

Georgia Institute of Technology
Ivan Allen College of Liberal Arts
School of Economics

ECON 4803

The Economics of Risky Health Behaviors

Fall 2026

Meeting Time and Location: MW 9:30–10:45 a.m., Clough Learning Commons 262

Instructor: Dr. Mayra Pineda-Torres

Office: 220 Old CE Building

Email: mpinedat@gatech.edu

Office Hours: In-person, Wednesday, 2:30 to 3:30 p.m., or virtual (Zoom) by appointment

Office Hours and Email Policy: For detailed questions about core course content, quiz preparation, and other assignments, I encourage you to attend office hours. I will respond to your emails within 24 hours. For emails received on Friday afternoon and the weekend, please expect a response the next Monday.

Teaching Assistant: TBD

Email: TBD

Office Hours: By appointment

Email Policy: XX will respond to your emails within 24 hours. For emails received on Friday afternoon or the weekend, please expect a response the next Monday.

NOTE: All participants in this course—students, the instructor, and the TA—are expected to abide by the values enumerated in the [Statement of Diversity and Inclusion](#) at the Ivan Allen College of Liberal Arts. Please take a moment to read and reflect upon this statement.

OVERVIEW

Course Description: Risky health behaviors such as smoking, alcohol use, drug use, risky sex, poor diet, and physical inactivity are responsible for thousands of preventable illnesses and deaths. They also impose billions of dollars in medical care costs each year in the United States. This course explores the economic theories and empirical evidence related to risky health behaviors. Topics include the demand and supply of goods and services that induce these behaviors, the impacts of health risks on individuals, firms, and society, and the role of government regulation and interventions in modifying these behaviors.

Learning Objectives: At the end of the course, students will be able to:

- Learn and distinguish the economic approach to studying various risky health behaviors.
- Demonstrate an understanding of how economists model the demand and supply of goods and services that induce risky health behaviors and the role of government policy in regulating such behaviors.
- Develop critical thinking to understand the intended and unintended consequences of regulating risky health behaviors.
- Recognize and analyze how economic research is conducted, particularly the empirical methods economists use to estimate causal effects.
- Develop the skills to read and identify the main points and contributions of academic articles to discuss them in class.
- Demonstrate strong oral and written communication skills, including the ability to compose clear statements, critically examine arguments, fairly assess evidence, and conclude.

Course Prerequisites: ECON 2106, ECON 2100, or ECON 2101.

Canvas: Communication about the course and other course materials is available on Georgia Tech's Canvas system. I will upload additional course materials and post course announcements on the course page. You may access Canvas at <https://canvas.gatech.edu/>

Note: The class slides will be available in Canvas an hour before each session.

COURSE MATERIALS

Required Textbook: There is no assigned textbook for the course. Rather, class discussion will be motivated by a set of readings. The assigned readings for each lecture are available on Canvas.

Required Readings:

Readings for discussion are assigned for each class (see the tentative schedule below). When reading these articles and chapters in advance of the class, you should think about the following questions:

- What is the main question examined, and why is it important?
- What is the studied risky behavior?
- How do the authors apply microeconomics to a specific topic?
- What data are used?
- What empirical approach do they use?
- What are the main findings and conclusions?
- Do these findings align with the conclusions of traditional welfare economics models or with alternative behavioral models?
- Do you see any problems with the reasoning? What are the limitations of the data and methods? How could one improve upon this study?
- Do you have any questions after reading the article that the authors did not address?

It is mandatory to come to the classes prepared to discuss the required readings.

Supplemental material: Besides the required readings, the following book chapters provide complementary information to our class discussions.

- Cawley, J., & Ruhm, C. J. (2011). The economics of risky health behaviors. In *Handbook of Health Economics* (Vol. 2, pp. 95-199). Elsevier.

- Bhattacharya, J., Hyde, T., & Tu, P. (2014). Chapter 24. Time inconsistency and health. In *Health Economics*. Bloomsbury Publishing.

Useful Health Economics Policy Blogs and websites:

- The Health Affairs Blog:

<https://www.healthaffairs.org/blog>

- The Health Care Economist:

<https://www.healthcare-economist.com/>

- The Health Care Blog:

<https://thehealthcareblog.com/blog/tag/economics/>

- The Incidental Economist:

<https://theincidentaleconomist.com/>

- The National Bureau of Economic Research (NBER):

<https://www.nber.org/> (more academically oriented articles)

GRADING POLICIES AND COURSE REQUIREMENTS

We will follow a standard grading scale for this course.

