SYLLABUS
AEDECON 5330
Benefit-Cost Analysis
Spring 2021 (full term)
3 credit hours
Distance Learning

COURSE OVERVIEW

Course Day/Time

Days: Tuesdays
Time: 3:55 PM-5:15 PM Eastern Time
Zoom link: Link for live class sessions

Instructor

Instructor: Dr. Zoë Plakias
Email address: Plakias.2@osu.edu
Office hours: By appointment only. Please use this link to schedule a 30-minute one-on-one Zoom meeting with me.

Prerequisites

AEDECON 4310

Course description

Benefit-cost analysis theory and methods and their application to projects pertaining to public infrastructure, agriculture, the environment, natural resources, and human health.
Course learning outcomes

This course is intended to provide you with an introduction to the theory and practice of benefit-cost analysis and to help you develop the tools to understand and help carry out benefit-cost analysis and other types of project evaluations in your future work or academic study. By the end of this course, I expect that you will be able to:

- Recognize different project evaluation techniques and their strengths and weaknesses in various settings
- Understand the basic microeconomic theory related to project motivations and impacts
- Conduct simple quantitative benefit-cost analyses
- Critically analyze different elements of benefit-cost analyses
- Know where and how to access additional resource to use for benefit-cost analyses in your future work

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. The Tuesday class meetings will be synchronous. All other lecture material is provided asynchronously and can be viewed whenever you choose during the week as long as you are meeting appropriate assignment deadlines.

Pace of online activities: This course is divided into weekly video modules that are released on a weekly basis for asynchronous learning and accompanying live synchronous class discussions via Zoom. Students are expected to keep pace with any homework deadlines and the single weekly synchronous class but may schedule all other efforts related to this class freely according to their needs.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this course is online, your attendance is based on your online activity and accessing of the recorded material, and your participation in live synchronous Zoom classes. The following is a summary of students’ expected participation:
• **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

• **Live Zoom sessions: REQUIRED**
  All live, scheduled Zoom classes are required, but recognizing the challenges and uncertainties of the pandemic, I will have a lenient attendance policy. Of the 11 live Zoom sessions planned for this course, you can miss up to 2 without any negative impacts on your participation grade (as long as you are not scheduled to give a presentation). This is in addition to the two weeks where we do not have Zoom class and therefore attendance is not required. That said, I encourage you to attend all of the scheduled live sessions to get the maximum benefit from this course. Synchronous meetings will take place during Tuesday’s scheduled class time.

• **Office hours: OPTIONAL**
  My office hours are optional, but I highly encourage you to use them if you have any questions about the material or just want to chat. They are by appointment rather than at set time to accommodate a variety of schedules, and this one-on-one setting is not meant as a deterrent, so please don’t hesitate to schedule a meeting.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks and readings

**Required**

There is no required textbook for this course, but there are required readings and suggested readings (for your reference). Readings will come from a variety of sources. All required and suggested readings will be posted on Carmen. **Required readings** are those that we will read in preparation for our case study discussions or your longer reading presentation assignment. I may reference these reading on the homework. **Suggested readings** are those that I believe will be very helpful references for you but which I will not hold you accountable for reading. I may add or subtract readings during the semester; if so, these changes will be announced in class and I will update Carmen accordingly. Among the suggested readings, I have provided several chapters of the textbook *Cost-Benefit Analysis: Concepts and Practice* (4th ed.) by Anthony E. Boardman, David H. Greenberg, Aidan R. Vining and David L. Weimer on Carmen for your use. This book is not required but is an excellent reference for much of the material that we will cover, if you want to dig into the theoretical background of this topic more deeply now or in the future.

### Other fees or requirements

There are no other fees or requirements associated with this course.
Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://icio.osu.edu/help)
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Excel: All Ohio State students are now eligible for free Microsoft Office 365 or Office 2016 downloads, both of which include Microsoft Excel. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help). Please ensure whatever version of Excel you are using allows you to access the Data Analysis Toolpak add-in. Instructions for installing add-ins can be found [here](http://here).
Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>PERCENTAGE OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Problem Sets (x4)</td>
<td>40% (10% each)</td>
</tr>
<tr>
<td>Reading Summaries (x4)</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Reading discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Practitioner Interview</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

See course schedule below for due dates.
Descriptions of major course assignments

Problem sets

**Description:** There will be four problem sets required throughout the semester for submission via Carmen. Each problem set will be some combination of mathematical and graphical analyses, short answer questions, and Excel exercises. The problem sets are intended to help you better understand and practice the material from the video lectures.

**Academic integrity and collaboration:** Working together with classmates on the problem sets is permitted, but you are always expected to submit your own work written in your own words.

**Late policy:** Problem sets may be submitted late, but your grade will be reduced by 10% of the total possible points each day the problem set is late.

