

Prof. Bryan Caplan
bcaplan@gmu.edu
<http://www.bcaplan.com>
Econ 496/895

HW #4 (*please type*)

Undergraduates: Answer any FIVE questions.

Grad Students: Answer any FOUR questions, plus the Graduate-Level Question.

All-Level Questions (*answers should be 1 page, double-spaced*)

1. Even most self-styled opponents of “Big Government” support more spending on education. What are they thinking?
2. Caplan argues that irrationality, credit constraints, and externalities arguments for education subsidies “cut both ways.” Provide and discuss three *original* illustrations of his claim.
3. What is the best way to cut education spending? Compare and contrast your proposal with the most compelling alternative approaches.
4. Critique Caplan from a social justice standpoint. How would Caplan respond?
5. Argue that Caplan underrates the likely effects of online education.
6. Apply Caplan’s “politics of Social Desirability Bias” to a non-educational issue.
7. Critically analyze Caplan’s case for child labor.
8. “All education is vocational education.” Discuss.
9. *The Case Against Education* lists three criteria for meritorious education. How does your own education measure up to his standards?
10. Discuss one of the empirical sections in Chapter 9. Which results do you find most surprising – and why?

Graduate-Level Question (*answer should be 2 pages, double-spaced*)

If you were a top mainstream education economist, how would you respond to *The Case Against Education*? Your answer should be fair, scholarly, and critical.