



API-101: Resources, Incentives, and Choices I: Markets and Market Failure
 Sections A, B, D, and E

Fall 2020

Class Meetings: Tuesday/Thursday			
Section	Faculty	Time (ET)	Teaching Fellows
A	Janina Matuszeski	10:30–11:45 a.m.	Michael-David Mangini
B	Marcella Alsan	12:00–1:15 p.m.	
D	Pınar Doğan	10:30–11:45 a.m.	Kristen McCormack
E	Pınar Doğan	12:00–1:15 p.m.	

Weekly Optional Review Sessions (RS) by Teaching Fellows			
(RS 1, 2, and 3 are identical)	RS 1	RS 2	RS 3
Wednesday <i>Fundamental tools and concepts</i>	10:30–11:00 a.m.	1:30–2:00 p.m.	--
Friday <i>Guidance in problem solving</i>	9:00–9:30 a.m.	11:00–11:30 a.m.	2:00–2:30 p.m.


Contact Information for Faculty and their Faculty Assistants E-mail: @hks.harvard.edu			
Faculty	E-mail prefix	Faculty Assistant (FA)	E-mail prefix
Marcella Alsan	marcella_alsan	Derya Honca	derya_honca
Pınar Doğan (Course Head)	pinar_dogan	Ashley Davis (FA Head)	ashley_davis
Janina Matuszeski	janina_matuszeski	Sarah McLain	sarah_mclain

Course Assistants (CA)			
Section A		Section B	
Eli Berk-Rauch	Julien Joy	Daniela Britto Falcon	Grady Deacon
Section D		Section E	
Mayumi Cornejo	Mike Yepes	Alexis Alvarez Franco	Patty Chindapol

Contact information for the teaching fellows and course assistants can be found under the Section “Meet the Teaching Team.”

Office Hours:

All office hours are available to all students, regardless of section. Sign up is not required for the office hours held by the CAs (except for the “CA on duty” on Sundays). Please see the *Office Hours* link on the Canvas course sidebar for the entire schedule, including CA office hours.

Office Hours Schedule 			
Sign-up: https://onlineofficehours.as.me			
Faculty & Teaching Fellows	Section	Sign-up	Day, time (ET)
Marcella Alsan	B	/malsan	Wed, 3:30–6:00 p.m.
Pınar Doğan	D & E	/pdogan	Tue & Thu, 1:30–3:00 p.m.
Michael-David Mangini	All	/mdmangini	Fri, 2:30–4:30 p.m.
Kristen McCormack	All	/kmccormack	Wed, 11:00-noon; 2:00-3:00 p.m.
CA on duty	All	/CAonduty	Sun, 10:00-11:30 a.m.

Janina Matuszeski	A	https://jmatuszeski.as.me	Tue, 1:00–3:00 p.m. Wed, 9:00–11:00 a.m. Fri, 10:40 a.m.–noon
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Course Description, Learning Objectives, and Assessment

Course Description

This course applies microeconomic reasoning to public policies. It considers economic incentives and organizations; models of economic behavior; the operation of markets; the price system and how it works; the consequences of market failure and interventions in markets; and policy objectives and instruments. It is the first course in the ‘Resources, Incentives, and Choices’ sequence, and it provides the foundational frameworks required for the second course in the sequence, *Economic Analysis of Public Policy* (API-102).

Learning Objectives

Upon successful completion of this course, students will be able to identify and assess tradeoffs involved in economic decision making; apply their knowledge on fundamental microeconomic concepts (e.g., elasticities) and models to assess qualitative implications of various changes driven by external shocks (e.g., pandemics, droughts) or by various policy interventions (e.g., price controls, taxes and subsidies); identify the factors and market characteristics that are likely to produce inefficient outcomes; suggest policy alternatives as remedies; and predict market responses to various public policy measures.

Assessment

In this course we will be assessing students’ learning on a regular basis through a series of requirements (please see Course Requirements). The majority of the requirements involve asynchronous work that can be completed at the students’ choice of time, provided that they are completed/submitted by the deadline. There will be no final examination; instead students will have the option to choose their own assessment.

Course Sections

Sections A, B, D, and E

Each student is assigned to one of the A, B, D, or E sections. All of these sections are identical in terms of topics and materials covered, and students will complete the same set of requirements regardless of which Section they are enrolled in. Students may not switch among these sections, but can opt for Section Z.

