly Journal of Economics</i>, 125(2), pp.591-634.</p> <p>Cutler, D., Rosen, A. and Vijan, S. (2006). The Value of Medical Spending in the United States, 1960–2000. <i>New England Journal of Medicine</i>, 355(9), pp.920-927.</p> <p>Fan, W. and Qian, Y. (2015). Long-term health and socioeconomic consequences of early-life exposure to the 1959–1961 Chinese Famine. <i>Social Science Research</i>, 49, pp.53-69.</p> <p>Appendix 2 Demand for Health Capital</p> <p>Organ transplants - The gap between supply and demand <i>The Economist</i> http://www.economist.com/node/12380981</p> <p>Hall, R. and Jones, C. (2007). The Value of Life and the Rise in Health Spending. <i>The Quarterly Journal of Economics</i>, 122(1), pp.39-72.</p>
<p>Week 3 Jan 30- Feb 1</p>	<p>Problem Set 2 Due on Jan 30 Chapter 3 Cost and Benefit Analysis External Article: Will patients be rewarded? – <i>The Economist</i> http://www.economist.com/node/13496687 Lessons from a frugal innovator – <i>The Economist</i> http://www.economist.com/node/13496367 Part 5. Health Technology Assessment. <i>The Humble Economist</i>. http://www.york.ac.uk/che/publications/books/the-humble-economist/</p>

	<p>Weinstein, M. and Skinner, J. (2010). Comparative Effectiveness and Health Care Spending — Implications for Reform. <i>New England Journal of Medicine</i>, 362(5), pp.460-465.</p> <p>Chapter 4 Health Care Systems and Institutions External Articles: Cutler, D. (2002). Equality, Efficiency, and Market Fundamentals: The Dynamics of International Medical-Care Reform. <i>Journal of Economic Literature</i>, 40(3), pp.881-906. Rawlins, M. (2004). NICE Work — Providing Guidance to the British National Health Service. <i>New England Journal of Medicine</i>, 351(14), pp.1383-1385.</p>
<p>Week 4 Feb 6-8</p>	<p>Problem Set 3 Due on Feb 6 Chapter 5 The Demand for Medical Care External Articles: Pay Patients, Save Money – NPR, Planet Money https://www.npr.org/sections/money/2015/10/02/445371930/episode-655-pay-patients-save-money Gawande, A. “The Cost Conundrum” <i>The New Yorker</i>, June 2009. http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawande</p>
<p>Week 5 Feb 13-15</p>	<p>Essay 1 Due on Feb 13 Chapter 6 The Demand for Medical Insurance Healthcare Directory - Insurance Providers Rochester Health Healthcare Insurance Guide http://www.rochesterhealth.com/healthcaredirectory/insurance Gertler, P, Gruber, J. (2002) “Insuring Consumption Against Illness” <i>American Economic Review</i>, 92 (1): 51-70. http://www3.nccu.edu.tw/~hmlie/social%20insurance/paper/Insuring%20Consumption%20against%20Illness.pdf Handel, B. and Kolstad, J. (2015). Health Insurance for “Humans”: Information Frictions, Plan Choice, and Consumer Welfare. <i>American Economic Review</i>, 105(8), pp.2449-2500. https://www.aeaweb.org/articles?id=10.1257/aer.20131126 Einav, L. and Finkelstein, A. (2011). Selection in Insurance Markets: Theory and Empirics in Pictures. <i>Journal of Economic Perspectives</i>, 25(1), pp.115-138. https://economics.mit.edu/files/5810 Handel, B. “Adverse Selection and Inertia in Health Insurance Markets: When Nudging Hurts,” <i>American Economic Review</i>, December 2013, 2643-2682. https://eml.berkeley.edu/~bhandel/wp/Handel_ASIN_2013.pdf Gladwell, M. “The Moral Hazard Myth,” <i>The New Yorker</i>, August 29, 2005. http://www.newyorker.com/archive/2005/08/29/050829fa_fact</p>
<p>Week 6 Feb 20-Feb 22</p>	<p>Problem Set 4 Due on Feb 20 Chapter 7 Medical Care Production and Costs</p>

