

THE UNIVERSITY OF  
CHICAGO



HARRIS SCHOOL OF PUBLIC POLICY

ANNOUNCEMENTS 2013-2014

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# HARRIS SCHOOL OF PUBLIC POLICY

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## THE IRVING B. HARRIS GRADUATE SCHOOL OF PUBLIC POLICY STUDIES

### ANNOUNCEMENTS AUTUMN 2013

More information regarding the Irving B. Harris Graduate School of Public Policy Studies or materials and application forms for admission to any of our degree programs can be found at [harrisschool.uchicago.edu](http://harrisschool.uchicago.edu)

Or you may contact us at:

Office of Admission

Irving B. Harris Graduate School of Public Policy Studies

University of Chicago

1155 East 60th Street

Chicago, Illinois 60637

Telephone: 773-702-8400

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees and applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, or other protected classes under the law.

The University official responsible for coordinating the University's adherence to its non-discrimination policy and the related laws and regulations is Aneesah Ali, Associate Provost, Affirmative Action Officer, 504 Coordinator and Title IX Coordinator. She can be reached via email at [aali@uchicago.edu](mailto:aali@uchicago.edu) and by telephone at 773.702.5671.

The Title IX Coordinator for Students is Belinda Cortez Vazquez, Associate Dean of Students in the University for Student Affairs. She can be reached via email at [belinda@uchicago.edu](mailto:belinda@uchicago.edu) and by telephone at 773.702.9710.

Related federal, state and local laws and regulations include Section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act, and Title IX of the Education Amendments of 1972.

The information in these *Announcements* is correct as of September 1, 2013. It is subject to change.



# THE UNIVERSITY, THE SCHOOL, AND THE CITY

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## THE HARRIS SCHOOL OF PUBLIC POLICY STUDIES THE UNIVERSITY OF CHICAGO

The University of Chicago is one of the world's preeminent research universities. It is home to internationally renowned scholars, researchers, and intellectual pioneers. Over the last century, the University has produced more than 80 Nobel laureates.

Founded in 1890 with a gift from John D. Rockefeller, its first president, William Rainey Harper, envisioned the University as encompassing both an American-style liberal arts college and German-style graduate research programs. Following that model, the University of Chicago has become a place where great minds gather. But it has also always emphasized putting knowledge to work for the common good, as the University's motto proclaims—*Crescat scientia, vita excolatur* ("Let knowledge grow from more to more; and so be human life enriched").

One of six professional schools, the Harris School of Public Policy Studies is part of a world-class intellectual community and continues the University's tradition of scholarship intended to address real-world problems. Established in 1988, the Harris School emerged from the interdisciplinary Committee on Public Policy Studies. Influential founding supporters included educational sociologist James Coleman, urban sociologist William Julius Wilson, and the 2000 Nobel laureate economist James Heckman. From its inception, the Harris School has sought to enhance the University's role in shaping and understanding public life by conducting policy-relevant research and preparing talented individuals to become leaders and agents of social change.

The Harris School offers a Master of Public Policy degree; a one-year Master of Arts degree in public policy studies for students already possessing another professional degree; a Master of Science in Environmental Science and Policy; a combined degree program with the Committee on International Relations; cooperative programs with the University of Chile, Tel Aviv University, and Yonsei University Graduate School of International Studies; and joint degrees with the Center for Middle Eastern Studies, Divinity School, Graduate School of Business, Law School, and School of Social Service Administration. The School also offers a Certificate in Municipal Finance. Beginning autumn 2014, Chicago Harris will offer a Master of Science in Computational Analysis and Public Policy. The Harris School also offers a Doctor of Philosophy for students seeking research-related careers. In addition, the Harris School offers non-degree training opportunities for public policy professionals.

An exciting and challenging place to learn, the Harris School's model of public policy training reflects the University of Chicago's tradition of research and teaching—meticulous scholarship, open inquiry, and cross-disciplinary, critical thinking. Faculty come from diverse academic backgrounds and lend their individual expertise to a collaborative curriculum. Students come ready and willing to work

and prepare for leadership in public policy. Alumni around the world apply their Harris School training to a multitude of public policy issues, making an impact in whatever arena in which they choose to work.

The rigorous curriculum stresses the development of analytical tools, which form the basis of the program's approach to understanding the nature of social problems and the impact of public policy. Harris School students become conscientious consumers of social science research and are able to evaluate information and make informed policy choices.

However, classroom training is only part of the equation. The Harris School provides opportunities for students to apply the critical skills that they learn in the classroom to real-world situations. Through a mentor program, internships, and practica, Harris School students are able to enrich their education, network with community leaders, and lend their growing public policy expertise to local, national, and international organizations. The School fosters a spirit of cooperation among students, public policy professionals, faculty, and others to address societal concerns and is constantly seeking new partnership opportunities.

The University of Chicago is a world-class center of innovative and groundbreaking research for which interdisciplinary collaboration plays a significant part. The Harris School's participation in this multidisciplinary approach to problem solving can be seen in the expertise, backgrounds, and interests of the faculty. At the Harris School, students are encouraged to carry this spirit of critical, analytical thinking wherever their paths lead them.

## THE HYDE PARK COMMUNITY AND THE CITY OF CHICAGO

Situated on Lake Michigan, just seven miles from downtown Chicago, the Hyde Park neighborhood is home to many of the University's students and faculty. The community boasts excellent bookstores, a variety of restaurants, as well as several celebrated architectural landmarks, museums, and parks.

Downtown Chicago and other city neighborhoods are easily accessible from campus either by car or public transportation. The city of Chicago is an education in itself: the birthplace of community organizing, a center of international finance and trade, home to a world-renowned symphony and arts community, with a spectacular waterfront, rich selection of restaurants, and vibrant neighborhoods.

Chicago is also home to numerous national and international foundations, policy research centers, government agencies, nonprofit organizations, and businesses. In the Loop, the heart of downtown, key decisions are made affecting the welfare and economic health of people worldwide. One of the world's great cities, Chicago is a dynamic training ground for public policy. A blend of big city and small town, tradition and innovation, history and progress, Chicago offers endless options for discovery.



# ADMISSION AND FINANCIAL AID

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## APPLICATION PROCEDURES AND REQUIREMENTS

We seek candidates with the academic preparation, intellectual ability, experience, and motivation to undertake a rigorous program in public policy studies, and who have the potential for academic and professional success. While no specific background or major is required or recommended, students with a strong liberal arts background and sound quantitative and analytical skills will be best prepared for the program. The Committee on Admission and Aid evaluates all official transcripts of academic work, personal essays, letters of recommendation, extracurricular activities and community service, performance on standardized tests, and special factors brought to its attention. The Committee considers each application on the basis of all materials submitted and does not automatically eliminate applications based on grade point averages or test scores.

## ADMISSION AND FINANCIAL AID

- Application for admission
- Transcripts of all prior academic work at institutions of higher education
- Three letters of recommendation
- \$50 non-refundable application fee
- TOEFL scores (international applicants only use institution code 1849) or IELTS scores
- Official GRE or GMAT scores, or LSAT scores (if a joint M.P.P./J.D. applicant). If submitting GRE scores, use code 1849; if submitting GMAT scores, use code 1849.

The Committee on Admission and Aid will not review your application until all of the required materials are received. The application can be found at <https://apply-harris.uchicago.edu/apply/>. The application site will open mid-September 2013. The Harris School accepts only electronic applications. Contact the Office of Admission at 773-702-8401 or [harrisadmissions@uchicago.edu](mailto:harrisadmissions@uchicago.edu) for more information.

## APPLICATION DEADLINES

### *Ph.D. Program*

December 3: All materials for admission must be submitted by December 3, 2013, 11:59 p.m. CST. We will announce admission decisions by mid-March.

### *Master's Program*

January 10: Priority deadline. All application materials for admission and scholarship must be submitted by January 10, 2014, 11:59 p.m. CST. We will announce admission and scholarship decisions by mid-March.

April 15: Late deadline. Provided the class limit has not been reached, we will consider completed applications submitted online by April 15, 2014 for admission but not necessarily for scholarship.

## CAMPUS VISITS

The Harris School welcomes prospective students to visit the School, meet current students and faculty, and attend classes. Classes are held Monday through Thursday, although you are welcome to visit at any time. Generally, school is in session from October through late May. Contact the Admissions Coordinator (773-702-8401 or [roseboro@uchicago.edu](mailto:roseboro@uchicago.edu)) to schedule a visit. For PhD inquiries contact Maggie DeCarlo at 773-834-0136 or [mdecarlo@uchicago.edu](mailto:mdecarlo@uchicago.edu). There will be visit days and information sessions on November 14 & 15. On the MaPP: Discover the Harris School, the annual on-campus program for newly admitted students, will be held April 15, 2014. Invitations and details about this program will be mailed to admitted students with their admission letter.

## EXPENSES

Tuition for master's students and Ph.D. students in scholastic residence enrolled full-time (three courses for MPP students) in the program during the 2013-2014 academic year is \$41,454. An estimate of expenses a student will incur during the course of the school year (based on a nine-month budget) is as follows:

Tuition	\$41,454
Student Life Fee	\$993
One-time Transcript Fee	\$60
University of Chicago Student Health Insurance Plan (basic, student only)	\$3,021
Room & Board (estimated)	\$14,000
Personal Expenses (estimated)	\$3,000
Books and Supplies (estimated)	\$2,000
Transportation (estimated)	\$2,200
<b>TOTAL (estimated)</b>	<b>\$66,668</b>

## QUARTERLY TUITION AND FEES

The Office of the Bursar issues a bill for tuition (and room and board charges for those students residing in the University Housing System) approximately 1½ months prior to the beginning of each quarter. Failure to pay by the due date shown on the bill will result in the assessment of a \$50 late payment fee.

### Tuition fees per quarter

**Note 1:** A Ph.D. student under the course registration plan who is engaged in research or is working on a dissertation (or other formal piece of writing required for a degree) must register and pay tuition each quarter, whether or not course requirements for the degree have been met.

**Note 2:** A student who is required to withdraw for disciplinary reasons is not entitled to any reduction of tuition or fees. Tuition is not assessed to students who have been granted a leave of absence.



## FINANCIAL AID

### MASTER'S STUDENTS

Each year, approximately 30 to 40 percent of Harris School students receive some kind of financial aid. The School assists many students with scholarships that are awarded on a competitive, merit basis. Additionally, the University provides loan assistance and college work-study employment programs to students who demonstrate financial need.

### DOCTORAL STUDENTS

Doctoral students, unless funded by an outside source or agency, are awarded full tuition plus a stipend for the first three or four years of study, depending on prior academic training.

### APPLICATION PROCESS

To be considered for any Harris School scholarship, applicants must mark the appropriate box on the application for admission—no separate application materials are required.

To apply for Federal Loan Assistance and Federal Work-Study, applicants must complete and submit the Free Application for Federal Student Aid (FAFSA). This form is available in late November and can be obtained from a local educational institution or from Federal Student Aid Programs at 800-433-3243. Students may also apply online at the Federal Student Aid Programs web site: [www.uchicago.edu/student/loans/](http://www.uchicago.edu/student/loans/). The application usually becomes available online in early March. Once submitted, inquiries about FAFSA and loan applications should be directed to the University of Chicago Office of Student Loan Administration at 773-702-6061.

### FELLOWSHIPS AND SCHOLARSHIPS

The All Harris School scholarships and fellowships are awarded on a competitive, merit basis. The following are available for master's students:

- *Irving B. Harris Fellowship*. For students with exemplary academic and extracurricular records. Tuition and \$15,000 stipend; renewable for a second year.
- *Dean's Scholarship*. For students with exemplary academic and extracurricular records. Award varies in value and is renewable for a second year.
- *Knoll Scholarship*. For returned Peace Corps volunteers or for students interested in federal education policy or international policy. Award varies in value and is renewable for a second year.

The following fellowship is available for doctoral students:

- *Health Services Research Training Program (NRSA)*. This traineeship is available to students working toward a Ph.D. with a thesis topic in health services research, including health economics, health policy, medical sociology, organizational behavior in health, social services administration, and other disciplines relevant to health services research. Students must be U.S. citizens in the third or subsequent



year of their Ph.D. program at the University of Chicago. Questions should be directed to the training grant director, Willard Manning, at 773-702-2067 or [w-manning@uchicago.edu](mailto:w-manning@uchicago.edu).

## STUDENT LOANS

Loans typically account for the major part of financing a Harris School degree. The following information describes the various loan programs available to Harris School students. Students must be U.S. citizens or permanent residents to be considered for the Federal Education Loan Program (Federal Subsidized Stafford Loan, Federal Perkins Loan, and the Federal Unsubsidized Stafford Loan).

### Federal Subsidized Stafford Loan

Applicants who demonstrate financial need on the basis of federal guidelines may apply for a maximum of \$8,500 per academic year through the Federal Subsidized Stafford Loan Program. Interest is subsidized while the borrower remains registered at least half-time and for a six-month grace period following graduation. Applicants who have outstanding Stafford or Guaranteed Student Loans may inquire with their original lenders about initiating an application. Those who have not previously borrowed from this program or who are ineligible to receive a loan from their original lending institution may contact a lender of their choice or use the application provided by the University's Student Loan Administration.

### Federal Perkins Loan

Applicants who demonstrate financial need on the basis of federal guidelines may apply for the Federal Perkins Loan Program. Interest is subsidized while the borrower remains registered at least half-time and for a nine-month grace period following graduation. Funding is limited and the eligibility requirements are very highly restricted. The maximum loan amount awarded is \$6,000.

### Federal Unsubsidized Stafford Loan

Students may borrow a maximum of \$18,500 minus any Federal Subsidized Stafford Loan amount per academic year through the Federal Unsubsidized Stafford Loan program. Unlike the two programs above, the interest is not subsidized while the student is enrolled in school. Depending on the lender, students may choose to defer the interest payments. The unpaid interest accrues and capitalizes during the in-school period. Payment of principal and interest begins six months after the student ceases to be at least a half-time student.

### Alternative Loan Program

For information on alternative loans, contact the Office of Student Loan Administration at 773-702-6061 or visit <https://sla.uchicago.edu/>

## STUDENT EMPLOYMENT OPTIONS

### Assistantships

Some research assistantships are available at the Harris School. Individual faculty members make these appointments in consultation with the Dean of Students or departmental advisors. Compensation varies according to the type of work,

the length of appointment, and the time commitment required, but is typically the market rate and will not cover the cost of tuition. A few teaching positions are available at the Harris School, but not to first-year students. As with research assistantships, compensation will not cover the cost of tuition.

### Federal Work-Study Program

The Federal Work-Study Program is federally sponsored and offers a wide variety of part-time and full-time positions both on- and off-campus. To be eligible for the Federal Work-Study Program, students must be enrolled full-time and demonstrate financial need. Duties include performing research with professors, working in libraries, and assisting with projects in administrative offices.

### Other Employment

In addition to the Federal Work-Study Program, there are other employment opportunities available. The Harris School Office of Career Services maintains postings for on- and off-campus employment, as does the University's Office of Career and Placement Services. The College at the University of Chicago often has a need for experienced tutors in areas such as mathematics, economics, chemistry, and other courses. These are salaried positions and carry no tuition remission. In addition, the University's Student Housing Office has resident assistant positions in the undergraduate dormitories available each year. These positions offer room and board.

### INTERNATIONAL STUDENTS

<http://internationalaffairs.uchicago.edu/>

### FURTHER INFORMATION

For more information on Harris School scholarships, contact the Office of Admission at 773-702-8401 or [HarrisSchool@uchicago.edu](mailto:HarrisSchool@uchicago.edu) For additional information on loans and work, contact the Office of Student Loan Administration at 773-702-6061 or visit <https://sla.uchicago.edu/>.



# ACADEMIC CALENDAR

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## ACADEMIC CALENDAR 2013-2014

### Pre-Academic Year Activities

*August 5-16 -- Early English Language Institute*

*August 19-30 -- Summer English Language Institute*

*September 3-20 -- Math Camp*

*September 23 -- Mandatory math exam for master students*

*September 23-27 -- Orientation*

### Autumn quarter dates

*September 30 -- autumn quarter classes begin*

*October 19 -- Immunization deadline*

*October 25 -- Student health insurance enrollment/waiver deadline*

*November 28-29 -- Thanksgiving break (no classes)*

*December 9-13 -- autumn quarter finals week*

*December 13 -- autumn quarter convocation*

**Winter break -- December 16-January 3**

### Winter quarter dates

*January 6 -- winter quarter classes begin*

*March 17-21 -- finals week*

*March 21 -- winter quarter convocation*

**Spring break -- March 24-28**

### Spring quarter dates

*March 31 -- spring quarter classes begin*

*May 26 -- Memorial Day holiday (no classes)*

*June 9-13 -- finals week*

*June 14 -- spring quarter convocation/Harris diploma/hooding ceremony*

### Summer quarter dates

*June 23 -- summer quarter classes begin*

*July 4 -- Independence Day (no classes)*

*August 25-29 -- finals week*

*August 29 -- summer quarter convocation*



# COURSES

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## PUBLIC POLICY COURSES

### **PPHA 30101. Math Methods for Public Policy: Algebra. 000 Units.**

Instructor(s): R. Hinze-Pifer Terms Offered: Fall

Note(s): This course is for Harris students only.

### **PPHA 30102. Math Methods for Public Policy: Calculus. 000 Units.**

Instructor(s): R. Hinze-Pifer Terms Offered: Fall

Note(s): This course is for Harris students only.

### **PPHA 30601. Topics in Child and Family Policy: Understanding Policy Issues and Using Evidence. 100 Units.**

This course provides an overview of multiple areas of public policies affecting children and families in the United States. For each policy area students explore how public policy problems are defined, with an emphasis on the ways research and other factors can shape both definitions of policy problems and the responses to those problems. In particular, the role of rigorous random assignment evaluation is explored. The course will examine at least four policy areas, with students selecting at least one area. Areas include child welfare and child abuse prevention, teen and unintended pregnancy, child care and out of school time, the transition to adulthood for vulnerable youth, and early childhood education. The aim of the course is to help students develop a more critical eye toward how policy problems are framed and defined and to consider the ways rigorous research is used in the policy process. Students write a series of policy analysis memos to address the definition of the problem and the best methods of evaluation to understand the effectiveness of interventions to address the problem.

Instructor(s): M. Stagner Terms Offered: Spring

### **PPHA 30800. Political Economy for Public Policy. 100 Units.**

This course is designed to serve three interrelated goals. It is an introduction to core concepts in the study of political economy. These concepts include collective action, coordination, and commitment problems; externalities and other forms of market failure; principal-agent relationships; problems of preference aggregation; and agenda setting and voting. The course also introduces basic concepts in game theory, including Nash equilibrium, subgame Perfection, and repeated games. It is not, however, a suitable substitute for a game theory course for doctoral students in the social sciences. Finally, the course provides an overview of some of the key insights from the field of political economy on how institutions shape and constrain the making of public policy, with special attention to various ways in which governments can and cannot be held accountable to their citizens.

Instructor(s): E. Bueno de Mesquita Terms Offered: Fall

Equivalent Course(s): INRE 30800, PLSC 30200

**PPHA 31000. Statistics for Public Policy I. 100 Units.**

This course aims to provide a basic understanding of statistical analysis in policy research. Fundamental to understanding and using statistical analysis is the realization that data does not emerge perfect and fully formed from a vacuum. An appreciation of the provenance of the data, the way it was collected, why it was collected, is necessary for effective analysis. Equally important is an understanding of the nature of the statistical inference being attempted the course will distinguish between model-based and design-based inference. There will be some emphasis placed on sampling from finite populations and on data from survey research. The emphasis of the course is on the use of statistical methods rather than on the mathematical foundations of statistics. Because of the wide variety of backgrounds of participating students, the course will make no assumptions about prior knowledge, apart from arithmetic. For students with a strong technical background, the aim of the course is to increase their understanding of the reasoning underlying the methods, and to deepen their appreciation of the kinds of substantive problems that can be addressed by the statistical methods described. PPHA 31000 or PPHA 31200 required of all first-year students.

Instructor(s): B. Keys Terms Offered: Fall

**PPHA 31100. Statistics for Public Policy II. 100 Units.**

A continuation of PPHA 31000, this course focuses on the statistical concepts and tools used to study the association between variables. This course will introduce students to regression analysis and explore its uses in policy analysis. PPHA 31100 or PPHA 31300 required of all first-year students.

Instructor(s): B. Meyer Terms Offered: Winter

**PPHA 31200. Mathematical Statistics for Public Policy I. 100 Units.**

This course focuses on concepts used in statistical inference. This course will introduce students to basic principles of probability and statistics: random variables, standard distributions, and hypothesis testing. Lectures will explore uses of these principles in policy analyses. This course seeks to prepare students for PPHA 31300. This course will assume a greater mathematical sophistication on the part of students than is assumed in PPHA 31000.

Instructor(s): S. Cicala Terms Offered: Fall

**PPHA 31300. Mathematical Statistics for Public Policy II. 100 Units.**

A continuation of PPHA 31200, this course focuses on the statistical concepts and tools used to study the association between variables and causal inference. This course will introduce students to regression analysis and explore its uses in policy analyses. This course will assume a greater mathematical sophistication on the part of students than is assumed in PPHA 31100.

Instructor(s): J. Grogger Terms Offered: Winter

**PPHA 31510. Education Policy in an International Context. 100 Units.**

This course covers policy issues related to primary and secondary education in developed, middle-development and developing countries. It provides an overview of global and regional trends in schooling and a research-based critical assessment of major education policies and reforms as they are implemented world-wide. The course tries to answer the question, Why do schooling outcomes differ so much across countries? It addresses the extent to which the level of development, in countries, differences in culture and family background and differences in school policy and organization can account for the differences in educational outcomes. This is a seminar course and students are expected to be actively engaged in presenting and discussing course materials.

Instructor(s): S. Mayer Terms Offered: Fall

**PPHA 31600. Political Institutions and the Policy Process. 100 Units.**

This course explores the importance of formal and informal institutions in democracies, with an emphasis on the American electoral and legislative systems. Topics covered include the relationship between political institutions and well-being and the role of political actors and institutional structure on policy formation. Prerequisite: PPHA 30800 (political economics) and PPHA 32300 (microeconomics) or equivalent course work. Required of all first-year students.

Instructor(s): W. Howell Terms Offered: Winter

**PPHA 31820. Security and Geopolitics of Pakistan. 100 Units.**

No serious foreign policy student can afford to be ignorant of Pakistan. It is not just the front line state in the fight against terrorism which has defined 21st century geopolitics so far, it is also a country whose three 20th century wars with India defined the borders, loyalties, passions, and security environment in the region to this day, whose problems with instability and radicalisation have had perhaps a more profound effect on American and international foreign policy so far this century than any other, the country whose explosive combination of nuclear capability and homegrown violent Islamist extremists pose one of the central foreign policy issues of the day, and a country in one of the most unstable and consequential regions in the world

Instructor(s): A. Ibrahim

**PPHA 31920. Decisions and Organizations. 100 Units.**

Instructor(s): P. Montagnes Terms Offered: Spring



**PPHA 32000. Finance. 100 Units.**

Public policy positions increasingly require an expertise in finance. This expertise includes the ability to analyze investments and projects, to undertake borrowing operations and portfolio management, and to deal with financial instruments, markets, and institutions in a variety of ways. The content of this course is somewhat deeper than typical entry-level finance courses in M.B.A. programs. Although it is nearly impossible to learn modern finance without the use of some mathematics, this should not be a concern for students who have fulfilled the prerequisites described below. This course will cover the central ideas and tools of finance. These ideas and tools are largely independent of whether they are used in the public or the private sector. The policy orientation of the course is reflected in the choices of the contexts and examples. The development of financial intuition is emphasized in every part of the course. Regular class participation is required. Prerequisites: PPHA 32300 and PPHA 32400, or consent of the instructor.

**PPHA 32100. State and Local Public Finance. 100 Units.**

This course uses basic microeconomic theory to analyze the taxing, spending, and programmatic choices of state and local governments in the United States, relying on the median voter and Tiebout models. On the revenue side, the course treats property, sales, and income taxation, as well as nontax revenue sources such as lotteries and user fees. On the spending side, the course covers several topics, including privatization, Medicaid, education finance, capital projects and debt finance, and, time permitting, local economic development tools used by state and local governments.

Instructor(s): P. Worthington Terms Offered: Fall and Spring

**PPHA 32300. Principles of Microeconomics and Public Policy I. 100 Units.**

This course covers the theory of consumer choice and the theory of the firm. Moderately fast-paced, the course is designed for students lacking a background in economics. Students will have an opportunity to apply economics to policy issues such as food stamps, income taxation, housing subsidies, and labor markets. Extensive problem sets provide an opportunity for practical application and a deeper understanding of the material. Calculus is not required, but a good grasp of algebra is necessary. Required of all first-year students.

Instructor(s): K. Charles Terms Offered: Fall

**PPHA 32400. Principles of Microeconomics and Public Policy II. 100 Units.**

A continuation of Public Policy 323, this course introduces the role of government in the economic system, explores market failures that undermine the useful characteristics of the competitive market, and considers the role of government in these failures. Issues of equity and efficiency and the governments role in influencing the distribution of income are explored. Important economic concepts in policy analysis such as time discounting, opportunities costs, and decision-making under uncertainty are also featured. Differential calculus is used extensively throughout this course. Required of all first-year students.