Section Z

Section Z is aimed at students who feel quite comfortable using math, have a working knowledge of basic calculus, and are motivated to delve more deeply into some topics and to learn some advanced skills. By using calculus-based methods, Section Z can cover some topics in more depth than the other sections of API-101. The use of mathematics in Section Z is only a means of communication rather than an end in itself; the common objective of all sections of API-101 is to provide students with a solid economic intuition and an ability to apply economic insights to real-world problems.

If you find that the use of mathematics often fails to clarify things for you, you are probably better off in a non-calculus section of API-101.


Switching into or out of Section Z

You may switch into or out of Section Z up **until noon on Friday, September 25**. After this deadline, you may not switch into or out of the Z section. To switch sections, please email the MPP program team (MPP_Program@hks.harvard.edu), with the sections you are switching between and the date you will first attend the new section. You may only switch between your assigned (A, B, D, or E) section and the Z section.

Course Structure

In this section, we explain the coursework for a **typical** week. Please refer to the [Weekly Course Schedule](#) section of the syllabus for a detailed weekly plan.

Consider that you are assigned to Section X, where X will be either A, B, D, or E. You will also be assigned to a subsection, X1 or X2.

Weekly Class and Optional Review Sessions 				
Tuesday	Wednesday	Thursday		Friday
Section X Class Session 75'	Optional Review Teaching Fellow <i>Fundamental concepts & tools</i> 30'	Section X1 Class Session 30'	Section X2 Q&A Session Teaching Fellow 30'	Optional Review Teaching Fellow <i>Guidance in problem solving</i> 30'
		Section X1 Q&A Session Teaching Fellow 30'	Section X2 Class Session 30'	

- **Tuesdays:** All Section X students will meet for a full class session.
- **Thursdays:** The class meetings will be held in smaller groups for 30 minutes for an exercise, simulation, or discussion. On these Thursdays, students will also have an opportunity to meet with the teaching fellow in an informal (optional) Q&A session.

Prior to Tuesday sessions, students are expected to complete a set of pre-class work (videos, readings, and questions). See the Learning Support section for the weekly optional review sessions held by teaching fellows on Wednesdays and Fridays.

Course Requirements

- Quiz: API 101 Summer Digital modules (1) 5%
- Weekly pre-class questions (10) 10%
- Weekly post-class problems (10) 20%
- End-of-unit assessments (5) 30%
- Reflections in real time (5) 15%
- Pick-your-own assignment (1) 20%

Quiz: API 101 Summer digital modules

Prior to the first week of classes, all students are expected to have completed the API 101 Summer Digital Modules. Students are required to take a quiz on the foundational material covered in the Summer Digital Modules on Friday, September 18. Students will have a 24-hour window to start the quiz. Once students start the quiz, they will have 30 minutes to finish it.

Date:	Friday, September 18
Duration:	30 minutes
Weight in the total grade:	5%

Weekly pre-class questions

Prior to Tuesday's synchronous class meetings, students are required to review asynchronous learning materials, such as short videos and readings, and respond to a set of pre-class questions, 10 sets in total, that cover these materials. There is no time limit for these questions, but all students are required to submit their responses by **8 a.m. ET every Tuesday**.

Once students submit their responses, they may not revise them. For this reason, students are strongly encouraged to complete the review of learning materials prior to their attempt. Pre-class questions will remain accessible throughout the semester for review purposes. However, **responses past the due date(s) will not count towards the course grade.**

Due:	Every week, by Tuesday, 8 a.m. ET
Duration:	15-20 minutes (each set)
Weight in the total grade:	10%

Weekly post-class problems

Every week (except for the first week of classes and the Thanksgiving week) a problem will be posted on Canvas.

	Topic	Submissions via Canvas, due by 8 a.m. ET
P1	Elasticity and price controls	Monday, September 28
P2	Elasticity and per-unit taxes	Monday, October 5
P3	Consumer choice	Monday, October 12
P4	Consumer choice	Monday, October 19
P5	Producer theory	Monday, October 26
P6	Monopoly power	Monday, November 2
P7	Price discrimination	Monday, November 9
P8	Pigouvian taxes and subsidies	Monday, November 16
P9	Pollution control	Monday, November 23
P10	Asymmetric information	Monday, December 7

These weekly problems will give the students an opportunity to apply the foundational knowledge and tools they have acquired during that week to solve problems. Students may work together in small groups, however, solutions must be written and submitted independently by each student. Students must also indicate the name of the other students in their groups at the top of solutions.