Reading responses

**Description:** There will be four reading responses throughout the semester conducted online using the Carmen quiz feature. These short assignments will be quick checks to show me you've done the required reading and will ensure you are prepared for our live Zoom case study discussions related to the reading. Our case study days provide us with an opportunity to explore and critique real benefit-cost analyses that have been conducted by others.

**Academic integrity and collaboration:** Discussing the reading with classmates prior to class is permitted, but you are always expected to submit your own work written in your own words.

**Late policy:** Due to the nature of these assignments as preparation for our case study discussions, no late reading responses will be accepted.

Reading discussion

**Description:** There will be one required presentation via Zoom during the semester. You will lead a discussion of an economic paper or report of your choosing related to the course material. The work of benefit-cost analysis often involves finding resources developed by others to inform your analysis. The goal of this assignment is to provide you with an opportunity to explore just such a resource and consider how you could use it to inform a benefit-cost analysis. The required presentation will be 20 minutes long, and you will then lead discussion with the class and any guests. Sign-ups for presentation dates and papers/reports will happen in the second week of class when we talk about how to read economic papers. I will provide a list of suggested papers for you to choose from for your presentation, but you
can also find resources that are more interesting to you and present one of those instead, with my permission.

**Academic integrity and collaboration**: Discussing the reading with classmates prior to the presentation is permitted, but you are always expected to submit your own work written in your own words.

**Late policy**: You are encouraged to sign up for a day to present on which you do not anticipate any conflicts. Due to the nature of these assignments as presentations, assignments cannot be submitted after the presentation date. However, I will consider rescheduling presentations for a legitimate reason (e.g., illness, family emergency) on a case-by-case basis.

**Practitioner interview**

**Description**: The final component of our work together this semester will be a practitioner interview. In partnership with Rob Moore of Sciento Analysis, who edits the blog for the Society for Benefit-Cost Analysis, a professional society for folks who do this work for a living, you'll be required to interview a practitioner and write up this interview in a Q&A style blog post, which will be posted on the society’s blog (assuming it meets the blogs editorial standards, a requirement for you to receive full credit on the assignment). The Board of Directors of the society have been coming up with a great list of potential practitioner interviewees for us, and you'll get to choose who you interview from that list. This assignment will give you an opportunity to speak to someone who works in an area of your interest about what it's like to do benefit-cost analysis in the real world, and give you practice in professional communication, interviewing, and writing for a broad audience. All of these skills are useful in and transferrable to a wide array of professional settings that many of you will be headed off to very soon. This assignment will be scaffolded, meaning it will consist of four separate smaller elements and later elements will build on earlier elements. These are: (1) draft e-mail to the interviewee, (2) biography of the interviewee and 10 draft questions, (3) Raw interview recording and draft Q+A, and (4) final corrected Q+A approved by the interviewee. Further details will be provided during our first live class session.

**Academic integrity and collaboration**: Discussing the interview assignment elements with classmates is permitted, but you are always expected to submit your own work written in your own words. In addition, your interview questions, while they may overlap with others’ questions due to the nature of the assignment, should be appropriately justified for your interviewee and tailored to their own experience and your own interests.

**Late policy**: The first three assignment elements can be submitted late if needed, but your grade will be reduced by 10% of the total possible points for that assignment element each day it is late. The final assignment element cannot be submitted late, as it will be due during Finals Week, and I have a hard deadline for grading. Please plan accordingly.
Late assignments
Please refer to the late policy associated with each assignment type in the previous section.

Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90–92.9</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87–89.9</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83–86.9</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80–82.9</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77–79.9</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73–76.9</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70–72.9</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67–69.9</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60–66.9</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Below 60</td>
<td></td>
</tr>
</tbody>
</table>

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem.)

- **Grading and feedback**: For all assignments, you can generally expect feedback within 7 days.
- **Email**: I will do my best to reply to emails within **24 hours on weekdays and 48 hours on weekends when class is in session**. That said, I’m human, and I am teaching two other classes this semester, with a total of almost 200 students, so sometimes I miss an e-mail. If you don’t hear from me within the time period specified here, please e-mail me again and remind me that you have not heard from me.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.
• **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. However, I may take points off assignments on the basis of writing if the writing prevents you from conveying information accurately.

• **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Please remember that sarcasm and jokes don’t always come across online (or in Zoom chats). I’m not saying to avoid humor, but be cognizant of not only your own intent, but how things could be interpreted by others in ways you may not have intended.

• **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the course materials, list at least the title and page numbers. For online sources, also include a link.

• **Backing up your work:** Consider composing your academic responses in a word processor, where you can save your work, and then copying and pasting into Carmen as needed.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

#### Ohio State’s academic integrity policy

*As indicated previously, while collaboration is permitted and encouraged in certain situations, you must complete your own work. Please review the following university statement below in regards to academic integrity, which I will adhere to:*

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s *Code of Student Conduct* ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct,
so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.
Lauren’s Promise

I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again.