Instructor(s): D. Bennett and D. Coursey Terms Offered: Winter



**PPHA 32501. Red State, Blue State: Opinion, Elections, and Representation. 100 Units.**

This course focuses on the nexus of public opinion, elections, and democratic institutions in the United States at the local, state, and federal levels. The relationship of the voters and the politician who represent them is of fundamental importance in a democracy. But how well does representation work? More fundamentally, this course seeks to explain why Americans vote the way they do, and what effect this has on public policy. Along the way, many questions about the electoral system and its consequences will be explored. For example, how did Barack Obama change the electoral map in his decisive 2008 victory, and does this presage a new period of progressive political dominance? What makes red and blue states the way they are, and why have things changed so much over time? How can it be that rich states vote Democratic at the same time that rich people vote Republican? How is it that the media gets things so wrong when it covers elections? This course will be conducted in a seminar format. Interested students will get the option of using important new and unreleased voter and politician data for their final projects.

Instructor(s): B. Shor

**PPHA 32510. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.**

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to [pge@uchicago.edu](mailto:pge@uchicago.edu).

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON

Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ENST 26530, ECON 26530, PBPL 26530

**PPHA 32520. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.**

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Spring

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON

Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ENST 26531, ECON 26540, PBPL 26531

**PPHA 32530. Fundamentals of Municipal Bonds. 100 Units.**

This course will provide students with an overview of the municipal bond market and how it facilitates the development of infrastructure needed for economic development and the provision of public services. There are close to \$2.6 trillion dollars in outstanding bonds in this market. Of 87,500 state and local governments in the U.S., 55,000 have bonds outstanding. Each year 10,000 new issues of municipal bonds come to market valued on average at \$350 billion a year. All of this helps states, cities, counties, and not for profit organizations such as universities and hospitals fund capital assets including roads, bridges, water and sewer plants, airports, and school buildings. Students will come to understand: the continuum of a bond sale from government to end investor; who the key players are in the process; how credit ratings and credit analysis is performed; the public policy drivers of capital investment; the regulatory policy framework relating to the bond industry; and what sort of career opportunities are available for Public Policy Graduate Students. The course will have a text book supplemented by articles and industry reports. Attendance will be critical. The course will have a mid-term and final oriented toward providing a work product that would actually be utilized in the municipal bond industry. Guest speakers will also be utilized from time to time.

Instructor(s): Staff

**PPHA 32900. Taxation and Public Finance. 100 Units.**

This course presents the economic analyses of and insights into a wide range of taxes, subsidies, and related government policies. The concepts and methods necessary for such analyses, which have quite general applications, are also presented. The course will highlight many institutional issues that are of special potential interest to students preparing for professional careers. Main topics include principles of taxation, incidence of taxation, taxation of goods and services (sales tax, excise tax, value-added tax), personal income tax, social security taxes, tax arbitrage, tax avoidance, and tax evasion. Within the context of these topics, the course will also discuss some of the characteristics of the tax systems of the United States and some other countries, as well as some current controversies regarding tax policies.

Prerequisites: PPHA 32300 and PPHA 32400 or consent of the instructor.

Instructor(s): R. Sah

**PPHA 33000. Distributive Politics. 100 Units.**

Distributive politics is the study of who gets what, where, how, and why-as allocated by any level of government. This course introduces several concepts such as coalition and collective action theory, along with a study of domestic institutions that structure bargaining and access to government goods (money, jobs, etc.). Policy examples are thoroughly developed, including studies of federal taxation and spending policy more generally-and military procurement, transportation, and entitlement spending like Social Security and Medicare in particular.

Instructor(s): B. Shor

**PPHA 33101. Party, Ideology, and Policy in the United States. 100 Units.**

Barack Obamas election has been hailed as the triumph of pragmatism over partisanship and ideology. At the same time, the highly polarized fight over the economic stimulus package seems to reflect the continuation of familiar old battles over the government's proper role in the economy. What is the truth? Are voters, for example, divided into two mutually exclusive and distrustful camps? Or does the moderate voter rule, with extremists a small minority? What role have party politics played in structuring public policy outputs? This course is meant to explain the role of parties and ideology in modern democracies in shaping public opinion, election outcomes, institutional design, and ultimately policy. This will be done at the level of the voter, as well as that of elites and politicians. We will examine the history and evolution of the American two party system, including the big shifts of red and blue states in recent elections. The relevance of ideology in the judiciary will also be explored, including the controversial charge that judges are merely politicians in black robes. While focusing on the United States, numerous applications to the experience in the European Union and European national parliaments will be made.

Instructor(s): B. Shor

**PPHA 33301. Welfare Policy. 100 Units.**

This course will cover the rationale for US welfare programs and analyze their effects on behavior. Although some attention will be paid to the history of such programs and the politics of reform, the class will focus primarily on economic analyses of the behavioral effects of welfare programs. The course will cover traditional welfare programs such as Aid to Families with Dependent Children as well as modern alternatives to welfare such as the Earned Income Tax Credit. Time permitting, the course will compare US welfare policy to welfare programs in other OECD countries. Students will prepare a term paper that will be presented in class and will be expected to participate in lectures.

Instructor(s): J. Grogger

**PPHA 33410. Non-Profit Org: Concept & Prac. 100 Units.**

For course description contact SSAD.

Equivalent Course(s): SSAD 47000

**PPHA 33510. Nuclear Policy. 100 Units.**

This course will review the development of U.S. national policy and of international institutions intended to control and harness nuclear energy. We will examine military doctrine and the plans for nuclear war-fighting with special attention to changes in national security policy since 1945, to the role of scientists, as well as military and political leaders in formulating policy, and to bureaucratic routines and interests in shaping the implementation of plans and military doctrine. We will also review issues of civilian nuclear power and its regulation in the United States focusing on the effectiveness of public policies in preventing accidents, in securing nuclear fuel, and in dealing with radioactive materials left over from burning nuclear fuel. The discussion will also consider current proposals for strengthening oversight of civilian nuclear power in all countries. Finally, we will seek to understand the role of international institutions in channeling nuclear energy for peaceful purposes, in preventing proliferation of nuclear weapons, and in harmonizing national regulations to address the growing international trade in nuclear technology and materials.

Instructor(s): K. Benedict Terms Offered: Winter

**PPHA 33730. Firms, Governments & Activists: Business in the Non-Market Environment. 100 Units.**

This course is designed for students interested in working in the public or private sector. While firms are traditionally thought of as profit maximizers, they also face non-market constraints imposed by regulation and social norms and pressures. These non-market pressures are exerted by a variety of social, political, regulatory and legal institutions. Examples of such institutions include the courts, class action lawsuits, regulators such as the SEC and FDA, and NGO such as Greenpeace. This course will consider the perspectives of managers, regulators and policy entrepreneurs as they approach problems related to interaction of market and non-market institutions. Topics that may be covered include: The media, activists, regulatory agencies, lobbying, crisis management, environmental regulation, intellectual property rights, corporate social responsibility and international trade. These topics are used to practice applying the frameworks and formulating effective strategies. Teaching methods will include a mix of lecture, case studies, group problems and presentation and simulation exercises. Students will be placed in groups according to background and interest to tackle a quarter long project that addresses the issues of the course. The specific project topic will be chosen in consultation with the instructor. Priority will be given first to students that require the course for graduation and then to students in their final quarter.

Instructor(s): P. Montagnes Terms Offered: Spring

**PPHA 33800. Politics and Policy in the States. 100 Units.**

Despite the fact of a national market and ease of migration, U.S. states persist in making dramatically different policy choices. This is true across a wide swath of issues, including Medicaid, education, pensions, criminal justice, and regulation. What accounts for these enduring differences? Is it variation in public opinion, demographics, income, or inequality? Or is it different political institutions? It is also the case that states vary systematically in their political choices for state and federal offices, perhaps most dramatically illustrated in the opposition of red and blue states. What are the consequences of this emerging political polarization? This course will compare the political and policy choices made by various U.S. states in a variety of electoral, administrative, and policy settings. Students with interests in state policy, American and comparative politics are particularly suited for the course, though all are welcome.

Instructor(s): B. Shor

**PPHA 33901. Matching, Efficiency, and Inequality. 100 Units.**

Individuals choice of an employer, a spouse, or a neighborhood to live in can be described in terms of matching. Individuals aim at choosing the best possible match given their preferences. The course will explore the determinants of the efficiency of matching from the individuals point of view: search costs, informational barriers, etc. It will then address the social and economic consequences of individuals behavior. Thus, in the marriage market, matching tends to perpetuate human capital inequalities across generations, while in the housing market, matching often leads to racial segregation. Understanding matching mechanisms can thus help policymakers shape inequality-reducing policies in areas such as education or housing.

Instructor(s): I. Marinescu Terms Offered: Fall

**PPHA 34110. School Readiness: Child Development and Public Policy. 100 Units.**

This course will provide an overview of the current policy and research issues involving school readiness. This multidisciplinary course will draw on theoretical and empirical perspectives from developmental psychology, education, and economics. We will examine the differences in each disciplines approach to school readiness policy and research. Topics will include cognitive and socioemotional development, child care, universal and targeted programs, and the current controversies in school readiness policy and research.

Instructor(s): A. Claessens

**PPHA 34130. Public Finance and Public Policy 1. 100 Units.**

This course analyzes the rationales for government intervention in the economy, the form that intervention takes, and the effects of government policy. We will offer two terms of this class that cover the similar introductory material, but focus on somewhat different theoretical and empirical tools and different expenditure programs and taxes. The courses may be taken individually or as a sequence; the only prerequisites are the microeconomics core classes or their equivalent. Winter term will provide an introduction to cost benefit analysis, public goods, and the incidence and deadweight loss of taxation, externalities, and budget policy. It will cover public health insurance policy including Medicare, Medicaid, the effects of taxation on savings, and corporate taxation. Spring term will also cover public goods and the incidence and deadweight loss of taxation, but will also examine income redistribution, and the role of empirical evidence in public finance. It will cover welfare programs, unemployment insurance, disability insurance, social security, and income and payroll taxation and labor supply responses to taxes. Prerequisites: PP32300 and PP32400 or their equivalent.

Instructor(s): D. Jones Terms Offered: Winter

**PPHA 34220. Seminar on Public Policy and Economic Equality. 100 Units.**

This seminar will examine the causes and consequences of worldwide trends in economic inequality with an emphasis on the role of public policies. Topics include the role of the family in reproducing economic inequalities, the importance of technological, demographic and policy changes in the increase in inequality in the United States and Western Europe over the last generation and the importance of globalization to inequality in less developed countries. It will also focus on the influence of economic inequality on health, education, trust and social cohesion, the political process and economic growth. This seminar will rely heavily on student presentations, reports and classroom discussion. This course will be limited to 20 students.

Instructor(s): S. Mayer

**PPHA 34230. Public Finance and Public Policy 2. 100 Units.**

This course analyzes the rationales for government intervention in the economy, the form that intervention takes, and the effects of government policy. We will offer two terms of this class that cover the similar introductory material, but focus on somewhat different theoretical and empirical tools and different expenditure programs and taxes. Spring term will also cover public goods and the incidence and deadweight loss of taxation, but will also examine income redistribution, and the role of empirical evidence in public finance. It will cover welfare programs, unemployment insurance, disability insurance, social security, and income and payroll taxation and labor supply responses to taxes. Prerequisites: PP32300 and PP32400 or their equivalent.

Instructor(s): B. Meyer



**PPHA 34400. Topics in Finance. 100 Units.**

This course is taught at a significantly higher level than a typical masters-level introductory courses on finance. Its primary emphasis is on the applications and the practice in some key areas of finance. The main components of this course are class discussions of readings and cases and a group project. Vigorous participation in class discussion is required. Submission of a typed project report and a class presentation of the projects findings are required. Key topics are fixed-income basics and applications, municipal securities and financing, securitization, and investment management. Additional topics that might be covered are: capital allocation, valuation, market efficiency, and emerging global issues. Prerequisites: PPHA 32000 or consent of the instructor.

Instructor(s): R. Sah Terms Offered: Spring

**PPHA 34500. Macroeconomics for Public Policy. 100 Units.**

This course examines the working of the aggregate economy. It aims to understand the key determinants of business cycle fluctuations and of long-run economic development. This includes coverage of the role of employment, productivity, trade and fiscal deficits, inflation, and interest rates. The emphasis of the course is on the impact of monetary and fiscal policies on the macro economy. Students will be able to analyze and discuss important current economic issues, such as government spending and tax reforms, Social Security reforms, the conduct of monetary policy, and the impact of changing economic conditions around the world.

Instructor(s): D. Sullivan Terms Offered: Winter

**PPHA 34600. Program Evaluation. 100 Units.**

This course introduces you to the tools used by social scientists and policymakers to evaluate the impact of government policies. The courses objective is to teach you how to use these tools well enough to feel comfortable evaluating the quality of program evaluations that you are likely to review during your careers. The course begins by examining the elements of a cost/benefit analysis. Some of the principles we discuss during this part of the course are identical to those used by managers in a private firm when they consider whether to invest in new plant or equipment, to train their workers, or to initiate new human resource practices. But it also is important to recognize the differences between cost-benefit analyses of social programs and of private sector investments. Here we examine how the concepts of consumer and producer surplus discussed in your economics courses guide us in formulating evaluation questions and choosing appropriate outcome measures. Most of the course examines the strategies for evaluating the impact that government policies have on alternative outcomes. The key question here is what would have been the outcome had individuals, neighborhoods, state, etc., not been exposed to the policy. The impact of the policy is the difference between the actual outcome and this counterfactual outcome. Much social science research demonstrates that obtaining credible estimates of these impacts can be difficult. During this part of the course, we discuss how to plausibly address some of the more common difficulties encountered by program evaluators. Prerequisites: PPHA 31000 and PPHA 31100 or equivalent statistics coursework.

Terms Offered: Fall, Winter and Spring



**PPHA 34710. Housing Policy and the Crisis. 100 Units.**

When looking at the current housing market, a natural question arises: How did we get here? This class will explore the rise and fall of the housing market in the 2000s, and discuss the impact on households, neighborhoods, financial markets, and the government. Topics include the mortgage securitization chain, the role of regulation and the GSEs, state and local support for low-income housing, the foreclosure crisis, and the future of the housing market and mortgage finance. No prerequisites, but you will be expected to read and interpret sophisticated empirical analysis from the economics and finance literatures.

Instructor(s): B. Keys Terms Offered: Winter

**PPHA 34801. Advanced Topics in International Political Economy. 100 Units.**

This course studies many topics in international political economy in detail. The topics include for example the politics of international trade, intro to the new institutional economics, variety of capitalism and welfare state, and China's political economy. The goal of this course is to acquaint students with more advanced political economy topics and the tools of research, as well as to help students work on their research papers.

Equivalent Course(s): INRE 44801

**PPHA 34810. Mixed Methods Approaches to Policy Research. 100 Units.**

This course will provide students with an overview of mixed methods approaches to policy research. The course will cover a variety of qualitative and quantitative approaches to policy research including embedded experimental studies, ethnography, observational studies, biomarkers, and more typical econometric techniques. Topics will include residential mobility, crime, welfare, employment, paternal involvement, health, and education. We will examine what types of research questions lend themselves to different research methodological approaches and how qualitative and quantitative research can complement each other to give a better understanding of policy issues.

Instructor(s): A. Claessens Terms Offered: Spring

**PPHA 34910. The Context of Education Policy. Units.**

Using current research in economics and other social sciences, this course considers the relationship between education policy and the major social and economic contexts that influence how much children learn, what they learn, and how much schooling they get. These contexts include the labor market, especially the return to schooling; family background; and peer and other school and neighborhood effects.

Instructor(s): S. Mayer Terms Offered: Spring

**PPHA 35201. Economics and Public Health in the Developing World. 100 Units.**

This course uses the tools of applied microeconomics to explore major public health issues in the developing world. After establishing an economic approach to disease and health behavior we consider several topics including HIV, malaria, diarrhea, and air pollution. The course will also examine how patients interact with doctors and pharmacists in health care markets. Each topic will feature several papers that illustrate a modern approach to the issue and highlight useful empirical strategies. Along the way, we will weigh the merits of common policy responses to these problems.

**PPHA 35300. International Trade Theory and Policy. 100 Units.**

This course examines the impact of trade policies using the theory of international trade. The first part of the course is devoted to a survey of theory, beginning with traditional competitive trade theory and concluding with more recent advances of the theory of trade in imperfectly competitive markets. The next section examines the economic impact of unilateral trade policy instruments such as tariffs, export subsidies and anti-dumping provisions. The effect of multilateral trading arrangements such as the WTO and NAFTA are examined next. The final section is devoted to the application of the theory to the international movement of factors of production with an emphasis on immigration.

Instructor(s): S. Durkin

**PPHA 35411. Political Feasibility Analysis: Winning Strategies in Public Policy. 100 Units.**

This course will review and analyze various strategies and methods for assessing the political feasibility of successfully implementing public policies at the federal, state and local levels. Enacting public policy is a dynamic process because of the changing nature of the political environment. Developing and implementing successful public policies requires an array of strategic approaches, analytical tools and resources while understanding the importance of timing and key pressure points in the political system. This course will review and analyze successful and unsuccessful campaigns to bring about public policy and social change. We will examine key elements and variables to help develop and implement public policy strategies to win in the endgame. Students will analyze various types of policy domains at the legislative, executive and bureaucratic levels. They will evaluate indirect policy makers outside of government such as lobbyists, public interest groups, unions, media, public relations firms, business groups, faith-based organizations and individual activists, among others.

Instructor(s): R. Gibbs Terms Offered: Fall and Spring

**PPHA 35501. Poverty and Economic Development. 100 Units.**

This course will focus on developing countries. We will study causes of poverty and underdevelopment, poverty measurement issues, and policies to improve wellbeing. We will concentrate on topics such as nutrition and health, education, labor markets, intra-household allocation of resources, and policies to alleviate poverty. Empirical evidence from developing economies will be used extensively.

Instructor(s): A. Menendez Terms Offered: Fall

**PPHA 35700. Economics of Education Policy. 100 Units.**

This course explores current issues in elementary and secondary education from an economic perspective. Topics include accountability, charter schools, vouchers, standards, class size, policies to increase educational attainment, and school finance reforms. Tools of economic theory and econometric analysis will be used extensively. Prerequisites: PPHA 32300 and PPHA 32400, and PPHA 31000 and PPHA 31100 or equivalent coursework in statistics and economic theory.

Instructor(s): O. Malamud

**PPHA 35801. Political Economy of Cities and Metropolitan Areas. 100 Units.**

An introduction to political economy and policymaking in large U.S. cities and metropolitan areas. The course examines the institutional, economic, political, and demographic settings that distinguish urban policymaking. We begin by analyzing the institutions of local government and their role in the federal system, the sources of urban growth, competition among cities, and the importance of real estate markets in shaping local politics. We next study several specific urban issues including concentrated poverty, racial conflict, housing, governmental fragmentation, and sprawl. Although the course will focus on large central cities, we will pay attention to the suburbanization of population and employment, politics in suburbia, and city-suburb relations. Finally, students will be introduced to the latest research on social interactions in cities, with a focus on social capital, neighborhood and peer effects, and human capital spillovers.

Instructor(s): C. Berry Terms Offered: Fall

**PPHA 35900. Parent, Child, and the State. 100 Units.**

This course examines the legal rights of parents and children, and the state's authority to define and regulate the parent-child relationship. Among the topics discussed are children's and parent's rights of expression and religious exercise, termination of parental rights and adoption, paternity rights, the state's response to child abuse and neglect, the role of race in defining the family, and the legal issues raised by the development of new reproductive technologies. The student's grade is based on a take-home examination.

Equivalent Course(s): LAWS 47101

**PPHA 36011. Budgeting in the Public Sector: Local and State Governments. 100 Units.**

This new course is designed to test the thesis that good budgeting in the public sector incorporates all of the skills developed in public policy programs: policy analysis, analytics (economics, other quantitative evaluation), program design, implementation of policy and programs, decision-making, priority setting, anticipating and reacting to political dynamics, working with the press, writing, working under pressure, and preparing presentations, among others. We will be hands-on, with much of the learning coming from practical, real world exercises that mimic what would be required in a budget office and that by design focus on multiple skills at once. The course will provide an introduction to the major substantive areas of state budgets, including education (higher education and preschool, elementary and secondary education), Medicaid, pensions, human services, and capital budgeting, along with revenue projecting, debt issuance, and budget balancing. We will follow what is happening in current budget processes, with a particular emphasis on the State of Illinois.

Instructor(s): G. Ostro Terms Offered: Winter

**PPHA 36200. The Youth Gang Problem. 100 Units.**

This course uses available research and practice to examine the youth gang problem in urban, suburban, and rural communities, with special attention given to developing and implementing policy and programs at the community level that take into account the needs of a diverse community and individual young people. Students complete practical exercises to foster skills in the areas of problem assessment, program development, and grant preparation.

Equivalent Course(s): SSAD 46500

**PPHA 36330. South Asia Triumphs and Travails. 100 Units.**

Course Description: The course will comprise Monday lectures on issues of domestic and foreign policy of South Asia and will provide a framework for assessing public policy challenges. Some content related to China is presented for comparisons. Required reading prior to the first class is *A History of India Volume II – Percival Spear*, Penguin Books Reprinted 1990. (That edition contains some updated material, however earlier editions are satisfactory). Guest lecturers on Pakistan and China topics include Saad Qais, Vice President – Corporate Finance, Mainstream Renewable Power Ltd. and Ronald J. Allen, John Henry Wigmore Professor of Law, Northwestern University and Yangtze River Scholar. For optional browsing through statistics and history, the student is referred to *The World Factbook - India*, *The World Factbook - Pakistan*, and *The World Factbook – Afghanistan*, Central Intelligence Agency, all updated December 20, 2011 and to *Kamat's Potpourri*. For optional background on the ethnicity of Afghanistan, the student is referred here: "*Ethnic Groups of Afghanistan*," ([afghan-network.net](http://afghan-network.net), October 28, 2008 ).

Instructor(s): F. Schell Terms Offered: Spring

**PPHA 36400. Principles of Epidemiology. 100 Units.**

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

Instructor(s): B. Lahey Terms Offered: Autumn

Prerequisite(s): Introductory statistics recommended or Consent of Instructor  
Equivalent Course(s): HSTD 30900, BIOS 29318, ENST 27400, STAT 35000

**PPHA 36701. Poverty, Inequality, and the Welfare State. 100 Units.**

Poverty and inequality create critical challenges for contemporary democratic societies. This seminar examines responses to these conditions in the U.S. and compares its responses to those of other countries. This examination includes consideration of the relationship between politics and policymaking, the character of public debates about poverty and inequality, conflict over the state's role in responding to these conditions, and specific efforts to address these conditions through public policy instruments. The seminar brings both historical and international perspectives to bear, taking up selected examples that highlight how political responses to poverty and inequality vary over time and in different national settings. It also draws attention to the strategic implications for policymaking and practice.

Equivalent Course(s): SSAD 60400

**PPHA 36800. Higher Education and Public Policy. 100 Units.**

This course covers issues in higher education from an economic and public policy perspective. We begin by examining the individual's decision to attend college and the main reasons for government intervention in higher education. We then review estimates of both private and social returns to college and consider the difficulties associated with measuring these returns. We also examine the history of the American system of higher education and compare it to other systems around the world. After summarizing the differences in educational attainment by income, the course will analyze the main forms of financial aid currently used in the American system of higher education: means-tested grants (Pell Grant program), subsidized loans (Stafford loans), direct subsidies to public institutions, recent tax reforms to encourage saving for college (Hope and Life-Long Learning credits), as well as state and institutional merit aid. We will discuss whether these policies make sense from both an economic and an educational perspective, and look at their effect on enrollment. After summarizing differences in educational attainment by race, we will consider affirmative action policy past and present. Finally, we will examine the market for college education and the increasing price of college in recent years. Other topics may include the importance of peer effects, graduate and professional education, and for-profit higher education. Prerequisites: PPHA 32300 and PPHA 31000 or equivalent coursework in statistics and economic theory.

Instructor(s): O. Malamud Terms Offered: Spring

**PPHA 36901. Federalism and Decentralization. 100 Units.**

From the federalist/anti-federalist debate of the U.S. founding to the current wave of decentralization in developing countries, this course analyzes the theory and practice of federalism, or multi-tiered governance. Drawing on literature at the intersection of political science and economics, we focus on the allocation of power across tiers of government and its consequences for policy outcomes. Special attention will be devoted to fears of and protections against an overreaching national government, competition among lower-tiered governments, the distinct problems of political accountability when jurisdictions overlap, and the causes and consequences of increasing decentralization. Although we begin by building political and economic theories of federalism, we quickly move to empirical studies of policymaking, examining cases from around the world.

**PPHA 37102. Crime Policy. 100 Units.**

This course covers the causes and consequences of crime, as well as ways to reduce the costs of crime to society. Emphasis will be placed on trying to understand the causal effects of different policy interventions on crime, and exploring what can be learned about the benefits and costs of such efforts. Among the topics covered in the course are the costs and benefits of criminal justice programs and policies related to incarceration, policing, and the regulation of drugs, alcohol, and firearms, as well as the influence on crime of public policies in other areas such as education, the environment, health care, and the labor market.