A	90%-100%
B	80%-89.99%
C	70%-79.99%
D	60%-69.99%
F	< 60%

Your grade for this course will comprise six elements:

1. Academic paper presentation (20/100): Each student (or group of students, depending on the class size) will select one of the academic articles (two articles in some classes) we will discuss in class and present the most relevant points of this article for 20 minutes before our class discussion. **Note that if this is a group presentation, it should be a 25-minute presentation.**

This presentation should include:

- The research question(s).
- Explanation of what risky behavior(s) are explored in this paper.
- Description of the data and empirical strategy
 - For example, if the paper used data on income from the American Community Survey, you should briefly explain why they used this dataset and what information/variables they used/created.
 - For example, if the paper relied on a difference-in-differences approach, you should mention this and explain who the control and treatment groups and what assumption the authors made about them, i.e., the identifying assumption (i.e., the changes in the outcome for the control group provide a good counterfactual for

the changes in the outcome for the treatment group in the absence of the policy/intervention).

- You should also explain why this is a suitable empirical approach, i.e., why the authors relied on this empirical approach instead of another one.
- The main findings and conclusions.
- Two questions to the authors about things that were unclear, you considered did not align with your priors or our class discussions, or you considered limitations of the study.
- One idea of an extension to the study based on something else you would have liked to see in the paper. For example, further analyses of different populations based on race/ethnicity or age, analyses of other outcomes, etc.

The presentation should include slides. However, students should refrain from reading from the slides; they are intended only as supporting material to guide their presentation. **Note that if you read during the whole presentation without providing your own explanations, this will reflect on a lower grade.**

We will devote 15 classes to presentations and discussions of the papers. Therefore, depending on the number of students taking the course, some papers may be presented by one or multiple students. If you decide to partner up with someone, make sure you select one of the papers that two students can present, since most of them can only be presented by one student. Please indicate the paper you want to present in the Excel spreadsheet that will be shared with the class. If the available slot(s) to present a paper are taken, please select a different paper. The deadline to choose a paper is **Monday, September 14, 2026, at 11:59 p.m. ET**. After the deadline, you will not be able to make changes to the spreadsheet, and I will randomly assign one of the remaining papers to the students who did not select one.

Note: Some papers may seem longer than others based on the number of pages. However, the reading materials for each presentation are comparable in difficulty and the amount of effort you will devote to understanding them. So, please do not base your paper choice on the paper length because, ultimately, the amount of reading and effort will be equivalent across papers.

2. Paper questions board (10/100): Before each class, you must read the assigned paper(s) and post in the corresponding Canvas discussion board the following:

- A **brief explanation** of your main takeaway from the article. I do not want you to summarize the paper. I want you to tell me what you understood from it or consider to be the most important conclusion from the article(s).
- **One question** to the authors about anything you found unclear, you considered did not align with your priors or our class discussions, or considered as limitations of the study.

If you are the presenter of a paper, you do not have to post on the corresponding discussion board. Your takeaway and question should be submitted to the corresponding discussion board on Canvas by 9:00 p.m. ET the night before the corresponding class. After the deadline, the discussion board will be closed.

- If two papers have been assigned as the reading material for a class, the takeaway and question for one of the papers is sufficient to meet this requirement.

- If you are the paper presenter for that class, your presentation will count as if you had submitted a question. So, you do not need to submit any questions through Canvas. Your grade for this criterion will be calculated as follows:

Percent of discussion boards where you participated	Number of presentation days	Discussion points received
90%-100%	14-15	10/10
80%-89%	12-13	8/10
60%-79%	9-11	6/10
50-69%	7-8	5/10
Below 50%	Below 7	0/10

3. Class attendance (5/100): I will take class attendance. Students must attend at least 90% (20 out of the 22 effective classes in the semester), this excludes the first week of classes, exam days, holidays, and recess; see the tentative schedule for the canceled classes, which are not considered to calculate the class attendance threshold of the classes to obtain these five points. You will report your attendance using PointSolutions (see [this](#) website for useful instructions on how to use PointSolutions). In the event you have issues using PointSolutions, please report your attendance in the "Attendance" tab in the Excel file that will be shared with the class.

Your grade for this criterion will be calculated as follows:

Percent of classes attended	Number of classes attended	Attendance points received
90%-100%	20-22	5/5
80%-89%	18-19	3/5
Below 80%	Below 18	0/5

Note: If you miss a class due to a GT-approved excused absence (see section "Exam and Quizzes Schedule Policy" below), I will consider it as if you had attended it to calculate your attendance percentage.