Any form of sexual harassment or violence will not be excused or tolerated at The Ohio State University.

In cases of sexual harassment or violence, Ohio State will:

- Respond promptly and effectively to sexual assault, relationship violence, and stalking,
- Provide interim measures as necessary,
- Provide confidential and non-confidential support resources,
- Conduct a thorough, reliable, and impartial investigation,
- Provide remedies as necessary.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
  - Counseling and Consultation Service Available 24/7 through the Office of Student Life, ccs.osu.edu, 614-292-5766
  - Medical services through the Office of Student Life Wilce Student Health Center, shs.osu.edu, 614-292-4321
  - Legal services through Student Legal Services, Studentlegal.osu.edu, 614.292-5853

OSU’s Office of Institutional Equity has established procedures and resources for Sexual Misconduct Response and Prevention. They are detailed here.
Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

I care deeply about your mental health and mine, and I want to help you if you are experiencing mental health challenges (or any other challenges) that are preventing you from fully engaging in this course. Also, I understand it can help for you to be seen sooner by the OSU Counseling and Consultation Service if you call them with a faculty member. If your mental health is affecting your ability to succeed in this class, you are welcome to set up an appointment with me via Calendly and we can call together to set up an appointment for you. Please review the university statement below with information about available resources:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.
ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

I want to ensure you have any accommodations you need. Please work with SLDS to get these arranged and set up a meeting with me right away to discuss your needs so we can ensure there are no delays in providing you appropriate access to the course material. Please review the university statement below about available resources:

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](go.osu.edu/zoom-accessibility))
- Collaborative course tools
## COURSE SCHEDULE

*Dates are subject to change. Refer to the Carmen page for up-to-date assignment due dates.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Video modules - on your own!</th>
<th>In (Zoom) class</th>
<th>Assignments and Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/11-15</td>
<td>Intro to CBA</td>
<td>Getting to know you and intro; interview + reading presentation assignments introduced</td>
<td>Choose presentation dates, interviewees + survey due</td>
</tr>
<tr>
<td>2</td>
<td>1/18-22</td>
<td>Microeconomic Theory review</td>
<td>How to read an economic paper; reading presentation assignment introduced</td>
<td>Interview Part 1 due</td>
</tr>
<tr>
<td>3</td>
<td>1/25-29</td>
<td>Measuring costs + benefits in markets</td>
<td>Case study activity based on reading</td>
<td>Required reading + Reading response (RR) 1 due</td>
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<tr>
<td>4</td>
<td>2/1-5</td>
<td>Measuring costs + benefits in markets</td>
<td>Reading presentations (x2)</td>
<td>Interview Part 2 due</td>
</tr>
<tr>
<td>5</td>
<td>2/8-12</td>
<td>Intro to monetizing impacts; Revealed preference methods</td>
<td>Reading presentations (x3)</td>
<td>Problem Set (PS) 1 due</td>
</tr>
<tr>
<td>6</td>
<td>2/15-19</td>
<td>Revealed preference methods</td>
<td>Case study activity based on reading</td>
<td>Required reading + RR2 due</td>
</tr>
<tr>
<td>7</td>
<td>2/22-26</td>
<td>No slides/videos! Work on homework</td>
<td>No class this week!</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/1-5</td>
<td>Stated preference methods</td>
<td>Reading presentations (x2)</td>
<td>PS2 due</td>
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<tr>
<td>9</td>
<td>3/8-12</td>
<td>Stated preference methods; benefit transfer</td>
<td>Case study activity based on reading</td>
<td>Required reading + RR3 due</td>
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<tr>
<td>10</td>
<td>3/15-19</td>
<td>Discounting</td>
<td>Reading presentations (x2)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/22-26</td>
<td>Discounting</td>
<td>Reading presentations (x2)</td>
<td>PS3 due</td>
</tr>
<tr>
<td>12</td>
<td>3/29-4/2</td>
<td>Value of a statistical life; cost-</td>
<td>No class this week!</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Video modules - on your own!</td>
<td>In (Zoom) class</td>
<td>Assignments and Deadlines</td>
</tr>
<tr>
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</tr>
<tr>
<td>13</td>
<td>4/5-4/9</td>
<td>Uncertainty + sensitivity analysis</td>
<td>Reading presentations (x2)</td>
<td>Interview Part 3 due</td>
</tr>
<tr>
<td>14</td>
<td>4/12-4/16</td>
<td>Economic impact analysis; Equity in project evaluation</td>
<td>Case study activity based on reading</td>
<td>Required reading + RR4 due</td>
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<tr>
<td>15</td>
<td>4/19-4/23</td>
<td>No slides/videos! Work on homework</td>
<td>Reading presentation (x1); Wrap-up discussion</td>
<td>PS4 due</td>
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<td>16</td>
<td>4/26-4/30</td>
<td>Finals Week</td>
<td>No class this week!</td>
<td>Interview Part 4 due</td>
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