Instructor(s): J. Ludwig

**PPHA 37110. Competition Policy: Theory and Practice. 100 Units.**

This course presents an economic analysis of monopoly power and efforts to limit monopoly power through competition policy. The course will focus on helping students understand the theoretical rationale for competition policy and on providing students with an understanding of the practice of competition policy by examining recent prominent public and private antitrust actions. The first part of the course is devoted to an economic analysis of the welfare implications of monopoly power. The second part provides an overview of the legal and institutional framework of competition policy enforcement with particular emphasis on how the framework differs between the US and the EU and other countries. The final part of the course will address three types of anticompetitive conduct that represent the bulk of competition policy enforcement: collusion, exclusive contracting, and horizontal and vertical mergers. This section will present detailed studies of recent antitrust actions in the US including the US case against Microsoft and the Whole Foods and Wild Oats merger.

Instructor(s): S. Durkin Terms Offered: Spring



**PPHA 37200. Domestic Politics and War. 100 Units.**

This course examines how legislatures, courts, the media, and the public define the range of options available to presidents who contemplate military action. It also examines how features of the crises themselves—the governing structure of foreign nations, the location of a crisis, and the levels of trade and diplomatic relations between the United States and foreign states—influence the likelihood of military action. Special attention will be paid to the war on terror and recent military operations in Afghanistan and Iraq.

Instructor(s): W. Howell

**PPHA 37300. Health Law and Policy. 100 Units.**

This course will explore various policies that underlie regulation of the provision of health care in the United States. We will begin with an examination of the principal government programs for financing the delivery of health care in America—Medicare and Medicaid. This first third of the course will focus on how these programs seek to resolve the tension between controlling costs, promoting quality, and assuring access. We will then move to a consideration of policy issues relating to managed care organizations, including the functioning of these organizations and the impact of ERISA on their actions. Next, we will explore issues relating to the behavior of physicians, hospitals, and nursing homes. This exploration will focus on the impact of the antitrust, labor, and tax laws on these entities.

Terms Offered: Winter 2006

Equivalent Course(s): LAWS 78801

**PPHA 37401. Organizations, Management, and Social Policy. 100 Units.**

The public's business is often performed by street-level bureaucracies, those public and private organizations directly responsible for policy delivery. This course examines how these complex organizations operate in a dynamic political environment and what that means for social policy. This course introduces students to alternative models for analyzing these types of organizations, using examples from a variety of social policy areas to assess organizational practices and management strategies. The course explores how organizations influence the production of social policy as well as the broader relationship between citizen and state.

Equivalent Course(s): SSAD 44612

**PPHA 37510. The U. S. Health Care System. 100 Units.**

This course is a comprehensive examination of many of the key components of the U.S. health care system and how they work, intended for students from a wide range of backgrounds. Among others, topics may include public and private health insurance, the uninsured, health reform, hospitals, physicians, health care quality and costs, health information technology, pharmaceuticals, medical devices and diagnostics, long-term care, mental health services, and comparisons with health systems in developed and emerging markets

Instructor(s): F. Smieliauskas Terms Offered: Winter & Spring

Prerequisite(s): GPHAP requirement in Spring quarter: Non-GPHAP students with permission of instructor

Equivalent Course(s): SSAD 47512, HSTD 35411



**PPHA 37600. Theories of Justice and the Common Good: A Philosophical Approach to Public Policy. 100 Units.**

Economic analysis of public policy typically presumes that we know which ultimate objectives the legislator is pursuing. This course explores the philosophical foundations of such objectives: what is justice, what is the common good? Drawing on the works of philosophers from Antiquity (Plato, Aristotle) to the contemporary era (Rawls, Dworkin), the course will spell out fundamental philosophical views and debates. These philosophical debates are relevant to public policy choices in areas such as taxation, crime repression, etc.

Instructor(s): I. Marinescu Terms Offered: Spring

**PPHA 37800. Law and Economics of Health and Health Care Markets. 100 Units.**

This course concerns economic and legal aspects of health and health care markets, focusing mainly on public sector involvement in health care in the United States in recent decades. Examples of topics that will be discussed are as follows: nonprofit and public production of health care, public regulation of health insurance markets, and the effects of public demand subsidies such as Medicare and Medicaid. Students are expected to participate in class discussion.

Equivalent Course(s): LAWS 71800

**PPHA 37810. From Health Policy to Clinical Practice. 100 Units.**

The goal of this course is to build on basic understandings of the structure, financing, and regulation of the American health care system to explore the everyday implications to the clinical practice of medicine and provision of health care. The course will look to explain the effects of current policies on clinical practice as well as examine the future implications presented by the newly enacted health care reform legislation. The course will take a practical perspective on the opportunities and constraints placed on providers and health care systems as they attempt to balance cost, quality, and access. Specific areas of current practice to be discussed are the payment of physicians (including fee-for-service, capitation, pay for performance, and the promoted promise of accountable care organizations), medical malpractice and patient safety, cost-effectiveness analysis, end-of-life care, and patient behavior modification. Prior exposure to health policy via other coursework in the policy school, law school, social service administration, or medical school is helpful but not necessarily required.

Instructor(s): E. Abbo

**PPHA 38010. Health Services Research Methods. 100 Units.**

The purpose of this course is to better acquaint students with the methodological issues of research design and data analysis widely used in empirical health services research. To deal with these methods, the course will use a combination of readings, lectures, problem sets (using STATA), and discussion of applications. The course assumes that students have had a prior course in statistics, including the use of linear regression methods.

Instructor(s): T. Konetzka Terms Offered: Spring

Prerequisite(s): At least one course in linear regression and basic familiarity with STATA; or consent of instructor.

Equivalent Course(s): SSAD 46300, HSTD 35100

**PPHA 38101. Comparative Healthcare Systems and Pharmaceutical Policies: Lessons and Opportunities for Reform. 100 Units.**

This course discusses two major health policy challenges facing our world today: reforming healthcare systems and securing access to medicine to patients around the world. The course has two sections: the first one discusses the sociopolitical and economic foundation of healthcare systems, familiarizes students with current challenges facing these systems and provides critical knowledge and skills to effectively design and implement successful health policy reforms. The section focuses on health system structure, financing, organization and regulation; on system reform process; and on challenges in pharmaceutical policy (pricing, reimbursement, access to medicine and pharmaceutical budget control). Section two uses the Case-Based Learning methodology to familiarize students with US and international health systems and provides students the opportunity to use learning from section one to propose sound policy reforms. During this section, students will also have the chance to discuss health systems issues with potential guest speaker(s) who has (ve) lead reform(s) in his/her country.

Instructor(s): J. Antoun Terms Offered: Spring

**PPHA 38200. Cost Effectiveness Analysis. 100 Units.**

Cost Effectiveness Analysis (CEA) and Cost Utility Analysis (CUA) are widely used for the economic evaluation of health and medical treatments. Emphasis will be on understanding the basic foundations of CEA/CUA and the implications for the components in the evaluation. The course will address the measurement of health and medical effectiveness, health care and societal costs, and their integration into a formal assessment of alternative treatments. Applications from the literature will be used. By the end of the course, students are expected to be able to critique methods used in published papers.

Equivalent Course(s): HSTD 37100

**PPHA 38310. Health Care and Health Care Reform. 100 Units.**

This course analyzes the economics of health and medical care in the United States with particular attention to the role of government and the rationale and effects of recent health care reforms. These reforms will be evaluated in how they relate to the basic workings of the US health care sector. The course will examine these underpinnings in terms of the demand and supply for health care. This includes both the structure and the consequences of public and private insurance as well as market structures in professional training, specialization and compensation, among providers, as well as the determinants and consequences of technological change in medicine. The course then examines the recent proposals and initiatives for health care reform in light of these more basic features affecting the US health care market place.

Instructor(s): T. Philipson Terms Offered: Spring

**PPHA 38401. Labor Market Institutions and Unemployment. 100 Units.**

Labor market institutions such as the minimum wage have ambiguous effects on welfare. On the one hand, these institutions can increase workers incomes and insure them against adverse shocks. On the other hand, they may backfire against the very workers they were trying to protect, in particular by increasing unemployment. In the developed world, Europes generous labor market institutions are often blamed for high unemployment rates relative to the United States. This course will examine whether this claim is supported empirically. In developing countries, labor market institutions could play an important role in protecting poor workers, especially in the context of economic shocks stemming from globalization. This course asks to what extent what we learned from the experience of developed countries applies to the developing world. In particular, we will be exploring whether labor market institutions in developing countries have an adverse impact on employment, with a focus on the Latin American case. The analysis of labor market institutions will concentrate on four fundamental institutional arrangements: firing costs, unemployment insurance, minimum wages, and union coverage and bargaining power.

Instructor(s): I. Marinescu Terms Offered: Spring

**PPHA 38510. Information Systems and Technology in the Public Sector. 100 Units.**

Questions that will be addressed in the course include: What is the relationship between Federal policy, state authority and information policy and systems? How does privacy and data security legislation affect the use of information in public policy activities? How do organizations keep their information systems up to date in an environment of quickly changing policies? How does the use of information systems and the data from them contribute to the overall functioning of the organization or field? How do different types of organizations in different types of fields monitor themselves using information systems? What is the future of information systems in government agencies?

Instructor(s): R. Goerge Terms Offered: Spring

**PPHA 38660. Sem: Polit Econ Of Urban Dev. 100 Units.**

For course description contact SSAD.

Equivalent Course(s): SSAD 48200

**PPHA 38730. Terrorism, Insurgency and Civil War. 100 Units.**

This course introduces students to modern, social scientific approaches to the study of political violence. We will focus on several key questions: What are the causes of political violence? How is violence used? Who participates in political violence? What do we know about how to counter the use of violence? How are rebel groups organized? And what are the consequences of violence for society? The course addresses these questions by presenting students with the best, cutting edge research on political violence in the social sciences. The goal of doing so is three-fold. First, I hope that students will come away from the course with a better sense of the social mechanisms underlying these critical phenomena and a more nuanced understanding of the policy challenges that political violence poses. Second, I hope students will develop an appreciation for how difficult these questions are to answer credibly. Finally, and most importantly, the course is designed to help students think critically about the literature, so that they can engage the relevant policy debates in a serious-minded and informed way.

Instructor(s): E. Bueno de Mesquita

**PPHA 38800. Environmental Policy. 100 Units.**

This course begins with a brief survey of the formal institutions and processes that are involved in the consideration, passage, and implementation of environmental policy, with some emphasis on Environmental Impact Statement review processes. It focuses on a critical review of alternative theoretical models that explain public attitudes, particularly the values and ethics of the public, towards environmental protection, and research data that documents these attitudes. Students will choose an environmental policy of interest, investigate its legislative history, and develop their skills in documenting attitudinal research towards that policy. The course includes consideration of how environmental policy processes affect democratic capacity building, environmental education, and the treatment of animals, as broader aspects of environmental policy.

**PPHA 38900. Environmental Science and Policy. 100 Units.**

With a strong emphasis on the fundamental physics and chemistry of the environment, this course is aimed at students interested in assessing the scientific repercussions of various policies on the environment. The primary goal of the class is to assess how scientific information, the economics of scientific research, and the politics of science interact with and influence public policy development and implementation.

Instructor(s): D. Coursey Terms Offered: Spring

**PPHA 39000. Topics in Environmental Policy. 100 Units.**

This course builds upon the theoretical and empirical underpinnings developed in Environmental Science and Policy to examine and critique the current state of national and international environmental policy. Topics include environmental law and the institutions of environmental regulations; property rights and the environment; and business interaction with the environment and with environmental policy. Special emphasis is placed on evaluating the Clean Air and Water Acts, Superfund legislation, the Resource Conservation and Recovery Act, and Federal legislation regulating the toxicity of hazardous substances. Other specific areas of policy may also be examined if current legislative and student interests apply.

**PPHA 39111. Introduction to Geographic Information Systems. 100 Units.**

Instructor(s): T. Schuble Terms Offered: Winter

**PPHA 39210. Leading Through Persuasion: The Art of Communication. 100 Units.**

Today's leaders must navigate through a rapidly changing, increasingly complex world with 24/7 media coverage. They face more pressure and have less time to respond. Great leadership begins with great communication. Effective communicators cut through the clutter, are on-point, and persuasive. Self-aware, emotionally intelligent leaders "sell" their ideas to targeted audiences. This course will develop communication "action" skills (writing, public speaking and presentation design) in a variety of forms and for multiple audiences. Our goals in this course include learning the following: 1) how emotional intelligence applies to the art of communication; 2) how to identify individual leadership styles and preferred communication channels; 3) what neuroscience teaches us about how the brain sees and processes information; 4) how to frame a persuasive argument and use effective language; 5) how to employ "storytelling" to advance public policy; and 6) how the principles of effective persuasion can improve public speaking and presentations. Students will be expected to complete assigned readings and participate actively in class discussions, feedback sessions and projects. The course includes several written assignments and public presentations with opportunities to revise and improve both. Additionally, students will interact with the media.

Instructor(s): T. Brady Terms Offered: Fall and Spring

**PPHA 39330. Education Leadership, Policy and Philanthropy. 100 Units.**

This course examines the contemporary issues of school reform and the various and competing theories driving change within the Chicago Public Schools, and beyond. Students will gain a breadth of theoretical perspectives that will be used to understand and debate the real-time events that are most likely to unfold during the term. The context for this course is the premise that we are living in a time of massive change and that the twin challenges of our times are to elevate our standards of education and accelerate the rate of improvement required for virtually all students to attain those standards.

Instructor(s): T. Mazany Terms Offered: Spring

**PPHA 39401. Non-Profit Organizations. 100 Units.**

This seminar explores the law associated with nonprofit organizations. Such topics as fiduciary duties, conversions from nonprofit to for-profit status, tax exemptions, charitable deductions, and limits on lobbying activities are included. We dwell on the underlying question of why some activities (and not others) are carried out in the nonprofit sector. The student's grade is based on class participation and a final examination.

Equivalent Course(s): LAWS 67802

**PPHA 39402. Topics in U.S. Tax Policy. 100 Units.**

Even before the financial crisis of 2008, the federal government faced a bleak fiscal future of rising deficits due to Social Security and Medicare costs. Now, the grave budgetary outlook, along with the popular view that the tax code is overly complex and inefficient, will necessitate significant changes in tax policy in the near future. Against this backdrop, this course describes the basic economics of taxation, examines the major features of the United States federal tax system, and analyzes the most important reform proposals. The course aims to give students a comprehensive view of how the federal government raises revenue and to provide substantive knowledge about tax policy proposals that are likely to dominate debate over the next decade.

Instructor(s): J. Sallee

**PPHA 39600. Introduction to Cultural Policy Studies. 100 Units.**

The course is designed to move beyond the values debate of the culture wars in order to focus on how culture here defined as the arts and humanities can be evaluated analytically as a sector, an object of policy research. In what sense can it be said that there is a national interest or public interest in culture? What is the rationale for government intervention in or provision for the arts and humanities? Is it possible to define the workings of culture in a way that would permit one to recommend one form of support rather than another, one mode of collaboration or regulation over another? Is it possible to measure the benefits (or costs) economic, social, and political of culture? We will begin by reading some classic definitions of culture and more recent general policy statements, then address a series of problematic issues that require a combination of theoretical reflection and empirical research.

Equivalent Course(s): ENGL 44600



**PPHA 39610. Cultural Economics. 100 Units.**

The course is designed to move beyond the values debate of the “culture wars” in order to focus on how culture—here defined as the arts and humanities—can be evaluated analytically as a sector, an object of policy research. In what sense can it be said that there is a “national interest” or “public interest” in culture? What is the rationale for government intervention in or provision for the arts and humanities? Is it possible to define the workings of culture in a way that would permit one to recommend one form of support rather than another, one mode of collaboration or regulation over another? Is it possible to measure the benefits (or costs)—economic, social, and political—of culture? We will begin by reading some classic definitions of culture and more recent general policy statements, then address a series of problematic issues that require a combination of theoretical reflection and empirical research.

Instructor(s): D. Coursey Terms Offered: Spring

**PPHA 39702. The Politics of Culture. 100 Units.**

In this course, we will be looking at the ways in which different thinkers and different political systems have defined both culture itself and the state’s interest in culture. Among the questions to be considered are: What counts as culture and why? What kind of power is art, sculpture, literature, etc. though to exert and over whom? From the state’s point of view, what is dangerous in culture and what is valuable about culture? What kinds of controls do different states exercise over culture, and what uses do different states make of culture? We will focus on several recent arts controversies and will try to develop comparisons between Japanese, American and European approaches to cultural policy.

**PPHA 39703. Hot Button Topics in Cultural Policy. 100 Units.**

This course offers students interested in investigating some of the most pressing issues facing the arts today the opportunity to work closely with practitioners in the cultural field to help define the big questions and propose the necessary research programs and policy directions to provoke, unsettle, challenge, and offer new direction to the field. Arts organizations, funding agencies, patrons and audiences tend to be especially risk-averse in difficult economic eras, a time when the arts get readily labeled a luxury and support drops to low priority. But it is precisely in such unsettled times that new forms of cultural production and consumption can emerge, new organizational models for the arts can be imagined and tried, and the status quo in the cultural sector can be challenged, creating a new opportunity for critical cultural policy analysis to make an impact. The course will combine the format of a seminar and a workshop, with students working in collaboration with Cultural Policy Center-affiliated arts consultants on specific “hot button” topics of importance to the field. The goal will be to produce a series of “provocation papers”—rooted in research, but framing some new questions and approaches for the arts and culture field. Course work will include substantive background reading in cultural policy, researching, writing, and public presentations of the topics.

Instructor(s): B. Farrell Terms Offered: Winter



**PPHA 39801. International Organizations in Theory and Practice. 100 Units.**

This seminar introduces students to the theoretical frameworks, empirical cases, and cutting-edge debates in the field of international organizations (IOs). The seminar is structured in three parts. First, we will focus on the different theoretical perspectives in International Relations scholarship for understanding international organizations. Second, the seminar will examine the effects of international organizations on world politics. Third, we will look at examples of different kinds of international organizations and how they work “in the real world”. Overall the seminar will address key questions such as: How do IOs foster interstate cooperation and state compliance? How do IOs shape state interests and identities? Why do IOs often fail? How should we think about the pathologies of IOs as global bureaucracies? How do IOs influence NGOs and their strategies? We will close by discussing gaps in the literature and potential avenues for future research.

Instructor(s): F. Vabulas Terms Offered: Spring

**PPHA 39810. Advanced Topics in International Security. 100 Units.**

This course will concentrate on an in-depth review of recent scholarship in the area of International Security. Specifically, we will consider recent works on the issues surrounding Unipolarity, Terrorism, Asymmetric Conflict, Civil War, Ethnic Conflict, and modern Alliance Politics among others. The goal behind this seminar will be to provide students with the tools to understand, and potentially contribute to, contemporary scholarly discussions on the nature of international conflict and cooperation.

Equivalent Course(s): INRE 44901

**PPHA 40000. Policy Analysis and Planning. 100 Units.**

In the real world, people are trying to answer the question: What is to be done? The main purpose of this course is to provide students with general approaches for asking and answering that question in the policy world. Although we will consider several key components of the policy analysis process—define problems, construct policy design alternatives, select criteria to evaluate alternatives, and confront the trade-offs—we will devote a substantial portion of the course to constructing policy designs and selecting criteria for evaluation. Students will write four critical analyses pertaining to different components of the policy analysis framework. These analyses build on one another into a final policy position paper.

Equivalent Course(s): SSAD 45501

**PPHA 40100. Policy Analysis: Methods and Applications. 100 Units.**

This master's-level course provides students with the basic tools of policy analysis. Students will learn and apply tools of decision analysis in written group assignments and in an accompanying computer lab. Students will also learn and apply concepts of cost-effectiveness, cost-benefit, and cost-utility analysis with social service, medical, public health applications. Doctoral students and master's students who intend to take the course Advanced Applications of Cost-Effectiveness Analysis in Health will complete two additional laboratory assignments. Topics to be covered include: Decision trees for structured policy analysis, the economic value of information, analysis of screening programs for HIV and child maltreatment, sensitivity analysis, cost-effectiveness analysis of life-saving interventions and programs to reduce behavioral risk, valuing quality of life outcomes, ethical issues in cost-benefit analysis, analysis of irrational risk behaviors. Substantive areas covered include: HIV/substance use prevention, school-based prevention of sexual risk, smoking cessation, and housing policy. In the associated learning lab, students will use computer decision software to build and analyze decision trees in policy-relevant examples. They will conduct one-way and two-way sensitivity analysis to explore the impact of key parameters on cost-effectiveness of alternative policies. Students will receive an introduction to dynamic modeling in the context of HIV prevention, cancer screening, and transportation programs. Prerequisite: One prior course in microeconomics.

Equivalent Course(s): SSAD 45600, SSAD 55600

**PPHA 40200. Race, Wealth, and Public Policy. 100 Units.**

Scholars and public policy experts alike have been bedeviled for years by the large and persistent racial differences in economic outcomes. Differences in income or earnings are the usual index on which most discussion focuses. However, differences in wealth - the sum total of what people own, minus what they owe - dwarf these income differences. This course will do three main things. First, it will discuss the best current evidence about the extent of racial and class wealth inequality, both in the U.S. and around the world. Differences in the level of overall wealth; differences in the propensity to hold wealth-increasing assets like housing and stocks; as well as differences in levels of debt will all be explored. Second, drawing from literature in sociology, political science, history, and (especially) economics, alternative theoretical accounts of the reasons for wealth disparities will be discussed. We will discuss as well speculative accounts not presented in the available literature. Finally, we will critically assess a series of public policy initiatives-the inheritance tax, affirmative action, reparations, F.H.A. loans, residential relocation schemes, to take a few examples-which have as their stated or implicit aim the reduction of wealth inequality or its level of persistence.

Instructor(s): K. Charles

**PPHA 40500. Transitions to Adulthood. 100 Units.**

The transition to adulthood takes place in an economic landscape characterized by a widening gap between rich and poor. Changing economic conditions have made jobs scarce in many areas, especially inner cities. Delays in marriage and parenthood are increasingly common. Cohabitation and prolonged residence with parents characterize the life choice of many young adults. How are young peoples early family experiences related to the paths they take in early adulthood? What role does adolescent employment play in youths subsequent development? How do teenage child bearers navigate the transition to adulthood? How do young men and women combine work and close relationships? Who are the winners and losers at this critical life transition? What role can public policy play? This seminar will explore these and other related questions through readings and the discussion of empirical research drawn primarily from developmental psychology, sociology, and demography.

Instructor(s): A. Kalil

**PPHA 40600. Economics of Child and Family Policy. 100 Units.**

This is a course in applied intermediate micro-economic theory. The tools and perspectives of economics will be applied to topics in family behavior and family and child policy. Three topic areas will be covered, including: family structure (cohabitation, marriage, and divorce); fertility behavior; and investments in children. The principal objective of the course is to foster a heightened understanding of the tools and approaches of economics and how they can be used in analyzing social policy issues. Dr. Rebecca Ryan will participate in teaching the course, bringing the perspective of developmental psychology to the topics in family and child policy. Prerequisites: PPHA 32300 and PPHA 32400 or permission of the instructor.

Instructor(s): R. Michael Terms Offered: Fall

**PPHA 40700. Developmental Perspectives on Child and Family Policy. 100 Units.**

This course is designed to provide an overview of current policy issues involving children and families, and will emphasize the scientific perspective of developmental psychology. The following topics will be addressed: family structure and child development, the role of the father in childrens lives, poverty and family processes, maternal employment and child care, adolescent parenthood, neighborhood influences on families, and welfare reform. Theoretical perspectives and measurements, (e.g., the tools of the science), regarding how children develop from infancy to adulthood, will be stressed.

Instructor(s): A. Kalil

**PPHA 40810. Policy Interventions to Improve Children's Health and Human Capital. 100 Units.**

This class will draw from the literature in developmental psychology, economics, and public policy to study and assess the effectiveness of interventions targeted at children, families, schools, and neighborhoods that aim to improve children's health, achievement, and long-run success. The class will consider U.S. interventions as well as those in other countries. This is a seminar course and not a lecture course. Students are expected to be actively engaged in presenting and discussing course materials.

Instructor(s): A. Kalil Terms Offered: Winter

**PPHA 40900. Work and Family: Policies to Promote Family Well-Being and Child Development. 100 Units.**

The landscape of work has changed dramatically in recent decades and numerous demographic trends are transforming family life. Perhaps most important is the greatly increased number of mothers in the labor force (including middle class and also low-income mothers). At the same time, job loss and instability remain permanent features of the U.S. economy and this also affects families across the socioeconomic spectrum. This multidisciplinary course will draw from research in demography, economics, and developmental psychology to examine the conditions shaping America's working families, and how research can inform public policies to promote parent and child well-being in working families. An important focus will be on the intersection between parental work, family processes, and child development, and the way these perspectives can help policy analysts and policy makers evaluate policies related to work and family. Among other topics, we will examine the growing population of working mothers with young children, the use and effects of non-parental child care, welfare reform and the low-wage labor market, the emergence of a 24/7 economy, the effects of job loss and unemployment on parent and child well-being, and the availability and utilization of paid family leave and other public policies to support working families.