4. Class participation and discussion (10/100): The reading materials offer many possibilities for discussion. I will ask questions during the class, and students are encouraged to respond to them and/or ask questions. During other students' presentations, you are also encouraged to participate, ask questions, or respond to the questions that your classmates will raise during their presentations. All your interactions and engagements during the class will be considered for participation. Participation starts from the first class of the semester to the last instructional day, excluding exam days. I will calculate your participation grade based on your percentile in the class participation distribution as follows:

Participation percentile	Participation points received
90%	10/10
80-89%	8/10
70-79%	7/10
60-69%	6/10
50-59%	5/10
Below 50%	0/10

If you participate in a class, please report this information in the "Participation" tab in the Excel file that will be shared with the class. You are responsible for reporting your participation in this spreadsheet after each class. If you do not report it, I will not have the full participation record; therefore, your participation grade may be lower than it should be. **All your participation should be reported by the last instructional day. If you missed reporting participation in a class after that day, I will not consider it in the participation grade calculation.**

Note: Please do not report participation when you did not do it. I get to know my students, and I will figure it out if you do not participate when saying so. If a student reports false participation, **I will give 0 points to the participation grading criterion**, and we will meet with the undergraduate advisor about the false reporting to take the appropriate actions.

5. Analytical Policy Write-Up (10/100): You are required to write a **two-page essay** based on a policy related to risky health behaviors. For this essay, you should research an existing policy or a previously existing policy implemented in the U.S. (it can be a local, state, or federal policy) that directly targeted a risky health behavior or may have had the unintended consequence of changing it. **Note: A policy that is excluded from the set of policies you can write about is the "2010 Healthy, Hunger-Free Kids Act." Please choose any other policy.**

In your essay, you should provide the following:

- A brief explanation of the policy: when it was implemented, where, and its characteristics (no more than two paragraphs).
- Your policy analysis: This is the most important part of the essay. You will explain:
 1. What risky health behavior(s) could this policy affect?
 2. How does the policy relate to the content of the course?
 3. What populations could have been affected?
 4. The potential intended consequences of the policy
 5. The potential unintended consequences of the policy
 6. Do you think the policy could be helpful/harmful in changing risky health behavior(s)?
 7. What benefits of issues do you think the policy can create?

This must be a real policy. However, using the information we will learn throughout the course and your opinions/ideas, you can be as creative as you want with your analysis. It is okay if this policy has already been analyzed in an article. You can mention the article, but you should provide your own policy analysis. However, **you must not use the policies from the academic articles we will discuss in class.** The sites cited in the "Useful Health Economics Policy Blogs and websites" could be a good source of information on policies examined in articles. However, the most important aspect of this essay is to show your understanding of the course content, your ideas, and your ability to analyze a policy that can affect risky health behaviors from an economic perspective.

Required format: 1.5 line spacing, Arial 11 points. Use one line to write your name and the title. If using a policy that has been analyzed in an article, please include the article's citation on a third page.

Please refrain from using AI technology to generate this essay. It should be written with your original ideas and based on the knowledge you will get in the class. If I figure your essay was fully generated with AI technology, I will give 0 points to this grading criterion.

NOTE: Your write-up should be submitted as an assignment on Canvas. A link to the assignment will be available in the Module "Policy Write-Up." **The due date for the policy write-up is Wednesday, November 25, at 11:59 p.m. ET.** I will accept a late submission up to 24 hours after the due date for a 10% penalty. After 24 hours late, the policy write-up will not be graded and will receive a zero grade.

6. Exams (45/100): We will have three non-cumulative exams. Each one of them is worth 15 points of your grade. Each exam will focus on the topics specified in the tentative schedule below. If a topic was covered in a previous exam but is closely related to a new topic, you should be prepared to relate these topics and answer questions about them. These dates are non-negotiable.

Exam	Tentative Date
1	9/28
2	11/2
3	12/7

- These are closed-book/article exams.
- Arrangements for makeup exams will only be made for students who provide the appropriate documentation as described below in the "Examen Schedule Policy" section.
- We will try our best to grade the exams correctly and fairly the first time. However, if there is a grading error that you can document, please contact the TA and schedule an appointment with them. Nonetheless, if you request a regrade without an obvious error or ask for partial credit when the answer is incorrect, we will regrade the entire exam, and your grade may increase or decrease. This policy is aimed at being fair to all students so that those who continuously ask for regrades do not gain an advantage relative to the rest of the class.