End-of-unit assessments (EUA)

Students will have access to a set of assessment questions at the end of each unit (units ‘Producer Theory’ and ‘Market Power and Public Policy’ will have a joint assessment). Questions will be available during a 24-hour window. Students will have 30 minutes to complete the assessment **on their own** once they start it during this window. Each EUA has an equal weight, and we will count the highest 4 EUA towards the course grade. No additional preparation is required for EUAs.

	Unit	Duration: 30 minutes
EUA-1	Elasticity and Public Policy	Friday, October 2
EUA-2	Consumer Choice and Public Policy	Friday, October 16
EUA-3	Producer Theory; Market Power and Public Policy	Friday, November 6
EUA-4	Social Dilemmas and Public Policy	Friday, November 20
EUA-5	Economics of Information	Friday, December 4

Reflections in real time

During five of the Thursday class sessions, students will respond to a quick reflection question through Canvas in real time. These responses will take at most 5 minutes of the class time and will be related to the learning activity of that session. The highest three of these five responses will count towards 15% of the course grade (5% each).

Pick-your-own-assignment

At the end of the semester, students will have an opportunity to choose from the following set of options to show their learning of the course material and their ability to apply it.

- An analysis of the API-101 concepts reflected in a recent Policy Analysis Exercise (PAE) paper (a selection of PAE papers will be provided).
- A reflection paper on the topic presented in one of the two optional course-wide events featuring Professor Ellwood, and Professors Alsan and Avery.
- Retrospective: A video or a written piece on “one big idea/take-away” from the course, as applied to the student’s own past professional experience.

More options may be provided later in the semester. Typical written assignment for any of the options should be 3-4 pages (single spaced).

Due:	Monday, December 14
Weight in the total grade:	20%

Grading

The letter grade that will appear on your transcript will be determined by the weighted sum of the numerical grades of course requirements. We will rank all students across all sections from highest to lowest grade, and use the (more generous) Dean’s recommended grade curve to determine the letter grade. The curve is as follows: 15% A, 25% A-, 35% B+, 20% B, and 5% B- or less.

Learning Support

The teaching team will support students' learning throughout the semester.

Teaching Fellows

Our two teaching fellows will hold weekly “mini sessions” that will be provided at multiple time slots:

- 1. Wednesday sessions on fundamental tools and concepts:** Two (identical) 30-minute reviews are scheduled at different time slots and will be run via Zoom. Students with no or very little prior economics coursework are strongly encouraged to attend one of the two sessions on a regular basis.
- 2. Thursday Q&A sessions:** These 30-minute sessions will provide students with an opportunity to learn from the teaching fellows through an informal exchange.
- 3. Friday review sessions:** Guidance in solving the problem of the week.
Three (identical) 30-minute reviews are scheduled at different time slots and will be run via Zoom. Teaching fellows will guide you in solving problems similar to those presented in weekly assignments. All students are encouraged to attend one of the three sessions.

All sessions will be recorded and accessible via Canvas.

Office Hours by Faculty, Teaching Fellows, and Course Assistants

All teaching team members will hold weekly office hours to support your learning. The schedule is posted on Canvas via the *Office Hours* link on the course sidebar.

Readings

Textbook readings

Students are not required to purchase a textbook for this course. Several chapters from two textbooks (listed below) will be assigned as required readings. Links to those chapters will be provided on the Canvas page.

- Robert S. Pindyck and Daniel L. Rubinfeld, *Microeconomics*, 9th Edition, Pearson, 2018.

(Hereafter referred to as *P&R*.)

- OpenStax (Rice University), [Principles of Economics](https://openstax.org/details/books/principles-economics) 2e, 2017 (updated Jan 2020)

You can download it for free (PDF, Kindle, iBooks) at

<https://openstax.org/details/books/principles-economics>.





(Hereafter referred to as OpenStax)





Required readings are listed under “Readings.”