Instructor(s): A. Kalil

**PPHA 41101. Political Economy 1: Introduction to Applied Game Theory. 100 Units.**

Instructor(s): P. Montagnes Terms Offered: Fall

**PPHA 41102. Political Economy 2: Intermediate Applied Theory. 100 Units.**

Instructor(s): P. Montagnes Terms Offered: Winter

**PPHA 41103. Political Economy 3. 100 Units.**

Instructor(s): C. Berry Terms Offered: Spring

**PPHA 41210. Physics and Technology for Future Policy Wonks. 100 Units.**

We will cover the broad range of physics and technology topics that are at the heart of current local and national policy debates. The aim of the course will be to give you the tools for distinguishing between sense and nonsense when confronted by technology-based arguments - it is not to turn you into physicists! The course text - "Physics and Technology for Future Presidents", by Richard A. Muller - was written specifically with this aim in mind, and will be used as a general guide to the subject areas that we will cover. Most of the course topics will revolve around energy - its generation, distribution, use, and abuse - but depending on students' interests, we may also go into other areas, such as transportation and national security.

Instructor(s): R. Rosner Terms Offered: Spring

**PPHA 41300. Cost-Benefit Analysis. 100 Units.**

The goals of this course include learning (1) how to read, or judge, a cost-benefit analysis; (2) how to incorporate elements of cost-benefit analysis into policy work; and (3) when CBA is a good tool to use and when it isn't. This class also presents an opportunity to reflect on big picture issues of how to treat uncertainty and risk; discount costs and benefits received in the future; value lives saved; and manage other difficult matters. In brief, this class offers a comprehensive treatment of the cost benefit analysis methodology, with attention devoted to the microeconomic underpinnings of the technique as well as applications drawn from many areas, including health, the environment, and public goods.

Instructor(s): P. Worthington Terms Offered: Winter

**PPHA 41400. Applied Regression Analysis. 100 Units.**

This course is based on the theory and practice of econometrics. Its intention is to provide hands-on experience with econometric analysis, without neglecting sound knowledge of econometric theory. It is designed to help students acquire skills that make them effective consumers and producers of empirical research in public policy, economics and related fields. Throughout the course, concepts will be illustrated with application in economics. Various aspects will be covered in the course, in particular: i) development of testable econometric models; ii) use of appropriate data, and; iii) specification and estimation of econometric models.

**PPHA 41500. Intermediate Microeconomics. 100 Units.**

This course covers basic concepts of demand and supply analysis in economics. The course is intended to be taken by students who have taken the economics core, but is at a lower degree of difficulty than the Ph.D. courses in economics offered.

**PPHA 41600. Survey Research Methodology. 100 Units.**

Scientific social surveys provide a substantial proportion of the data on which policy decisions in government are based. In health services research, child and family research, education, and much of social and economic statistics, the dominant data source is the survey. This course is designed to introduce participants to the key components of the survey and how to evaluate them. The field of survey methodology draws on theories and practices from several academic disciplines - sociology, psychology, statistics, mathematics, computer science, and economics. This course will introduce the set of principles that are the basis of standard practice in the field. Topics include: inference in social research; survey design; coverage, sampling, and nonresponse; questionnaire and question design; modes of data collection; interviewing; post-collection processing; scientific integrity and ethics; history of survey research; evaluation of surveys. The course will include a quarter-long project in which small groups will design a survey to tackle a real-life survey issue and present the results at the end of the quarter. Prerequisites: At least one course in statistics at the level of PPHA 31000.

Instructor(s): M. Davern Terms Offered: Winter

**PPHA 41800. Survey Questionnaire Design. 100 Units.**

The questionnaire has played a critical role in gathering data used to assist in making public policy, evaluating social programs, and testing theories about social behavior (among other uses). This course offers a systematic way to construct and evaluate questionnaires. We will learn to think about survey questions from the perspective of the respondent and in terms of cognitive and social tasks that underlie responding. We will examine the impact of questions on data quality and will review past and recent methodological research on questionnaire development. The course will help students to tell the difference between better and worse types of survey questions, find and evaluate existing questions on different topics, and construct and test questionnaires for their own needs.

Instructor(s): Rene Bautista Terms Offered: Spring

**PPHA 42000. Applied Econometrics I. 100 Units.**

This course is the first in a two-part sequence designed to cover applied econometrics and regression methods at a fairly advanced level. This course provides a theoretical analysis of linear regression models for applied researchers. It considers analytical issues caused by violations of the Gauss-Markov assumptions, including linearity (functional form), heteroscedasticity, and panel data. Alternative estimators are examined to deal with each. Prerequisites: This course is intended for first or second-year Ph.D. students or advanced masters-level students who have taken the Statistics 24400/24500 sequence. Familiarity with matrix algebra is necessary.

Instructor(s): J. Grogger Terms Offered: Spring



**PPHA 42100. Applied Econometrics II. 100 Units.**

Public Policy 42100, the second in a two-part sequence, is a basic course in applied econometrics designed to provide students with the tools necessary to evaluate and conduct empirical research. It will focus on the analysis of theoretical econometric problems and the hands-on use of economic data. Topics will include non-linear estimation, multi-variate and simultaneous systems of equations, and qualitative and limited dependent variables. Some familiarity with linear algebra is strongly recommended. Required of all first-year Ph.D. students.

Instructor(s): R. LaLonde Terms Offered: Fall

**PPHA 42401. Aging and Health Policy. 100 Units.**

This course is a seminar in aging and health policy and the relationships between policy, financing, access to care, and quality of care for the elderly. The focus is on health care systems and policy as opposed to demography and biological aspects of aging. Specific topics include Medicaid and Medicare policy; long-term care insurance and financing; workforce issues; dementia and end-of-life care; the culture change movement; work and retirement as it relates to health policy; and cross-national comparisons of health policy toward the elderly. Students will engage in an ongoing discussion of policy options and learn to evaluate their potential to improve quality and ensure access for the elderly to health care and long-term care.

Equivalent Course(s): HSTD 35301, SSAD 49022

**PPHA 42500. Public Finance I. 100 Units.**

This Ph.D.-level course provides the conceptual and theoretical foundations of public finance by dealing with a large number of concepts, models, and techniques that are used in the research on public finance. A command of the positive analysis of the incidence of government policies is fundamental to the study of most problems of public finance; positive analysis is emphasized throughout the course. Among the topics are: measurements of changes in welfare; economy-wide incidence of taxes; effects of taxation on risk-taking, investments, and financial markets; corporate taxation; taxation of goods and services; taxation of income; taxation and savings; positive problems of redistribution; and tax arbitrage, tax avoidance, tax evasion, and the underground economy. Prerequisites: Open to Ph.D. students; other students may enroll with consent of the instructor.

Equivalent Course(s): ECON 36000

**PPHA 43200. Political and Campaign Strategy. 100 Units.**

A public policy initiative ultimately gets played out in the public arena, where it is subjected to a variety of intervening factors that can overwhelm even the most elegantly reasoned policy proposal. Politicians seeking re-election, publishers looking to sell papers, lobbyists trying to show results for their clients, all have a serious impact on the eventual success or failure of a plan no matter how well conceived or crafted. This course uses the political campaign as a model for approaching public policy implementation. We will examine the infrastructure and mechanics of successful campaigns, components of effective media strategies, both paid and earned, and the use lobbying and coalition-building to achieve public policy goals. Through presentations by various policy experts, politicians, business and labor leaders, this course will provide students with a working knowledge of the fundamentals of a political campaign as well as the ability to apply this knowledge to success in the public policy sphere.

Instructor(s): K. Conlon and K. O'Keefe Terms Offered: Fall

**PPHA 43300. The Policing of Culture. 100 Units.**

We will discuss a) the historical rationales for governmental intervention in culture; b) the objects of policing action (producers, distributors, consumers, products, practices, etc.); c) the objectives of policing; d) the tools of governmental policing (negative tools such as regulation, prohibition/censorship, etc., but also positive tools such as incentives, allocation of property rights; information); and d) the political economy of cultural policy (how does one measure the impact of a governmental action on institutions, artists, audiences, or art works?). We will focus on three very different efforts at policing: the National Endowment for the Humanities' programs; attempts to develop cultural districts; and initiatives to stem the looting of archaeological sites.

Equivalent Course(s): ENGL 52401

**PPHA 44000. Public Economics. 100 Units.**

This course, which is primarily designed for Ph.D. students, covers areas of active empirical research on the effects of taxes and government spending programs. The areas covered are welfare economics, quasi-experimental and structural estimation methods, income taxation and labor supply, the effects of welfare and social insurance programs including AFDC/TANF, social security, unemployment insurance, workers' compensation, and disability insurance. The emphasis will be mostly empirical. Those who are not Ph.D. students must have instructor's permission.

Instructor(s): B. Meyer

**PPHA 44100. Advanced Microeconomics for Policy Analysis 1. 100 Units.**

Students should learn the neoclassical theories of consumer behavior, production, and competitive equilibrium. Students will also be introduced to the selection problem and basic approaches to the solving the selection problem.

Instructor(s): S. Ashworth Terms Offered: Fall

**PPHA 44200. Advanced Microeconomics for Policy Analysis 2. 100 Units.**

The course provides a rigorous foundation of microeconomics and the mathematical tools necessary for students who want to take graduate level courses in economics and public policy and understand articles in economics journals. It covers classical consumer theory, choice under uncertainty, and theory of production; competitive markets and general equilibrium; and an introduction to game theory with applications to signaling and principle-agent problems. The course is intended for students with a solid understanding of intermediate microeconomics (e.g. PPHA 32300 and PPHA 32400) and facility in (single-variable) calculus. Further mathematical tools will be introduced as needed. Required of all Ph.D. students. Instructor(s): D. Jones Terms Offered: Winter

**PPHA 44310. Public Policy and the Labor Market. 100 Units.**

In both rich and developing countries, the economic resources on which people live come principally from their labor market earnings. Labor economics is concerned with such questions as: (a) What determines the circumstances under which individuals sell their leisure endowments as labor market work, and the returns they receive by working? (b) What determines firms' demand for the labor as opposed to other productive inputs? (c) How do institutional and policy considerations, like the imposition of minimum wages rules, unionization, or free trade affect how workers fare in the labor market? This class addresses these and other questions. It will introduce and formally assess the major modern theoretical insights about the functioning of the labor market. In addition, it will critically assess empirical work on these themes.

Instructor(s): K. Charles Terms Offered: Winter

**PPHA 44600. The National Longitudinal Survey of Youth: A Social Policy Research Tool. 100 Units.**

The NLSY97 is one of the major social science data sets in the U.S. The survey includes a random sample of America's teenagers at the beginning of the 21st Century, some 9000 youths age 12 -16 in 1997 who have been interviewed annually since 1997. The content of the survey includes the youth's schooling, earnings, family formation, and many social behaviors, attitudes and expectations. The course will acquaint students with the nature of large-scale, omnibus, national, longitudinal data sets; it will discuss many of the challenges of fielding such a survey; it will review the substantive findings from the NLSY97 to date; and it will provide opportunity to undertake analyses using this data resource.

Instructor(s): R. Datta Terms Offered: Spring

**PPHA 44800. Advanced Applications of Medical Cost Effectiveness Analysis. 100 Units.**

The objective of this advanced graduate course is to prepare highly motivated students to perform cutting edge applications of cost-effectiveness methods to the study of medical and public health interventions. Lectures will review classic theoretical and empirical papers in cost-effectiveness analysis with a major focus on the application of advanced methods to practical problems in medical care and public health. Topics to be covered will include: the theoretical basis of cost-effectiveness analysis in utility theory, utility assessment, Bayesian methods for meta-analysis, probabilistic sensitivity analysis and cost-effectiveness acceptability curves, and value of research methods.

**PPHA 44810. Advanced Methods in Comparative Effectiveness Research. 100 Units.**

The objective of this advanced graduate course is to prepare highly motivated students to perform cutting edge applications of comparative effectiveness and cost-effectiveness methods to the study of medical and public health interventions. Lectures will review classic theoretical and empirical papers in both program evaluation and cost-effectiveness analysis with a major focus on the application of advanced methods to practical problems in medical care and public health. Topics to be covered will include: the science of evaluation definition, identification and estimation, observational data methods, Bayesian methods for metaanalysis, simulation modeling with probabilistic sensitivity analysis and cost-effectiveness acceptability curves, and value of research methods. A central theme for the course will involve understanding heterogeneity in outcomes, its appropriate representation in methods and interpretation of results and will cut across all the methods covered in the course.

**PPHA 44900. Social Experiments: Design and Generalization. 100 Units.**

The pressure in many fields (notably medicine, health research, and education) for evidence-based results has increased the importance of the design and analysis of social investigations. This course will address three broad issues: the design and analysis of social experiments and quasi-experiments; the design and analysis of sample surveys; and how the interrelationships between the two approaches can inform generalization from experiments. There are two parallel streams in the course. First, the course will tackle the issues of generalization from three different perspectives: (i) the classic statistical design of experiments; (ii) the design of experiments and quasi-experiments in the social sciences; (iii) the design and analysis of sample surveys. Second, using a set of readings on research design in a variety of settings, we will consider how evidence from research is gathered and used. Randomized clinical trials in medicine, tests of interventions in education and manpower planning, and the use of scientific evidence in policy formulation will be among the examples.

**PPHA 45100. Philanthropy and Public Policy. 100 Units.**

Public Policy 45100 provides a framework within which to analyze and understand the changing nature of private philanthropy and its importance to society at large. This course will distinguish between charity, donations for immediate basic needs, and philanthropic giving for strategic policy oriented purposes. Special attention will be given to private philanthropy's influence in social movements, including public school reform, public housing transformation, health care reform and community development. Discussions of leadership strategies, outcome measurement. It will examine historical case studies of philanthropic investments into public systems. It will also address turning points in public policy history, where philanthropic freedom was questioned due to its relationships with social movements. Finally it will review current trends and consider how strategic philanthropic investments have directly impacted advocacy for change, protections, or reforms of given public policies.

Instructor(s): S. Davis Terms Offered: Spring

**PPHA 45400. Longitudinal Data Analysis I. 100 Units.**

This course acquaints students with the basic tools for analyzing panel and longitudinal data on individual event histories and life cycle trajectories. Students will become acquainted with the wealth of panel and longitudinal data, the basic methods for analyzing these data, and relevant analysis program and software tools. The topics covered include: basic demographic analysis; single state and multi-state duration analysis for discrete time and continuous time models; issues of sampling frames; panel data econometric methods (random effects and fixed effects and their generalizations for general forms of heterogeneity); the analysis of treatment effects and econometric policy evaluation including propensity score matching and new extensions; and dynamic discrete choice. Methods for computation and hands-on experience will be stressed. Credit for the course will be based on empirical projects. The pace of coverage will be dictated by student interest and research questions. The course will operate as a weekly seminar with lectures and interaction.

Equivalent Course(s): ECON 41901

**PPHA 45401. Longitudinal Data Analysis II. 100 Units.**

This second course will build upon PPHA 45400, offering a more diverse range of topics, as well as additional methodology.

Equivalent Course(s): ECON 41902

**PPHA 46000. Applied Medical Cost-Effectiveness Analysis. 100 Units.**

Medical cost-effectiveness analysis is increasingly used internationally in decisions about the funding and development of medical technologies and public health interventions. This masters-level course provides students with an intensive introduction to the theoretical and empirical tools of cost-effectiveness analysis and its application to health. Topics to be covered will include quality of life and cost measurement, model development and parameter estimation, and cost-effectiveness methods, including sensitivity analysis. Advanced concepts such as value of research methods will be introduced. Students will have weekly problem sets and instruction in a computer lab that will provide them with hands on experience performing medical cost-effectiveness analyses.

**PPHA 46100. The Health Services System. 100 Units.**

This course provides an intensive overview of health services finance, economics, organization, and policy for students in health administration. The course also focuses on applied problems of health services management and policy, drawing on theory and concepts developed in core courses. The course is required for all students in the Graduate Program in Health Administration and Policy. A Non-GPHAP students with permission of instructor.

Equivalent Course(s): SSAD 47500

**PPHA 46200. Special Problems in Health Care Management. 100 Units.**

This course applies principles and methods from core courses to management problems that arise in a large managed care organization. The course considers problems of pricing, contracting, human resource management, quality assessment, ethics, and strategy. Students do extensive reading in the health care management field, complete case and problem set exercises, and attend administrative rounds in a major managed care organization. This course is required of all students in the Graduate Program in Health Administration and Policy. Non GPHAP students with permission of instructor.

Equivalent Course(s): SSAD 46600

**PPHA 46201. Special Issues in Healthcare Management. 100 Units.**

For course description contact SSAD.

Equivalent Course(s): SSAD 46612

**PPHA 46400. Immigrants and Refugees in American Society. 100 Units.**

This course discusses the growing populations of immigrants and refugees in American society to explore questions of social justice, political process, and public policy using history and social theory as well as fiction and autobiography written by first and second generation Americans.

Equivalent Course(s): SSAD 49400



**PPHA 46500. Race and Ethnicity in American Political Life. 100 Units.**

Race and ethnicity have historically played a pivotal role in American political discourse and in the formation of social policy. Through the use of sociological literature on individual and group identity formation as well as fiction, history and autobiography this course examines social constructions of race and ethnicity as an analytical tool for understanding the development and implementation of social policies. Contemporary questions raised by a multicultural society for social policy and practice are explored.

Equivalent Course(s): SSAD 46900

**PPHA 46600. Workforce & Workplace Dev: Inequality in Employment. 100 Units.**

For course description contact SSAD.

Equivalent Course(s): SSAD 60300

**PPHA 46700. Urban Education & Educational Policy. 100 Units.**

For course description contact SSAD.

Equivalent Course(s): SSAD 61500

**PPHA 47000. Advanced Health Economics. 100 Units.**

Most developed economies spend substantial fractions of their incomes on improving health through investments in health enhancing activities, in health care markets, and other means. In particular, in the last half century there has been substantial growth in the amount of income devoted to health care expenditures. Also, in developed and developing countries alike the public sector is heavily involved in the both the financing and production of health care; about two thirds of health expenditures on average are made by the public sector. This course will discuss advanced topics in the economic aspects of health and health care markets. The discussion will be focused on, but not limited to, health care markets in the United States. Particular attention will be paid to the effects and role of public sector interventions in health care markets including the subsidization of health care demand and the regulation of health care production. The course is mainly aimed at doctoral students but also open to master's students with an economics background.

Instructor(s): T. Philipson Terms Offered: Spring

**PPHA 47500. Advanced Topics in Political Economy. 100 Units.**

This course, co-taught between the Economics Department and the Harris School, will examine some recent advances in the applied game theoretic literature on political economy. Topics covered will likely include legislative and electoral institutions, democratization and nation building, legislative bargaining, information aggregation, and so on. The course assumes that students have a familiarity with core concepts in game theory, equivalent to that introduced in PPHA 419.

**PPHA 47800. Inequalities and Health. 100 Units.**

This course explores issues related to health care delivery for the poor. It examines the background and history of health care for the poor in the U.S. and the current structures in place at federal, state, and local levels for providing health care for the poor, focusing upon Medicaid and welfare reform efforts. It further examines several special risk patient populations. Finally, it examines options for better delivery of health care for the poor. Most class sessions are in lecture/seminar format (many with guest speakers who have experience serving the poor). Some class sessions are discussions among class members of readings and site visits. Class presence and participation are extremely important given the discussion format. Students are expected to do the assigned reading, participate in class discussions, and visit Cook County Hospital and at least one community health center. Two brief reaction papers (1-2 pages) are expected in response to site visits. Students also write a final paper. Outstanding (A) level papers will be selected for presentation and discussion in the final weeks of class. Topics relevant to health care for the poor are suggested. Students may choose to work collaboratively to produce a longer paper if desired. There is a brief final examination covering topics addressed in the class sessions and readings.

Equivalent Course(s): LAWS 73801, MEDC 60404, PEDS 46900

**PPHA 47900. Fundamentals of Health Services Research: Theory, Methods, and Applications. 100 Units.**

This course is designed to provide an introduction to the fundamentals of health services research. The basic concepts of health services research will be taught with emphasis on both their social scientific foundations and the methods needed for their practical application to empirically relevant research. Theoretical foundations will draw on principles from economics, sociology, psychology, and the other social sciences. Methodological topics to be covered will include techniques for data collection and analysis, including outcomes measurement, survey methods, large data set research, population-based study design, community based participatory research, research based in clinical settings, qualitative methods, cost-effectiveness analysis, and tools of economic and sociological analysis. The theoretical and empirical techniques taught will emphasize those relevant to the examination of health care costs, quality, and access. Major applications will include: measurement and improvement of health care quality, analysis of health disparities, analysis of health care technology, and analysis of health care systems and markets. This course will meet for 1.5-hour sessions, five times per week for six weeks.

Equivalent Course(s): HSTD 35000

**PPHA 48000. Health Promotion: Theory, Methods, and Applications. 100 Units.**

The purpose of this course is to provide an introduction to health promotion from the perspectives of social scientists, and clinical and public health researchers.

Concepts will be taught with an emphasis on their behavioral and social scientific foundations and their practical applications to real public health problems.

Covered methodological topics will include economic models of health capital, cost-effectiveness, social psychology of behavior change, measurement and interpretation of health disparities, analysis of health care technology, systems and markets. Substantive topics will include substance abuse and dependence, obesity prevention, HIV/STI prevention, and the value of research.

Terms Offered: Fall 2005

Equivalent Course(s): SSAD 46122

**PPHA 48200. Analysis of Microeconomic Data I. 100 Units.**

This course provides a theoretical analysis of linear regression models for applied researchers. Econometric topics include partial regression, the Gauss-Markov Theorem, estimation, and hypothesis testing. Alternative estimators and testing procedures are developed to deal with departures from the Gauss-Markov assumptions such as heteroskedasticity, panel data, endogenous regressors, and binary dependent variables. The course assumes familiarity with matrix algebra and mathematical statistics.

Instructor(s): D. Black Terms Offered: Fall

Prerequisite(s): PPHA 42000 and PPHA 42100; or ECON 301 sequence

**PPHA 48300. Analysis of Microeconomic Data II. 100 Units.**

This course will cover methods for program and policy evaluation using panel data. In the first half of the course we will discuss longitudinal models. In the second half of the course, we will discuss hazard models.

Instructor(s): R. LaLonde Terms Offered: Winter

**PPHA 48410. RESEARCH SEMINAR ON THE QUANTITATIVE STUDY ON INEQUALITY. 100 Units.**

This course examines the counter-factual analysis of inequality and social policy. Basic econometric tools will be developed including dynamic models of discrete choice.

Instructor(s): James Heckman Terms Offered: Spring

Equivalent Course(s): ECON 37403

**PPHA 50000. Public Policy Internship. 100 Units.**

Elective course credit may be received in conjunction with an internship if the student writes a paper of academic caliber under the supervision of a Harris School faculty advisor. Normally the advisor assigns readings, meets with the student, and conducts the course in the manner of an Individual Reading and Research course.

**PPHA 50101. Leadership in Chicago. 000 Units.**

Instructor(s): D. Orr Terms Offered: Winter

Note(s): Harris students only through an application process.

**PPHA 50200. PhD Workshop. 100 Units.**

No description available.

**PPHA 50400. Science, Technology, and Policy. 000 Units.**

This course will provide students an introduction to several aspects of science policy including briefings on (a) topics including climate change, cyber security, nuclear policy and bio-ethics; (b) institutions funding and effecting science policies including the U.S. National Laboratories, NSF, science museums, and congressional oversight committees; (c) a few fundamentals of science that influence policy. The course will have guest speakers for most weeks of the term, with a few readings for each session, a briefing from the speaker and an extended question-and-answer period in which students are expected to have questions prompted by the readings and the briefing. Professor Kolb will frame the course materials, offering policy analysts an understanding of the nature, challenges and limitations of policies that promote and guide scientific inquiry and application.

**PPHA 50800. Practicum. 100 Units.**

Practicums are faculty-supervised group projects initiated by client organizations. Practicums are typically designed for three to four students, providing each student eight to ten hours of work per week on their particular project. To be considered for the practicum, students must submit a statement of interest, resume, and list of relevant coursework. Criteria for selection includes academic performance at Harris; ability to work independently and in small groups; and likely capacity to benefit from the practicum experience.

**PPHA 50900. International Policy Practicum. 100 Units.**

This course will enable selected students to participate in seminar on a specific international topic during the fall quarter. At the conclusion of the quarter, participating students will take a faculty-led visit to the country of study. The expectation is that students will meet with and interview relevant policy actors during their international visit. Students will be responsible for organizing and analyzing the information gathered into a case study on the seminar topic. The country studied in 2011-2012 will be El Salvador.

Instructor(s): A. Mendendez Terms Offered: Fall

**PPHA 52000. Individual Reading and Research Course. 100 Units.**

The instructor and the student determine the nature of each Reading and Research Course. It is expected that they meet at least three or four times during the quarter and that the student write a substantial original paper.



# THE CURRICULUM

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## THE MASTER OF PUBLIC POLICY PROGRAM (M.P.P.)

Comprised of a core curriculum, distribution requirements, concentrations and electives, the two-year M.P.P. is a professional degree program designed for students who wish to gain a thorough training in public policy skills and issues.