The exams will be on Canvas and require LockDown Browser. So, please make sure you follow the instructions at the end of the syllabus to meet LockDown Browser's requirements. There are ways in which I can check if you opened documents or tabs during your exam. Therefore, please refrain from engaging in these cheating behaviors. If you do so, you will automatically get a grade of zero on the exam, and you will be subject to an academic misconduct process. Please visit <https://osi.gatech.edu/process/academic-misconduct-process> for more information.

Extra credit:

- **Podcast exam questions:** Podcasts offer a great opportunity to learn about health economics issues in the real world. You will have the chance to earn extra credit by listening to podcast episodes I assign for exams 2 and 3. In each of these three exams, you will have the opportunity to answer an optional essay question related to one of the podcasts. When listening to the podcast, you should think about 1) What is the podcast about? 2) What are the overall findings of the study? 2) How does the podcast relate to a class topic(s)? 3) Does the podcast discussion confirm or contradict what you learned in class (how)? and 4) Is there anything in the study design you think should have been done differently, or does it put into doubt the credibility of the findings?

Exam	Podcast Episode
2	Babbage: Alternatives to alcohol
2	Why Aren't All Drugs Legal?
3	The drugs changing how we treat obesity
3	Should We Have to Pay for Our Sins?
3	The ACA Led To An Increase In The Contraceptive-Curious

Late Submission Policy: As described above, you should do your best to submit the policy write-up before the due date. However, I will accept submissions up to 24 hours after the due date for a 10% penalty. After 24 hours late, they will not be graded and will receive a zero grade.

In the event you miss a due date because of a GT-approved excused absence (illness, injury, or another emergency), you should provide appropriate documentation to the Office of the Dean of Students (<https://studentlife.gatech.edu/content/class-attendance>). False doctor's notes fall under the Academic Honor Code.

Exam Schedule Policy: If you miss an exam due to a legitimate, serious illness or reason, you should provide appropriate documentation to the Office of the Dean of Students (<https://studentlife.gatech.edu/content/class-attendance>). For illness or injury, I will require you to get a note from GT Stamps Health Services. After providing appropriate documentation, I will make arrangements for a makeup exam.

If you do not have a GT-approved excused absence (*e.g.*, for athletics or if you have a disability waiver), DO NOT ask me if you can take an exam or quiz at some other time for any reason. The answer is, preemptively, "no" (verifiable minority religious holidays are the *only* exception).

Please also see <https://catalog.gatech.edu/rules/4/> for more information about institute expectations and restrictions around attendance, including information about excused absences.

Rounding Policy: There is no rounding of grades. Your final score is what it is down to the last decimal. An 89.999 is a B (just as a 79.999 is a C, and so on).

Final Grade Policy: Final grades are final. Please do not contact me after the semester is over to ask if there is anything you can do to improve your grade. There is not. This is not because I am mean or because I do not like you. It is simply a hard rule designed to maintain fairness. It would not be ethical to extend a special favor to any one person that I do not also extend to everyone. The only reason we would change your final grade is if you can provide proof that we made a mistake in calculating it, in which case I will be happy to correct the mistake.

COURSE POLICIES

Academic Integrity:

"I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community."

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Therefore, students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on an assignment or exam will be reported to the Office of Student Integrity, which will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities: If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/> as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also email me as soon as possible to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement: It is important to strive for an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Attendance and Tardiness: Please arrive on time to class and avoid leaving class early. If this cannot be avoided on a given class day, please be mindful and try to be the least disruptive as possible.

Use of Electronic Devices in the Classroom: Please set cell phones to 'silent,' and *do not* answer your phone while in class. If it is a genuine emergency, you can exit the classroom to address the issue. Texting during class is not permitted. Any other rude or disruptive behavior will be dealt with appropriately. You may bring your laptop computer or another device to class, but only if you use it for course-related activities. *During exams, you **may not** use your cell phone calculator (so bring an actual calculator), and if you need to go to the restroom, you must leave your cell phone in the classroom.*

Campus Resources for Students: Georgia Tech offers a variety of resources that might help students succeed in class, such as the library, the Communication Center, and Tutoring and Academic Services. The Office of Undergraduate Education & Student Engagement and Well-Being has developed the "Student Success" website, which includes resources and a network of support from peers to professional staff. Visit <https://www.success.gatech.edu/campus-resources/> for more information.