Other readings

Other (optional) readings are listed under “Optional Resources” and will also be posted on the course Canvas page.

Weekly Course Schedule

UNIT	WEEK 1		Time
Introduction	Asynchronous Pre-class Work		(est.)
	Due by 8 a.m. (ET), Tuesday, September 15		70'
	 Videos <ol style="list-style-type: none"> Thinking at the margin Pareto efficiency 		
	 Readings <ul style="list-style-type: none"> Rodrik, Dani. 2015. "What Models Do." <i>Economic Rules</i>. New York: W. W. Norton & Company, pp. 9–44. 		
	Required: n/a		
	Synchronous Class Sessions		
	Tue, Sep 15	1 Introduction 	75'
	Thu, Sep 17	1bis Community building 	30'
	Asynchronous Assessment		
	Fri, Sep 18	Quiz Summer Digital Modules	30'





UNIT	WEEK 2		Time
Elasticity & Public Policy	Asynchronous Pre-class Work		<i>(est.)</i>
	Due by 8 a.m. (ET), Tuesday, September 22		70'
	 Videos <ol style="list-style-type: none"> 1. Elasticity; price elasticity of demand 2. Cross-price elasticity; example 3. Income elasticity of demand 4. Calculating elasticity 		
	 Readings <ul style="list-style-type: none"> • OpenStax Price elasticity of supply (2 pages) • OpenStax Elasticity in other areas than price (3 pages) 		
	Required: Pre-class questions		
	Synchronous Class Sessions		
	Tue, Sep 22	2 Elasticity and price controls 	75'
	Thu, Sep 24	2bis Exercise: Raising low wages –Part 1 	30'

Recommended Material (Optional)

Dube, Arin. 2019. [Impacts of minimum wages: review of the international evidence](#). *An Independent Report for the UK Government*. (56 pages, Annex excluded)





Dube, Arin. 2019. [Making the case for a higher minimum wage](#). *Milken Institute Review*.

Video: Arin Dube on [The impact of a minimum wage](#) [3'57"]. The Core Project, 2016.

UNIT	WEEK 3		Time
Elasticity & Public Policy	Asynchronous Pre-class Work		<i>(est.)</i>
	Due by 8 a.m. (ET), Tuesday, September 28		70'
	 Videos <ol style="list-style-type: none"> 1. Per-unit tax 2. Elasticities and tax incidence 3. Deadweight loss of tax 4. Elasticity and tax revenue 		
	 Readings <ul style="list-style-type: none"> • OpenStax Can businesses pass costs onto consumers (2 pages) • OpenStax Elasticity and Tax incidence (2 pages) 		
	Required: Pre-class questions		
	Synchronous Class Sessions		
	Tue, Sep 29	3 Elasticity and subsidies 	75'
	Thu, Oct 1	3bis Exercise: Raising low wages –Part 2 	30'
	Asynchronous Assessment		
	Fri, Oct 2	End-of-Unit Assessment 1	30'

Recommended Material (Optional)

Oates, W. E. and Schwab, R. M. 2015. The Window Tax: A Case Study in Excess Burden, *Journal of Economic Perspectives*, Vol. 29(1), pp. 163–180.





UNIT	WEEK 4		Time
Consumer Choice & Public Policy	Asynchronous Pre-class Work		<i>(est.)</i>
	Due by 8 a.m. (ET), Tuesday, October 6		70'
	 Videos <ol style="list-style-type: none"> 1. Overview of the unit 2. The budget constraint 3. Changes in the budget line 		
	 Readings <ul style="list-style-type: none"> • P&R Budget Constraints, pp. 82–85. • P&R Consumer Preferences, pp. 69-81; Consumer Choice, pp. 95–96. 		
	Required: Pre-class questions [20']		
	Synchronous Class Sessions		
	Tue, Oct 6	4 Utility maximization	
Thu, Oct 8	4bis Restricting choice: vouchers		30'

**Fri, Oct 9, 2 p.m. Course-Wide Special Event featuring Professor David Ellwood:
 Combatting Inequality: The Power and the Limits of Economics**

Ellwood, David T., and Nisha Patel. 2018. "[Restoring the American Dream](#)," U.S. Partnership on Mobility From Poverty.