	<p>Chandra, A. and Skinner, J. (2011). Technology Growth and Expenditure Growth in Health Care. <i>Journal of Economic Literature</i>, 50(3), pp.645-680. http://www.nber.org/papers/w16953.pdf</p> <p>Cutler, D. (2011). Where Are the Health Care Entrepreneurs? The Failure of Organizational Innovation in Health Care. <i>Innovation Policy and the Economy</i>, 11(1), pp.1-28. https://dash.harvard.edu/bitstream/handle/1/5345877/where%20are%20the%20healthcare%20entrepreneurs.pdf?sequence=1</p> <p>Exam 1</p>
<p>Week 7 Feb 27 – Mar 1</p>	<p>Chapter 8 Structure, Conduct, Performance, and Market Analysis Gaynor, M. and Vogt, W. (1999). Antitrust and Competition in Health Care Markets. <i>SSRN Electronic Journal</i>. https://www.sciencedirect.com/science/article/pii/S1574006400800402</p> <p>Chapter 9 Government, Health, and Medical Care Feeling your pain – the Economist https://www.economist.com/news/china/21576670-despite-extraordinary-progress-reforming-health-care-creating-almost-many-problems-it</p> <p>Anderson M. (2017) Was the First Public Health Campaign Successful? The Tuberculosis Movement and its Effect on Mortality. IZA Working Paper http://ftp.iza.org/dp10590.pdf</p>
<p>Week 8 Mar 6 – Mar 8</p>	<p>Problem Set 5 Due on Mar 6 Chapter 10 Government as Health Insurer Duggan, M. and Morton, F. (2010). The Effect of Medicare Part D on Pharmaceutical Prices and Utilization. <i>American Economic Review</i>, 100(1), pp.590-607. http://faculty.som.yale.edu/FionaScottMorton/documents/TheEffectoftheMedicareDrugBenefitonPharmaceuticalPricesandUtilization.pdf</p> <p>Baicker, K., Finkelstein, A., Song, J. and Taubman, S. (2014). The Impact of Medicaid on Labor Market Activity and Program Participation: Evidence from the Oregon Health Insurance Experiment. <i>American Economic Review</i>, 104(5), pp.322-328. https://www.aeaweb.org/articles?id=10.1257/aer.104.5.322</p>
<p>Week 9 Mar 13- Mar 15</p>	<p>Essay 2 Due on Mar 13 Chapter 11 Private Health Insurance Industry Dafny, L. (2010). Are Health Insurance Markets Competitive?. <i>American Economic Review</i>, 100(4), pp.1399-1431. http://www.hbs.edu/faculty/Publication%20Files/11_Dafny_Are%20Health%20Insurance%20Markets%20Competitive_2010_4d7d80dd-ab16-493d-a1ff-761997d9eabd.pdf</p> <p>Private Health Insurance in China: Find the Winning Formula, McKinsey and Company https://www.mckinsey.com/industries/healthcare-systems-and-services/our-insights/private-health-insurance-in-china-ifinding-the-winning-formula</p>
<p>Week 10 Spring Break</p>	
<p>Week 11 Mar 27-Mar 29</p>	<p>Chapter 12 The Physician Service Industry China needs many more primary-care doctors, the Economist https://www.economist.com/news/china/21721948-memories-barefoot-ones-put-some-people-seeing-them-china-needs-many-more-primary-care</p> <p>Cuellar, A. and Gertler, P. (2006). Strategic integration of hospitals and physicians. <i>Journal of Health Economics</i>, 25(1), pp.1-28.</p>

	<p>http://www.sciencedirect.com/science/article/pii/S0167629605001098# Chapter 13 The Hospital Industry Kessler, D. and McClellan, M. (2000). Is Hospital Competition Socially Wasteful? The Quarterly Journal of Economics, 115(2), pp.577-615. https://www.jstor.org/stable/pdf/2587004.pdf</p>
<p>Week 12 Apr 3-Apr 5</p>	<p>Problem Set 6 Due on April 3 Chapter 14 The Pharmaceutical Industry Acemoglu, D., Cutler, D., Finkelstein, A. and Linn, J. (2006). Did Medicare Induce Pharmaceutical Innovation?. American Economic Review, 96(2), pp.103-107. https://economics.mit.edu/files/4473 Berndt, E. (2002). Pharmaceuticals in U.S. Health Care: Determinants of Quantity and Price. Journal of Economic Perspectives, 16(4), pp.45-66. https://www.jstor.org/stable/pdf/3216914.pdf</p> <p>Exam 2</p>
<p>Week 13 Apr 10- Apr 12</p>	<p>Chapter 15 The Long-term Care Industry External Podcast: The State of America's Psychiatric Hospitals http://www.wbur.org/hereandnow/2017/11/30/america-psychiatric-hospitals Chapter 16 Health Care System Reform Special Topics - The Affordable Care Act Gruber, J. (2008). Covering the Uninsured in the United States. Journal of Economic Literature, 46(3), pp.571-606. http://pubs.aeaweb.org/doi/pdfplus/10.1257/jel.46.3.571 The Case Against Obamacare- Heritage Foundation, 2011 http://www.dispatch.com/assets/pdf/archive/Heritage-Foundation-on-health-care.pdf</p>
<p>Week 14 Apr 17 – Apr 19</p>	<p>Special Topics/Presentation of paper proposals</p>
<p>Week 15 Apr 24-Apr 26</p>	<p>Special Topics/Presentation of paper proposals</p>
<p>Week 16 May 1</p>	<p>Review/Catch Up</p>