To complete the M.P.P. requirements, students in the two-year program must: successfully complete 18 courses (six quarters of residency); take a minimum of 12 courses in the Harris School; earn at least a C- in all core courses and distributional requirements; and have a cumulative grade point average of at least 2.7 at the time of graduation. Students must also demonstrate a proficiency in math by passing the math placement exam (algebra and calculus) prior to graduation.

### CORE COURSES

The core curriculum draws on a variety of disciplines and fields, including economics, sociology, political science, statistics, econometrics, political economy, organizational theory, and program evaluation. These areas provide a foundation in critical analysis, reflecting the School's belief that mastering quantitative and analytical skills prepares students to be effective public policy practitioners. The required core courses are:

PPHA 30800	Political Economy for Public Policy	100
PPHA 31000	Statistics for Public Policy I (or)	100
PPHA 31200	Mathematical Statistics for Public Policy I	100
PPHA 31100	Statistics for Public Policy II (or)	100
PPHA 31300	Mathematical Statistics for Public Policy II	100
PPHA 31600	Political Institutions and the Policy Process	100
PPHA 31920	Decisions and Organizations	100
PPHA 32300	Principles of Microeconomics and Public Policy I	100
PPHA 32400	Principles of Microeconomics and Public Policy II	100

### A typical first-year schedule would be:

Autumn Quarter	Units Winter Quarter	Units Spring Quarter	Units
PPHA 30800	100 PPHA 31100 (or PPHA 31300)	100 PPHA 31920	100
PPHA 31000 (or PPHA 31200)	100 PPHA 31600	100 Elective	100
PPHA 32300	100 PPHA 32400	100 Elective	100
	<b>300</b>	<b>300</b>	<b>300</b>

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Total Units: 900

### DISTRIBUTION REQUIREMENTS

Distribution requirements provide students with a broad background in policy analysis, and are fulfilled by taking at least one course in three of the following five areas: economics, statistics and decision theory, political economy, political institutions, and management or organizational theory.

## ELECTIVES

Electives allow students to explore special academic interests and fields, as well as to participate in internships and independent research complementing required coursework. Students may choose to focus on an area of public policy, register for courses in departments and schools across the University, and take advantage of opportunities for applying academic training to real-world problems. Electives offer students an opportunity to acquire training both in the theoretical and applied analysis of public policy issues, and to develop the skills necessary for a professional position in policy analysis.

## AREAS OF FOCUS

Whether you have yet to choose your career path or you're looking for a way to take your skills to the next level, you can benefit from digging into a specific area of interest. You'll study its foundational research, learn the current topics of discussion and debate, and gain an in-depth knowledge of the tools most useful in the field. You can focus on any of more than 20 specialties in five major policy domains.

Institutions and policymaking encompasses motivation, goals, and functioning at all levels of government and other large institutions.

Federal, state, and local politics

Management and organizations

Policymaking process

International policy offers tools that are applicable to issues within nations, among nations, and between nations and organizations.

Development

Conflict and conflict resolution

Trade policy

Public sector policy addresses shared resources and how they're used for the common good.

Environmental policy

Finance

Public expenditures

Science policy

Taxes

Social policy deals with complex problems that confront individuals every day and the policies that help or hinder people as they try to make the most of their lives.

Child and family policy

Education policy

Health policy

Labor markets

Poverty and inequality

Tools of policy analysis provides in-depth theory and technical expertise that can be applied to a broad range of subject areas.

Economic theory

Political theory

Program evaluation



Statistics  
Survey methods

### MINI-COURSES

To supplement the curriculum, non-credit mini-courses are offered throughout the academic year. Experts from different fields speak to students on topical issues. Past mini-courses have included:

- Best Practices in NonProfit Public Policy Advocacy: Welfare and Workforce
- Influencing Public Discussion Through Op-Ed Writing
- Current Issues in the Middle East
- Policing in 21st Century America
- Energy Economics and Policy
- Confronting the Big Three: HIV/AIDS, TB and Malaria
- New Currents in Government Innovation

### ADDITIONAL MASTER'S DEGREES

#### BEGINNING AUTUMN 2014 -- TWO-YEAR M.S. IN COMPUTATIONAL ANALYSIS AND PUBLIC POLICY

The Harris School of Public Policy and the Computer Science Department will begin offering a Master's degree in Computational Analysis & Public Policy (CAPP) in September 2014. We will start accepting applications for admission on September 1, 2013.

As government decision-making becomes more data driven, issues of data use, data sharing, transparency, and accountability have become increasingly important from both a public policy and a technological perspective. Realizing the potential social benefits associated with the ability to collect, share, and analyze massive amounts of government data requires individuals trained in both public policy and computer science. This two-year program will offer students rigorous training in:

Public Policy: policy analysis and strategy, program evaluation, organizational decision making, and substantive specializations in an area chosen by the individual student. Computer Science: computer programming, data analytics and machine learning, and databases.

#### TWO-YEAR M.S. IN ENVIRONMENTAL SCIENCE AND POLICY DEGREE PROGRAM

The Harris School and the Division of the Physical Sciences at the University of Chicago offer a two-year program leading to a master's in environmental science and policy. This program is designed for students interested in assessing the scientific repercussions of various policies on the environment.

Students in this program take a total of 18 courses from the Harris School and from the Division of the Physical Sciences. Applicants to this program must satisfy all prerequisites for the environmental sciences curriculum. Students who enter the program must have had previous training in the physical sciences at the undergraduate level.

Desirable undergraduate majors for entering students include physics, chemistry, and applied mathematics. Students with a strong science background will be considered for admission as well. The faculty of the Harris School and the Physical Sciences Division must approve all admissions.

### ONE-YEAR A.M. DEGREE PROGRAM

The program is open to students who have successfully completed at least one year of graduate work (nine courses with quality grades) at the University of Chicago in a graduate divisional degree program, or those who hold a J.D., M.B.A., M.D., or Ph.D. from an accredited university, or another MA with permission. It is a one-year program designed for students who want to learn the fundamental skills of quantitative policy analysis as a complement to issues associated with their primary area of study. Students are encouraged to tailor this program to accommodate previous course work and career interests.

The curriculum consists of six of the seven core courses available to M.P.P. candidates and three electives for a total of nine courses. A total of eight courses must be Harris School courses. Students who have sufficient background in the School's core areas may petition the Office of the Dean of Students to enroll in higher-level policy core courses.

The program makes one-year degrees possible with all graduate departments at the University. When combined with another one-year master's degree, both degrees must be awarded during the same quarter. Individuals interested in the one-year program in public policy studies and other University of Chicago academic units should inquire about the formal arrangements at the time of application.

### TWO-YEAR COMBINED A.M./M.A. WITH THE COMMITTEE ON INTERNATIONAL RELATIONS

The Harris School and the Committee on International Relations (CIR) offer a two-year program leading to two master of arts degrees: in public policy and international relations. This program is designed for students who want to combine training in public policy analytical tools with a substantive emphasis on international affairs.

Students in this program take six of the seven core courses available to M.P.P. candidates and three electives for a total of nine courses. A total of eight courses must be Harris School courses. Students take a total of nine courses for the M.A. in international relations, approved by their CIR advisors and preceptors, which serve to build the foundation for the required M.A. thesis. Students who wish to participate in this program must apply to and be admitted to both the Harris School and the M.A. program in international relations.

### COOPERATIVE PROGRAM WITH TEL AVIV UNIVERSITY

The Harris School has engaged in a cooperative program with Tel Aviv University in which students enrolled in the M.P.P. program in either school who successfully complete the first year of that program and who qualify in all ways for admission to the other program, may be admitted to that program as candidates for a master's

degree. Those students who qualify may also participate in internships through the partner institution.

Students who enroll in the Harris School M.P.P. program who successfully complete the first year of that program and who qualify in all ways for the M.P.P. program at Tel Aviv University, as determined by Tel Aviv University, may be admitted to that program as candidates for the Master of Public Policy degree. Students from Tel Aviv University who enroll in the Harris School one-year master's degree program will be required to complete all the normal requirements for that program as determined by the Harris School and applicable University of Chicago policies, and will be awarded the A.M. Degree from the Harris School as well as the M.P.P. degree from Tel Aviv University.

#### COOPERATIVE PROGRAM WITH THE UNIVERSITY OF CHILE

The Harris School has engaged in a cooperative program with the University of Chile in which students enrolled in the M.P.P. program in either school who successfully complete the first year of that program and who qualify in all ways for admission to the other program, may be admitted to that program as candidates for a masters degree. Those students who qualify may also participate in internships through the partner institution.

Students who enroll in the Harris School M.P.P. program who successfully complete the first year of that program and who qualify in all ways for the M.P.P. program at the Universidad de Chile, as determined by the Universidad de Chile, may be admitted to that program as candidates for the Magister en Politicas Publicas degree. Students from the University of Chile who enroll in the Harris School degree program will be required to complete all the normal requirements for that program as determined by the Harris School and applicable University of Chicago policies, and will be awarded the A.M. degree.

#### COOPERATIVE PROGRAM WITH YONSEI UNIVERSITY GRADUATE SCHOOL OF INTERNATIONAL STUDIES

The Harris School has engaged in a cooperative program with Yonsei University Graduate School of International Studies in Seoul, Korea. In this program, Harris School students who complete either the one-year A.M. program or the two-year M.P.P. program may continue their studies at Yonsei University and earn a Master of International Studies (M.I.S.).

Students who successfully complete the Harris School A.M. or M.P.P. program, who qualify in all ways for the M.I.S. program, as determined by Yonsei University, may be admitted to this program as candidates for the M.I.S. degree. Yonsei University will validate the Harris School A.M. or M.P.P. programs as the first year of its M.I.S. degree program. Students from the Harris School who enroll in the Yonsei University M.I.S. degree program will be required to complete a minimum of 24 credits (typically two semesters of study) within one year as outlined by the Graduate School of International Studies before being awarded the M.I.S. degree.

Students enrolled in the Yonsei University Graduate School of International Studies who successfully complete the first year of a master's degree program

and who qualify in all ways for admission to the Harris School of Public Policy Studies, as determined by the Harris School, may be admitted to that program as candidates for the one-year A.M. program. Before being awarded the A.M. degree, students from Yonsei University who enroll in the Harris School A.M. program will be required to complete all the normal requirements for that program as determined by the Harris School and applicable University of Chicago policies.

## JOINT DEGREE PROGRAMS

### THE CENTER FOR MIDDLE EASTERN STUDIES - M.P.P./A.M.

The Harris School and the Center for Middle Eastern Studies at the University of Chicago offer students an opportunity to earn both a M.P.P. and an A.M. degree. Upon completion, students graduate with both a Master of Public Policy from the Harris School and a Master of Arts in Middle Eastern Studies from the University of Chicago.

This joint degree program addresses the needs of students wishing to acquire a solid background in modern Middle Eastern languages, history, and civilization while developing their abilities in policy analysis in preparation for professional careers in scholarly, educational, governmental, non-governmental, and business environments in the United States and abroad. This program requires 14 courses to complete the requirements in Middle Eastern Studies and 13 courses to complete the public policy degree requirements. Students who wish to participate in this program must be admitted to both the Harris School and the Center for Middle Eastern Studies. A student who is already enrolled in one of the programs may apply during their first year for admission to the other school.

### THE DIVINITY SCHOOL - M.P.P./M.DIV.

The Harris School and the Divinity School offer a combined degree program that enables students to graduate with both a Master of Public Policy and a Master of Divinity. Students in this program take the seven required core courses, plus seven electives for a total of 14 courses in public policy, instead of the usual 18, and 22 in the divinity program, instead of the usual 27. They also are obligated to complete the "teaching parish" component required for M.Div. students. The program allows students to complete both degrees within a total of four academic years; both degrees must be awarded in the same quarter.

The program provides an opportunity for students to combine their interest in examining pertinent issues related to the church as a public institution with their interest in public and urban ministry. Students who wish to participate in this program must be admitted to both the Harris School and the Divinity School, and typically spend the first two years at the Divinity School. Students already admitted to one of the Schools may apply during their first year for admission to the other.

### THE GRADUATE SCHOOL OF BUSINESS - M.P.P./M.B.A.

The Harris School and the Booth School of Business at the University of Chicago offer a combined degree program leading to the M.P.P. and M.B.A. degrees. Upon completion, students graduate with both a Master of Public Policy from the Harris

School and a Master of Business Administration from the Graduate School of Business.

The joint degree program allows students who are interested in policy issues and business administration to have an integrated and comprehensive course of study. Students in this program take the seven required Harris School core courses, plus six electives for a total of 13 courses, instead of the usual 18, with the Harris School. Ten of the 13 courses must be Harris School courses. Students also take 14 courses (instead of the usual 20) with Chicago Booth, thus earning both degrees in a total of three years. Both degrees must be awarded in the same quarter. Students who wish to participate in this program must be admitted to both the Harris School and the Graduate School of Business. Students already admitted to one of the Schools may apply during their first quarter for admission to the other.

#### THE LAW SCHOOL - M.P.P./J.D.

The Harris School and the Law School at the University of Chicago offer students an opportunity to earn both a M.P.P. and a J.D. degree. Upon completion, students graduate with both a Master of Public Policy from the Harris School and a Doctor of Law from the Law School.

The joint degree program allows students who are interested in the application of the law to public policy issues to have a comprehensive course of study. Students in this program take the seven required Harris School core courses, plus seven electives for a total of 14 courses. Ten of the 14 courses must be Harris School courses. All 14 are taken during the four quarters of registration at the Harris School. Students may apply one academic quarter of up to four 100 unit courses taken within the Harris School toward the hours required to obtain their law degree. This enables students to earn both degrees in four years. Both degrees must be awarded in the same quarter. Students who wish to participate in this program must complete the separate admissions processes to both the Harris School and the Law School. Students already admitted to the Harris School may apply during their first year to the Law School; those admitted to the Law School may apply during their first or second year to the Harris School.

#### THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION - M.P.P./A.M.

The Harris School and the School of Social Service Administration offer a combined degree program leading to the M.P.P. and A.M. degrees. Upon completion, students graduate with both a Master of Public Policy from the Harris School and a Master of Arts from the School of Social Service Administration.

The joint degree program is intended for students who are interested in social welfare policy, and social policy more broadly, and students who want to be social workers involved in the public policy issues that influence their profession. Students in this program take the seven required Harris School core courses, plus seven electives for a total of 14 courses, instead of the usual 18, with the Harris School. Ten of the 14 courses must be Harris School courses. Students also take 13 courses with the School of Social Service Administration for a total of 27 courses, thereby enabling students to earn both degrees in a total of three years. Students who wish to participate in this program must be admitted to both the Harris School and the



School of Social Service Administration. A student who is already enrolled in one of the schools may apply during their first year for admission to the other school.

#### THE PROFESSIONAL OPTION PROGRAM WITH THE COLLEGE - A.B./M.P.P.

The Professional Option Program allows students in the College at the University of Chicago to earn both a bachelor's degree from the College and a Master of Public Policy degree from the Harris School in a total of five years. During their final year in the College, undergraduates register for the first year of the master's curriculum. Upon fulfilling the College requirements and satisfactorily completing the nine Harris School courses, students are awarded a Bachelor of Arts degree in professional option—public policy studies. Students then register for a second year (an additional nine courses) solely in the Harris School. Upon successfully completing the second year, students receive a Master of Public Policy degree from the Harris School. The professional option program is open to all students in the College, regardless of undergraduate concentration. Interested students should consult with their College advisor and with the Dean of Students at the Harris School.

### CERTIFICATE AND OTHER PROGRAMS

#### GRADUATE PROGRAM IN HEALTH ADMINISTRATION AND POLICY

The Graduate Program in Health Administration and Policy (GPHAP), trains student to guide health care organizations through various economic, ethical, and social issues, as well as the financial demands of this complex field. Students can earn either a Certificate in Health Administration and Policy or a Certificate in Health Administration and Policy with a Concentration in Global Health.

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## FACULTY

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**Scott Ashworth** is an associate professor and associate director of the Chicago Harris Ph.D. program. His research uses game-theoretic models to study a variety of issues in political science, with a special emphasis on campaigns and elections.

Ashworth's recent research has examined the welfare economics of campaign finance, the sources of the incumbency advantage, the media's influence on policy choice, and some methodological pitfalls in the study of suicide terrorism. His current research has two main foci. The first uses nonstandard models of beliefs to study issues including optimal delegation and targeting in electoral campaigns. The second uses canonical ideas from the theory of contracts to study the impact of domestic politics on international conflict.

Before joining the Harris School, Ashworth was an assistant professor in the department of government at Harvard University and in the department of politics at Princeton University. Ashworth received his B.S. in economics from the University of Pennsylvania and his Ph.D. in economics from the Massachusetts Institute of Technology.

**Daniel Bennett** is an assistant professor at Chicago Harris. He is an applied microeconomist who specializes in economic development and health economics. Bennett's research considers the economic and behavioral aspects of international health issues such as emerging infectious diseases and pharmaceutical markets in developing countries. His work frequently highlights how market failures, such as externalities and public goods, contribute to these public health problems. One recent paper looks at household sanitation and diarrheal disease in the Philippines and finds that households become dirtier once clean drinking water is available. In other work, Bennett finds that health care competition leads to more antibiotic prescription and antibiotic resistance in Taiwan.

Bennett received his Ph.D. in economics from Brown University in 2008, his A.M. in economics from Brown University in 2004, and his B.A. with high honors from Swarthmore College in 2001. He worked as an assistant economist at the Federal Reserve Bank of New York from 2001 to 2003 and served as a consultant to the United Nations Development Programme from 2000 to 2001.

**Christopher R. Berry** is an associate professor at Chicago Harris. His research interests are in the political economy of American local government and the politics of federal spending. He is currently engaged in two major lines of research. The first explores how the institutional design of local government influences political accountability and public policy. The second is an analysis of the ways in which executive and legislative politics influence the geographic distribution of federal outlays. Professor Berry is the author of *Imperfect Union: Representation and Taxation in Multilevel Governments*, published by Cambridge University Press, as well as many other scholarly publications. For access to Professor Berry's writings, please visit his research web page.

Prior to joining the Harris School, Berry was a post-doctoral fellow at Harvard University in the Department of Government's Program on Education Policy and

Governance. He received his BA from Vassar College, Master of Regional Planning (MRP) from Cornell University, and PhD from the Department of Political Science at the University of Chicago. Professor Berry is also active in community development and was formerly a director in the MetroEdge division of ShoreBank, America's oldest and largest community development financial institution.

**Dan A. Black** is a professor and director of the Chicago Harris Ph.D. program. He is also a senior fellow at the National Opinion Research Center. He serves as Research Director of the CWICstat program, a research group that aides Chicago in their workforce development programs. He currently serves as the principal investigator for the 1997 Cohort of the National Longitudinal Survey of Youth and is on the editorial board of the *Journal of Labor Economics*, *Labour Economics*, and *Growth and Change*. His research focuses on labor economics and applied econometrics. His papers have appeared in the top journals in economics, statistics, and demography. He has served on panels for the Census Bureau, the Department of Education, the Environmental Protection Agency, the National Science Foundation, and the National Academy of Science and has served as a consultant for the New Zealand and Australian governments. Before joining the Harris School, he was on faculty at the University of Kentucky and Syracuse University, held visiting appointments at the University of Chicago, Australian National University, and Carnegie Mellon University. Black holds a BA and MA in history from the University of Kansas and an MS and PhD in economics from Purdue University.

**Norman M. Bradburn**, the Tiffany and Margaret Blake Distinguished Service Professor Emeritus, serves on the faculties of the Harris School, the Department of Psychology, the Booth School of Business, and the College. He is a former provost of the University (1984–1989), chairman of the Department of Behavioral Sciences (1973–1979), and associate dean of the Division of the Social Sciences (1971–1973). From 2000–2004, he was the assistant director for Social, Behavioral and Economic Sciences at the National Science Foundation. Bradburn is currently a senior fellow at the National Opinion Research Center (NORC). Associated with NORC since 1961, he has been director of NORC and president of its Board of Trustees.

A social psychologist, Bradburn has been at the forefront in developing theory and practice in the field of sample survey research. He has focused on psychological well-being and assessing quality of life, particularly through the use of large-scale sample surveys; non-sampling errors in sample surveys; and research on cognitive processes in responses to sample surveys. His book, *Thinking About Answers: The Application of Cognitive Process to Survey Methodology* (co-authored with Seymour Sudman and Norbert Schwarz; Jossey-Bass, 1996), follows three other publications on the methodology of designing and constructing questionnaires: *Polls and Surveys: Understanding What They Tell Us* (with Seymour Sudman; Jossey-Bass, 1988); *Asking Questions: A Practical Guide to Questionnaire Construction* (with Seymour Sudman; Jossey-Bass, 1982; 2nd edition with Brian Wansink, 2004) and *Improving Interviewing Method and Questionnaire Design* (Jossey-Bass, 1979).

Bradburn serves on the board of directors of the Chapin Hall Center for Children. He was chair of the Committee on National Statistics of the National Research Council/National Academy of Sciences (NRC/NAS) from 1993 to 1998, and is past

president of the American Association of Public Opinion Research (1991–1992). Bradburn chaired the NRC/NAS panel to advise the Census Bureau on alternative methods for conducting the 2000 Census. The report, published as *Counting People in the Information Age*, was presented to the Census Bureau in October 1994. He was a member of the NRC/NAS panel to review the National Assessment of Educational Progress and the panel to assess the 2000 Census. He is currently a member of the Board on Research Data Integrity at the National Academy of Sciences. Bradburn was elected to the American Academy of Arts and Sciences in 1994. In 1996, he was named the first Wildenmann Guest Professor at the Zentrum für Umfragen, Methoden, und Analysen in Mannheim, Germany.

**Ethan Bueno de Mesquita** is a professor and deputy dean for the faculty at Chicago Harris. He is an applied game theorist whose research focuses on political violence--especially terrorism and insurgency--and on democratic accountability. His writing in these areas appears in numerous leading scholarly journals in both political science and economics.

Bueno de Mesquita's current research focuses on two aspects of insurgency and counterinsurgency. One project considers the determinants of insurgent tactical choice. In particular, it asks when insurgents employ terrorist and other guerrilla tactics and when they focus on more traditional forms of war fighting. A second project examines the implications of internal divisions within insurgent organizations for government-insurgent negotiations. He has also studied terrorist recruitment, the sources of internal division and internecine violence within terrorist organizations, the use of terrorism to spark large-scale revolutionary mobilization, peace processes, and counter-terrorism policy.

Bueno de Mesquita's work on accountability examines how changes in institutional and electoral environments affect political and policy outcomes including public goods provision, the quality of fiscal management, the incumbency advantage, corruption, and party strength. He is also concerned with more foundational questions regarding the nature of representation and accountability in democratic systems. Bueno de Mesquita has also written on several topics in law and politics, including the emergence of judicial norms such as deference to precedent, the effect of formal legal institutions on informal economic and social networks, and judicial oversight of the bureaucracy.

Before coming to the Harris School Bueno de Mesquita taught in the department of political science at Washington University in St. Louis and was a Lady David Fellow in political science and visiting fellow in the Center for the Study of Rationality at the Hebrew University of Jerusalem. His research has been funded by the National Science Foundations, the Office of Naval Research, and the United States Institute of Peace. Bueno de Mesquita received his BA in political science from the University of Chicago and his MA and PhD in political science from Harvard.

**Kerwin Charles** is Deputy Dean and the Edwin and Betty L. Bergman Distinguished Service Professor in the Harris School and a research associate at the National Bureau of Economic Research. His research focuses on a range of subjects in the broad area of applied microeconomics. His work has examined such questions as how mandated minimum marriage ages affects young people's

marriage and migration behavior; the effect of racial composition of neighborhoods on the social connections people make; the causes for the dramatic convergence in completed schooling between recent generations of American men and women; differences in visible consumption across racial and ethnic groups; the effect of retirement on subjective well being; the propagation of wealth across generations within a family; and many dimensions of the effect of health shocks, including on family stability and labor supply. Recent work has studied the degree to which prejudice can account for wages and employment differences by race and gender. In ongoing work, he is studying the connection between economic outcomes and various aspects of voting behavior.

**Steve Cicala** is an assistant professor at Chicago Harris

**Amy Claessens**, an assistant professor in the Harris School, studies education, child development, and public policy. Her work investigates how policies and programs influence child development and how early achievement and socioemotional skills relate to subsequent life outcomes. Claessens's work uses administrative or large-scale longitudinal data and utilizes both quantitative and qualitative techniques.

Claessens has investigated a wide-range of issues surrounding child development and public policy including an experimental work support program and how achievement and socioemotional skills at school entry relate to later school achievement. This research on school readiness was featured in the *New York Times*. Much of Claessens's research examines how out-of-home contexts such as child care, preschool, and school influence child well being. Her dissertation, "The Development and Determinants of Academic and Socioemotional Skills in Middle Childhood," examined how achievement and socioemotional skills develop and interrelate over the course of elementary school and how school-age child care experiences influenced this development. Claessens received a Child Care Bureau Dissertation Research Scholar Grant to fund a portion of her dissertation. She also has examined school reform and school choice policies in the Chicago Public Schools. She has recently begun investigating early childhood policy in Australia in conjunction with the Australian Government, focusing on universal preschool and early child care experiences.

