Proposed Course Title:

* The Economic Analysis of Education Policy

Analytic Concentrations:

* Economic Analysis
* Quantitative Methods

Instructors:

* Andrew McEachin
* Isaac M. Opper

Which office:

* Santa Monica

Course description (150 words):

* Why do we hold teachers and schools accountable for their students’ achievement? How do the designs of the accountability systems impact educators’ behavioral responses? How can we create reliable and valid measures of teacher effectiveness? Are the recent school choice initiatives going to improve students’ educational outcomes? These are some of the important questions that are hotly debated in the popular media as well as academic circles. Answers to these questions are especially important given that the current educational landscape is marked by decreasing resources and increasingly high-stakes, essentially expecting educators to produce more with less. The field of economics studies how individuals make choices in the presence of scarce resources which means, it directly relates to the present economic reality faced by most educators, administrators, and policymakers. In this course, we will explore how basic economic theories and principles shed light on many questions about education currently being debated.

Prerequisites:

* Microeconomics I & II
* EA I, II, & III

Student learning outcomes (2-5):

* Students will learn how to turn a research idea into a research paper.
* Students will understand how economic analysis can be used to inform current policy debates in education.
* Students will have a better understanding of many of the current issues being debated by education policy-makers.

Evaluation Criteria:

* The main assignment for this course is an academic research‐based paper on any educational policy or issue from an economic perspective.  The paper can be completed individually or in pairs.  The paper topic should be broad and well‐known enough that there will be sufficient materials and resources to help you in formulating your economic analysis of the issue at hand, but also narrow enough to complete in a semester.  For students with sufficient statistical background, you are encouraged to complete an original empirical analysis for your final paper.

Length of Course:

* 10 weeks

Please describe any past graduate-level teaching experiences:

* Isaac TA’d the introductory game theory class that all first year economics Ph.D. students take at Stanford. In addition, he TA’d an environmental economics class that many graduate students at Stanford take, as well as some undergraduates. Finally, he will be teaching EAIII this spring.
* Andrew

Please describe any past experience teaching this course and materials used?

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Quarter preference:

* Up to you!

Willing to teach as a tutorial/seminar?

* Up to you!