Recommended Material (Optional)





Video: Angus Deaton’s Nobel Prize Lecture, 2015. [Measuring and Understanding Behavior, Welfare, and Poverty](#)





UNIT	WEEK 5		Time
Consumer Choice & Public Policy	Asynchronous Pre-class Work		<i>(est.)</i>
	Due by 8 a.m. (ET), Tuesday, October 13		70'
	 Videos <ol style="list-style-type: none"> 1. Revealed preferences 2. Income and substitution effects 		
	 Readings <ul style="list-style-type: none"> • P&R Revealed preferences, pp. 92–95. • P&R Income and Substitution Effects, pp. 117–121. 		
	Required: Pre-class questions		
	Synchronous Class Sessions		
	Tue, Oct 13	5 Cash transfers <i>vs.</i> price subsidies 	75'
	Thu, Oct 15	5bis Behavioral insights 	30'
	Asynchronous Assessment		
	Fri, Oct 16	End-of-Unit Assessment 2	30'

Recommended Material (Optional)

Thaler, Richard H. 2018. From Cashews to Nudges: The Evolution of Behavioral Economics. *American Economic Review*, Vol. 108(6), pp. 1265–1287.





Video: Richard Thaler’s Nobel Prize Lecture, 2017. [From Cashews to Nudges: The Evolution of Behavioral Economics](#).

UNIT	WEEK 6		Time
Producer Theory	Asynchronous Pre-class Work		<i>(est.)</i>
	Due by 8 a.m. (ET), Tuesday, October 20		70'
	 Videos <ol style="list-style-type: none"> 1. Cost concepts 2. Scale economies 		
	 Readings <ul style="list-style-type: none"> • OpenStax Costs in the short-run (4 pages) • P&R Economies and Diseconomies of Scale, pp. 241–243. 		
	Required: Pre-class questions		
	Synchronous Class Sessions		
	Tue, Oct 20	6 Profit maximization 	75'
	Thu, Oct 22	6bis Cost of producing the TIME magazine 	30'

UNIT	WEEK 7		Time
Market Power & Public Policy	Asynchronous Pre-class Work		<i>(est.)</i>
	Due by 8 a.m. (ET), Tuesday, October 27		70'
	 Videos <ol style="list-style-type: none"> 1. Marginal revenue of the monopolist 2. Profit maximization 		
	 Readings <ul style="list-style-type: none"> • OpenStax Monopoly (3 pages) • OpenStax Regulating Natural Monopolies (3 pages) 		
	Required: Pre-class questions		
	Synchronous Class Sessions		
	Tue, Oct 27	7 Monopoly profits and price regulation 	75'
	Thu, Oct 29	7bis Natural monopolies 	30'





Recommended Material (Optional)

Scherer, F. M. 2004. Health Policy Report: The Pharmaceutical Industry –Prices and Progress. *The New England Journal of Medicine*. Vol. 351(9), pp. 927–932.

UNIT	WEEK 8		Time	
Market Power & Public Policy	Asynchronous Pre-class Work		<i>(est.)</i>	
	Due by 8 a.m. (ET), Tuesday, November 3		70'	
	 Videos <ol style="list-style-type: none"> 1. Price discrimination mechanisms 2. API 101 Policy interviews: Professor F. M. Scherer 			
	 Readings <ul style="list-style-type: none"> • P&R Measuring Monopoly Power, pp. 361–365. • P&R Pricing with Market Power, pp. 391–402. 			
	Required: Pre-class questions			
	Synchronous Class Sessions			
	Tue, Nov 3	8 Elasticity and market power		75'
	Thu, Nov 5	8bis Exercise: Pharma price discrimination		30'
	Asynchronous Assessment			
	Fri, Nov 6	End-of-Unit Assessment 3		30'

Recommended Material (Optional)

Shapiro, Carl. 2019. Protecting Competition in the American Economy: Merger Control, Tech Titans, Labor Markets. *Journal of Economic Perspectives*, Vol. 33(3), pp. 69–93.

UNIT	WEEK 9		Time
Social Dilemmas & Public Policy	Asynchronous Pre-class Work		(est.)
	Due by 8 a.m. (ET), Tuesday, November 10		70'
	 Videos <ol style="list-style-type: none"> 1. 2 x 2 games, best responses, and dominant strategies 2. Nash equilibrium 		
	 Readings <ul style="list-style-type: none"> • OpenStax Prisoners' Dilemma (2 pages) 		
	Required: Pre-class questions		
	Synchronous Class Sessions		
	Tue, Nov 10	9 Collective action and social norms 	75'
	Thu, Nov 12	9bis Coordination games & tipping points 	30'





Fri, Nov 13, 2 p.m.