Claessens holds a Ph.D. in human development and social policy from Northwestern University's School of Education and Social Policy. Prior to joining the faculty at the Harris School, Claessens was a postdoctoral scholar at the Center for Human Potential and Public Policy at the University of Chicago.

**Don L. Coursey** is the Ameritech Professor of Public Policy Studies in the Harris School and the College and served as dean of the Harris School from 1996 to 1998. He is an experimental economist whose research elicits reliable measures of preferences and monetary values for public goods, such as environmental quality. Coursey's research has focused on demand for international environmental quality, environmental legislation in the United States, and public preferences for environmental outcomes relative to other social and economic goals.

Coursey led an investigation of environmental equity in Chicago, documenting the prevalence of hazardous industrial sites in poor, minority neighborhoods. He

has examined public expenditures on endangered species. He has also consulted with the National Oceanic and Atmospheric Administration in the wake of the Exxon Valdez oil spill to develop federal response guidelines for environmental disasters.

He received both a B.A. in mathematics and a Ph.D. in economics from the University of Arizona and has previously taught at the University of Wyoming and Washington University in St. Louis, MO. He has received the Burlington-Northern Foundation Award for Distinguished Achievement in Teaching, Greater St. Louis Award for Excellence in University Teaching, John M. Olin School of Business Teacher of the Year Award in 1989 and 1990, and has been named Professor of the Year for six consecutive years by Harris School students.

**Betty Farrell**, Betty Farrell is a senior lecturer at the Harris School. She is also the Director of the Cultural Policy Center at the University of Chicago (CPC). Before taking the helm of the CPC, Betty Farrell was associate director of the Master of Arts Program in the Social Sciences and a senior lecturer in the Graduate Social Science Division at the University of Chicago.

Her work in historical sociology has focused on the sociology of culture, public policy, U.S. family patterns, and gender studies. She co-edited with Diane Grams, *Entering Cultural Communities: Diversity and Change in the Nonprofit Arts* (Rutgers University Press, 2008). She is also the author of *Family: The Making of an Idea, an Institution, and a Controversy in American Culture* (Westview, 1999) and *Elite Families: Class and Power in Nineteenth-Century Boston* (State University of New York Press, 1993). Her current research project, "Cultural Pluralism in the Chicago Art World," has been funded by the National Endowment for the Humanities and investigates questions of access, diversity, and inclusivity across a range of Chicago's established and community-based cultural institutions.

**Anthony Fowler**, is an assistant professor in the Harris School. His research focuses on difficult causal questions about political representation. When and to what extent do advanced democracies represent or fail to represent the preferences of their citizens? What policy interventions can improve representation?

**Jeffrey Grogger**, the Irving Harris Professor in Urban Policy in the Harris School, is one of the nation's leading experts on welfare reform. He specializes in labor economics, applied microeconomics, applied econometrics, and economics of crime. His recent work includes projects on international migration and racial inequality. For his work on racial profiling, he received the Outstanding Statistical Application Award for 2007 from the American Statistical Association.

Grogger received a Ph.D. in economics from the University of California, San Diego. He was a coeditor of the *Journal of Human Resources* from 1996 to 2008. Before joining the Harris School, he taught at the University of California, Los Angeles and the University of California, Santa Barbara. Grogger has also been a research fellow in the Office of the Attorney General of the State of California. He is the chair of the National Longitudinal Surveys Technical Review Committee, a research associate for the National Bureau of Economic Research, and a research fellow with the Institute for the Study of Labor (Bonn, Germany).



**James J. Heckman** is the Henry Schultz Distinguished Service Professor in the Department of Economics and the College, an affiliate professor in the Harris School, and the director of the Center for Social Program Evaluation at the Harris School. Much of his work has focused on the impact of different social programs and the methodologies used to measure those program's effects. Heckman has researched areas such as education, job training programs, minimum wage legislation, women's work and earnings, child care effects, anti-discrimination laws, civil rights and early childhood interventions. Additional research includes the effects of tax policy on schooling and training choices and the formulation and estimation of general equilibrium models. Heckman directs the Harris School's Center for Social Program Evaluation. Much of Heckman's work has focused on the impact of different social programs and the methodologies used to measure those program's effects. He has researched areas such as education; job training programs; minimum wage legislation; women's work effect and earnings; child care effects; anti-discrimination laws and civil rights. The effects of tax policy on schooling and training choices; the value of early interventions; and the formulation and estimation of general equilibrium models.

Heckman is on the editorial board of the *Journal of Applied Econometrics*. He served as co-editor of the *Handbook of Econometrics*, Volumes 5 and 6. He has served on the National Academy of Science Panel on the State of Black Americans, the Board of Overseers of the Michigan Panel Survey of Income Dynamics, and the National Academy's Science Panel on Statistical Assessments. He is a fellow of the Econometric Society and the American Academy of Arts and Sciences, an elected member of the National Academy of Sciences and a resident member of the American Philosophical Society. He is a fellow of the American Statistical Association, the International Statistical Institute, the *Journal of the Econometrics*, the Society of Labor Economics, and the American Association for the Advancement of Science. He is also a lifetime member of the Irish Economic Association.

Heckman has received numerous honors, including the John Bates Clark Medal from the American Economic Association in 1983 and the Dennis J. Aigner Award in 2005 and 2007 for the best empirical paper in the *Journal of Econometrics*. He received the Ulysses medal from University College Dublin in 2005. He received the Mincer Award for Lifetime Achievement from the Society of Labor Economics in 2005. In 2008, he was awarded the Gold Medal of the President of the Italian Republic by the International Scientific Committee of the Pio Manzù Centre. He also received the Distinguished Contributions to Public Policy for Children Award from the Society for Research in Child Development in 2009. He was president of the Midwest Economics Association in 1998 and president of the Western Economic Association from 2006-2007. In 2000, Heckman was awarded the Nobel Memorial Prize in Economic Sciences for his development of theory and methods for analyzing selective samples and the evaluation of public policy.

**William Howell** is the Sydney Stein Professor in American Politics in the Harris School, co-director of the Program on Political Institutions, and a professor in the Department of Political Science and the College. He has written widely on separation-of-powers issues and American political institutions, especially the presidency. His recent research examines how domestic political institutions



constrain the president's ability to exercise military force abroad. He has recently completed two book projects: *The Wartime President*, which is forthcoming at the University of Chicago Press; and *Thinking about the Presidency: The Primacy of Power*, which Princeton University Press just published.

Howell is the co-author (with Jon Pevehouse) of *While Dangers Gather: Congressional Checks on Presidential War Powers* (Princeton University Press, 2007); author of *Power without Persuasion: The Politics of Direct Presidential Action* (Princeton University Press, 2003); co-author (with Paul Peterson) of *The Education Gap: Vouchers and Urban Schools* (Brookings Institution Press, 2002); and editor of *Besieged: School Boards and the Future of Education Politics* (Brookings Institution Press, 2005). His research also has appeared in numerous professional journals and edited volumes.

Before coming to the Harris School, Howell taught in the government department at Harvard University and the political science department at the University of Wisconsin. In 2000, he received a PhD in political science from Stanford University. Howell is on leave as a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University for the 2009-10 academic year.

**Damon Jones** is an assistant professor in the Harris School. He conducts research at the intersection of public finance, household finance and behavioral economics. In his current research, he examines how the timing of income taxation affects household income flows and by extension household consumption patterns and financial decisions. These findings are in turn used to test models of behavioral biases in decision making, such as impatience and self-control.

At the Harris School, Jones currently teaches a course on public finance and public policy, and a course in advanced microeconomics. He was a post doctoral fellow at the Stanford Institute for Economic Policy Research (2009-2010) and is a Faculty Research Fellow at the National Bureau of Economic Research. Jones received his PhD in Economics from the University of California, Berkeley and also holds a BA in Public Policy with a minor in African and African-American Studies from Stanford University, which he received in 2003.

**Ariel Kalil** is a professor in the Harris School where she directs the Center for Human Potential and Public Policy. She also holds an appointment as an Adjunct Professor at the University of Stavanger, Norway, in the Department of Business Administration. She is a developmental psychologist who studies how economic conditions affect child and family functioning. Her projects have examined how transitions from welfare to work affect mothers and children, barriers to the employment of welfare recipients, as well as family processes and child development in female-headed, teenage-parent, and cohabiting-couple households. With funding from a William T. Grant Faculty Scholars Award, she is currently conducting a multi-method study of the effects of parental job loss on child development. A second major project, funded by the Foundation for Child Development's Changing Faces of America's Children Young Scholars Program, focuses on how parental labor market experiences and welfare program participation affect children's development in immigrant families. Finally, she is studying how job insecurity and job displacement affect mental and physical health and stress among older workers.

Kalil received her Ph.D. in developmental psychology from the University of Michigan in 1996. Before joining the Harris School faculty in 1999, she completed a postdoctoral fellowship at the University of Michigan's Poverty Research and Training Center (now the National Poverty Center). She is also affiliated with the University of Chicago's Population Research Center, the Center for Cognitive and Social Neuroscience, and the Sloan Center on Working Families. In 2003, she was awarded the Society for Research in Child Development's first Award for Early Research Contributions.

**Benjamin Keys** is an assistant professor in the Harris School. Keys studies issues related to labor economics, urban economics, and consumer finance. Prior to joining the faculty of the Harris School, Keys worked as a staff economist at the Board of Governors of the Federal Reserve System in the division of Research and Statistics. His recent research has focused on subprime mortgages, personal bankruptcy, student loans, the unbanked, and alternative financial services. Keys holds a bachelor's degree from Swarthmore College (class of 2001) and an M.A. (2005) and Ph.D. in economics from the University of Michigan (2009). Before graduate school, Keys worked at the Brookings Institution as a senior research assistant from 2001-2003.

**Robert J. LaLonde**, a professor in the Harris School, focuses on program evaluation, education and training of the workforce, economic effects of immigration on developed countries, costs of worker displacement, impact of unions and collective bargaining in the United States, and economic and social consequences of incarceration. LaLonde is leading research projects examining women in Illinois prisons and their children, and the employment prospects of young men after they are paroled from prison.

He received his Ph.D. in economics from Princeton University and joined the University of Chicago in 1985, where he first taught for ten years at both the Graduate School of Business and the Harris School. Previously, LaLonde was an associate professor of economics at Michigan State University. He has been a research fellow at the National Bureau of Economic Research (NBER) since 1986 and served as a senior staff economist at the Council of Economic Advisers during the 1987-1988 academic year. He is also a Research Fellow at NBER and the Institute for the Study of Labor (IZA). Currently, he serves as a member of the Board of Directors of Public/Private Ventures, a national nonprofit organization whose mission is to improve the effectiveness of social policies, programs, and community initiatives.

**Jens Ludwig** is the McCormick Foundation Professor of Social Service Administration, Law, and Public Policy in the School of Social Service Administration and the Harris School; director of the University of Chicago Crime Lab; and co-director of the University of Chicago Urban Education Lab. He also serves as a non-resident senior fellow in economic studies at the Brookings Institution, research associate of the National Bureau of Economic Research (NBER), and co-director of the NBER's working group on the economics of crime. His research focuses on social policy, particularly in the areas of urban poverty, education, crime, and housing policy.

In the area of urban poverty, Ludwig has participated since 1995 on the evaluation of a HUD-funded randomized residential-mobility experiment known as Moving to Opportunity (MTO), which provides low-income public housing families the opportunity to relocate to private-market housing in less disadvantaged neighborhoods. Ludwig's research on education covers a range of topics from early education to school-to-work transition. His study of the long-term effects of Head Start (co-authored with Douglas Miller) was published in the *Quarterly Journal of Economics*, and he recently served on the National Academy of Science's Committee on Strengthening Benefit-Cost Methodology for the Evaluation of Early Childhood Interventions. His co-authored article on race, peer norms, and education with Philip Cook was awarded the 1997 Vernon Prize for best article by the Association of Public Policy Analysis and Management (APPAM). Ludwig has also been actively involved in research on a variety of crime issues, particularly on the topic of gun violence. He is the co-author with Duke University Professor Philip J. Cook of an evaluation of the federal Brady Act published in the *Journal of the American Medical Association*, and a study with Cook, sociologist Sudhir Venkatesh, and criminologist Anthony Braga of Chicago's underground gun markets, published in the *Economic Journal*, as well as of the book, *Gun Violence: The Real Costs* (Oxford University Press, 2000), and co-editor with Cook of *Evaluating Gun Policy* (Brookings Institution Press, 2003). He is also the co-author of a recent study of the effects of anti-depressant medication on suicide mortality published in the *Journal of Health Economics*.

Prior to coming to the Harris School, Ludwig was a professor of public policy at Georgetown University. He is currently a member of the editorial boards of *American Economic Journal: Policy, Criminology*, *the Journal of Quantitative Criminology*, and the *Journal of Policy Analysis and Management*. He has served as the Andrew Mellon Visiting Fellow in Economic Studies at the Brookings Institution, as a visiting scholar to the Northwestern University / University of Chicago Joint Center for Poverty Research, and is an elected member of APPAM's policy council (board of directors). Ludwig received his B.A. in economics from Rutgers College and his M.A. and Ph.D. in economics from Duke University. In 2006 he was awarded APPAM's David N. Kershaw Prize for Distinguished Contributions to Public Policy by Age 40.

**Ofer Malamud**, an assistant professor in the Harris School, primarily conducts research in the fields of labor economics and the economics of education. His work focuses on the labor market outcomes associated with general and specific education. In particular, he has examined the relative returns to academic and vocational education in Romania and the trade-off between early specialization and the gains from delaying the choice of a major field of study in Britain. He has also studied the effect of education on regional mobility using the unintended effect of attending college to avoid the Vietnam draft, and most recently, the effect of home computer use on child and adolescent outcomes.

Malamud received his Ph.D. in economics from Harvard University in 2004, where he also graduated magna cum laude with a B.A. in economics and philosophy. He is a faculty research fellow at the National Bureau of Economic Research and a faculty affiliate at the University of Chicago's Population Research Center and the

Center for Human Potential and Public Policy. He was also a Spencer Foundation Dissertation Fellow during 2003–2004.

**Willard G. Manning** is a Professor Emeritus in the Harris School and the Department of Health Studies in the Division of the Biological Sciences. Manning's primary area of interest has been the effects of health insurance. He has studied the demand for various health services under both fee-for-service cost-sharing and prepaid insurance, as well as the impact on the appropriateness of care and health status. In recent work, he has examined the optimal insurance coverage for preventive care and treatment, considering the trade-off between the costs from moral hazard and the gains from risk-pooling across medical services and over time in health insurance. He has also been examining the health effects of insuring the formerly uninsured when the near-elderly become Medicare-eligible at age 65.

Manning has also examined statistical, measurement, and economic issues in modeling the use of health services and health care expenditures. Recently he has been developing a robust method for dealing with censored cost data. His research interests further include the economics of poor health habits, such as smoking and heavy drinking.

Manning is a member of the Institute of Medicine. He received his B.S. in 1968 from the California Institute of Technology, M.A. in 1971 from Stanford University, and Ph.D. in 1973 from Stanford University.

**Ioana Marinescu**, an assistant professor in the Harris School. She has broad interests in the areas of labor and public economics. Her work focuses on the effect of institutions and policies on economic outcomes. She studies how labor market regulations such as firing restrictions affect workers' outcomes on the labor market and firms' human resources management. She is also interested in policies aimed at improving job matching in the labor market.

She studied economics at the Ecole Normale Supérieure in Paris and at the London School of Economics. From 2004–2006, she visited the economics department at Harvard University and the National Bureau of Economic Research. She also holds a master's degree in philosophy from the Sorbonne, where she specialized in moral and political philosophy.

**Susan E. Mayer**, a professor in the Harris School and the College, served a dean of the Harris School from 2002 to 2009. She has published numerous articles and book chapters on the measurement of poverty, the effect of growing up in poor neighborhoods, and the effect of parental income on children's well-being. She is currently doing research on intergenerational economic mobility, having recently published, "Has the Intergenerational Transmission of Economic Status Changed?" (*Journal of Human Resources*) and "Government Spending and Intergenerational Mobility" (*Journal of Public Economics*), among other papers on this topic, and on improving educational outcomes in developing countries.

Mayer is a member of the Board of Directors of Chapin Hall Center for Children and the General Accounting Office Educators' Advisory Panel. She has been a member of the National Academy of Sciences Committee on National Statistics Panel to Review U.S. Department of Agriculture's Measurement of Food Insecurity and Hunger, and the Committee on Standards of Evidence and the Quality of



Behavioral and Social Sciences Research. Mayer is the past director and deputy director of the Northwestern University/University of Chicago Joint Center for Poverty Research. She has served as an associate editor for the *American Journal of Sociology*.

**David O. Meltzer** is an associate professor in the Department of Medicine and an associated faculty member at Chicago Harris and the Department of Economics. Meltzer's research explores problems in health economics and public policy with a focus on the theoretical foundations of medical cost-effectiveness analysis and the determinants of the cost and quality of care, especially in teaching hospitals. Meltzer is currently completing a randomized trial comparing the use of doctors who specialize in inpatient care ("hospitalists") with traditional physicians in six academic medical centers.

Meltzer received his M.D. and Ph.D. in economics from the University of Chicago and completed his residency in internal medicine at Brigham and Women's Hospital in Boston. He is chief of the section of Hospital Medicine and director of the Center for Health and the Social Sciences at the University of Chicago and also co-director of the Program on Outcomes Research Training and the M.D./Ph.D. program in the social sciences. He serves on the faculty of the Graduate Program in Health Administration and Policy, the Population Research Center, and the Center on Aging. Meltzer is the recipient of numerous awards, including the National Institute of Health Medical Scientist Training Program Fellowship, the National Science Foundation Graduate Fellowship in Economics, the University of Chicago Searle Fellowship, the Lee Lusted Prize of the Society for Medical Decision Making, the Health Care Research Award of the National Institute for Health Care Management, the Eugene Garfield Award from Research America, and the Robert Wood Johnson Generalist Physician Award. Meltzer is a research associate of the National Bureau of Economic Research, elected member of the American Society for Clinical Investigation, and past president of the Society for Medical Decision Making. He has served on panels examining the future of Medicare for the National Academy of Social Insurance and the Department of Health and Human Services (DHHS) and U.S. organ allocation policy for the Institute of Medicine (IOM). He recently served on an IOM panel examining the effectiveness of the U.S. drug safety system and currently serves on The DHHS Secretary's Advisory Committee on Healthy People 2020, which aims to establish health objectives for the U.S. population.

**Alicia S. Menendez** is a research associate (associate professor) at Chicago Harris and a lecturer in the Department of Economics. Her research interests include development economics, poverty and inequality, labor economics, and household behavior. She is particularly interested in Latin America and sub-Saharan Africa. She is currently engaged in a project that collects and analyzes data on individuals' health and economic status, the costs associated with illness and death, and the impact of adult deaths on households and children's well being in a series of household surveys in South Africa.

Menendez received her Ph.D. in economics from Boston University. Before coming to the University of Chicago, she was a lecturer in public and international

affairs at the Woodrow Wilson School and a researcher at the Research Program in Development Studies at Princeton University.

**Bruce Meyer**, the McCormick Foundation Professor in the Harris School, studies poverty and inequality, tax policy, welfare policy, unemployment insurance, workers' compensation, minority entrepreneurship, the health care safety net, and labor supply. His most recent work includes research on the effects of welfare and tax reform on the well-being of single mothers, models and methods to analyze labor supply, changes in poverty and inequality, the effects of disability, and the effects of changes in the health care safety net.

Meyer received his B.A. and M.A. in economics from Northwestern University and his Ph.D. in economics from the Massachusetts Institute of Technology. Meyer was a faculty member in the Economics Department at Northwestern University from 1987 through 2004. He has also been a visiting faculty member at University College London and Princeton University, a member of the Institute for Research on Poverty, a faculty research fellow and research associate for the National Bureau of Economic Research, and a faculty fellow at the Institute for Policy Research. He is a member of the National Academy of Social Insurance. Meyer has also served as an advisor to the U.S. Department of Labor, U.S. Bureau of Labor Statistics, New York State Office of Temporary and Disability Assistance, Human Resources Development Canada, Manpower Demonstration Research Corporation, and Mathematica Policy Research.

**Robert T. Michael**, the Eliakim Hastings Moore Distinguished Service Professor Emeritus at Chicago Harris, was the founding dean of the Harris School. He currently teaches courses on economics of child and family policy, leadership in Chicago, and co-teaches a course on "science, technology, and policy." Michael has for many years also worked at NORC, currently as the project director of the National Longitudinal Survey of Youth (NLSY) Program. Previously, he served as CEO of NORC. Michael helped to design and conduct the NLSY79, the Children of the NLSY, the NLSY97, and the Children of the National Child Development Study (NCDS) in Great Britain. He was one of three who designed and published extensively using the "National Health and Social Life Survey," America's first national probability sample survey of adult sexual behaviors. He chaired the National Academy of Sciences/National Research Council Panel on Poverty and Family Assistance, which recommended major changes in the official measure of poverty in the United States. Michael's current research focuses on parental investments in children, and on adolescent and adult sexual behavior in the United States. Michael has written on the causes of divorce; the reasons for the growth of one-person households; the impact of inflation on families; the consequences of the rise in women's employment for the family, especially children; teenage fertility; sexually transmitted disease; and abortion. He serves on the Board of Trustees of Western Reserve Academy, and served on the Federal Advisory Committee to the National Children's Study 2002–2006. In 2005, Michael received the Robert J. Lapham Award from the Population Association of America in recognition of his many contributions during his career blending research with the application of demographic knowledge to policy issues.



**B. Pablo Montagnes** is an assistant professor in the Harris School. He completed his PhD in Managerial Economics and Strategy at the Kellogg School of Management at Northwestern University. Prof. Montagnes' research focus on group decision making in a variety of settings including elections and partnerships. His teaching interest and research approach center around game theory and positive political theory.

His work has been supported by the Social Science and Humanities Research Council of Canada

**Colm A. O'Muircheartaigh** is dean and a professor in the Harris School and senior fellow in the National Opinion Research Center (NORC). O'Muircheartaigh's research encompasses survey sample design, measurement errors in surveys, cognitive aspects of question wording, and latent variable models for nonresponse. He is principal investigator on the National Science Foundation's (NSF) Internet Panel Recruitment Survey, and co-principal investigator on NSF's Data Research and Development Center and the National Institute on Aging's National Social Life Health and Aging Project (NSHAP). He is also responsible for the development of methodological innovations in sample design for NORC's face-to-face surveys in the U.S.

He joined the Harris School from the London School of Economics and Political Science (LSE), where he was the first director of the Methodology Institute, the center for research and training in social science methodology, and a faculty member of the Department of Statistics since 1971. He has also taught at a number of other institutions, having served as a visiting professor at the Universities of Padova, Perugia, Firenze, and Bologna, and, since 1975, has taught at the Summer Institute of the University of Michigan's Institute for Social Research.

Formerly president of the International Association of Survey Statisticians and a council member of the International Statistical Institute, O'Muircheartaigh is actively involved in these and a number of other professional bodies. He is a member of the U.S. Census Bureau Federal Advisory Committee of Professional Associations (chair of the statistics subcommittee), a member of the Advisory Boards of the Panel Study on Income Dynamics (PSID) and the National Longitudinal Study of Adolescent Health (Add Health), and a member of the National Academies Panel on Residence Rules for the 2010 Census. He is a fellow of the Royal Statistical Society, a fellow of the American Statistical Association, and an elected member of the International Statistical Institute. He has served as a consultant to a wide range of public and commercial organizations in the United States, the United Kingdom, Ireland, Italy, and the Netherlands. Through his work with the United Nations (FAO, UNDP, UNESCO), OECD, the Commission of the European Communities, the International Association for Educational Assessment (IEA), and others, O'Muircheartaigh has also worked in China, Myan Mar, Kenya, Lesotho, and Peru.

**Tomas J. Philipson** is the Daniel Levin Professor of Public Policy Studies in the Irving B. Harris Graduate School of Public Policy Studies. He is an associate member of the Department of Economics and a former senior lecturer at the Law School. His research focus is on health economics, and he teaches master's and PhD courses in microeconomics and health economics at the University.

Philipson was born and raised in Sweden where he obtained his undergraduate degree in mathematics at Uppsala University. He received his MA and PhD in economics from the Wharton School and the University of Pennsylvania. He joined the University of Chicago as a postdoctoral fellow in 1989 and thereafter joined the faculty. He was a visiting faculty member at Yale University in the academic year 1994-95 and a visiting fellow at the World Bank in the winter of 2003.

Philipson served as a senior health care advisor for Senator John McCain's 2008 campaign for President of the United States. He was on leave from the University to serve in the Bush Administration as the senior economic advisor to the head of the Food and Drug Administration (FDA) during 2003-04 and subsequently as the senior economic advisor to the head of the Centers for Medicare and Medicaid Services (CMS) in 2004-05.

Philipson is the recipient of numerous international and national research awards. He has twice (in 2000 and 2006) been the recipient of the highest honor of his field: the Kenneth Arrow Award of the International Health Economics Association (for best paper in the field of health economics). In addition, he was awarded the Garfield Award by Research America in 2007 (for best paper in the field of health economics), The Prêmio Haralambos Simeonidis and from the Brazilian Economic Association in 2006 (for best paper in any field), and the Distinguished Economic Research Award from the Milken Institute in 2003 (for best paper in any field of economics). Philipson has been awarded numerous grants and awards from both public and private agencies, including the National Institutes of Health, the National Science Foundation, the Rockefeller Foundation, the Alfred P. Sloan Foundation, the John M. Olin Foundation, and the Royal Swedish Academy of Sciences.

