

Introductory Microeconomics for Public Policy
Fall 2016, Leah Brooks

Ripped from the Headlines Assignment Rules of Engagement

Each week, some students are article finders, and others are presenters.

By Thursday at noon, each article finder must send me a link (copying the presenter) to an article relating to the lecture for the preceding Tuesday. This means that this Thursday at noon, the article finders will each send an article relating to Lecture 1. I will post the links by the end of the day on Friday. Presenters, do not start work until I ok the article, after which I will link to it on the course webpage (on the “handouts” tab).

The articles should illustrate – either by being consistent or by contradicting – something we learned in class. By “article” I mean newspaper, magazine (but not too long!), or reputable news outlet article. Even a short video or podcast would be fine.

The key here is to find an article that is an example, not an explanation. Last year I got some submissions which explained economic concepts to readers, along the lines of “see how supply and demand work in the [blah blah] market!” This is not a good fit for the assignment, because (a) it doesn’t show me that you can find an illustration of the principle we studied without the author’s help and (b) it doesn’t leave the presenter any thinking to do.

The Expedia/Orbitz article I linked to from today’s lecture notes is a good example of an example that markets matter for mergers. The article tells us that market definition matters for this industry at this moment. It doesn’t explicitly say “look, market definition matters! and here’s an example!”

By Tuesday at noon (day of class), presenters send me a short – 3-minute maximum! – presentation on whether the article supports or refutes what we learned in class and why. Presenters should make power point slides and assume that the class has read the article. You should summarize a VERY little bit, and spend the vast majority of your time explaining how the evidence is or isn’t consistent with what we studied.

DO NOT use phrases directly from the article (or any other source) without quotation. Do not use ideas without citation.

I will bring a timer and cut you off after three minutes!

Each student will be an article finder and a presenter. Sign up today, and I will post the assignments on the webpage on Wednesday.

I intend to put the following week’s article finders and presenters after each week’s Ripped from the Headlines presentations in the slides for class. If I forget to do this, please remind me. This mostly fixes the problem of article finders forgetting, which harms presenters.