Course-Wide Special Event featuring Professors Marcella Alsan and Chris Avery: tba

Recommended Material (Optional)





Ostrom, Elinor. 2000. Collective Action and the Evolution of Social Norms. *Journal of Economic Perspectives*, Vol. 14(3), pp. 137-158.





Video: Elinor Ostrom's Nobel Prize Lecture, 2009. [Beyond Markets and States: Polycentric Governance of Complex Economic Systems](#) [28'04"]

UNIT	WEEK 10		Time
Social Dilemmas & Public Policy	Asynchronous Pre-class Work		<i>(est.)</i>
	Due by 8 a.m. (ET), Tuesday, November 17		70'
	 Videos 1. Externalities and market failure		
	 Readings <ul style="list-style-type: none"> P&R Externalities, pp.653–658. 		
	Required: Pre-class questions		
	Synchronous Class Sessions		
	Tue, Nov 17	10 Tragedy of commons & Pigouvian taxes 	75'
	Thu, Nov 19	10bis Discussion: Pollution control 	30'
	Asynchronous Assessment		
	Fri, Nov 20	End-of-Unit Assessment 4	30'

Recommended Readings (Optional)

Stavins, Robert. 2012. Cap-and-Trade, Carbon Taxes, and My Neighbor’s Lovely Lawn. *An Economic View of the Environment: A Blog by Robert Stavins*.

UNIT	WEEK 11		Time
Economics of Information	Asynchronous Pre-class Work		<i>(est.)</i>
	Due by 8 a.m. (ET), Tuesday, November 24		70'
	 Videos <ol style="list-style-type: none"> 1. Overview of the unit: Adverse Selection and Moral Hazard 2. Risk preferences 3. Lemons Market (setup) 		
	 Readings <ul style="list-style-type: none"> • P&R Preferences Towards Risk, pp. 163–165. • P&R Markets with Asymmetric Information, pp. 623–630 and 636–638. 		
	Required: Pre-class questions		
	Synchronous Class Sessions		
	Tue, Nov 24	11 Adverse selection and market failure 	75'
	Thu, Nov 26	 <i>Thanksgiving Break</i>	

UNIT	WEEK 12		Time	
Economics of Information	Asynchronous Pre-class Work		<i>(est.)</i>	
	Due by 8 a.m. (ET), Tuesday, December 1		70'	
	 Videos 1. Incentives and participation			
	 Readings <ul style="list-style-type: none"> P&R Market Signaling, pp. 631–635. 			
	Required: Pre-class questions			
	Synchronous Class Sessions			
	Tue, Dec 1	12 Signaling and Screening 	75'	
	Thu, Dec 3	13 Wrapping up the semester 	60'	
	Asynchronous Assessment			
	Fri, Dec 4	End-of-Unit Assessment 5	30'	

Learning Community and Norms

Accessibility and Accommodations for Student Learning

Harvard Kennedy School is committed to the full inclusion of students with disabilities (learning, mental-health related, physical, chronic illness, temporary injury, etc.). The School provides accommodations and support to students with documented disabilities on an individual, case-by-case basis. If students have a disability, or think they may have a disability and would like to receive accommodations for their learning, they must disclose and provide medical documentation about their disability to Melissa Wojciechowski St. John. Melissa is the [Senior Director of Student Services](#) —and serves as the local disability coordinator— in the HKS Office of Student Services. She can talk to you about your needs and assist you in the process for requesting and implementing accommodations. Because accommodations may require early planning and generally are not provided retroactively, we recommend that you contact her as soon as possible.

Academic Honesty and Integrity

All students are expected to abide by the University policies on academic honesty and integrity as given in the Student Handbook. Violations of these policies will not be tolerated and are subject to severe sanctions up to and including expulsion from the university.