Philipson is a co-editor of the journal *Forums for Health Economics & Policy* of Berkeley Electronic Press and is on the editorial board of the journal *Health Economics* and *The European Journal of Health Economics*. His research has been published widely in all leading academic journals of economics such as the *American Economic Review*, *Journal of Political Economy*, *Quarterly Journal of Economics*, *Journal of Economic Theory*, *Journal of Health Economics*, *Health Affairs*, and *Econometrica*. He was a member of the University-wide Council on Research in 2000-02 and is currently a member of the Advisory Committee to the University's Office of Intellectual Property and Technology Transfer (UCTech).

Philipson is a fellow, board member, or associate of a number of other organizations outside the University, including the National Bureau of Economic Research, the American Enterprise Institute, the Manhattan Institute (where he is chairman of Project FDA), the Heartland Institute, the Milken Institute, and the RAND Corporation. At the University of Chicago, he is affiliated with the John M. Olin Program of Law & Economics, the George J. Stigler Center for the Study of the Economy and the State, the Northwestern/University of Chicago Joint Center for Poverty Research, the Population Research Center, and the National Opinion Research Center (NORC).

Philipson has done an extensive amount of executive consulting in the United States and abroad. He has consulted for both private corporations, including several U.S. Fortune 100 companies, as well as government organizations domestically and

internationally including the President's Council on Science and Technology, the National Academy of Sciences, the UK National Health Service, and multi-lateral organizations such as the World Bank, the World Intellectual Property Organization, and the OECD. He is the co-founder of Precision Health Economics LLC, on the honorary board of directors of the internet-based consulting firm the Round Table Group, on the board of directors of MedErr Inc, on the board of the Center for Medicine in the Public Interest, on the council of advisors for the Gerson-Lehrman Group, and a consultant for Lexecon and Analysis Group.

Coverage of Philipson's research has appeared in numerous popular media outlets such as CNN, CBS, FOX News, Bloomberg TV, National Public Radio, *New York Times*, *Wall Street Journal*, *New York Times Book Review*, *New York Times Economix*, *Business Week*, *Washington Examiner*, *Washington Times*, *Washington Post*, *Investor's Business Daily*, *USA Today*, and the *Chicago Tribune*. Philipson has been selected for inclusion in *The International Who's Who in The World*.

Philipson is a dual citizen of the United States and Sweden and before leaving Sweden served in its army and played volleyball at the national team level.

**Raaj Sah** is a professor at Chicago Harris and the College, and an associated faculty member in the Department of Economics. He has previously taught at the Massachusetts Institute of Technology, Yale University, Princeton University, and the University of Pennsylvania. He received a Ph.D. in economics from the University of Pennsylvania, and an M.B.A. from the Indian Institute of Management, Ahmedabad.

He has written on the nature and consequences of human fallibility. His work in this area has been applied in many different contexts, including the architecture of organizations, comparison of alternative economic systems, decentralization of leadership and authority, and several branches of management sciences.

A long-term research interest of Sah is taxation and public finance. In this area he has studied several themes, one being the conflicts over resources that arise in the process of societal modernization. Such conflicts include those between rural and urban populations, which are seen in many of today's poorer countries. Some of this research is presented in the book *Peasants Versus City-Dwellers*, written jointly with Joseph Stiglitz (Oxford paperback, 2002).

He has written on a number of other topics, including social osmosis. This deals with how people form their perceptions of current social realities and how these perceptions shape future realities, often leading to outcomes quite different from those predicted by conventional economic approaches. He has applied this perspective to the study of the large differences in the levels of crime and corruption observed between various societies. In the past, Sah has advised many financial institutions and governments. He has received several honors for his teaching, including three at the Harris School.

**James M. Sallee**, an assistant professor in the Harris School, researches various topics in the area of public economics, with an emphasis on taxation and environmental policy. His current research is focused on evaluating how firms and consumers react to public policies aimed at improving the fuel economy of new

vehicles. This work includes empirical investigations of the effects of tax subsidies, fuel economy standards, and gasoline prices.

Sallee teaches courses on climate change policy, U.S. tax policy, and empirical methods at the Harris School. He was the 2008 recipient of the National Tax Association Dissertation Award and the 2009 recipient of the John V. Krutilla Research Award. He completed his Ph.D. in economics at the University of Michigan in 2008. He also holds a B.A. in economics and political science from Macalester College.

**Boris Shor**, an assistant professor at Chicago Harris, focuses on two primary research programs. The first is the empirical analysis of the policy consequences of enduring political institutions in the United States. Specifically, he recently examined the politics of the geographic distribution patterns of federal spending. The second area is the analysis of state legislative ideology in comparative context and the connection to cross-state policy differences.

Shor received his A.B. from Princeton University and his M.Phil. and Ph.D. in political science from Columbia University. In 2004–2005, he was a visiting scholar in residence at Princeton University's Center for the Study of Democratic Politics.

**Paula R. Worthington** is a senior lecturer in the Harris School, where she teaches classes in state and local public finance and cost-benefit analysis. She received her PhD in economics from Northwestern University in 1988. She has served as an economist at the Federal Reserve Bank of New York and as a research officer, economic advisor, and senior research economist at the Federal Reserve Bank of Chicago and has published articles in academic journals and Federal Reserve publications. Immediately prior to joining the Harris School, Worthington taught as a lecturer in the economics department at Northwestern University. Her recent service activities include membership on the Metropolitan Planning Council's Regional Planning and Investments Committee (2010-present); the Illinois Tax Foundation's Research Advisory Council (2009-present); the Chicago Metropolitan Agency for Planning's Financial Plan Resource Group (2008-2009); and Evanston/Skokie School District 65's Citizens' Budget Committee (2003-2004). Worthington is a five-time recipient of the Harris School Public Policy Student Association's Best Teacher in a Non-Core Class Award.



# ADMINISTRATION AND FACULTY

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## ADMINISTRATION

Colm A. O'Muircheartaigh, Ph.D., Dean and Professor  
Daniel Allen, Associate Dean of Development  
Madhu B. Cain, Executive Director of Human Resources and Facilities  
Marc Farinella, Chief Operating Officer  
Peggy Harper, Director of Special Projects  
Lydia Lazar, Associate Dean for Recruitment and Career Development  
Kathi Marshall, Dean of Students  
Mirela Munteanu, Director of Finance  
Bevis Pardee, Director of Information Systems  
Sarah Galer, Director of Communications

## FACULTY

Scott Ashworth, Ph.D., Associate Professor at Chicago Harris  
Daniel Bennett, Ph.D., Assistant Professor at Chicago Harris  
Christopher R. Berry, Ph.D., Associate Professor at Chicago Harris  
Dan Black, Ph.D., Professor at Chicago Harris  
Norman M. Bradburn, Ph.D., Tiffany and Margaret Blake Distinguished  
Service Professor Emeritus at Chicago Harris  
Ethan Bueno de Mesquita, Ph.D., Deputy Dean and Professor at Chicago Harris  
Kerwin Charles, Ph.D., Deputy Dean and Edwin and Betty L. Bergman  
Distinguished  
Service Professor at Chicago Harris  
Steve Cicala, Assistant Professor at Chicago Harris  
Amy Claessens, Ph.D., Assistant Professor at Chicago Harris  
Don L. Coursey, Ph.D., Ameritech Professor of Public Policy Studies at Chicago  
Harris and the College  
Jeffrey Grogger, Ph.D., Irving Harris Professor in Urban Policy  
at Chicago Harris  
James Heckman, Ph.D., Henry Schultz Distinguished Service Professor in  
the Department of Economics and the College; Affiliate Professor at Chicago Harris;  
Director, Center for Social Program Evaluation  
William G. Howell, Ph.D., Sydney Stein Professor in American Politics  
at Chicago Harris  
Damon Jones, Assistant Professor at Chicago Harris  
Ariel Kalil, Ph.D., Professor at Chicago Harris; Director,  
Center for Human Potential and Public Policy  
Benjamin Keys, Ph.D., Assistant Professor at Chicago Harris  
Robert J. LaLonde, Ph.D., Professor at Chicago Harris  
Jens Ludwig, Ph.D., McCormick Foundation Professor of Social Service  
Administration, Law, and Public Policy in the School of Social  
Service Administration and Chicago Harris; Director,  
University of Chicago Crime Lab  
Laurence E. Lynn Jr., Ph.D., Sydney Stein Jr. Professor of Public



Management Emeritus at Chicago Harris and the  
 School of Social Service Administration  
 Ofer Malamud, Ph.D., Assistant Professor at Chicago Harris  
 Willard G. Manning, Ph.D., Professor Emeritus in the Department of Health Studies  
 and at Chicago Harris  
 Ioana Marinescu, Ph.D., Assistant Professor at Chicago Harris  
 Susan E. Mayer, Ph.D., Professor at Chicago Harris  
 David O. Meltzer, M.D. Ph.D., Associate Professor in the Departments of  
 Economics and Medicine and Chicago Harris  
 Alicia Menendez, Ph.D., Research Associate (Associate Professor)  
 at Chicago Harris  
 Bruce D. Meyer, Ph.D., McCormick Foundation Professor  
 at Chicago Harris  
 Robert T. Michael, Ph.D., Eliakim Hastings Moore Distinguished  
 Service Professor Emeritus and Dean Emeritus at Chicago Harris  
 B. Pablo Montagnes, Assistant Professor at Chicago Harris  
 Colm A. O'Muircheartaigh, Ph.D., Dean and Professor at Chicago Harris  
 Tomas J. Philipson, Ph.D., Daniel Levin Professor of Public Policy Studies  
 at Chicago Harris  
 Raaj Sah, Ph.D., Professor at Chicago Harris and the College  
 James Sallee, Ph.D., Assistant Professor at Chicago Harris  
 Boris Shor, Ph.D., Assistant Professor at Chicago Harris

#### VISITING FACULTY/LECTURERS/RESEARCH AFFILIATES

Elmer Abbo, M.D. Assistant Professor of Medicine, University of Chicago  
 Medical Center  
 Joseph Antoun, Lecturer, Lecturer, CEO Health Systems Reform  
 Kennette Benedict, Executive Director, *Bulletin of the Atomic Scientists*  
 Jack Bierig, Partner; Sidley Austin Brown & Wood, LLP  
 Terri Brady, Lecturer  
 Kevin Conlon, Lecturer  
 Gabriella Conti, Research Associate  
 Rupa Datta, Lecturer, Vice President and Senior Fellow, NORC  
 Shelley Davis, Lecturer, National Advisor, Women's  
 Initiative for Self Employment  
 Sean Durkin, Ph.D., Lecturer, Vice President, Charles River Associates  
 Betty Farrell, Senior Lecturer, Executive Director, Cultural Policy Center  
 Ronald Gibbs, Lecturer  
 Azeem Ibrahim, Lecturer  
 Edward W. "Rocky" Kolb, Dean of the Division of the Physical Sciences; Arthur  
 Holly Compton  
 Distinguished Service Professor, Department of Astronomy and Astrophysics, the  
 Enrico Fermi  
 Institute; the Kavli Institute for Cosmological Physics, and the College  
 Kevin O'Keefe, Lecturer  
 Ginger Ostro, Lecturer, Senior Advisor,  
 Illinois Student Assistance Commission



Robert Rosner, William Wrather Distinguished Service Professor in  
Astronomy & Astrophysics and Physics; Director, Energy Policy Institute Chicago

Frank Schell, Lecturer, Managing Director, North State Associates LLC

Eric Schnurer, Lecturer

Matthew Stagner, Ph.D., Senior Lecturer at Chicago Harris;

Senior Fellow; Director of Human Services Research, Chicago, Mathematica

Daniel Sullivan, Ph.D., Executive VP; Federal Reserve Bank of Chicago

Felicity Vabulas, Lecturer

Paula R. Worthington, Ph.D., Senior Lecturer at Chicago Harris

Senior Fellows

David Axelrod, Distinguished Senior Fellow

Richard Daley, Distinguished Senior Fellow

Michael Davern, Senior Fellow

Derek Douglas, Senior Fellow

Rayid Ghani, Senior Fellow

Robert Goerge, Senior Fellow

Brett Goldstein, Senior Fellow

Carroll Joynes, Senior Fellow

Henry Paulson, Distinguished Senior Fellow



# HARRIS SCHOOL

## PROGRAM INFORMATION

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### THE STUDENT BODY

The Harris School is strongly committed to supporting a student body that includes diverse cultural and ethnic backgrounds, educational and work experiences, and professional training. The current student body is comprised of students who received undergraduate degrees in such fields as American studies, economics, education, engineering, English, environmental studies, international relations, philosophy, physics, political science, psychology, and sociology. The incoming class is 60 percent female and 47 percent international students, representing 26 countries. The age of current students ranges from 21 to 52, with approximately 320 master's students and 37 Ph.D. students enrolled.

### CAMPUS LIFE

Academic life is enriched by a variety of extracurricular activities and organizations. The Public Policy Student Association (PPSA), the Harris School student government, provides a voice for students and works with administrators at the Harris School on many issues and opportunities. Students may also participate in the *Chicago Policy Review*, the School's student-run academic journal; Chicago Environmental Policy Group (CEPA); Civic Week; Community and Economic Development Organization (CEDO); the Committee on International Affairs and Public Policy (CIAPP); Education Policy Student Association (EPSA); Food Policy Advocacy Group (FoPo); Harris Energy Association (HEA); Irving B. Harris Consulting; International Security and Veterans Initiative (ISAVI); Jewish Public Policy Association (JPPA); Latin America(n) Matters (LAM); Leaders in Child and Family Policy; Minorities in Public Policy Studies (MIPPS); Out in Public Policy (OIPP); Social Innovation in Philanthropy Association (SIPA); Women in Public Policy (WIPP); and other groups organized by Harris School students. In addition, Harris School students are able to take part in many University-sponsored activities, including intramural sports, University Theater, *Chicago Maroon* (the student-run newspaper), Chicago Debate Society, Minority Graduate Student Association, and Student Government.

Every year, the Harris School hosts a wide variety of events—from free public lectures to small student-oriented events, from serious policy discussions to pure entertainment. The School has brought a diverse range of speakers to address public policy issues on both domestic and international topic areas. Recent speakers include:

- Alistair Burt – Parliamentary Undersecretary of State, United Kingdom
- Bernard Avishai – Author, *The Connected Car*
- Reid Sawyer – Director, Combating Terrorism Center
- John Erik Garr – Manager, National Broadband Plan
- David Walker, Fiscal Solutions Tour – Concord Coalition

- Francke Wiebe, Chief Economist – Millennium Challenge Corporation
- John Ging – Director ,UN Relief and Works Agency for Refugees in Gaza
- Michael Scheuer – Former CIA Bin Laden Unit Chief
- Nancy Johnson – Former Congresswoman
- Naomi Tsur – Deputy Mayor, Jerusalem
- NATO Secretary General Anders Fogh Rasmussen
- Sandeep Ahuja – Founder and CEO, Operation ASHA

The Office of Alumni Relations hosts an assortment of policy and social events for alumni to which students are invited. Events include an annual student-alumni networking reception in Chicago and faculty, guest, and alumni talks both here and throughout the country. Alumni Relations also publishes monthly eViews , an e-newsletter highlighting Harris School news and events.

The Office of Career Development provides career exploration resources to help students and alumni reach their career goals while aiding employers to attract the best minds for their organizations. The office serves as a gateway for internships and post-graduate employment.

Students and student groups sponsor or co-sponsored more than 50 events including alumni panels, site visits, film screenings and speaker events. Among the speakers were:

- Dan Schnitzer, co-founder and Executive Director, Earthspark International
- Chris Gould, VP Corporate Strategy, Exelon
- Esther Duflo, Professor of Economics, co-founder JPAL, MIT, John Bates Clark Medal Winner
- Susan Pick, National University of Mexico, Author, *Breaking the Poverty Cycle*
- Beau Gratzer, COO, Howard Brown Health Center
- Jason Saul, CEO Mission Measurement, Author, *The End of Fundraising*

The Public Policy Students Association (PPSA) sponsors the Amy Marie Bosman Annual Auction, the proceeds of which fund a fellowship to help support Harris School students who receive unpaid, public service internships in the summer between their first and second years. In 2003, the auction and fellowship was renamed in honor of Amy Marie Bosman (entering class of 2002).

Women in Public Policy (WIPP) organizes the Harris School Follies, an annual sketch comedy and talent show in which faculty, students, and staff participate. The proceeds go to the WIPP Conference Fund, which subsidizes registration and travel fees for students to attend public policy conferences and seminars.

## BEYOND THE CLASSROOM

The University of Chicago was founded in the belief that scholarship should be put to work for the social good. The Harris School continues this practice by providing opportunities for students to apply classroom learning to real-life problems, and to enrich classroom learning through professional relationships with policymakers.

## PRACTICAL EXPERIENCE

Several programs at the Harris School are designed to bridge students' classroom experience with the policy experience of the real world, and to connect the larger policymaking community with the School's programs and activities. The Harris School believes that practical application of skills and professional development are an essential aspect of public policy training, enabling students to become effective leaders and make a difference in the world around them.

### *Practica and Group Internships*

Practica and group internships provide students with firsthand experience of the institutional, economic, and political forces that shape public policy. Through team projects, students are able to analyze and evaluate programs, develop and administer surveys, conduct needs assessments, and engage in other policy relevant research programs. In addition to the practical experience gained by students, the projects provide a valuable service for the sponsoring agencies. Practica are faculty-supervised team projects completed for a client organization during the school year. Students are selected through a competitive application process and earn course credit. Internships are agency-supervised projects conducted over the summer, both in the United States and abroad. Students apply either directly to the organization or through the Harris School to be part of a team organized for a client agency. Students may earn a stipend rather than course credit. Previous practica and group internships have addressed a variety of policy issue areas for public agencies, private corporations, and nonprofit organizations, both nationally and internationally.

### *Mentor Program*

Initiated by Irving B. Harris, this program provides Harris School students with the opportunity to interact individually with leading senior-level policy professionals. Through the program, participating students are matched one-on-one with a particular mentor who has expertise in the student's area of interest. The more than 100 volunteer mentors are prominent individuals in government, nonprofit, private organizations, and agencies with experience and interest in public policy issues, and include:

- Local, state, and federal officials, both elected and appointed
- Corporate executives in financial service, legal, and management and environmental consulting companies
- Directors of nonprofit advocacy groups, museums, and research institutions

Through the advice, experience, and insight of their mentors, students are better able to channel their aspirations and interests into more definable career goals and to build a professional network.

## PROFESSIONAL DEVELOPMENT

The Harris School equips students with the knowledge and skills that are valuable across many disciplines. Career Development staff provides students and alumni with the resources and strategies for development of their career plans and offers revision of resumes and cover letters attuned to career pursuits. Programming

is geared to assist with refining professional skills while personalized career coaching is provided to assist students with developing their career goals and objectives. Resources include career consultations, mock interviews, case prep, career development training workshops, and reviewing of resumes and other application materials. There are also events with employers, both on- and off-campus; career panel presentations with alumni and other experts; and networking events. Other resources include a career library; a searchable database of job, internship, and fellowship opportunities; an online resume database marketed to employers; and access to the Alumni Careers Network. During orientation students are provided with Career Development Student Policies, which outline the roles and responsibilities of both the student and Career Development Office. Students are expected to adhere to these policies during their tenure.

By assisting and working with students, the Career Development Office has helped graduates take positions as analysts, budget analysts, directors, managers, consultants, researchers, advocates, and journalists. Harris School alumni work for federal, state, and local government agencies; private firms; and NGOs and nonprofit organizations.

## RESEARCH OPPORTUNITIES

Faculty and student research at the Harris School is guided not only by theoretical interests, but also by a strong commitment to solving enduring public policy problems. Students are frequently involved in faculty research through research assistantships, coursework, independent studies, and research centers housed at the School and throughout the campus. The Harris School is home to three research centers—the Center for Human Potential and Public Policy, the Cultural Policy Center, and the Program on Political Institutions—as well as the Pritzker Consortium on Early Childhood Development.

### CENTER FOR HUMAN POTENTIAL AND PUBLIC POLICY

The Center for Human Potential and Public Policy, established by Harris School namesake Irving B. Harris, integrates research and policy perspectives to understand the development of human potential across the lifespan. To do so, the Center supports innovative social science research and encourages transdisciplinary approaches to research on a broad range of issues, including health and well-being; science, technology, and inequality; and poverty and education. In addition, the Center for Human Potential and Public Policy provides a post-doctoral training program to cultivate a new generation of leaders in research and policy

Harris School Associate Professor Ariel Kalil is the director of the Center. To learn more about the Center for Human Potential and Public Policy, visit [harrisschool.uchicago.edu/Centers/chppp/](http://harrisschool.uchicago.edu/Centers/chppp/).

### CENTER FOR HEALTH POLICY

The Chicago Harris Center for Health Policy integrates health policy education and research at the Harris School, mobilizes resources in health policy from throughout the University of Chicago, and serves as a platform for collaboration with best-in-class US and international schools. Through rigorous and innovative

training and cross-national experiences, the Center aims to develop a new class of healthcare leaders that carry global policy visions and are best prepared to answer challenges in health policy formulation and implementation.

### CENTER ON POLICY ENTREPRENEURSHIP

The Center on Policy Entrepreneurship is a one-of-a-kind initiative focused on the politics of the policy-making process. The Center will help train the next generation of policy entrepreneurs by immersing students in the realities of the politics of the policy making process through an innovative curriculum, a guest speaker series, a visiting fellows program and the funding of full-time summer internships in policy-making environments.

### CULTURAL POLICY CENTER

The Cultural Policy Center, a joint program of the Harris School and the National Opinion Research Center, provides research and informs policy that affects the arts, humanities, and cultural heritage. It achieves this by:

- Developing research that provides the basis for informed policy decisions affecting cultural institutions, activities, and markets at the local, regional, national, and international levels
- Generating research-based policy options for cultural administrators and policymakers
- Preparing students of public policy for careers in the cultural sector and developing future researchers and scholars in the field
- Advancing public dialogue on policy and culture issues of the day through collaborative programs and working conferences that engage faculty, students, researchers, practitioners, policymakers, and partners in the cultural and philanthropic fields

The Center serves as an incubator for new ways of understanding what the arts and culture are, what they do, and how they can be affected by a range of policies in the public and private sectors.

Its projects, which draw upon the extraordinary intellectual resources of the University of Chicago, tend to be interdisciplinary in focus. Demographers, survey design specialists, and quantitative researchers ensure statistical rigor. Legal scholars, economists, and philosophers bring conceptual clarity. Sociologists, anthropologists, historians, and cultural critics provide contextual and interpretative depth. These collaborations have resulted in groundbreaking work on such varied topics as state cultural policy, arts censorship, expanding and diversifying arts audiences, the looting of antiquities, and assessing the recently built cultural infrastructure.

In addition to its annual course offerings for graduate students across the University, the Center hosts on-campus lectures and presentations during the academic year. It also hosts working conferences designed to engage practitioners, policymakers, and researchers in the cultural sector and public conferences on cultural policy themes such as cultural participation, the future of public television, and the use of economic impact studies in the cultural sector.



Betty Farrell serves as the executive director of the Cultural Policy Center. D. Carroll Joynes and Norman Bradburn are senior fellows; Larry Rothfield is a research associate. For more information on the Center's current and past activities, visit [culturalpolicy.uchicago.edu](http://culturalpolicy.uchicago.edu).

## CRIME LAB

The University of Chicago Crime Lab seeks to improve our understanding of how to reduce crime and violence by helping government agencies and non-profit organizations rigorously evaluate new pilot programs. In many ways our aspirations are similar to that of the Abdul Latif Jameel Poverty Action Lab, which in just a few years has become a world leader in using experimentation to identify ways of reducing poverty and improving health in the developing world, but our focus is closer to home. The Crime Lab began in April 2008 in partnership with the City of Chicago, and has been made possible by generous seed funding from the Joyce Foundation, the University of Chicago Office of the Provost, and the School of Social Service Administration through the Center for Health Administration Studies.

## EPIC: ENERGY POLICY INSTITUTE AT CHICAGO

The Energy Policy Institute at Chicago, or EPIC, is an interdisciplinary research and training institute focused on the economic and social consequences of energy policies. It is a joint initiative of the Harris School of Public Policy and the Booth School of Business.

Our vision is to find ways to meet future energy needs for economic growth while limiting environmental and social damages through practical and efficient public policies.

EPIC brings together an exceptional mix of talent. The core research team is made up of world-class University of Chicago faculty from economics, physical sciences, public policy, business, and law. Faculty members are joined by computational science and engineering experts from Argonne National Laboratory. Additionally, EPIC works closely with the *Bulletin of the Atomic Scientists* to communicate experts' research to decisionmakers, the media, and the public worldwide.

## PRITZKER CONSORTIUM ON EARLY CHILDHOOD DEVELOPMENT

Recognizing the critically important role the first five years of life play in determining human potential, the Pritzker Consortium on Early Childhood Development brings together the world's leading experts to identify when and how child intervention programs can be most influential.