This Syllabus is Subject to Change: I will let you know immediately if anything significant should change concerning this syllabus.

TENTATIVE SCHEDULE

Note: The following schedule indicates the reading materials corresponding to each class. Most articles have different available pre-publication versions. Therefore, it is important that you read the version available on Canvas in the module "Reading Materials."

Class	Date	Topics and Relevant Material
		<p>Syllabus and introduction to the class</p> <p><u>Supplemental material:</u></p>
1	8/24	<ul style="list-style-type: none"> • Cawley, J., & Ruhm, C. J. (2011). The economics of risky health behaviors. In <i>Handbook of Health Economics</i>(Vol. 2, pp. 95-199). Elsevier. Chapter 1. <p>National Center for Health Statistics. <i>Health, United States, 2020–2021: Annual Perspective</i>. Hyattsville, MD. 2023. DOI: https://dx.doi.org/10.15620/cdc:122044</p>
		<p>Introduction to the class (cont.)</p> <p>Economic models to study health behaviors</p> <p><u>Supplemental material:</u></p>
2	8/26	<ul style="list-style-type: none"> • Cawley, J., & Ruhm, C. J. (2011). The economics of risky health behaviors. In <i>Handbook of Health Economics</i>(Vol. 2, pp. 95-199). Elsevier. Chapters 2 and 3. • Bhattacharya, J., Hyde, T., & Tu, P. (2014). Chapter 24. Time inconsistency and health. In <i>Health Economics</i>. Bloomsbury Publishing. • Becker, G. S., & Murphy, K. M. (1988). A theory of rational addiction. <i>Journal of Political Economy</i>, 96(4), 675-700.
3	8/31	Economic models to study health behaviors (cont.)
4	9/2	Economic models to study health behaviors (cont.)
5	9/7	No class. Labor Day
6	9/9	<p>Economic models to study health behaviors (cont.)</p> <p>Empirical approaches to study risky health behaviors. Part 1</p>
7	9/14	Empirical approaches to study risky health behaviors. Part 1 (cont.)

Class	Date	Topics and Relevant Material
8	9/16	Empirical approaches to study risky health behaviors. Part 2
9	9/21	Empirical approaches to study risky health behaviors. Part 2 (cont.)
		Empirical approaches to study risky health behaviors. Part 2 (cont.)
		How to read an academic paper
10	9/23	<p><u>Reading material for class discussion:</u></p> <ul style="list-style-type: none"> Lee, J. (2017). How to Read Academic Papers without Freaking Out. Al Saturdays <p>https://medium.com/ai-saturdays/how-to-read-academic-papers-without-freaking-out-3f7ef43a070f</p>
11	9/28	Exam 1 (includes material covered from 8/18 to 9/15)
		<u>Reading material for class discussion and presentation:</u>
12	9/30	<ul style="list-style-type: none"> Burton, A. M. (2025). The Impact of Smoking Bans in Bars on Alcohol Consumption and Smoking. <i>The Journal of Law and Economics</i>, 68(1), 183-214.
13	10/5	No classes. Fall break.
		<u>Reading material for class discussion and presentation:</u>
14	10/7	<ul style="list-style-type: none"> Abouk, R., Courtemanche, C., Dave, D., Feng, B., Friedman, A. S., Maclean, J. C., ... & Safford, S. (2023). Intended and unintended effects of e-cigarette taxes on youth tobacco use. <i>Journal of Health Economics</i>, 87, 102720.