Honor code

In order to accommodate different time zones, living conditions, and challenges students may be facing during the pandemic, students will have the flexibility to complete most of the requirements of the course in an asynchronous fashion. For example, end-of-unit assessment questions will be available during a window of 24 hours, and students will

be able access the questions at the time of their choice during that window. For this reason, each student enrolled in this course is expected to sign an honor code prior to the assessments.

Attendance and Participation

We strongly encourage attendance in synchronous sessions and participation in every aspect of the course. We may be tracking attendance and participation in synchronous sessions; however, these will not count towards the course grade. Please note, however, that one of the requirements of this course will be completed in real-time, during five of the weekly Thursday sessions. If you miss a class session, please make sure to have watched the video of the class *prior to the next class session*.

Communication

All students are required to have email delivery for Canvas announcements enabled. All private communication will be done exclusively through your Harvard email address. All teaching team members will do their best to respond to email messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Meet the Teaching Team

Our Teaching Fellows

Michael-David Mangini



I am a PhD Candidate in the Political Economy and Government program, which is jointly affiliated with HKS, the Economics Department, and the Government Department. This is my third semester as a TF for API-101.

My research interests are primarily related to the political economy of international trade policy -- I study whether economic connections between states are political assets or vulnerabilities. I also have research interests in the political economy of trade protection and the process of state formation. I am originally from Connecticut and I did my undergraduate studies in international relations and economics at the University of Pennsylvania in Philadelphia.

E-mail: mangini@g.harvard.edu

Kristen McCormack



I am a PhD Candidate in Public Policy at the Harvard Kennedy School. Prior to starting graduate school, I studied economics at Pomona College and worked as a research assistant at Resources for the Future, an environmental policy think tank in Washington, DC.

I am originally from Boulder, CO and enjoy everything outdoors (hiking, biking, etc.) in addition to creative writing and pottery. I am a nonresident tutor at Lowell House and a member of the Graduate Women in Economics core team.

E-mail: kmccormack@g.harvard.edu

Our Course Assistants

Section A:

Eli Berk-Rauch



I am a second year student pursuing an MPP with a concentration in International and Global Affairs (IGA). I studied Economics and East Asian Studies at Cornell University, graduating in 2011. I moved to Shanghai, China in 2014, taking a position at NYU Shanghai. I loved my time in China and at NYU, leaving in 2019 to attend HKS.

At HKS, I have focused on building my quantitative skillset while also taking classes for fun and interest. Outside of HKS, I love sports, chess, and bad puns. Most of all, I love helping people and working together to solve problems-I can't wait to work with you all!

E-mail: eliberkrauch@hks.harvard.edu

Julien Joy



I am a second year MPP candidate at the Harvard Kennedy School with a concentration in Social and Urban Policy. My focus is education policy; this summer I worked for the mayor's office of Baton Rouge, LA writing a formal report on the city's early childhood ecosystem.

Before coming to HKS, I served in the Peace Corps in Ethiopia, and before that I was a restaurant waiter trying to be a musician. I grew up in New York but Philly feels more like home. I love food, music, and movies, among a thousand other things

E-mail: jjoy@hks.harvard.edu

Section B:

Daniela Britto Falcon



I am a second year Master in Public Administration in International Development. Prior to my enrollment, I was a Consultant at the Ministry of Economy and Finance of Peru, and I have also worked in sectors such as Research, Consulting and Media. During the summer, I did my internship at the World Bank Mozambique.

My areas of expertise are Industrial Organization and Economic Analysis of Law. I hold a Bachelor and a Masters degree in Economics from Universidad del Pacifico.

I grew up in Trujillo, a city in Northern Peru so, by definition, I love the beach -as long as the sea is as cold as the Pacific ocean! I also enjoy playing tennis and snowboarding.

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Grady Deacon



I am a second year MPP with a concentration in Social and Urban Policy. I graduated from Boston College with a BA in International Studies and began my career as a second grade teacher in Houston, Texas as a Teach For America Corps Member. I then moved to DC to learn how state and federal education policy affects education outcomes for low-income students and students of color.

At HKS, I am developing the quantitative skillsets necessary to analyze education data, consume empirical research, and craft evidence-based policy recommendations to promote educational equity. Outside of HKS, I enjoy skiing, drinking coffee, and playing pickup basketball.