To develop its groundbreaking research, the Consortium assembles and rigorously compares data from numerous studies conducted by experts across the globe. It then leverages the data to provide policymakers, non-profits, and the business community with more comprehensive and accurate research on the value of public investment in early childhood programs. Through this work, the business community is likely to gain new insight into the economic benefit and fiscal responsibility of supporting programs designed to help children five years old and under.

## UPI: URBAN POLICY INITIATIVES

The Harris School launched this urban policy initiative to better understand the determinants of urban density and its consequences. These include the opportunities for increased social and economic activity, but also the challenges in transportation, governance, and residential segregation, as well as all of the attendant problems in the areas of public health, education, violence, and more. The initiative aims to organize urban policy studies already in progress at the Harris School and to introduce new activities, in concert with the diverse disciplinary resources of the University. Building such a program requires both relevant faculty members and student programming. The Harris School is working to expand the faculty with an emphasis on individuals whose work helps illuminate urban density and who aspire to understand explanations (and potential remedies) for the specific social problems concentrated in urban areas. The urban policy initiative will also put new emphasis on training students to help improve urban life as policy leaders.

## AFFILIATED CENTERS

The School works closely with other research centers and programs throughout the University, including:

- Alfred P. Sloan Center on Parents, Children, and Work
- Center on Aging, Health and Society
- Center on Demographics and Economics of Aging
- The Center for Early Childhood Research
- The Center for Health Administration Studies
- The Center for Health and the Social Sciences
- The Center for the Study of Race, Politics, and Culture
- Center for Urban Research and Policy Studies
- Chapin Hall Center for Children
- Chicago Center of Excellence in Health Promotion Economics
- Economics Research Center
- NORC (formerly the National Opinion Research Center)
- Ogburn/Stouffer Center for the Study of Social Organizations
- Program on International Politics, Economics and Security (PIPES)
- Program on International Security Policy (PISP)
- The Program on Political Institutions (PPI)
- Population Research Center

## HARRIS SCHOOL INFORMATION TECHNOLOGY

The Harris School Information Technology (HSIT) division supports the school's educational and research agenda by providing the technological infrastructure necessary to promote efficient research programs and provide a rich learning environment for its students. HSIT is responsible for developing and maintaining a

shared computing infrastructure and for providing access to and training in the use of statistical applications and databases commonly used in public policy research

HSIT provides access to two distinct computing environments: Microsoft Windows Server cluster and a UNIX server environment. HSIT operates a number of dedicated research servers, which provide data storage and analysis capabilities, and supports a wide array of desktop and server-based software packages and applications. HSIT also provides a wireless network which enables universal connectivity throughout the entire school.

The Harris School maintains a twenty seat computing cluster that is available for use 24 hours a day, 365 days a year. Each workstation operates under Windows XP and is configured to include common office applications, networking applications, statistical applications such as Stata and SPSS, and other specialized applications such as ESRI ArcInfo and SAS. A Windows file server supports central storage of client files. The cluster file server enables individuals to upload, download, and store files in individual home directories that are accessible off-campus using http and SSL security protocols.

The UNIX server environment is used primarily by faculty researchers and Ph.D. level students. The Unix environment is well-suited for processing large databases or for computationally intensive model estimation. This environment is also frequently used by projects that need to share data and program files.

In addition to providing and maintaining computing infrastructure, HSIT is responsible for training graduate students in the use of equipment and applications. Staff works closely with faculty instructors, advanced graduate students, and the dean of students to develop mini-courses and other training materials to facilitate use of supported software applications. An eighteen-seat training room is configured with the latest technology.

HSIT supports research by maintaining a centralized repository of databases used in public policy research. The collection includes micro- and macro-level data on population dynamics, labor force participation, health status, vital statistics, crime rates and crime victimization, educational aspirations and outcomes, family dynamics, and attitudinal surveys on a variety of topics. A data archivist is available to provide assistance to students. Services include consulting to identify relevant data for secondary analysis and assisting to prepare analytic data files. In addition, the archivist is available to consult with research groups providing practical advice and technical assistance in the use and management of shared information resources.

For more information, visit <http://harrisschool.uchicago.edu/about/harris-it/computing-resources> or send email to [hsit@listhost.uchicago.edu](mailto:hsit@listhost.uchicago.edu).



# RESOURCES AND SERVICES

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## LIBRARY

The University of Chicago Library serves the primary research and study interests of faculty, students, and staff. One of the country's foremost research libraries, it is a vital center in the intellectual culture of the University and a rich academic resource for the scholarly community.

The University Library is a unified system consisting of six libraries that house resources in a variety of formats. The Library resources include over 7 million print volumes, over 30 million manuscript and archival pieces, and 420,000 maps and aerial photographs. Other resources include a large number of major sets of microform materials, electronic indexes and abstracting services, and a wide variety of full-text electronic books and journals. For more information about the University of Chicago library—its collections, services, and electronic resources—please visit [www.lib.uchicago.edu](http://www.lib.uchicago.edu), or call the Library Administrative Office at 773-702-8740.

The University Library's extensive print and multi-media research collections in the humanities and social sciences are housed in the Joseph Regenstein Library, the Library's largest facility. The Regenstein Library's collections are especially rich in the fields of theology and religion, classics, philology, philosophy, psychology, languages and literatures, anthropology, art, film and theater, music, photography, political science, history, business and economics, linguistics, education, sociology and social statistics, maps and geography, and bibliography. Its holdings are supplemented by the William Rainey Harper Memorial Library for undergraduates and non-specialist readers throughout the University.

The Regenstein Library is home to four distinguished area studies collections. The Middle East Collection covers the ancient, medieval, and modern civilizations of the Middle East. Its holdings are particularly rich in Assyriology and Egyptology, and Islamic civilization from its rise in the sixth century until the present. The East Asian Collection is devoted to Chinese, Japanese, and Korean materials, primarily in the humanities and social sciences. Manchu, Mongolian, and Tibetan materials are also represented. The South and Southeast Asian Collections have publications on all aspects of life and culture in India, Bangladesh, Pakistan, Sri Lanka, Nepal, and Bhutan, as well as materials on Myanmar, Thailand, Cambodia, Laos, Vietnam, Malaysia, Singapore, Brunei, Indonesia, and the Philippines. The Slavic and East European Collections encompass the former Soviet Union and other East European countries.

The University's collections of over 1.4 million volumes in the sciences, technology, biomedicine, and the history of science and medicine are housed in the John Crerar and Eckhart libraries. The Crerar Library includes most of the University's science and biomedical collections. It has more than 1.3 million bound volumes and 4,700 current serials. Also, more than 3,000 science serial titles are available electronically. The Crerar Library's collections in the history of science and medicine are distinguished, and combined with the rest of the University Library's, are among the strongest in the country.

The 55,000-volume Eckhart Library holds the University's collections in mathematics, mathematical statistics, and computer science.

The Social Service Administration Library has a 36,000-volume collection that covers all aspects of social welfare and social work. The Library also has a large collection of microfilms, microfiche, pamphlets, and publications of governmental and voluntary agencies.

The D'Angelo Law Library has collections of approximately 700,000 volumes in print and other formats, including the primary laws of the United States and all fifty states, foreign, comparative and international law, legal commentary on a variety of topics, and resources in other disciplines of interest to law researchers.

The Library's collections of government documents include legislative and parliamentary proceedings and journals, census and statistical information, and legal materials from all over the world. The Library's collections are particularly strong in the nineteenth-century United States Federal documents and publications of major European governments dating back to the mid-nineteenth century.

With the exception of the University's Library's Storage Collection, bookstacks are open to readers who have a valid University ID or library card. Special Collections materials cannot be checked out. Instead books, archives, and manuscripts can be made available for use in the Special Collections Reading Room on the first floor of Regenstein Library. A Chicago Card, a University of Chicago Library Card, or a Day Pass to circulate items from Special Collections is needed.

Graduate-level research is promoted by long loan periods before materials have to be brought back to a library for return or renewal. Interlibrary loan service is available in all libraries.

Reference librarians are present to provide orientation to library collections, services, and facilities. The Reference staff is available for individual and group consultation, and can be contacted in person as well as by email and by telephone. The Library's subject bibliographers are also available for specialized reference services or to discuss print and/or electronic resources in their respective disciplines. See [lib.uchicago.edu/e/using/reference/](http://lib.uchicago.edu/e/using/reference/) for additional information.

The Library's web site provides both a wide variety of information about the Library's collections and services and access to a growing array of networked information resources. The subject guides on the Web offer an overview of both print and electronic resources and provide a useful starting place when beginning your research. A comprehensive list of electronic resources on the network with links to a variety of subject guides is available at [lib.uchicago.edu](http://lib.uchicago.edu).

Instruction services are available for students. The library staff is available to teach workshops on the identification and use of library resources, including electronic information and to assist in developing effective library research strategies. For more information visit: [lib.uchicago.edu/e/using/instruct/](http://lib.uchicago.edu/e/using/instruct/).

## LIVING ACCOMMODATIONS

The University of Chicago provides a variety of housing options for its graduate students. For single students, the choices include International House and



Neighborhood Student Apartments. Neighborhood Student Apartments also offers apartment arrangements suitable for couples, students with a domestic partner, and families. Additional information on housing options, including current costs, is sent to all newly admitted students.

## NEIGHBORHOOD STUDENT APARTMENTS

The University owns and operates numerous apartment buildings located around and within the campus area. Graduate students, who are single, married, or in a domestic partnership, and who are registered and making normal progress towards their degree are eligible to live in Neighborhood Student Apartments. Apartment sizes range from studios to large three bedroom apartments, furnished or unfurnished, in walk-up or elevator buildings. Parking lots are available at some buildings. Options for single students include single occupancy and shared apartments. Couples with children are given priority for the two- and three-bedroom apartments. Inquiries should be addressed to Residential Properties, 5100 S. Dorchester Avenue, Chicago, IL 60615, 773-753-2218.

## INTERNATIONAL HOUSE

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr., in the aim of fostering understanding and friendship among students of diverse national, cultural and social backgrounds. It is a coeducational residence for students from about fifty countries. Each year, the House accommodates up to 500 graduate and advanced undergraduate (third and fourth year) residents—nearly half from the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. In addition to providing affordable rooms in a gracious building, International House sponsors a rich variety of activities throughout the year and serves as a dynamic center of cultural exchange between international students and the greater Chicago community. The community kitchen equipped with ranges, microwaves, toasters, and walk-in refrigerators and freezers enables students to cook their own foods and serves as a lively crossroads of international cuisine and fellowship. International House also offers a dining service featuring a moderately priced à la carte menu in its Tiffin Café (no meal plan). The building itself is designed to encourage informal daily interactions among residents—in the House's main lounge, kitchen, dining room, café, courtyard, library, computer labs, and television lounge. Residential fellowships are available. For further information about International House or for an application, please visit the website: <http://ihouse.uchicago.edu/residency/>. Students with additional questions may call the Residence Office at 773-753-2280, or send an email to: [i-house-housing@uchicago.edu](mailto:i-house-housing@uchicago.edu).

## PRIVATE HOUSING

The private housing market in the neighborhood around the University is generally very tight. Students interested in private housing should plan to look for accommodations well in advance of the start of school. The University does not have an off-campus housing office, nor does it maintain listings of inspected and approved private housing. Students who prefer housing outside the University



system must come to Chicago to secure accommodations—it is virtually impossible to obtain private housing by telephone or through the mail.

## PARKING AND TRANSPORTATION

<http://safety-security.uchicago.edu/transportation>

## UNIVERSITY OF CHICAGO STUDENT HEALTH CARE HEALTH INSURANCE REQUIREMENT

The University requires all students, other than those in programs explicitly excluded,\* to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. If the student is a resident of Chicago, the insurance must cover medical care other than emergency care in the Chicago area. The insurance requirement may be satisfied in one of two ways:

1. Enroll in the University Student Health Insurance Plan (U-SHIP) offered by the University, or
2. Complete of the online insurance waiver application before the open enrollment deadline. The waiver application requires the student to certify that his or her insurance coverage is comparable to the University Student Health Insurance Plan.

### AUTOMATIC ENROLLMENT

Students who fail to complete an insurance election or apply for a waiver by the open enrollment deadline for the plan year will be automatically enrolled in the University Student Health Insurance Plan and will be billed for that enrollment. The enrollment is binding for the entire plan year, from September 1 until August 31 of the following year.

The open enrollment period ends at 5 pm on Friday of the second week of the first quarter in which you matriculate.

### \*INELIGIBILITY

Students in the Chicago Booth Evening and Weekend, SSA Evening and the MLA programs are not eligible to enroll in U-SHIP. Doctoral students in Extended Residence are also not eligible to enroll in U-SHIP. Students excluded from this requirement are NOT eligible to purchase the University Student Health Insurance Plan.

### STUDENT LIFE FEE

All registered students are assessed a quarterly Student Life Fee which allows them access to the Student Health Service and Student Counseling Service. This fee also covers student activities through the Office of the Reynolds Club and Student Activities (ORCSA) as well as class laboratory and library fees for college students.

The 2012-2013 Student Life Fee for graduate students is \$313 per quarter for fall, winter and spring.

Students in the following programs are not assessed the Student Health and Wellness Fee and are not entitled to services offered at the Student Care Center and Student Counseling and Resource Services: Chicago Booth Evening and Weekend, SSA Evening and the MLA programs. Doctoral students in Extended Residence are also excluded.

### SUMMER HEALTH AND WELLNESS FEE

Students and June graduates who remain in the Chicago area during the summer but are not enrolled in classes have the option to pay the Student Life fee for continued access to the Student Care Center and Student Counseling and Resource Services. Students' family members already on the Student Accident and Sickness Insurance plan may also purchase this fee.

### IMMUNIZATION REQUIREMENTS

By State of Illinois law, all new students\* are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for international students). The Student Care Center ([scc.uchicago.edu](http://scc.uchicago.edu)) notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are available to be downloaded from the web. They must be returned by mail or in person. They cannot be returned electronically.

After the third Friday of the first quarter of enrollment, students who are not yet compliant will have their subsequent registrations restricted and will not have the restriction lifted until they have become compliant with the immunization requirement. A student who receives this notification is urged to call the Immunization Office at 773-702-9975 to resolve his or her status.

Restricted students will lose on-line access to grades as well as access to University libraries, athletic facilities and health services, among other privileges. Restricted students will be required to leave the University if the restriction is not cleared by the fifth week of the subsequent quarter. Students required to leave will not receive credit for work done through the end of the fifth week of the quarter. Students living in undergraduate dormitories will be required to leave the University housing system.

\* Students who are enrolled less than half time and non-degree international visiting scholars are exempt from this requirement.

### DAY-CARE AND SCHOOLS

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially those who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. There are many fine nursery schools in Hyde Park, including one run by the University. The University of Chicago helps employees and students find childcare through two main sources: (1) Action for Children, formerly The Day Care Action Council of Illinois, a resource

and referral agency; and (2) An on-campus childcare coordinator. Their referral services are free of charge.

Action for Children is a private, not-for-profit agency, which operates a resource and referral service. Action for Children can be reached at 312-823-1100. Their website is [www.actionforchildren.org](http://www.actionforchildren.org). The On-Campus Child Care coordinator maintains a list of members of the University community who are interested in providing childcare. The coordinator is located in the Benefits Counseling Office, Bookstore Building, 956 East 58th Street, 3rd floor, and can be reached by phone at 773-702-9634 or by e-mail at [benefits@uchicago.edu](mailto:benefits@uchicago.edu).

It is important to remember that these are referral services only and do not recommend or endorse any particular provider.

Hyde Park has excellent public, private, and parochial schools. Registration for public schools is based on neighborhood boundaries unless the school is a magnet school (open to children city wide) or unless a permit to attend is granted by the school. To ensure a place in a private or parochial school, enroll as early as possible (most schools are full by late summer).

For further information on nursery, elementary, and secondary schools, write to:

Office of Graduate Affairs  
Administration Building  
5801 Ellis Avenue  
2nd Floor North  
Chicago, IL 60637  
773-702-7813

## SECURITY

The University Police Department operates twenty-four hours a day, seven days a week, on campus and throughout the Oakland, Kenwood, Hyde Park, and Woodlawn neighborhoods. They patrol north to 39th, south to 63rd, east to Lake Shore Drive, and west to Cottage Grove.

Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other's calls within the University Police's coverage area. University Police headquarters is located at 6054 S. Drexel, Chicago, Illinois 60637.

There are more than 300 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

The University has a multifaceted Safety Awareness Program, which is fully described in the publication, *Common Sense*. *Common Sense* describes how to get

around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and descriptions of security policies and awareness campaigns.

*Common Sense* is distributed to members of the University community. It is available online at [commonsense.uchicago.edu](http://commonsense.uchicago.edu) or on request by writing to the University Office of the Dean of Students, 5801 South Ellis Avenue, Chicago, IL 60637. The University also annually distributes its drug and alcohol policy to all students and employees.

## UNIVERSITY POLICIES

### STATEMENT OF NON-DISCRIMINATION

In keeping with its long-standing traditions and policies, the University of Chicago, in admissions, employment, and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, gender, sexual orientation, gender identity, national or ethnic origin, age, disability, or other factors prohibited by law. The Affirmative Action Officer (Administration 501, 773-702-5671) is the University's official responsible for coordinating its adherence to this policy and the related federal and state laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended).

### STATEMENT OF SEXUAL HARASSMENT

The University of Chicago is committed to maintaining an academic environment in which its members can freely work together, both in and out of the classroom, to further educate and research. The University cannot thrive unless each member is accepted as an autonomous individual and is treated civilly, without regard to his or her sex or, for that matter, any other factor irrelevant to participation in the life of the University. Members of the University should understand that this standard must shape our interactions regardless of whether it is inappropriate even though not "illegal;" speech can be offensive even though allowed.

The University is also committed to the uninhibited, robust and wide-open pursuit of ideas. We must take great care neither to stifle that pursuit by a multitude of rules, nor to make it "dangerous" to speak one's mind.

At the same time, every member of the University community must recognize that sexual harassment compromises the integrity of the University, its tradition of intellectual freedom, and the trust placed in its members. It is the intention of the University to take all necessary actions to prevent, correct, and, where indicated, discipline sexual harassment.

### ASSISTANCE FOR DISABLED STUDENTS

The University of Chicago is a community of scholars, researchers, educators, students, and staff members devoted to the pursuit of knowledge. In keeping with its traditions and long standing policies and practices the University, in admissions and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to study at the University.

The University does not have a comprehensive program oriented wholly towards educating students with disabilities, but strives to be supportive of the academic, personal, and work-related needs of each individual and is committed to helping those with disabilities become full participants in the life of the University.

Students with disabilities should contact their area Dean of Students and a representative of the Office of the Vice President and Dean of Students in the University (Administration 219, 773-702-7770) in as timely a fashion as possible to initiate the process for requesting accommodations at the University.

Once the appropriate documentation is received, professionals will review it to clarify the nature and extent of the disability. Ordinarily a representative of the Office of the Vice President and Dean of Students in the University and area Dean of Students then will meet with the student to discuss the matter. If academic work is at issue, faculty may also become involved in these discussions. The student and the area Dean of Students will maintain contact as appropriate in ongoing efforts to accommodate the student. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.

## LEARNING DISABILITIES

The University is committed to working with learning disabled students who have been admitted to help them become full participants in academic programs. In all cases, the usual standards of judgment and assessment of students' overall academic performance apply. Neither the community nor the students concerned are well served by applying special or lesser standards of admission or of evaluation. The representative of the Office of the Vice President and Dean of Students in the University may make accommodations to assist learning disabled students. Such accommodations need to be reasonable and appropriate to the circumstances, should confer equal opportunity on students with learning disabilities, and must not infringe on the essential requirements of or fundamentally alter the program.

As in the case of other disabilities, faculty and academic staff should instruct learning disabled students to request assistance from their area Dean of Students and a representative of the Office of the Vice President and Dean of Students in the University. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.

## DOMESTIC PARTNERSHIP POLICY

A domestic partnership is defined as two individuals of the same gender who live together in a long-term relationship of indefinite duration, with an exclusive mutual commitment in which the partners agree to be jointly responsible for each other's common welfare and share financial responsibilities. The partners may not be related by blood to a degree of closeness which would prohibit legal marriage in the state in which they legally reside and may not be married to any other person.

Privileges will be extended to a student's domestic partner and partner's child(ren) for the University Student Health Insurance Plan, housing, athletic facilities, and libraries. Students who wish to enroll their domestic partner and/or his or her child(ren) for these privileges should contact the Benefits Office, Bookstore Building, 956 East 58th Street, 3rd floor, (773-702-9634) to request a Statement of

Domestic Partnership form. <http://hrservices.uchicago.edu/lifework/life/union/partnershipfaq.shtml>. Once approved by the Benefits Office, the statement will certify that the student's partnership meets the University's requirements.

If a student wishes to enroll his or her domestic partner and/or partner's child(ren) in the University Student Health Insurance Plan, the student will need to complete enrollment forms for the dependents and will need to present his or her approved Statement of Domestic Partnership. In order to obtain gym, library, and/or housing privileges, the student will need to present his or her approved Statement of Domestic Partnership at the appropriate office.

- University Student Health Insurance Plan: Administration Building, 5801 South Ellis Avenue, Room 231 and 232
- Athletic and Recreational Sports: Henry Crown Field House, 5500 South University Avenue
- Library: Regenstein Privileges Office, 1100 East 57th Street, 1st floor (bring partner)
- Housing: Graduate Students Assignment Office, 5316 South Dorchester Avenue

#### UNIVERSITY REPORTS

The University of Chicago annually makes information, including several reports and policies, available to its community and to prospective students and employees. These reports provide abundant information on topics from equity in athletics to campus safety, including several items for which federal law requires disclosure. The following are reports that are presently available from the University of Chicago. For those reports not available on the Internet, the University will provide copies upon request.

1. The University's campus safety report, *Common Sense*, is published annually and includes the following:
  - A. information regarding transportation on and around campus;
  - B. safety tips and information on security and crime prevention programs;
  - C. campus policy regarding the sale, possession, and use of alcohol and illegal drugs;
  - D. information regarding drug and alcohol education programs;
  - E. crime statistics for the three most recent calendar years;
  - F. campus programs to prevent sex offenses and procedures to follow when sex offenses occur; and
  - G. information regarding reporting of criminal activity.
- H. *Common Sense* is available, upon request, from the University of Chicago Police Department, 6054 S. Drexel Avenue, Chicago, IL 60637 (773-702-8190); and from the Office of the Vice President and Dean of Students in the University, 5801 South Ellis Avenue, Chicago, IL 60637 (773-702-7770). It also can be accessed on the Internet at [commonsense.uchicago.edu](http://commonsense.uchicago.edu).



2. The University of Chicago Department of Physical Education and Athletics' report for the Equity in Athletics Disclosure Act is available, upon request, from the Department at 5530 South Ellis Avenue, Chicago, IL 60637 (773-702-7684).
3. The University's policy concerning privacy and the release of student records is published annually in the University's Student Manual of Policies and Regulations. The policy explains the rights of students with respect to records maintained by the University and outlines the University's procedures to comply with the requirements of the Family Educational Rights and Privacy Act. Copies of the Manual are available, upon request, from the Office of the Vice President and Dean of Students in the University, 5801 South Ellis Avenue, Chicago, IL 60637 (773-702-7770). The information is also available on the Internet at <http://studentmanual.uchicago.edu/>.
4. Information on accommodations for persons with disabilities can be found in the Student Manual of Policies and Regulations and in each division's Announcements, including this one. The Student Manual of Policies and Regulations is available from the Office of the Vice President and Dean of Students in the University, 5801 South Ellis Avenue, Chicago, IL 60637 (773-702-7770). The information is available on the Internet at <http://studentmanual.uchicago.edu/>
5. Information regarding current tuition and fees, including estimated miscellaneous costs, is available through the Harris School Office of Admission at 1155 East 60th Street, Chicago, IL 60637 (773-702-8401). The information is also available on the internet at: <http://harrisschool.uchicago.edu/admissions-and-aid/tuition-and-expenses>.
6. For information on financial aid programs, contact the Student Loan Administration, 970 East 58th Street, Room 411, Chicago, IL 60637 ([sla.uchicago.edu](http://sla.uchicago.edu), 773-702-6061), or the Harris School Office of Admission, 1155 East 60th Street, Chicago, IL 60637 (773-702-8401).
7. Information on the University's accreditation can be obtained from the Office of the Provost, 5801 South Ellis Avenue, Chicago, IL 60637 (773-702-8810).
8. Information on academic programs, faculties, and facilities can be obtained from the Harris School Dean of Students Office, 1155 East 60th Street, Chicago, IL 60637 (773-834-2196).

## STUDENT REGULATIONS AND DISCIPLINE

Any conduct, on or off campus, of students as individuals and as members of campus groups, that threatens the security of the University community, the rights of its individual members, or its basic norms of academic integrity is of concern to the University and may become a matter for action within the University's system of student discipline.

The All-University Disciplinary System is set out in the Student Manual of University Policies & Regulations, copies of which are available through the dean

of students in each area. Every student should become familiar with the Student Manual of University Policies & Regulations, which is updated annually.



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THE UNIVERSITY OF  
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