Class	Date	Topics and Relevant Material
15	10/12	<p><u>Reading material for class discussion and presentation:</u></p> <ul style="list-style-type: none"> Meckel, K., & Rittenhouse, K. (2025). The effect of smoking cessation on mental health: evidence from a randomized trial. <i>Journal of Health Economics</i>, 100, 102969.
16	10/14	<p><u>Reading material for class discussion and presentation:</u></p> <ul style="list-style-type: none"> Fletcher, J. M. (2019). Estimating causal effects of alcohol access and use on a broad set of risky behaviors: Regression discontinuity evidence. <i>Contemporary Economic Policy</i>, 37(3), 427-448.
17	10/19	<p><u>Reading material for class discussion and presentation:</u></p> <ul style="list-style-type: none"> Anderson, D. M., & Rees, D. I. (2023). The public health effects of legalizing marijuana. <i>Journal of Economic Literature</i>, 61(1), 86-143.
18	10/21	<p><u>Reading material for class discussion and presentation:</u></p> <ul style="list-style-type: none"> Drake, C., Nagy, D., Eisenberg, M. D., & Slusky, D. (2024). Medical Cannabis Availability and Mental Health: Evidence From New York's Medical Cannabis Program (No. w32514). <i>National Bureau of Economic Research</i>. Ortega, A. (2023). The highs and the lows: Recreational marijuana laws and mental health treatment. <i>Health Economics</i>, 32(10), 2173-2191.
19	10/26	<p><u>Reading material for class discussion and presentation:</u></p> <ul style="list-style-type: none"> Cawley, J., Susskind, A., & Willage, B. (2020). The impact of information disclosure on consumer behavior: Evidence from a randomized field experiment of calorie labels on restaurant menus. <i>Journal of Policy Analysis and Management</i>, 39(4), 1020-1042.
20	10/28	<p><u>Reading material for class discussion and presentation:</u></p> <ul style="list-style-type: none"> Carpenter, C. S., & Churchill, B. F. (2023). "There She Is, Your Ideal": Negative Social Comparisons and Health Behaviors. <i>Journal of Human Resources</i>.

Class	Date	Topics and Relevant Material
21	11/2	Exam 2 (includes material covered from 9/23 to 10/28)
		<u>Reading material for class discussion and presentation (2 separate presentations):</u>
22	11/4	<ul style="list-style-type: none"> Swensen, I. D. (2015). Substance-abuse treatment and mortality. <i>Journal of Public Economics</i>, 122, 13-30. (presenter 1) Packham, A. (2022). Syringe exchange programs and harm reduction: New evidence in the wake of the opioid epidemic. <i>Journal of Public Economics</i>, 215, 104733. (presenter 2)
		<u>Reading material for class discussion and presentation:</u>
23	11/9	<ul style="list-style-type: none"> Tibbitts, J. C., & Cowan, B. W. (2021). The Opioid Safety Initiative and Veteran Suicides (No. w29139). <i>National Bureau of Economic Research</i>.
		<u>Reading material for class discussion and presentation:</u>
24	11/11	<ul style="list-style-type: none"> Kearney, M. S., & Levine, P. B. (2012). Why is the teen birth rate in the United States so high, and why does it matter?. <i>Journal of Economic Perspectives</i>, 26(2), 141-166.
		<u>Reading material for class discussion and presentation:</u>
25	11/16	<ul style="list-style-type: none"> Bailey, M. J., Lang, V. W., Prettyman, A., Vrioni, I., Bart, L. J., Eisenberg, D., ... & Dalton, V. (2023). How costs limit contraceptive use among low-income women in the U.S.: a randomized control trial (No. w31397). <i>National Bureau of Economic Research</i>.
		<u>Reading material for class discussion and presentation:</u>
26	11/18	<ul style="list-style-type: none"> Kelly, A., Lindo, J. M., & Packham, A. (2020). The power of the IUD: Effects of expanding access to contraception through Title X clinics. <i>Journal of Public Economics</i>, 192, 104288.

Class	Date	Topics and Relevant Material
27	11/23	No class.
28	11/25	No class. Note: Policy write-up due
29	11/30	<u>Reading material for class discussion and presentation:</u> <ul style="list-style-type: none"> Jones, K. M., & Pineda-Torres, M. (2024). TRAP'd teens: Impacts of abortion provider regulations on fertility & education. <i>Journal of Public Economics</i>, 234, 105112.
30	12/2	<u>Reading material for class discussion and presentation:</u> <ul style="list-style-type: none"> Shahid, H. (2024). An antidote for despair: The effect of highly active antiretroviral Therapy (HAART) on suicide rates. <i>The American Journal of Health Economics</i>. Forthcoming.
31	12/7	Exam 3 (includes material covered from 11/4 to 12/2)

LockDown Browser Requirement

This course requires the use of LockDown Browser for online quizzes. Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>Links to an external site.

Here is the link to Download LockDown Browser:

<https://download.respondus.com/lockdown/download.php?id=912935199>

Download Instructions

- Select a exam from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the exam page in a standard browser
- LockDown Browser will launch, and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

Guidelines

When taking an online exam, follow these guidelines:

- Before starting the test, know how much time is available for it and also that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc., and don't have them within reach
- Clear your area of all external materials - books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
- Besides being forbidden from accessing websites or applications, you must not open any documents or files saved in your computer or any cloud.

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.