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Section D:

Mayumi Cornejo



I'm an MPP candidate at the Harvard Kennedy School with a concentration in Political and Economic Development. I'm interested in rural development and social policy in Latin America and working with the immigrant population in the U.S. Before HKS, I worked in capacity building and service delivery for human trafficking survivors in Peru and in public sector consulting in Washington D.C. I completed my BA in Government at Harvard University.

I was born and raised in Huancayo, Peru. My family moved to Kansas in 2003 (I will be based in Kansas while classes are online). In my free time, I enjoy watching TV, creative writing, and reading fantasy and historical fiction.

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Mike Yepes



I am an MPP Candidate with a concentration in Social & Urban Policy at the Harvard Kennedy School. My interests are in healthcare policy, with a specific focus in how to improve healthcare access for undocumented immigrant communities and queer people of color (regardless of documentation status). This work is important to me as a queer person of color from a mixed legal status family. Prior to starting graduate school, I completed a BS in Neuroscience at Brown University and a MPH in Infectious Diseases Epidemiology at Yale University. In between my undergraduate and graduate studies I spent 4 years working in healthcare in Boston, MA. I spent two years working on diabetes clinical research at Massachusetts General Hospital and 2 years as a sexual health counselor and patient navigator at Fenway Health.

I grew up hopping back and forth between Boston, MA and Providence, RI. I am notoriously basic and love all things fall: pumpkin spice lattes, photoshoots by piles of colorful leaves, baking, celebrating Halloween, and haunted house tours. I'm your quintessential "social justice warrior" so I'm happy to point you to amazing Boston-based organizations doing radical work around anti-racism, labor rights movements, gender equity, LGBTQ justice, etc.

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Section E:

Alexis Alvarez Franco



I am a second year MPP student with a concentration in Political and Economic Development. I am interested in inclusive Latin American Development, specifically policy responses to abate racial and gender inequities and promote equitable development in the region. Prior to HKS, I worked at a social sector consulting firm supporting foundations and corporations with their grantmaking and social impact strategies in Latin America and the US. I have also lived in Lima, Peru working for an educational and youth empowerment nonprofit evaluating and managing some of their programs.

I'm from Mexicali, Mexico and grew up crossing the border between Mexicali and San Diego, CA. I'm a big fan of beaches and outdoor activities that involve water. I completed my undergrad at UC Berkeley with a BA in Political Economy and a minor in Environmental Design and Urbanism (I like big cities).

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Patty Chindapol



I'm a second year MPP candidate hoping to concentrate in Political and Economic Development. While born and raised in Bangkok, Thailand, I've come to call Cambridge, MA, my second home, having spent four years prior to attending HKS at Harvard College, where I graduated with a B.A. in Environmental Science and Public Policy.

I am deeply interested in corals and elephants and will list fun facts about them for you when I get the chance. About this time last year, I was researching policy changes around the ivory markets in Thailand and Hong Kong. Workwise, my experiences have revolved mostly around food, sustainability, and nonprofits. And my favorite pastime is watching baking shows. Can't wait to meet everyone in API-101!

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Our Faculty Assistants

Ashley Davis, Head Faculty Assistant



I have served as a Faculty Assistant at Harvard Kennedy School for five years and currently supporting four faculty. I hold an SB in Computer Science and Engineering from MIT and am pursuing a graduate degree in Digital Media Design, with a focus on front-end web development, from the Harvard Extension School.

Outside of work and class, I love knitting to audiobooks and losing sleep to esoteric puzzle hunts or console games.

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Derya Honca



I am a long-time HKS Faculty Assistant, currently supporting four faculty members. I earned a BA in Archaeology from Carleton College, a PhD in Classical Archaeology and Anthropology from Indiana University, and an MPA from Harvard Kennedy School. In addition to my work at HKS, I have initiated and co-managed a research project in contemporary Islamic society at the Harvard Center for Middle Eastern Studies.

In my spare time, I serve as Principal of a Saturday school at a local Islamic center. I also love to be outdoors hiking, swimming, canoeing, and gardening.

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Sarah McLain



Over the last six and a half years, I've served as a faculty assistant at HKS and currently support three faculty. I have a MA in English and a MA in Gender and Cultural Studies.

In my downtime, I enjoy teaching folks about self-compassion, focusing on the work of inclusivity and intersectionality, and hanging out with my two cats, Tasha and Rory.

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